

An Examination of Women Thinkers who have Contributed Sociologically, Psychologically or Philosophically to Educational Programs from a Feminist Perspective

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ABSTRACT

This study is a research conducted by using the document analysis technique, one of the qualitative research methods, in order to examine women thinkers who have contributed to curriculum studies in sociological, psychological, or philosophical terms by revealing the place of women in education throughout history. Although there are many scientists who have contributed to the field of educational programs, nine women who are considered to have contributed the most are included in the research. These women are Hypatia, Mary Wollstonecraft, Jane Addams, Maria Montessori, Melanie Klein, Hilda Taba, Nel Noddings, Jane Roland Martin, and Fatma Varış from Turkey. As a result of the research, the following results emerged. Although there are women who have contributed to education programs, their number is not very high in the history of education. This is due to the fact that women's rights to education were taken away from them or that women's actions and thoughts are considered insignificant in historiography. It is also a fact that their work is often overshadowed. Nevertheless, the research shows that these women scientists have carried out important studies in many fields such as learning processes, curriculum development, and teaching methods. Hypatia's experimental-based understanding of education pioneered the creation of content. Mary Wollstonecraft's views on the importance of individual development and physical activities in education were included in the programs. Addams' experimental studies, the idea that these experiments should go from concrete to abstract and students should establish activities with each other have been guiding the development of educational programs. The Montessori method continues to be applied in many schools. Her ideas contribute to the determination of materials in the preparation of programs. Klein's developmental stages have guided the design of parent programs and the content of the programs. Taba's curriculum development model, which adopts an inductive approach and consists of eight stages, is still used in curriculum development studies today. Noddings' views were utilized in determining the aims of education and paved the way for raising more democratic and tolerant individuals. Martin's ideas have been useful in making education programs emphasize the equality of women and men in education. While Varış's curriculum stages and her emphasis on this subject are still used in curriculum development studies today, she has also been a pioneer with his egalitarian and secular views.

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INTRODUCTION

History writing is a process that began with the discovery of writing in ancient Mesopotamia. In this process, sometimes scribes, historians, sometimes priests, or royal officials determined the events to be recorded and interpreted them. Until the recent past, these historians were men, and naturally what they recorded was what men did, lived, or found. Often what women did or found was ignored and neglected in interpretations. The science of history has not seen women as important in the formation and progress of civilization and has trivialized what they have done (Lerner, 1986). Thus, women, who ensure the continuity of the human race, who are the first educators by teaching them their culture and language, have not taken their rightful place in history against men, despite their contribution to society in every field (Erbay, 2019).

One of the most important reasons for the aforementioned situation has been the dualism and polarization that divide everything in nature into "good and bad", "beautiful and ugly". In this way, the value of one has always been superior to the other. This polarization is also reflected in the relationship between men and women and, women are marginalized by labeling them as the other sex. This understanding, which makes the man the subject by bringing him to the forefront, has objectified women and relegated them to the background of society (Dökmen, 2010). This marginalization has continued in education. Education, which has an important role in the development of society and the individual, helps the individual to survive and

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makes the individual a part of society, has experienced various problems when it comes to women and has been hampered by gender inequality throughout history. Education has also had its share from a sexist perspective (Özaydınlık, 2014). Even when gender equality policies started to be included in education, the gender equality discourses put forward at schools could not go beyond masking the marginalization of women. Although education programs have been cleansed of sexism, gender inequality has continued to be revealed in implicit programs and hidden messages and in some teacher attitudes (European Commission, 2009; as cited in Sayılan, 2012, p.14).

Oliva (1988) puts forward that the concept of the curriculum was used by Julius Ceaser and his soldiers in the first century B.C. as the Latin curriculum for the running track on which the chariots raced and that this concept evolved over time from a concrete form to an abstract concept that means the curriculum used today. Thus, "curriculum", that is, the educational program, started to be used in education in the sense of the path followed (cited in Demirel, 2012, p.1). Considering the development of educational programs, we see that the contributors are generally male thinkers, male philosophers, or researchers. This is not because women do not have anything to say in education, but because it is too late for women to take their place in the history of education, and men who write history in the processes marginalize and trivialize women's work just like themselves. The aim of this study is to examine women thinkers who have contributed sociologically, psychologically, or philosophically to curricula from a feminist perspective. Before looking at the contributions of women in curriculum development processes, it is obvious that it is more accurate to look at the place of women in educational processes in world history. Because it is considered that knowing the history of women and their relationship with education will contribute to a better understanding of the subject because women have been trying to take place in systems that have taken away women's right to read and marginalized them for a long time.

