

## Development of gender equality curriculum and its reflective assessment

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**ABSTRACT** The purpose of this research is to prepare a gender equality curriculum for pre-service teachers and to make its reflective assessment. The present study followed the “Taba Model” which is one of the curriculum development models. The study group of this research consists of three curriculum developers, two measurement and evaluation specialists and three specialists who are specialized in gender issues Reflective Evaluation Form was prepared as a data collection tool and frequency was used in the analysis of this form. As a result of this research, “Gender Equality Curriculum Draft [GECD]” has been prepared. Based on the results of reflective assessment, it has been determined that learning outcomes, content, learning experiences and measurement and evaluation dimensions of the GECD are suitable for their purposes and consistent with each other. It is recommended that the Gender Equality Curriculum be implemented in Faculties of Education until social awareness on gender equality is gained.

**Keywords** *Gender, Gender education, Curriculum development, Gender equality, Reflective assessment.*

## Toplumsal cinsiyet eşitliği eğitim programının hazırlanması ve yansıtıcı değerlendirilmesi

**ÖZ** Bu araştırmanın amacı, öğretmen adayları için toplumsal cinsiyet eşitliğine yönelik bir program hazırlamak ve yansıtıcı değerlendirmesini yapmaktır. Araştırma, program geliştirme modellerinden biri olan “Taba Modeli” doğrultusunda hazırlanmıştır. Araştırmanın çalışma grubunu üç program geliştirme, iki ölçme ve değerlendirme ve üç toplumsal cinsiyet konu alanı uzmanı oluşturmuştur. Veri toplama aracı olarak “Yansıtıcı Değerlendirme Formu” hazırlanmış, verilerin analizinde ise frekans kullanılmıştır. Araştırma sonucunda ‘Toplumsal Cinsiyet Eşitliği Eğitim Programı Taslağı [TCEEPT]’ hazırlanmıştır. Program Taslağına yönelik yapılan yansıtıcı değerlendirme sonucunda TCEEPT’nin kazanımları, içeriği, öğrenme yaşantıları ve ölçme ve değerlendirme boyutları amaçlarına uygun ve kendi içlerinde tutarlı bulunmuştur. Toplumsal cinsiyete yönelik farkındalık kazanılana kadar TCEEPT’nin Eğitim Fakültelerinde uygulanması önerilmektedir.

**Anahtar Kelimeler** *Toplumsal cinsiyet, Toplumsal cinsiyet eğitimi, Program geliştirme, Toplumsal cinsiyet eşitliği, Yansıtıcı değerlendirme.*

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## INTRODUCTION

The concept of gender, which refers to society's identification of men and women socio-culturally, its way of differentiating them and the roles it assigns to them (Bhasin, 2003), was discussed extensively at the end of 1970s and at the beginning of 1980s by second wave feminists. Second wave feminists argued that there should be a difference between the term gender and the term sex which refers to physical differences of the body and which is natural and inborn (Arat, 2017; Giddens, 2000). They accepted the fact that gender roles were not natural but learnt and separated the terms sex and gender (Arat, 2017). As a result of this separation, many differences between men and women which seemed to be natural were in fact understood not to be natural, and that these differences caused gender inequalities.

Gender inequality is the situation in which certain individuals cannot benefit from the rights and opportunities – due to their gender - that the individuals from the opposite gender can, or the situation in which the provided opportunities fall short of meeting the individuals' needs. Gender inequality is based on the inequality between the roles of men and women. In other words, men and women access and use social opportunities and resources unfairly.

Women make up the disadvantaged group in many parts of the world as a result of gender inequality. Gender inequality is clearly seen in the distribution of resources in the world as follows (Adaçay, 2014; UNESCO, 2000): (i) Women make up two-thirds (66%) of all the labor force in the world. (ii) Women receive only one-tenth of the world income. (iii) Two-thirds of world's illiterate adults are women. (iv) Women own less than one percent of world property. (v) The rate of women's political participation is very low except in Rwanda, South Africa, Cuba and Scandinavian countries. (vi) 85 million girls are out of school and deprived of educational opportunities. (vii) Women constitute 70% of 1.5 billion people living in poverty line in the world. (viii) Women make up 60% of 550 million working poor who live below "a-dollar-a-day international poverty line". (ix) More than 80 million women are unemployed. (x) Almost 120.000 women and young girls are sold into trafficking into Western Europe each year.

Women outweigh men in terms of being subject to gender inequality in Turkey similar to the one across the world. Evaluations carried out by national (KSGM, 2015; TÜİK, 2017a) and international organizations (European Commission, 2009; Eurydice, 2010; UNICEF, 2003; United Nations Entity for Gender Equality and the Empowerment of Women, 2011; WEF, 2017) and news of violence and abuse against women and girls that often appears in the national press reveal the fact that gender inequality is prevalent in Turkey, too. Turkey is ranked 131<sup>st</sup> out of 144 countries in the Global Gender Gap Report 2017 while the country ranks 131<sup>st</sup> in women's participation in working life, 118<sup>th</sup> in political empowerment and 101<sup>st</sup> in educational gains (WEF, 2017). According to TÜİK January (2017a) report, 71.5% of men in Turkey participate in the labor force while 31% of the women do so in Turkey. The proportion of seats held by women in the national parliament (The Grand National Assembly of Turkey) is 14.57% (TBMM, 2017). Proportion of female ministers in the cabinet is only 7.4% (Republic of Turkey Prime Ministry, 2017). One of the most important consequences of gender inequality is violence against women. According to the findings of The Research on Domestic Violence against Women, the prevalence of physical violence throughout Turkey has hardly changed in the last twenty years. The prevalence of physical violence was reported to be 36% in the 2014 study. 37% of women living in cities and 39% of those living in the countryside have been subjected to physical and/or sexual violence at some point in their lifetimes. Women are subjected to emotional violence as well. 44% of married women reported to have been subjected to acts of emotional violence such as terrorization, threats, insults, humiliation and degrading (KSGM, 2015).

