

assists

and

provides

the C&I should be a compelling and straightforward appealing subject for women and should not lack a distinction between goals and objectives, and emphasize women, evaluation and accountability.

The USA and Canada, to quote the example of Dorothy and Neal McCoy above, underlined one of the multiple reasons why women represent today the higher percentage of females teachers in higher schools, and the gender disparities is not acute in literacy, education and sciences or in labor force participation.

In this paper, I will argue that Cameroon falling Instructional system has its corollaries of male hegemony as they implicitly deny that women did not held the same burdens of scholarship as they did/do. I will focus, on reviewing women and post-colonial remarkable legacy in Cameroon curriculum and their instructional implication. I will conclude that as women remain resourceful, creative and passionate about their work as any scientist today, their lack of clear light to the future is one of the worms in the fruit in Cameroon Curriculum and Instructional system.

*NORMAN, JAMES & McNAMARA, GERRY, School of Education Studies, Ireland* **HOMOPHOBIC BULLYING: EVALUATING THE ROLE OF RELATIONSHIPS AND SEXUALITY EDUCATION IN IRISH SECOND-LEVEL SCHOOLS** It is argued that one of the reasons why schools in Ireland and other similar societies don't spend a lot of time on Relationships and Sexuality Education (RSE) is that people simply do not see the need for it. There is an understanding in our society that our sexuality is something that is pre-determined and that being a male automatically means desiring girls and being a female automatically means desiring boys. This view is reflected in every aspect of our social and cultural institutions as well as in the smallest details of individual lives. Heteronormativity, the presumption of heterosexuality, is so strong that schools and parents do not see RSE as a priority because they presume that their sons and daughters will just turn out to be 'normal'. Societal or cultural homophobia is closely linked to heteronormativity, which supports in a subtle but strong manner the heterosexual way of life while ignoring or negating other forms of lifestyle. However, it must also be noted that culturally Irish society has for a long time been characterized by a discomfort around sexual issues in general (Inglis 1999) and this discomfort cannot be separated from the overarching authority and influence of the Catholic Church in Irish society where sexual matters have been concerned. Apart from being brought up within the Church and through parental control, Inglis identifies the Church's powerful role in the Irish education system as one of the central ways in which it still influence's young people's values and beliefs where sexuality is concerned (1998, p. 119). This study found homopho-

bia and homophobic bullying to be pervasive in Irish second-level schools and this can be easily linked to the fact that the majority of schools fail to include any reference to homosexuality in their Relationships and Sexuality Education syllabus.

### *Curriculum Evaluation*

*PACHECO, JOSÉ & ALVES, PALMIRA & MORGADO, JOSÉ, University of Minho, Portugal* **GLOBALIZATION, CURRICULUM AND EVALUATION** Globalization, Curriculum and Evaluation are three aspects we analyse in this text on the basis of a discussion emerging from the current context of the definition of macro policies, placing particular emphasis on the Bologna Declaration and its implications for the problematization and restructuring of the identity and mission of the University. Over the last decades, and within the most diverse political and social contexts, the course of education in general, and curriculum in particular has been traced by economical policies, whose guidelines obey, on the one hand, globalized decisions from international and supranational organizations, and on the other, the adoption of accountability policies, anchored in a perspective of technical rationality in the light of market logic (Whitty; Power 1998). As a process that creates and fights back hegemonies (Giddens 2000), globalization is a phenomenon that refers to various plans, namely the economical and the social, and changes substantially the power relationships between transnational, supranational, national and local levels of decision-making, imposing new logics of conceptualization of education and training, as well as of the role of school organizations. Drawing from an analysis of the Bologna Declaration's content, we will focus on these changes and their repercussions on the Portuguese educational and curricular policies, with a particular emphasis on what is taking place in the domain of evaluation – where the technicist perspective of curriculum design is being reinforced by the institutional and learning evaluation practices that favor the implementation of competitiveness and quality mechanisms, transforming institutions and students into “sects of training for performance” (Hargreaves 2004).