When we examine the place of women in education in world history, we see that there were no institutions where women could receive education like men in ancient times (Akkaya Kia, 2016). A woman deserved education only in direct proportion to the living conditions of her family or husband (Rullmann, 1996 cited in Akkaya Kia, 2016, p. 3). In ancient Greek and Roman societies, women's roles consisted of staying in the family and bearing children. However, some women, especially daughters of wealthy families, were able to receive education in areas such as music, dance, and poetry (Pomeroy, 1994).

In the Middle Ages, the Roman and Greek educational tradition was abandoned and replaced by a church-based system. This religious basis affected education as it affected every aspect of social life. Clergymen became teachers and religious institutions turned into schools. The idea that all knowledge was divine, that no knowledge was true except what was written in religious books, and that the goal was to reach God became dominant. This point of view led to a move away from scientific knowledge (Eraslan, 2015). In Christian societies, which were under religious pressure during this period, women would be seen as worthless and at the same time as a source of evil. For this reason, they were marginalized by being subjected to the harshest punishments, let alone receiving education (Erbay, 2019).

Until the nineteenth century, the idea of educating the public was only granted to the nobles and the wealthy who held the government in their hands, but the idea of educating the public started with the French Revolution of 1789 (Özaydınlık, 2014). With the spread of ideas in the fields of art, science, and thought, which began to develop with the French Revolution, and the impact of industrialization, muscle power began to lose its importance. Thus, women's skills and mental power began to be seen. Thus, women's educational status also came to the fore (Erbay, 2019). It would not be a mistake to express that the real change in the role of women started with the Industrial Revolution (Karasulu, 2019). The Industrial Revolution started in Europe and spread all over the world. With the developments brought about by the Industrial Revolution and the impact of the need for a qualified labor force, women's rights came to the agenda, and serious steps were taken (Duroğlu, 2007). Today, women's right to education is legally recognized in many countries. However, women's right to education is still restricted in some countries, which needs to be struggled against. Women still constitute almost two-thirds of all adults in the world who cannot read (UNESCO, 2020).

Considering the place of women in education in the history of Turkey, we come across that in the Gokturks, one of the first Turks in the history, girls, and boys were raised under equal conditions in terms of education and life, regardless of gender. During the Uighur period, education developed and became more widespread (Fer, 2022). From a political point of view, it is seen that women were also involved in state duties in the Huns, Gokturks, Bulgarians, and Sabirs. Women could be decisive in very important decisions and

could receive ambassadors on their own. When we look at the Uighur period, it is visible that women were presiding over the court. This is an indication of the value given to women by the society. From this point of view, it is possible to state that there was no inequality between men and women in any field in ancient Turkish communities (Tellioglu, 2016). It is known that women took an active role in society during the Karakhanids period when Turks accepted Islam. In accordance with the principle that knowledge is obligatory, women in Karakhanids received education in the fields of mysticism, politics, literature, and poetry (Özmenli, 2018).

In the Ottoman period, women were restricted too much in terms of education, and they were forbidden to attend schools other than those providing religious education (Acar, 2019). Women's education in the Ottoman Empire was neglected for a long time due to the male-dominated social structure. While some of the sibyan schools, which were generally established in the neighborhoods near mosques or masjids, were co-educational for girls and boys, others were only for girls. Education system there was based on memorization and lasted only until the age of 8-9. After this age, girls were forced to withdraw from education (Koçer, 2019). Only women in and around the palace could receive special education. Although women living in the palace received different education, this was only for the purpose of spending their free time (Acar, 2019). In the Ottoman period, the need to change the conditions of women and their rights began to be discussed after the Tanzimat, and efforts were made in this field (Avcı, 2016). Despite some progress in girls' right to education in the last period of the Ottoman Empire, radical change in this area came to the agenda with the foundation of Republic (Koçer, 2019).

The educational reform in the Republican era also signaled a preference for a social model and was designed to ensure the transition from the traditional to the modern. At the forefront of this design was women's education, which paved the way for women to benefit from the educational rights provided to men (Tan, 2019). With the process that started with the Law on Tevhid-i Tedrisat in March 1924, education was secularized and girls and boys were given equal rights to receive education. Special importance was attached to the education and vocational training of girls, and the Directorate of Girls' Technical Education was established for this purpose. The enactment of the Civil Code paved the way for women to gain an identity equal to that of men. Therefore, it can be put forward that significant progress was made in terms of women's rights in this period (Bilge Zafer, 2013).