Education is one of the fields in which gender inequality is prevalent. Illiterate people aged 25 years and over in Turkey in 2015 make up 5.4% of the population. While 1.8% of men in this age group are illiterate, this proportion is 9% among women and five times bigger than that of men. 23.5% of men

and 15.6% of women aged 25 years and over are high school graduates while 17.9% of men and 13.1% of women are university graduates (TÜİK, 2017b). Women are more disadvantaged than men in terms of participation in all educational levels and in literacy. About one-third of women reported to have been prevented from going to school. Their families are in the first place in terms of preventing them from receiving education (KSGM, 2015). The gap between men and women in their rate of participation in education is just the tip of the iceberg in gender inequality in education. Educational policies, teacher attitudes, curriculum, hidden curriculum, school culture, classroom arrangement etc. deepen the gender discrimination and inequality in education (Rutledge, 2005; Tang, 2008).

It was found out in the literature review that gender equality is reproduced, experienced and reinforced both in educational and other social institutions in Turkey. An educational institution is one of the areas with the most socialization. Thus, it is necessary to turn these institutions into an environment in which practices of gender equality are promoted and positive attitudes towards it are encouraged rather than a setting where gender stereotypes are reproduced. Education system is influential in changing attitudes and behavior. Hence, educational institutions should be places that provide equal opportunities for everyone, that develop students by finding and nurturing skills and interests of students and that fight gender stereotypes. Basic Act of National Education of Turkey Article 4 reads “*Educational institutions are accessible to everyone regardless of their language, race, gender, disability and religion*”, and Article 8 reads “*Each individual is given equal educational opportunities*”. Equal treatment of students and non-discrimination in education regardless of their gender within the framework of Basic Act of National Education are an obligation rather than a step to be taken for progress. Teachers have the biggest role in ensuring democratic gender roles at schools and raising awareness of gender equality. However, in such studies as (Acar, Ayata & Varoğlu, 1999; Acar-Erdol & Gözütok, 2017b; Bağlı & Esen, 2003; Esen, 2013a; MEB, 2016; Sayılan & Özkazanç, 2012; Torun, 2002; Yögev, 2006), teachers themselves were found to practice gender discrimination. Teachers must possess awareness of gender roles and stereotypes so that cases of gender discrimination do not emerge during the application of curriculum and while using teaching materials. However, majority of teachers lack this awareness, or they have no idea how to ensure gender equality at schools (European Commission, 2009).

One of the reasons why teachers keep traditional gender roles is the fact that they did not receive enough pre-service training in gender equality (Aslan, 2015; Cushman, 2012; Tantekin-Erden, 2009). Researches on gender issues with pre-service teachers (Aslan, 2015; Baba, 2007; Nürnberger, Nerb, Schmitz, Keller & Sütterlin, 2016; Schwartz & Sinicrope, 2013; Seçgin & Tural, 2011) suggest that pre-service teachers need to gain gender awareness.

In the “2008-2013 National Action Plan for Gender Equality” and in the “Form of Gender Equality Attitude of Higher Education Council”, it was stated that gender equality issues should be included in the undergraduate and graduate programs of Faculties of Education in order to make educators, curriculum and materials sensitive to gender equality. Training of gender equality needs to be given by means of the curriculum at the Faculties of Education (Kalaycı & Hayırsever, 2014). However, no gender equality curriculum, which has been prepared taking contemporary curriculum development approaches into consideration, has been found in practice Faculties of Education. The aim of this research, which was carried out to fill the research gap in this field, is to help to prepare a curriculum about the subject of gender equality based on the needs of pre-service teachers and to develop the curriculum by conducting reflective assessment.

John Dewey suggested that a scientific research must provide solutions to the problems in practice yielding to positive results to enhance the quality of life of the individuals and society (Stone, 1994; Teddlie & Tashakkori, 2015). Similarly, this study aims to provide solutions to ensure gender equality which is an important factor in building social justice as well as producing information. Thus, this study is significant in that it provides solutions to social problems.

Many studies (Acar-Erdol & Gözütok, 2017b; Aslan, 2015; Baba, 2007; Bolsoy, Egelioglu, Şen, Er-Güneri & Sevil, 2014; Çubukçu & Sivaslıgil, 2007; Esen, 2013a; Esen, 2013b; Kalaycı & Hayırsever, 2014; MEB, 2016; Seçgin, 2012; Seçgin & Tural, 2011; Tantekin-Erden, 2009; Yağan-Güder, 2014; Yaşar, 2011) have emphasized that Faculties of Education should offer a course about gender equality and that the course should be interactive and inquiry-based.

## METHODOLOGY

### Research Design

The design of this research was shaped in accordance with one of the curriculum models, “The Taba Model”. The steps of this model are as follows (Oliva, 1997): a) Diagnosis of needs of learners. b) Formulation of objectives. c) Selection and organization of content. d) Selection and organization of learning experiences. e) Selection and organization of evaluation process. f) The control of the relationships of curriculum’s dimensions. The information about the processes carried out at these stages is listed below.

*a) Diagnosis of Needs:* In the study that was conducted by Acar-Erdol and Gözütok (2017a) in order to diagnose pre-service teachers’ needs of training in gender equality, it was found out that pre-service teachers need training in such issues as sex and gender, gender roles, gender stereotypes, gender discrimination in educational settings, gender stereotypes in career decision-making, women’s participation in working life, women’s participation in decision-making mechanisms and violence against women.

