# TABLE OF CONTENTS

Foreword 
*Dorothy Gabel*  

Acknowledgements  

Introduction and Overview 
*Lesley H. Parker, Léonie J. Rennie & Barry J. Fraser*  

SECTION I: CONFRONTING PERCEPTIONS AND ATTITUDES  

1. Science in a Masculine Strait-Jacket  
*Jan Harding*  

2. Towards a Gender-Inclusive Science in Schools:  
Confronting Student Teachers’ Perceptions and Attitudes  
*Sharon M. Haggerty*  

3. Examining and Extending Young Children’s Views of Science and Scientists  
*Tina Jarvis*  

4. Gender Justice and the Mathematics Curriculum: Four Perspectives  
*Sue Willis*  

5. Revealing Assumptions: Problematising Research on Gender and Mathematics and Science Education  
*Jayne Johnston & Mairéad Dunne*  

SECTION II: THE REALITY OF SCHOOLS, CLASSROOMS, CURRICULUM AND ASSESSMENT  

6. Under Cover of Night: (Re)Gendering Mathematics and Science Education  
*Terry Evans*  

7. Patterns of Science Achievement: International Comparisons  
*John P. Keeves & Dieter Kotte*  

v
# TABLE OF CONTENTS

8. Equity in the Mathematics Classroom: Beyond the Rhetoric
   *Gilah C. Leder*
   95

9. Assessment Practices and Gender in Science
   *Patricia F. Murphy*
   105

10. Gender Equity and the Enacted Science Curriculum
    *Kenneth Tobin*
    119

11. Equitable Science Education: A Discrepancy Model
    *Jane Butler Kahle*
    129

**SECTION III: FROM POLICY TO PRACTICE – BUILDING ON EXPERIENCE**

12. The Role of Persuasive Communicators in Implementing
    Gender-Equity Initiatives
    *Thomas R. Koballa, Jr.*
    143

13. Sharing Science: Primary Science for Both Teachers and Pupils
    *Doris Jorde & Anne Lea*
    155

14. ‘Do You Know Anyone Who Builds Skyscrapers?’
    SOS – Skills and Opportunities in Science for Girls
    *Bev Farmer*
    167

15. The Politics and Practice of Equity: Experiences from
    Both Sides of the Pacific
    *Nancy Kreinberg & Sue Lewis*
    177

16. Informing Teaching and Research in Science Education
    through Gender Equity Initiatives
    *Léonie J. Rennie, Lesley H. Parker & Jane Butler Kahle*
    203

Notes on Contributors 223