As we can see, in the history of the world until the end of the Middle Ages and in our country until the Republic, women would have no place in education. They would only participate in education with the privilege of being the mother of a son. They would be allowed to learn something with the privilege of being the child or wife of an aristocratic family. In other words, the efforts to recognize the place of women date back to very recent history. However, the history of women's voices is very old. Even though they are tried to be covered up and silenced by masculine perspectives and even left to die by being dismembered, they are the women who shout out their words. While male philosophers who rebelled or criticized the order were subjected to exile, guillotine, execution, or destruction of their works, women who thought and questioned had to fight and die twice with the pain caused by their gender (Akkaya Kia, 2016). This study was conducted to reflect the views of women who have contributed to education, curriculum, and instruction throughout history. It is thought that the results of the study will contribute to all interested parties such as students, teachers, administrators, experts, lecturers, policymakers, and members of non-governmental organizations working in the field of curriculum and instruction.

METHOD

AIM AND METHODOLOGY OF THE RESEARCH

This study aimed to present the views of some women thinkers and educators who have contributed to the field of curriculum and instruction from a feminist perspective. In this framework, nine women thinkers and educators were identified by examining the literature in the field of curriculum and instruction, and the views of each woman thinker and/or educator and their contributions to the field of curriculum and instruction were summarized from philosophical, sociological, and psychological dimensions.

In the study, the review method was used as the research method. Review studies are the studies that have the characteristic of classifying and evaluating the studies conducted in a certain field and subject. Such studies involve the process of reconstructing the existing knowledge in the literature in a structure that includes summary and synthesis. This process can bring a new interpretation to the studies in the literature, combine old and new interpretations, or be carried out with the aim of revealing the knowledge structure in a particular field. The aim of review studies is to summarize the ideas, opinions, and approaches of other

researchers and to create a synthesis (Herdman, 2006). Review studies are significant studies in terms of revealing the general trend on the subject, reaching general conclusions, and including primary sources on the subject (Yılmaz, 2021). In this context, the data sources used in the research consist of various documents, which are articles, book chapters, theses, and other written materials.

DATA COLLECTION PROCESS

In the data collection process of the study, in the first stage, the books and articles obtained as a result of the search in the Turkish and English literature with the keywords "education programs, development of education programs" were scanned, the place of women in education from past to present was examined chronologically, and nine women thinkers/educators who contributed to education philosophically, sociologically or psychologically were identified. In the second stage, a literature review on the nine women thinkers/educators was initiated. As a result of the review, 57 studies were analyzed. Google Scholar, ERIC, Springer, JSTOR, DergiPark, and YÖKTEZ databases were used during this review. The searches were made with the codes of educational psychology, sociology of education, philosophy of education, and the articles, books, and theses found as a result of the search were analyzed. The views of women thinkers/educators were summarized in terms of philosophical, sociological, and psychological dimensions.

LIMITATIONS OF THE STUDY

The study has some limitations. The documents used in the research were selected from those that were accessible. The number of women thinkers/educators in the data analysis process is limited to nine. The opinions of women who were thought to be more prominent in the sources accessed within the scope of the study were included in the study.

FINDINGS

In this research, after examining women from sociological, psychological, and philosophical perspectives, nine women who are thought to have contributed the most to the field of educational programs are included. These women are Hypatia, Mary Wollstonecraft, Jane Addams, Maria Montessori, Melanie Klein, Hilda Taba, Nel Noddings, Jane Roland Martin, and Fatma Varış from Turkey.

WOMEN SCIENTISTS WHO HAVE CONTRIBUTED TO EDUCATION PROGRAMS:

This section describes the contributions of the above-mentioned nine women scientists to education and the theories they developed.

HYPATIA (370 - 415):

Hypatia, who lived in ancient Greece, was a notable figure in mathematics and philosophy. She also worked on the philosophy of education. Born in Alexandria in the mid-4th century to a famous family, Hypatia was able to access knowledge despite being a woman thanks to her father. Having improved herself, Hypatia taught in Alexandria for more than 20 years. The information obtained shows that in her school, she carried out an understanding of education based on an experimental basis that enabled the theory to be transferred to the real world (Bernardi, 2016).

She taught philosophy, mathematics, and astronomy at the Museion in Alexandria, which was considered a university at the time. Her lectures were effective in introducing Plato and Aristotle. Although her exact philosophical thought is unknown, it is assumed to be Neo-Platonism (Gleichauf, 2007).