*b) Formulation of Objectives:* Since teaching is a phenomenon that has aims, goals/aims/learning outcomes have a particular significance (Anderson & Krathwohl, 2010). Learning outcomes refer to what a learner will be able to know, understand and perform by the end of the learning process (Donnelly & Fitzmaurice, 2005). In accordance with educational needs that were suggested in the study carried out by Acar-Erdol and Gözütok (2017a), forty-one learning outcomes under eight themes were written. While writing the outcomes, special attention was paid to the fact that all those outcomes were assessable. Taxonomy was used in order to organize the prerequisite relationships among learning outcomes and, accordingly, to form content, learning experiences, and dimensions of measurement and evaluation. The revised version of Bloom’s Taxonomy (revised by Anderson and Krathwohl in 2001) was used in the classification of learning outcomes written within the cognitive domain, while Taxonomy of the Affective Domain (developed by Krathwohl, Bloom and Masia in 1964) was used to classify affective domain learning outcomes.

*c) Selection and organization of content:* Content refers to the selection of relevant facts, principles, generalization, theories and concepts during curriculum development process. While selecting the content, its benefit for the individual and society, its relevance to learning and teaching and its place in the knowledge structure must be considered carefully (Varış, 1976). The content of Gender Equality Curriculum Draft (GECD), which was designed in line with social and individual benefits, its appropriateness with teaching and participants, its scientific validity and outcomes, is composed of gender and concepts about gender and the topics of gender in education, working life, decision-making mechanisms and violence. The steps below were followed in laying out the content: Information about concepts, relationships between concepts, real-life examples about the concepts, problems about the concepts and solutions to those problems.

*d) Selection and Organization of Learning Experiences:* By means of GECD, it was targeted that pre-service teachers - by participating in the learning process actively – would realize the gender problems

in the world and in the society, they live in, investigate the causes of those problems and find solutions to them. To realize this goal, the curriculum was based on interactive teaching techniques and methods besides learner-centered teaching experiences. With this method, it was aimed that pre-service teachers would evaluate the status of women and men by using their analytical thinking, problem solving and creative thinking skills. Teaching techniques and methods which allow pre-service teachers to get actively involved in the process, to evaluate their and other students' opinions, to express their ideas in front of a crowd, to work cooperatively, to come up with ideas about controversial topics, to have empathy etc. were emphasized in the curriculum. In the learning experiences, the curriculum employed such methods as presentation, question-answer, case study analysis, conversation cycle, learning stations, brainstorming, role plays, creative drama, independent study, creative writing, opinion development, large group discussions and small group discussions. In the organization of learning experiences, teaching materials were selected and duration of the activities was established.

*e) Selection and Organization of Evaluation and Measurement:* Evaluation of learning outcomes was planned to be as introduction to curriculum, during the application of the curriculum and after the application of the curriculum. Achievement Test was developed for the evaluations to be carried out before and after the curriculum was applied. Developing Achievement Test started with the analysis of learning outcomes. Once the outcomes were analyzed, it was found out that they were in the cognitive and affective learning domains. By preparing 'table of specifications', the distribution of the outcomes into cognitive and affective domains and which question was aimed at which learning outcome were shown. The test has forty-one questions to test forty-one learning outcomes. Cases that pre-service teachers might encounter in their lives were developed as scenarios. There are seven scenarios, one text and one poem in Achievement Test. The level of realization of certain learning outcomes was measured through open-ended questions aimed at these scenarios, text and poem. In order to determine the compliance of the questions in Achievement Test with the learning outcomes, the opinions of five experts from the fields of gender studies and measurement and evaluation were taken and necessary editing was made. The pilot study of Achievement Test was carried out on 11 pre-service teachers who previously took the course Gender Equality at the Faculty of Educational Sciences at Ankara University. A rubric was prepared in order to do the evaluation of Achievement Test. In order to ensure the scoring reliability of Achievement Test, the questions were graded by three experts from the field of gender studies. Kappa Cohen coefficient of 10 Achievement Tests answered by pre-service teachers was calculated so as to test inter-scorer reliability. Inter-scorer Kappa Cohen coefficient was found as 0.862, 0.872 and 0.833. This proves a perfect compliance between the scorers. Formative evaluation that was carried out during the application of the curriculum aimed to find out whether pre-service teachers achieved certain learning outcomes in each subject area by using worksheets. Special attention was paid to the fact that most of the learning outcomes in the related subject area that were to be evaluated during the application of the curriculum would be placed on top level in the taxonomic classification. In the evaluation of learning outcomes, by giving cases experienced in the past or pre-service teachers might experience in their lives, it was aimed that learning would be encouraged and would continue in the evaluation process as well.

*f) The control of the relationships of curriculum's dimensions:* Reflective evaluation was performed in this stage. Information about formation of the study group, development of the data collection tool and collection and analysis of the data throughout the reflective evaluation of the curriculum are as follows:

### **Study Group**

The study group of the research was formed according to "maximum variation sampling", one of the sampling methods. The aim of using this sampling is to reflect the variety of individuals that might be a side of the problems studied in this sampling by forming a relatively small sampling (Yıldırım &

Şimşek, 2008). The expert group who carries out the reflective evaluation about Gender Equality Curriculum Draft consists of three curriculum developers (assistant professor), two measurement and evaluation specialists (one assistant professor, one associate professor) and three specialists who are specialized in gender issues (one associate professor, one assistant professor, one doctoral student). While curriculum development and measurement and evaluation experts work at the Department of Educational Sciences, gender experts work at the Department of Public Administration, Sociology and Educational Sciences. The validity of the study was aimed to increase by ensuring expert variation. Since the number of pages of the documents that the experts would analyze was high (100 pages), the number of experts was limited. In the formation of the study group, it was planned that three experts from each area of specialization would analyze GECD. Experts, who were thought to give their opinions about the Reflective Evaluation Form, were asked whether they would participate in the study group contacted via e-mail and phone. Data collection tool was sent to nine experts who accepted to work in the study group. As one of the experts was not punctual in giving the opinion, the study group was composed of eight experts.

