

Abstract

In this article, four English language arts teacher educators share their pedagogical approaches related to using young adult literature in their teacher preparation courses. They outline their course contexts, readings, and assignments based on their unique learning aims for the teacher candidates. While many learning aims differ, the authors also share how their purposes of employing young adult literature converge along purposes related to recognizing and understanding diverse lives, as well as working toward a more equitable and just society.

Keywords: Teacher education; young adult literature; curriculum; critical literacy