Hypatia was murdered by fanatical Christians and her body was dismembered before being cremated in Cinaron. Every part of her body was paraded through the streets of Alexandria to denigrate her name, her heritage, and especially her femininity (Gleichauf, 2007).

MARY WOLLSTONECRAFT (1759 - 1797):

Mary Wollstonecraft was an 18th-century writer, famous for her educational and social philosophy. For Wollstonecraft, education was the most important way to create a new world order. According to her, the education women received legitimized male authority by preventing their ability to judge. However, the purpose of education was to ensure individual development and improve the social order. She envisioned an educational paradigm based on reason and co-education. She anticipated a national education system which aimed at producing good citizens. She highlighted that children should be encouraged to ask questions, that storytelling should be used in teaching, and that both sexes should be encouraged to write and pursue fine arts. Physical activities were important and should be part of the curriculum. In the social sciences, she recommended teaching through Socratic conversations. In doing so, she emphasized the significance of equality between men and women. Her proposals, which were seen as extremist at the time, actually made important contributions to shaping today's understanding of education (Boruah, 2022).

JANE ADDAMS (1860 – 1935):

Jane Addams, an activist scientist, lived in the early 20th century. She and She carried out their work together (Deegan, 2013). Addams worked with communities and developed a form of empiricism centered on their resilient knowledge. She actively changed the conditions with social action experiments at Hull House, which she founded in Chicago. Addams, who underlined experimental work, defined the social problem and designed experiments with the women at Hull House. In these studies, they worked together with the local community. The women at Hull House also had a role in contributing to the education of the local community. In fact, this involved mutual education. What Addams was trying to do here is a form of education in which new experiments are created. In doing so, she emphasized the importance of moving from the concrete to the abstract (Gümüş, 2022). Addams argued that the prerequisite for creating a democratic society was to prioritize students' experiences and individual contributions. She keynoted that teachers and students had important tasks such as developing their perspectives, providing situations where students can connect with each other, and contributing to the development of students' thinking skills (Schaafsma, 2014).

MARÍA MONTESSORI (1870 – 1952):

As a student in 1895, she observed children of prisoners in a child psychiatric clinic. She interpreted their behavior. Afterward, she was interested in children's mental illnesses. According to her, mental deficiencies were caused by pedagogical problems, not medical problems (O'Donnell, 2013). For this, she worked with children with special needs. In these studies, she managed to improve their reading, writing, and arithmetic skills by using special materials. In an exam conducted with the children she worked with, it was revealed that they were more successful than children attending regular school (O'Donnell, 2013). Her education is based on student freedom, which adopts a responsible understanding of freedom based on respect for others. Montessori argues that in schools, students are deprived of their freedom by being condemned to immobility and silence at fixed desks and tables, which reduces the student's motivation to learn. She points out that students should be able to work independently and should be the owner of their own work (O'Donnell, 2013).

Gross motor skills and fine motor skills have an important place in Montessori education. The connection between these skills and cognitive functions constitutes an important aspect of the approach. Through motor activities, physical words are explored and help to increase interest in knowledge. Children who are used to exploring are able to develop more attention to new objects compared to their peers. Using motor skills also helps to develop social cognition. For the development of motor skills, objects are organized by placing them in different places in the environment. Children need to move to use the objects. Children are given freedom on what to choose and what to use. This strengthens their attention and motivation (Didattica, 2021).

A significant aspect of Montessori education is the materials used. The materials are introduced to all children by showing them but without talking. Children choose the materials they want and work with them as much as they wish. After a while, however, they have to put them back where they found them, without any missing parts. This is out of respect for the other children. The role of the teacher in this method is to guide the child to become independent and self-reliant (O'Donnell, 2013). The materials are designed to enable the child to find their own mistakes. If the child has difficulty finding his/her own mistakes, this is considered an indication of incomplete development (Temel, 1994). The role of the teacher in this student-centered approach is to step in when needed. It is never a source of authority. Research has shown that the students receiving Montessori education differ positively from other students both in terms of academic achievement and social relations (Danişman, 2012).

MELANIE KLEIN (1882 – 1960):

Melanie Klein was inspired by her teacher Freud. However, she disagreed with his view of developmental stages and suggested that oedipal development is completed around the age of two at the latest by shortening the oral, anal, and phallic developmental periods to shorter periods (Özakkaş, 2018). Klein underlined that the relationships that an individual establishes in the first years of her life are the basis of the relationships she will establish later in life (Hekimoğlu, 2018).