### **Data Collection Tool and Data Collection**

To ensure the systematicity of reflective evaluation, forming a structured measurement tool was aimed. Thus, Reflective Evaluation Form (REF) was prepared. Literature was scanned in order to prepare the draft of the form, and twenty-one items were listed within the dimensions of learning outcomes, content, learning experiences and measurement-evaluation. The draft form was submitted for expert opinion (Three curriculum development and one evaluation and measurement experts). Upon getting expert opinions, the number of items in the form was increased, and the latest version of the form had twenty-nine items. For the evaluation of each item, “Comments and Suggestions” section besides “Yes”, “Partly” and “No” were included in the form.

Reflective Evaluation Form was emailed to nine experts along with the documents that they would analyze (needs analysis, curriculum draft, Table of Specifications and Achievement Test). Eight experts emailed back their comments about REF and the documents that they analyzed.

### **Data Analysis**

Frequency, a descriptive statistics tool, was used in the analysis of Reflective Evaluation Form. Distribution of experts' comments was displayed via a frequency table.

## **FINDINGS**

Reflective Evaluation Form aimed to find out whether the draft curriculum was ready for application or not. In line with this purpose, opinions of experts of gender, curriculum development, measurement and evaluation about dimensions of outcomes, content, learning experiences and measurement and evaluation and about the consistency among these were taken. Experts' views about outcomes are displayed in Table 1, and their opinions about the content are in Table 2. While their opinions about learning experiences are in Table 3, the ones about measurement and evaluation can be seen in Table 4. Explanations and corrections about outcome, content, learning experiences and measurement and evaluation are shown under the tables. The acronyms in tables “LA”, “CD”, “ME”, “GSA” stand for

“Level of Agreement”, “Curriculum Development Experts”, “Measurement and Evaluation Experts” and “Gender Subject Area Experts” respectively.

Table 1.  
*Expert Opinions about Learning Outcomes of the Curriculum*

Learning Outcomes	LA	CD	Frequency		
			ME	GSA	Σ
They are in line with the participants' needs.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They are in line with participants' level.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They are expressed in a clear and comprehensible way.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They are in line with the characteristics of the subject area.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They included high-order thinking skills.	Yes	1	1	3	5
	Partly	2	1	-	3
	No	-	-	-	-

As displayed in Table 1, according to the experts, outcomes are in line with the participants' needs and levels, are expressed in a clear and comprehensible way, and are in line with the characteristics of the subject area. Three of the experts pointed that outcomes partly included high-order thinking skills.

Experts also wrote their comments and suggestions about the curriculum besides their responses to the alternatives in Reflective Evaluation Form. The arrangements after taking those comments and suggestions are as follows: (i) Word-based corrections were made on 12 outcomes (3<sup>rd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 22<sup>nd</sup>, 27<sup>th</sup>, 31<sup>st</sup> and 41<sup>st</sup>). For example, the outcome “...distinguishes between the roles of women and men in politics” was changed into “...distinguishes that men and women have different roles in politics”. (ii) The place of the 26<sup>th</sup> and 27<sup>th</sup> outcomes were changed considering prerequisite relationships. (iii) The outcome “... argues that career guidance should be done independent of gender stereotypes (in line with individual qualifications)” was moved from the category of Understand to the category of Apply in Table of Specifications.

Table 2.  
*Expert Opinions on the Content of the Curriculum*

Content	LA	CD	Frequency		
			ME	GSA	Σ
It is consistent with the outcomes.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
It is in line with participants' needs.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
It is scientifically accurate.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Allocated time is sufficient.	Yes	3	1	3	7
	Partly	-	1	-	1
	No	-	-	-	-
The given information is valid.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-

When the expert opinions are examined, it is clearly seen that the content is consistent with the outcomes, suitable with the participants' needs, scientifically accurate and valid. One of the experts stated that allocated time for the content is partly valid. The amount of allocated time for each theme was increased after the expert opinion.

Table 3.  
*Expert Opinions of the Learning Experiences of the Curriculum*

Learning Experiences	LA	Frequency			
		CD	ME	GSA	Σ
The selected principles and methods of teaching are in line with the outcomes.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Activities are in line with the outcomes.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They are in line with the features of information in the content.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Various teaching techniques and methods were included.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They are in line with participants' levels.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
They are in line with participants' characteristics (being pre-service teachers)	Yes	2	2	3	7
	Partly	1	-	-	1
	No	-	-	-	-
They are in line with participants' active participation.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
The suggested tools and equipment are suitable.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
The allocated time for the activities is sufficient.	Yes	2	1	3	6
	Partly	1	1	-	2
	No	-	-	-	-
Supplementary audio-visual materials were included.	Yes	2	2	3	7
	Partly	1	-	-	1
	No	-	-	-	-
They were expressed in a clear and comprehensible way.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Higher-order thinking skills were included in the activities.	Yes	1	2	3	6
	Partly	2	-	-	2
	No	-	-	-	-

Once Table 3 is analyzed, the following findings were obtained: (i) The activities and selected principles and methods of teaching and are in alignment with the outcomes. (ii) The learning experiences are in line with the features of information in the content. (iii) Various teaching techniques and methods were included. (iv) They are in line with participants' characteristics and active participation. (v) They were expressed in a clear and comprehensible way. (vi) The suggested tools and equipment were suitable. One of the experts stated that learning experiences were partly in alignment with the characteristics of the participants. The reason for this, he explained, was the topic of the scenario called "Ayşe'nin Mücadelesi" (Ayşe's Fight) which was in the theme titled "Women's participation in decision-making mechanisms". This scenario, which was telling the story of the struggle of a woman who was trying to be a member of Hunters Club, was removed from the activities. Instead of that, a scenario which was telling about the problems that a female teacher faced

in her journey to become a school director was included. The allocated time for the activities was found to be sufficient by two experts. The amount of time allocated for the activities was increased to 1515 minutes from 905 minutes. While seven experts replied *Yes* for the expression “Supplementary audio-visual materials were included”, one expert answered *Partly*. Activities were supplemented with audio-visuals such as videos, caricatures, photos, songs, etc. Two experts stated that higher-order thinking skills were partly included in the activities. New questions aiming critical thinking, analysis, evaluation and problem-solution were added to the activities such as “What explanation would you come up for your students if you encountered a visual like this in the text book?”, “Suppose that you were the teacher that took Beren to the competition. What explanation would you give her on the way home?”, etc.