*MAHRAM, BEHROOZ, Ferdowsi University of Mashhad, Iran* **EVALUATION OF HIDDEN CURRICULUM IN HIGHER EDUCATION IN IRAN** Hidden curriculum is part of a curriculum which refers to implicit learning of learners in an educational system. The present study used both quantitative and qualitative methods to achieve two goals: (a) to explore changes in identity and affective characteristics of Ferdowsi University students across three points in time and (b) to explore the degree to which such changes were influenced by common elements of the current curriculum. First, sample of se-

niors, in their last semester, were interviewed about their viewpoints on what university students learn in a hidden or implicit way during their studies. Second, a sample of Ferdowsi university lecturers from various departments were interviewed and were asked to number their own viewpoints about the goals of the higher educational system in which they were working. From the two sources of information, 11 areas of change were extracted: religious identity, national identity, scientific identity, addiction susceptible identity, rule of the game, responsibility, cheating, group work, self-control, hope in future, and impudence in relationship with a member of the opposite gender. Third, in order to measure the categories of change, valid scales were developed and were administered on 289 students from education, chemistry, and electrical engineering departments who were in their either first, fourth, or last semester. Results of one-way analyses of variance showed that, generally, students' scores for religious identity, national identity, scientific identity, responsibility, and hope in future were reduced; whereas, their scores on other scales were increased – except for group work, which remained unchanged. Fourth, a new set of data collected via observation and interviews from 18 students, were subjected to qualitative analyses based on connoisseurship and Eisner's educational criticism model. The goal for the later analyses was to determine the relative influence of each of the eight determinants of any curriculum (i.e., lecturer, student, content, teaching and evaluation methods, physical environment, scheduling, rules) on each of eleven areas of change. Overall, the results showed that lecturer, student and content were important determinants of areas of change related to religious, scientific, and national identities and plagiarism. In addition, to the role of lecturer and student, change in plagiarism was also attributed to evaluation method and content, and change in rule of game was also attributed to evaluation method. However, changes in addiction susceptibility and impudence were mostly limited to the role of students themselves. In conclusion, the most important factors influencing areas of change are lecturer and student and the quality of their relationship; whatever comes after are rather technical dimensions of an educational activity such as content and teaching method.

*LINNE, ROB & BENIN, LEIGH, Adelphi University, USA* **ORGANIZING THE CURRICULUM: THE LABOR MOVEMENT IN CONTEXT** Although the struggle of labor is central to our history as well as our future, the Labor Movement remains marginalized in school curricula, relegated to a few stories of dramatic union battles and a narrative that assumes the struggle is of the past, not relevant to today's workers. This presentation will delineate how understanding labor's struggle can provide us with an interpretive framework for under-

standing the sweep of American history, and the nature of American society. The issue of labor should not be neglected or marginalized but embraced as an organizing locus for the whole curriculum. The story of America has been one of importing labor, slave and free, to build a nation. The struggle over the conditions of that labor has been with us from the beginning, has shaped the course of our history, and remains vital to the present time. Slavery and the Civil War, immigration and urbanization, westward expansion and industrialization, Progressivism and the New Deal, and much else can be understood in an integrated way by viewing them in the context of an ongoing labor struggle. All students will have to develop their own perspective on our society. But vital to their understanding of how we come to be who we are as a society is an understanding of the centrality of the labor struggle in our history, and of organized labor's struggle to improve the lives of all working people. This presentation will survey empirical evidence including a content analysis of textbooks used in secondary school English and Social Studies classrooms analyzing the ways in which the American Labor Movement is presented (or not presented). Both qualitative and quantitative analyses of the texts studied are utilized.

*ÅHLBERG, MAURI & CAÑAS, ALBERTO & KAIVOLA, TAINA, University of Helsinki, Finland* **CONCEPT MAPS AS TOOLS IN CREATING, IMPLEMENTING AN EVALUATING OF CURRICULA FROM PRIMARY SCHOOLS TO UNIVERSITY TEACHING AND RESEARCH: HISTORY AND FUTURE POSSIBILITIES** In order to succeed in globalizing knowledge societies and economies people need to learn new skills, competence, expertise and wisdom. Internet and WWW are innovations which have changed curricula from primary schools to universities. One of the important innovations in science education and science curricula has been concept mapping (Novak & Gowin 1984; Novak 1998; Novak 2004). We argue that concept maps can be constructed and used together with the WWW to help improve education. Bereiter (2002) and Roth (2005) have presented criticism against concept mapping. Bereiter (2002) claims, that concept map users have a container metaphor of mind. He argues that the problem is: "How do such things [concept maps] get into the mind?" We will attempt to respond to their criticism. In this article we present the history of concept mapping in relation to curricular thinking we reflect on its origin. We will argue and show evidence that concept mapping in its present day form was used in a science curriculum reform, research and development project at Cornell University in 1980. This conclusion is contrary to some claims that it was developed already earlier. At the end of the article, the new innovative and empowering CmapTools software v4 (Cañas et al. 2004) is presented. We will show how it promotes the creation,

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