In her psychoanalysis studies with children, Klein suggested that their superegos developed much earlier. Her theory was shaped by her careful observations of children. She highlighted how important the first 4-6 months after birth can be. She stated that the mother-child relationship that emerges in these months can affect the whole life. Klein argues that the relationship established with the mother's breast is fundamental

and sets an example for later relationships. Klein explained developmental periods with positions. She assumes that one can go forward or backward in these positions. The two main positions in Klein's theory are the paranoid-schizoid position and the depressive position. The paranoid-schizoid position is characteristic of the first months of infancy and explains anxieties, defenses, and internal-external object relations. It is a state that can continue into childhood or adulthood. The most important feature of this position is the separation of everything as good or bad. The depressive state occurs towards the middle of the first year of life. The returns to this state may occur from time to time during early childhood or at any period of life. In this state, the objects that are separated as good or bad are now perceived as a whole. It is realized that good and bad can coexist. However, people who cannot succeed in the depressive state return to the paranoid-schizoid state. Klein worked with children and utilized play therapy. According to her, the goal of play therapy is to reduce anxiety and fear (Başterzi, 2021).

HILDA TABA (1902 – 1967):

Hilda Taba, born in Estonia, is an educator and curriculum theorist. Although she is known for her work all over the world, it took decades for her work to be recognized in her own country (Krull, 2003). After receiving her Ph.D., she became the Director of Curriculum at the Dalton School in New York City. In this position, he first tried to develop and implement an integrated curriculum (Isham, 1982). In 1938, he became the head of the Center for Intergroup Education. She organized workshops for teachers. She worked with John Dewey (Costa & Loveall, 2002). Taba was interested in formulating teaching strategies that would support students' effective learning, expressed in behavioral objectives (Trezise, 1972). For more than thirty years, Hilda Taba contributed to education through her research and the curricula she designed. She tried to promote tolerance and understanding in education (Middaugh & Perlstein, 2005). Taba Social Studies, a series of elementary school textbooks begun by Hilda Taba and edited by Mary C. Durkin, is the culmination of Taba's lifelong work. Unfortunately, Taba died in 1967 before seeing her materials in print (Isham, 1982). Undoubtedly, one of his greatest contributions to the curriculum is the Taba Model.

Hilda Taba's curriculum development model starts with the identification of needs by teachers. After the needs of students, which are determined by taking into account the individual differences of students, the objectives of education are determined (Tabak, 2021). In the next stage after the objectives, the content is determined. The important point here is that the validity and meaningfulness of the content must be checked (Erişen, 1998). In the next step, the content is organized and appropriate learning experiences are determined (Demirel, 2012). Finally, it is necessary to decide what will be evaluated and how it will be evaluated. Taba also suggests that the curriculum should be developed by teachers (Fer, 2022).

NEL NODDINGS (1929 – 2022):

Nel Noddings was born in 1929 in the U.S. Her academic career spans more than sixty years. She also worked as a school administrator and teacher trainer (Stone, 2018). The concept of ethics of caring came to the agenda with Noddings in the 80s and influenced many fields, especially education. Noddings emphasized caring education and thought that education should contribute to understanding oneself in all aspects such as good, bad, generous, and selfish. To do this, she emphasizes the importance of stories. According to her, stories should support the capacity of interest and critical thinking. She also argues that another important element in interest education is activities. She states that both genders should participate in interest activities. She underlines the importance of open-ended dialogue (Mutlu, 2018). She also states that teachers should establish trusting relationships with students and determine their needs (Eken Taşkaya, 2021). She defines the purpose of education as showing interest in all living things around us, those who are far away, and ideas. For this reason, she argues that lessons and selected stories should be reorganized in a way to encourage interest (Mutlu, 2018).

JANE ROLAND MARTIN (1929 –):

Jane Roland Martin is a philosopher of education. She remained a dominant figure in educational philosophy for nearly fifty years (Waks & Martin, 2007). She argues that students should take part in productive processes with active participation, not just observation, and for this purpose, curricula should be reconceptualized. She notes that the education offered in schools has no relation to the real world. She defines the purpose of education as raising democratic citizens, respect for others, creating behaviors within the framework of tolerance, and recognizing culture (Mulcahy, 2018). According to her, education is broader than school and both education and school are influenced by culture. Therefore, she defines education as bringing the individual and culture together (Thayer-Bacon, 2013). In her book "Philosophy, Women and the

Curriculum", she asserts that liberal education is centered on men and preparing them for public activities, thus devaluing women. For proper education, Martin keynotes the need to pay more attention to social diversity and gender (Clark, 1995).