Expert opinions on the learning experiences dimensions of the curriculum and arrangements done are as follows: (i) Giving information about the aim and content of Gender Equality Training Curriculum and explanation of the rationale behind including problems of women in the curriculum were added in the warm-up session. (ii) Sentence limit in some activities for pre-service teachers in the texts they would write was abolished. (iii) Explanations in some activities were revised, and some of the elaborate ones were simplified. (iv) Most of the activities were elaborated with examples, and new explanations were added, or the activities kept going thanks to different principles and methods of teaching. Especially, real-life examples that demonstrate achievements of women were emphasized. (v) In the scenario called Bilim Yarışması (Science Contest), personality traits of the students were rearranged based on expert opinions. (vi) One expert stated that mostly problems of women were included in the activities while problems of men were partly mentioned. Thus, it was suggested that the number of activities including problems of men should be increased. Problems of men and the effects of gender roles and stereotypes were mentioned in the existing activities.

Table 4.

*Expert Opinions on the Measurement and Evaluation Aspect of the Curriculum*

Measurement and Evaluation	LA	Frequency			
		CD	ME	GSA	Σ
Questions are in alignment with the outcomes.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
There is a question for every outcome.	Yes	2	2	3	7
	Partly	1	-	-	1
	No	-	-	-	-
Questions are in line with the level of participants.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Scenarios, text and poem are in line with the questions.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Time of implementation of measurement and evaluation tools is correct.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-
Diagnostic, formative and summative assessment were included.	Yes	2	2	3	7
	Partly	1	-	-	1
	No	-	-	-	-
Questions were expressed in a clear and comprehensive way.	Yes	3	2	3	8
	Partly	-	-	-	-
	No	-	-	-	-

Once Table 4 is examined, the following findings were obtained: (i) Questions are in alignment with the outcomes and levels of participants. (ii) Scenarios, text and poem are in line with the questions. (iii) Time of implementation of measurement and evaluation tools is correct. (iv) Questions were expressed in a clear and comprehensive way. One of the experts partly agreed with the expression “There is a question for every outcome”. It is seen in the Table of Specifications that questions were written to measure each outcome. While seven experts responded *Yes* for the expression “Diagnostic, formative and summative assessment were included”, one expert responded *Partly*. Achievement Test was planned to be applied prior to the curriculum for the diagnostic assessment. For formative assessment, with the worksheets of the theme in question at the end of each theme, it was aimed to track the learning of pre-service teachers. For summative assessment, it was agreed that Achievement Test would be implemented at the end of the curriculum.

The arrangements done for the measurement and evaluation dimension of the curriculum in alignment with expert opinions are as follows: (i) Expression “some of” and “most of” were removed from the rubric which would be used to evaluate the worksheets. (ii) The statement “You do not need write names on the test” was added to the test.

In light of these findings, it is understood that the curriculum is ready to be applied. Gender Equality Curriculum Draft is shown in Appendix A.

## DISCUSSION and CONCLUSION

Education is one of the ways of fighting for rights in modern societies. It is a vital tool in individuals' examination and evaluation of a subject and in learning the needs and methods of the fight. This study aimed to take a step to ensure gender equality by means of education which is an important way of fight for women's rights. At the end of this study, in accordance with the needs of pre-service teachers' needs, Gender Equality Curriculum Draft was prepared based on curriculum development approach by using interactive principles and methods of teaching. In addition to pre-service teachers' learning new information, activities which aimed their questioning the gender stereotypes they gained during socialization and their evaluation of its effects for both women and men were included.

One result of the study is that learning outcomes, content, learning experiences and evaluation and measurement aspect of GETC are consistent with each other. Learning outcomes are in line with the participants' needs and levels, are expressed in a clear and comprehensible way, and are in line with the characteristics of the subject area. Three of the experts pointed that outcomes partly included high-order thinking skills. When the distribution of the outcomes in Revised Bloom's Taxonomy is analyzed, it is seen that 12.2% of them are in the category of Remember, 65.9% are in Understand, 14.6% are in Apply, 2.4% are in Analyze and 4.9% are in Create. The reason why most of the outcomes are in the category of Understand is that according to the needs analysis results, pre-service teachers lack knowledge and awareness about gender and it was their first participation in such a training about this subject. Cognitive processes in Bloom's Taxonomy are gradually becoming more complicated, and cognitive field is often identified as “lower-order” and “higher-order”. While only the category of Remember is considered as “lower-order” by the writers of Taxonomy, the remaining five categories that include “mental skills and abilities” are considered “higher-order” (McMillan, 2015). As a result of this scale, while 12.2% of the outcomes are in “lower-order”, 87.2% are in “higher-order”. From this point, it can be said that higher-order thinking skills are sufficiently included in the outcomes. Another finding of the research is that the content is in line with the outcomes and participants' needs, scientifically accurate and valid.

