

<p style="text-align: center;">Middle East Technical University Faculty of Education Department of Elementary Education</p>
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ECE440

Gender Equity in Early Childhood and Elementary Education

Instructor: Assist. Prof. Dr. Feyza Erden

Phone: 210 3699 (Office)

E-mail: tfeyza@metu.edu.tr

Office: #115

Hours: Tuesday 13.30-14.30

Thursday 13.30-14.30

Class hours: Wednesdays 10:40-13:30 (EF22)

General Comments:

If you have any questions, concerns, suggestions, or problems with the course, address them in open class discussions. If these problems affect you individually, please do not hesitate to e-mail or call me. I encourage and look forward to your participation and successful completion of this course.

Course Description:

This course will introduce students to the theories and empirical research in the field of gender equity in education. Sources of the gender differentiation in early childhood and elementary classrooms will also be analyzed. Moreover, how to provide gender equity in the classrooms will be discussed.

Course Outline:

1. What do we know about gender and education? What do students in the course want to know about this topic? What does the term "gender" signify?
2. Theories about gender and personality development; sex differences and

cognitive development.

3. Introducing gender equity. Basic principles of gender equity.
4. Gender socialization: Parents as socialization agents
5. Gender socialization: Teachers as socialization agents
6. Gender socialization: Peers as socialization agents
7. School structure and gender, implication of gender roles today
8. Curriculum: Subjects and instructional materials
9. Curriculum: How teachers select their materials
10. Teaching methods: Language, activities, organization
11. Teacher interactions: Quantity of interactions
12. Teacher interactions: Quality of interactions
13. School environment: gendered and gendering spaces.
14. How do we achieve gender equity in classrooms?

Textbooks:

Sadker, M., and Sadker, D. (1994). *Failing at fairness: How America's schools cheat girls*. New York, NY: Charles Scribner's Sons.

Skelton, C., and Francis, B. (2003). *Boys and Girls in the Primary Classroom*. Berkshire: Open University Press.

Streitmatter, J. (1994). *Toward gender equity in the classroom: Everyday teachers' beliefs and practices*. Albany: State University of New York Press.

Reference books:

American Association of University Women.(2001). *Beyond the Gender Wars: A Conversation about Girls, Boys and Education*. Washington, DC: American Association of University Women Educational Foundation.

American Association of University Women. (1992). *How schools shortchange girls: Executive summary*. Washington, DC: American Association of University Women Educational Foundation.

American Association of University Women. (1990). *Shortchanging girls, shortchanging America: A call to action*. Washington, DC: American Association of University Women Educational Foundation.

Delamont, S. (1990). *Sex roles and the school* (2nd ed.). London: Routledge.

Epstein, D., Elwood, J., Hey, V., and Maw, J. (1998). *Failing Boys: Issues in Gender and Achievement*. Buckingham: Open University Press.

Francis, B., Skelton, C. (2001). *Investigating Gender: Contemporary Perspectives in Education*. Buckingham: Open University Press.

Golombok, S., and Fivush, R. (1994). *Gender Development*. England: Cambridge University Press.

Helgeson, V.S. (2005). *Psychology of Gender* (2nd ed.). Upper Saddle River, N.J.: Prentice Hall.

Sadker, M., and Sadker, D. (1982). *Sex equity handbook for schools*. New York, NY: Longman.

Teaching Strategies:

The instructional strategies used in this course will be varied and will include, but not be limited to cooperative learning, teacher and student-led discussions, individual and/or group presentations, lecture, teacher-student interaction, and other activities.

Course Requirements/Expectations:

1) Attendance and participation: Your active participation in the class is a significant part of the learning process for all of us. This includes participation in class discussions, regular attendance, prompt arrival to class, attendance throughout the entire class period and behavior which does not distract your classmates. Class starts on time. Attendance will be taken within the first 5 minutes of class. After 5 minutes, you will be accepted as absent for the day. It is your responsibility to check in with your professor for any emergencies prior to class. Three unexcused absences will result in the final course grade being lowered one letter grade. Please turn off your cell phones prior to entering the classroom.

2) Midterm and Final: Two tests will be administered. Each will address lectures, and class discussions.

3) Portfolio: You will be asked to search the internet sites and find various links containing articles, activities, information on gender equity/inequity in education. You are responsible of bringing these materials to the class every week and briefly share the information with us.

These materials will be checked every week by the instructor and be asked to store them in an individual portfolio. At the end of the semester you are responsible to write a short report about all the material that you have collected. On the last class session the portfolios will be collected and graded.

4) Research Review: You will select a topic of interest in "gender equity in education" area and will find five journal articles on that topic. You will write a paper (at least 8 pages) addressing why you selected this topic, summarizing the research in that area and discussing how knowledge of this topic will help you as a teacher candidate. The articles must come from research journals such as "Gender and Education", "Sex Roles: A Journal of Research", "European Journal of Teacher Education", "Journal of Science Teacher Education", "Journal of Teacher Education", "Young Children", "Early Child Development and Care", "International Journal of Early Childhood", "International Journal of Educational Research", "Journal of Mathematics Teacher Education", "Journal of Research in Childhood Education".

5) Gender Equity Brochure: Each group, containing three students, will prepare a brochure for early childhood and/or elementary school teachers providing strategies to help ensure equitable classrooms.

Important Information:

Your assignments are expected to be neat in appearance. Spelling, grammar and syntax are important. All written material must be typed (12 pt) with spacing at one and a half lines. It is therefore of the utmost importance that you proofread your papers before handing them in. Only those papers submitted on or before the due dates will be graded. Late papers will not be accepted.

Tentative Schedule:

Week 1	22/09/04	Discussion of Syllabus
Week 2	29/09/04	What do we know about gender and education? What does the term "gender" signify?
Week 3	06/10/04	Theories about gender and personality development; sex differences and cognitive development.
Week 4	13/10/04	Introducing gender equity. Basic

		principles of gender equity.
Week 5	20/10/04	Gender socialization: Parents as socialization agents
Week 6	27/10/04	Gender socialization: Teachers as socialization agents
Week 7	03/11/04	Gender socialization: Peers as socialization agents
Week 8	10/11/04	MIDTERM
Week 9	17/11/04	School structure and gender, implication of gender roles today
Week 10	24/11/04	Curriculum: Subjects and instructional materials
Week 11	01/12/04	Curriculum: How teachers select their materials
Week 12	08/12/04	Teaching methods: Language, activities, organization
Week 13	15/12/04	Teacher interactions: Quantity/Quality of interactions
Week 14	22/12/04	School environment: gendered and gendering spaces.
Week 15	29/12/04	How do we achieve gender equity in classrooms?

Evaluation Criteria:

<i>Course requirement</i>	<i>Due date</i>	<i>% of final grade</i>
Midterm	November 10	20
Research Review	November 24	30
Brochure	December 15	10
Portfolio	December 29	10
Final	Announced later	30

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.

Special Note: "Plagiarism and cheating are serious offenses and may be punished by failure on an exam, paper, or projects; failure in the course; and/or expulsion from the university."