FATMA VARIŞ (1927 – 2014):

Variş was born in Bursa in 1927. She completed her doctorate in Program Development and Supervision at Columbia University. She took an active role in the establishment of the Faculty of Education at Ankara University (Dumana, 2010). Ankara University Faculty of Educational Sciences, the first higher education institution opened in this field, defined the students it would train as "Program Development Specialist" (Bümen, 2020). Her 1971 book "Program Development in Education: Theory and Techniques" played an important role in making the scientific paradigm effective (Bümen & Aktan, 2016). When we look at Fatma Variş's understanding of curriculum development, the stages are listed as follows: determining objectives, determining content and activities, and evaluation (Variş, 1988). During these stages, students' interests and needs should be analyzed accurately. Variş believes that curriculum development should start at school. Students should be involved in curriculum development activities. She emphasizes that curriculum development is a process and that continuous research is required in this process (Dumana, 2010).

RESULTS, DISCUSSION, and SUGGESTIONS

The results show that the contributions of women scientists are indispensable when the history of education is analyzed. Women thinkers have contributed to the progress of education and played a role in shaping it for centuries. In this study, a few examples of these women are presented. Of course, these women scientists are only a few of those who have contributed to the field. This study focuses on the contributions of women scientists to educational programs. In this direction, it has been seen that women scientists have taken important steps for social development.

These women scientists have carried out valuable studies in many fields such as learning processes, curriculum development, and teaching methods. For example, Hypatia's experimental-based understanding of education pioneered the creation of content. Mary Wollstonecraft's views on the importance of individual development and physical activities in education were included in the programs. According to Wollstonecraft's vision, education should instill reason and virtue to ensure an egalitarian society. Furthermore, physical exercise should be a part of the curriculum like all main subjects (Manus, 1993). Her ideas on improving the social order were utilized in the process of setting goals. Addams' experimental studies, the idea that these experiments should go from concrete to abstract and students should establish activities with each other guided the planning of activities and experiences during the creation of content. For Addams and modern teachers, the complexity of individuals' lives challenges standardized values (Schaafsma, 2014). The Montessori method continues to be applied in many schools. Her ideas contribute to the determination of materials in the preparation of programs. Montessori presented an educational method that puts forward a human perspective on the path to adulthood of a child who is free and able to take responsibility for himself (Berber, Başerer, & Dombaycı, 2022). Klein's developmental stages have guided the design and content of parenting programs. Taba's Taba-Tyler model (Demirel, 1992), a rational planning model that adopts Taba's inductive approach and consists of eight stages, and Tyler's Taba-Tyler model (Demirel, 1992), a rational planning model created by taking the common aspects of Tyler's program development model, are used in today's program development studies. Noddings' views have paved the way for more democratic and tolerant individuals to be raised by utilizing Noddings' views in determining the aims of education. While Noddings envisioned social education as a means of ethics of care, she deepened the meanings of constructs such as a democratic approach, critical thinking, and moral education (Thornton, 2018). Martin's ideas have benefited education programs to emphasize gender equality in education. The idea of a gender-sensitive education led to Martin's redesign of education and many inspiring developments (Mulcahy, 2018). Variş's curriculum phases and her emphasis on this issue are still found in curriculum development studies today. She also guided the way with his sensitive stance on gender equality and secularism (Dumano, 2010).

As can be seen, although women also have opinions, thoughts, and researches on education and curriculum knowledge applied in education dating back to the early ages, unfortunately, they have not taken place much in the historical process. It is visible in written historical sources that women have started to work in this field since the end of the eighteenth century and many developments have taken place thanks to them. Even today, the cycle of male-dominated history, society, and education has not been completely broken. The

findings of this study can be a guide for those who want to work in this field. The research results can emphasize the role of women in education and help promote their achievements. It can help to raise awareness about gender equality in education by helping the work of women scientists reach a wider audience. In line with this study, women's studies by women educators in the field of education can be taught in education. It can pave the way for more studies in the field of women educators. Future studies can cover a wider data set and utilize different sources.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Sakarya University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

Hereby, we as the authors consciously assure that for the manuscript "An Examination of Women Thinkers who have Contributed Sociologically, Psychologically or Philosophically to Educational Programs from a Feminist Perspective" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

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