Teaching principles and methods and activities that are used in learning experiences are in line with learning outcomes. Learning experiences comply with characteristics, levels and active participation of the participants. Various teaching methods and techniques can be seen in the learning experiences

of the curriculum. Improving different skills of the students by differentiating the teaching methods used was aimed. Specialists suggested increasing the amount of time allocated for the activities. Activities were designed according to the principles of interactive teaching techniques and methods. These methods require longer duration compared to other methods as they involve students' asking questions and participating in the teaching-learning process, expressing their ideas, studying in groups, developing a solution to a problem, etc. and as they require communication between teacher and student, and student and teacher. Thus, the length of time allocated for the activities was increased. It was stated that problems of women were mostly included in the activities while problems of men were partly mentioned. Thus, it was suggested by experts that the number of activities including problems of men should be increased. Since the concept of gender covers both women and men, mainly problems of women were in the activities as their problems are deeper and higher in number. For this reason, the number of activities with the theme of problems of men was not increased, but problems of men and the effects of gender roles and stereotypes were mentioned in the existing activities.

As for the measurement and evaluation dimension of the curriculum, the problems with the evaluation tools are in line with the principles of measurement and evaluation, and various types of measurement were included accordingly. The curriculum was improved by making some adaptations based on expert opinions, making it ready for application.

## **Recommendations**

In the light of findings of the research, following suggestions can be made:

In order to improve pre-service teachers' level of knowledge and awareness of gender equality, the application of Gender Equality Curriculum in Faculties of Education can be suggested.

Until gender blindness, which refers to perceiving gender differences as normal or to a failure to realize difference on the basis of gender, ends, or awareness of gender is raised, it is of priority that gender subjects are taught in Faculties of Education as courses. However, after awareness is raised, the courses on gender should be abolished from the faculties. Instead, subjects of gender should be integrated with all the courses in Faculties of Education, and symposiums, congresses, panels, contents, etc. should be held in order to maintain and improve the awareness. Since it will get more difficult for the individuals to gain gender equality awareness as they get older (Karkıner, 2016) and it will be tougher to change the culture of gender after a new school adopts it, it can be suggested that Gender Equality Training Curriculum is applied in the first year at the Faculties of Education.

This curriculum was prepared in order to give information about gender and raise awareness. Furthermore, it acts as a preventive for gender discrimination. Thus, once necessary adaptation procedures are done with the curriculum, it can be applied in high schools, in all the faculties of universities and in public institutes. In case of its application among participants other than teachers and pre-service teachers, the themes of gender discrimination in educational settings and gender stereotypes in career decision-making can be removed from the curriculum.

Following this curriculum, a curriculum which was prepared in alignment with the principles of society-based curriculum design can be applied. While society-based curriculum design is flexible in terms of content, it is fundamental that the learning experiences of curriculum activate critical thinking, cooperative working, creative thinking and problem-solving skills and happen in a democratic school environment. The steps below can be followed in a future curriculum aimed at gender which will be shaped according to the principles of society-based curriculum design: (1) Students can present problems about gender in their environments in the classroom (Problems must be solvable by students, or students can take a step to solve them). (2) Common problems can be grouped in the same category. (3) Determining the most repetitive or unanimously-selected problem

that will be studied on. (4) Determining the likely stages of solution by developing opinions. In this stage, questions below should be answered: (4.1) What is the source of the problem? (4.2) Who causes the problems? (4.3) Who is going to play a role in the solution of the problem? (4.4) Who can we ask for help to solve the problem? etc. (5) Application of the plan (5.1) Grouping the students in order to find solution to different aspects of the problem. (5.2) Groups' preparation, application and presentation of their projects for their problems.

Only opinions of academicians were asked within reflective evaluation of this study. Taking opinions of pre-service teachers who have received gender training before and officials of non-governmental organizations acting in the field of gender can also be suggested in future studies.

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## TÜRKÇE GENİŞLETİLMİŞ ÖZET

2008-2013 Toplumsal Cinsiyet Eşitliği Ulusal Eylem Planında ve Yükseköğretim Kurumları Toplumsal Cinsiyet Eşitliği Tutum Belgesi'nde; eğitimcilerin, eğitim programlarının ve materyallerinin toplumsal cinsiyet eşitliğine duyarlı hale getirilebilmesi için, toplumsal cinsiyet eşitliği konularına, eğitim fakültelerinin lisans ve lisansüstü programlarında yer verilmesinin gerektiği ifade edilmiştir. Ancak Eğitim Fakültelerinde uygulanmak üzere, çağdaş program geliştirme yaklaşımları dikkate alınarak hazırlanmış bir Toplumsal Cinsiyet Eşitliği Eğitim Programı [TCEEP] bulunmamaktadır. Bu alandaki boşluğu gidermek amacıyla yapılan bu araştırmanın amacı, öğretmen adaylarına yönelik toplumsal cinsiyet eşitliği konusunda bir eğitim programının hazırlanması ve yansıtıcı değerlendirmesinin yapılarak geliştirilmesidir.

Araştırma, program geliştirme modellerinden “Taba Modeli” doğrultusunda hazırlanmıştır. Bu modelin gerektirdiği aşamalarda yapılan işlemler şu şekildedir: (a) *İhtiyaçların Belirlenmesi*: Acar-Erdol ve Gözütok (2017a) tarafından, öğretmen adaylarının toplumsal cinsiyet eşitliğine yönelik eğitim ihtiyaçlarını belirlemek üzere yapılan araştırmada, öğretmen adaylarının; cinsiyet ve toplumsal cinsiyet, toplumsal cinsiyet rolleri, toplumsal cinsiyet kalıpyargıları, eğitim ortamında toplumsal cinsiyete dayalı ayrımcılık, meslek seçiminde toplumsal cinsiyet kalıpyargıları, kadının çalışma yaşamına katılımı, kadının karar alma mekanizmalarına katılımı ve kadına yönelik şiddet konularında eğitim ihtiyaçları olduğu ortaya çıkmıştır. (b) *Amaçların oluşturulması*: Acar-Erdol ve Gözütok (2017a) tarafından yapılan araştırmada ortaya çıkan eğitim ihtiyaçları doğrultusunda sekiz tema altında 41 kazanım yazılmıştır. Kazanımlar yazılırken hepsinin ölçülebilir olmasına dikkat edilmiştir. Kazanımlar arasındaki önkoşul ilişkileri düzenlemek ve bu doğrultuda içeriği, öğrenme yaşantılarını ve ölçme ve değerlendirme boyutlarını oluşturmak amacıyla taksonomi kullanılmıştır. (c) *İçeriğin Seçimi ve Düzenlenmesi*: Toplumsal ve bireysel fayda, bilgi yapısında içeriğin işgal ettiği yer, öğrenme ve öğretim ölçütlerine ve kazanımlara göre düzenlenen TCEEP'nin içeriğini; cinsiyet ve toplumsal cinsiyetle ilgili kavramlar, eğitimde, çalışma yaşamında, karar alma mekanizmalarında ve şiddette toplumsal cinsiyet konuları oluşturmuştur. (d) *Öğrenme Yaşantılarının Seçimi ve Düzenlenmesi*: Programda, etkileşimli öğretim ilke ve yöntemlerine dayalı, öğreneni merkeze alan öğrenme yaşantıları düzeni esas alınmıştır. Bu yöntemlerle öğretmen adaylarının, kadının ve erkeğin konumunu, eleştirel düşünme, problem çözme ve yaratıcı düşünme becerilerini kullanarak değerlendirmeleri hedeflenmiştir. (e) *Ölçme ve Değerlendirme Boyutunun Seçimi ve Düzenlenmesi*: Programda kazanımların değerlendirilmesi; programa girişte, programın uygulanması sürecinde ve program uygulandıktan sonra yapılacak şekilde hazırlanmıştır. Programa girişte ve program uygulandıktan sonra yapılacak değerlendirmeler için “Erişi Testi” geliştirilmiştir. Programın uygulaması sürecinde yapılan biçimlendirici değerlendirmede ise çalışma kâğıtları kullanılarak öğretmen adaylarının, her konu alanındaki belli kazanımlara ulaşıp ulaşmadıklarının tespit edilmesi amaçlanmıştır. (f) *Programın Boyutlarının İlişkilerinin Kontrolü*: Bu aşamada yansıtıcı değerlendirme yapılmıştır. Yansıtıcı değerlendirmeye yönelik çalışma grubunu üç program geliştirme, üç toplumsal cinsiyet konu alanı ve iki ölçme değerlendirme uzmanı olmak üzere sekiz uzman oluşturmuştur. Veri toplama aracı olarak Yansıtıcı Değerlendirme Formu [YDF] hazırlanmıştır. Kazanımlar, içerik, öğrenme yaşantıları ve ölçme ve değerlendirme boyutlarından oluşan formda 29 madde yer almaktadır. YDF'den elde edilen verilerin analizinde frekans kullanılmış, frekansların dağılımları tablolar yoluyla sunulmuştur.

Çağdaş toplumlarda hak arama mücadelesinde kullanılan yöntemlerden biri eğitimidir. Eğitim, bireylerin, bir konuyu sorgulayıp değerlendirmesinde, mücadelenin gereklerini ve yöntemlerini öğrenmesinde önemli bir araçtır. Kadın hakları mücadelesinin yöntemlerinden biri olan eğitim yoluyla, toplumsal cinsiyet eşitliğinin sağlanmasında bir adım atmayı hedefleyen bu çalışmanın sonunda; öğretmen adaylarının ihtiyaçları doğrultusunda, program geliştirme yaklaşımı temele alınarak, etkileşimli öğretim ilke ve yöntemleri kullanılarak Toplumsal Cinsiyet Eşitliği Eğitim Programı Taslağı [TCEEPT] hazırlanmıştır. Taslakta öğretmen adaylarının yeni bilgiler öğrenmelerinin yanında, sosyalizasyon sürecinde kazandıkları toplumsal cinsiyet kalıpyargılarını sorgulamalarına ve etkilerini her iki cinsiyet için değerlendirmelerine yönelik etkinliklere yer verilmiştir. Yansıtıcı değerlendirme sonucunda TCEEPT'nin kazanımları, içeriği, öğrenme yaşantıları

ve ölçme ve değerlendirme boyutlarının birbiriyle tutarlı olduğu görülmüş ve uzman görüşleri doğrultusunda bazı düzenlemeler yapılarak program geliştirilmiştir. TCEEP Taslağına Ek 1’de yer verilmiştir.

Araştırmanın sonuçlarından hareketle geliştirilebilecek öneriler şunlardır: Toplumsal cinsiyet ayrımlarını yokmuş gibi görmek ya da normal algılamak anlamına gelen ‘toplumsal cinsiyet körlüğü’ son bulana kadar ya da toplumsal cinsiyete yönelik farkındalık kazanılana kadar toplumsal cinsiyet konularının Eğitim Fakültelerinde bir ders olarak yer alması önceliklidir. Ancak bu farkındalık kazanıldıktan sonra toplumsal cinsiyet bir ders olarak verilmemeli, farkındalığı sürekli kılmak ve geliştirmek için; toplumsal cinsiyet konuları Eğitim Fakültelerindeki bütün derslere entegre edilmeli, belirli aralıklarla bu konuda sempozyum, kongre, panel, yarışma vb. çeşitli etkinlikler düzenlenmelidir.

**Appendix A**

Table 5.  
Gender Equality Curriculum Draft

Subject Field	Instructional Objective	Content	Learning Experiences	Evaluation*	Material	Time
Warm Up	Express feelings freely Express ideas freely	Man and Woman Relationship	Preparation, Warm Up		Paper Pen	30 min.
Sex and Gender	1. Define the concept of sex	Sex and Gender	Presentation, Question-Answer	Achievement Test [AT]	Slides Paper Board Board Marker Computer Projector	85 min.
	2. Define the concept of gender		Presentation, Question-Answer			
	3. Explain differences between sex and gender	Differences between Sex and Gender	Presentation, Question-Answer			
	4. Define the concept of gender roles	Gender Roles	Presentation, Question-Answer			
	5. Define the concept of gender stereotypes	Gender Stereotypes	Presentation, Question-Answer			
	6. Differentiate between discrepancies that are based on sex and gender	Differences between Sex and Gender	Whole Group Discussion			
Gender Roles	7. Express acceptable roles for men and women in society	Gender Roles	Whole Group Discussion	AT	Slides Pen Paper Work sheets Computer Maraca Projector	205 min.
	8. Evaluate the effects of gender roles on individuals' lives	The Effects of Gender Roles	Whole Group Discussion			
	9. Explain how gender roles are learned	Learning Gender Roles	Conversation Circle			
	10. List women and men's roles in the house	Gender Roles in Housework Division of Labor	Case Study Analysis	AT and FAW		
	11. Evaluate women and men's division of labor in the house	The Effects of Gender Roles	Case Study Analysis			
	12. Work to raise awareness about gender roles	The Awareness of Gender Roles	Role Play	AT		
Gender Stereotypes	13. Empathize with those who have been affected from gender stereotypes	Gender Stereotypes	Preparation, Warm up	AT	Slides Paper Pen Needle Computer Projector	110 min.
	14. Recognize gender stereotypes		Drama, Case Study Analysis			
	15. Recognize the inequalities that gender stereotypes cause	The Characteristics and Effects of Gender Stereotypes	Drama, Case Study Analysis			
	16. Develop solutions to fight against gender stereotypes		Drama, Case Study Analysis			

Subject Field	Instructional Objective	Content	Learning Experiences	Evaluation*	Material	Time
Gender Discrimination in Educational Settings	17. Recognize the discriminations in educational environments that have been caused by gender stereotypes	Gender Equality in Education	Case Study Analysis, Whole Group Discussion	AT	Board Board Marker Sticky Papers Paper Computer Projector	210 min.
	18. Empathize with students who have been discriminated against because of gender stereotypes		Case Study Analysis			
	19. Recognize the traditional representations of gender roles in educational materials	Sexist Components in Educational Materials	Small Group Discussions	AT and FAW		
	20. Prepare materials that respect gender equality		Small Group Discussions			
Gender Stereotypes in Choice of Profession	21. Recognize whether they possess gender stereotypes or not in their choice of profession	Choice of Profession Based on Gender	Independent Study and Presentation	AT	Paper Pen Slides Board Board Marker Computer Projector	185 min.
	22. Recognize the gender stereotypes in sports as a profession	Gender and Sports as a Profession	Case Study Analysis	AT and FAW		
	23. Advocate the idea that guidance on profession selection should be made independently from gender stereotypes (in line with individuals' abilities)	Choice of Profession Based on Gender	Role Play			
	24. Produce solutions to having women play a bigger part in science	Gender in Science	Brainstorming	AT		
Involvement of Women in Working Life	25. Empathize with women whose working rights have been prevented	Working Rights of Women	Whole Group Discussion	AT	Slides Computer Projector Maraca	170 min.
	26. Scrutinize the problems women have experienced during the process of finding a job	Women in Work Life: Problems, Precautions, and Solutions	Case Study Analysis	AT and FAW		
	27. Explain the reasons why women have not been appropriately represented in working life		Whole Group Discussion			
	28. Scrutinize the role of the government on women's participation in working life	Working Rights of Women	Conversation Circle	AT		
	29. Recognize the inequalities between women and men in working life	Women in Work Life: Problems, Precautions, and Solutions	Creative Writing			
	30. Produce solutions for the problems that women experience in working life		Creative Writing			
Participation of Women in Decision-Making Mechanisms	31. Recognize that women and men have different roles in politics	Gender in Politics	Whole Group Discussion	AT	Tape Cardboard Colorful Pens Computer Projector Maraca Scissor	215 min.
	32. Empathize with women who have not been able to participate in decision-making mechanisms	Gender in Decision-Making Mechanisms	Conversation Circle	AT and FAW		
	33. Question the reasons why women have not been able to participate in decision-making processes	Problems and Solutions in Women's Participation in Decision-Making Mechanisms	Conversation Circle, Role Play			
	34. Evaluate the application of quota in including women in decision-making mechanisms		Opinion Development	AT		

Subject Field	Instructional Objective	Content	Learning Experiences	Evaluation*	Material	Time
	35. Provide solutions for increasing women's participation in decision-making mechanisms		Station Teaching			
Violence Against Women	36. Define the concept of violence against women	Violence Against Women	Whole Group Discussion	AT	Slides Computer Projector	185 min.
	37. Exemplify different types of violence against women	Types of Violence Against Women	Whole Group Discussion			
	38. Make inferences about the reasons why violence against women has increased	Fighting Against Violence Against Women	Whole Group Discussion			
	39. Empathize with women who have been exposed to violence	Individual and Societal Effects of Violence Against Women	Case Study Analysis			
	40. Explain the individual and social outcomes of violence against women		Conversation Circle			
	41. Produce solutions for fighting violence against women	Fighting Against Violence Against Women	Conversation Circle	AT and FAW		

\*Achievement Tests (AT) will be used for summative assessment and formative assessment worksheets (FAW) have been used for formative assessment.