

FUTURE TRENDS IN CHILDREN'S WEB PAGES: PROBING HIDDEN BIASES FOR INFORMATION QUALITY

By

GULSUN KURUBACAK, Ed.D.

Anadolu University, College of Open Education,
Eskisehir, TURKEY.

ABSTRACT

As global digital communication continues to flourish, Children's Web pages become more critical for children to realize not only the surface but also breadth and deeper meanings in presenting these milieus. These pages not only are very diverse and complex but also enable intense communication across social, cultural and political restrictions while educating and entertaining. Hidden biases associated with hate, stereotyping, prejudice and discrimination on these Children's Web pages, furthermore, can be delivered by several hate groups, who specifically target young children. They know that hateful messages placed at an early age can profoundly influence and affect young minds. The main purpose of this paper is to evaluate the social, cultural and political forces determining information quality and the rich array of Web sites being delivered for children. Especially, this paper, painted a more realistic and accurate portrait of biases in online world, is to learn how to promote the most important diverse backgrounds, ethnocentrism and antiracist, equity in the children's Web pages better by increasing emphasis on cultural multiculturalism.

INTRODUCTION

The children Web pages, not only have the information, which is familiar and deals with awareness of facts and truths gained through individual experiences, learning and self-contemplations, but also they cover the knowledge, which is the confident understandings of the subjects, potentially with the ability to utilize diverse sources for specific purposes. Hidden biases, therefore, can be easily built up from power elites, and strongly organized and deeply stored in each young individual's mind. The construction of democratic *knowledge*, however, requires much more than collecting, acquiring and transmitting large amounts of information, data and experience by emerging from the interactions of bodies, minds and souls and understanding the social word. As critically pointed out by Bates (2000), Lund (2003) and Powazek (2002), the children Web pages that have membership in the digital community accords to rights must suggest that important

responsibilities tie the individual/self to collective due to remarkable advances in interactive communication arenas. In this context, these Web pages with the cutting-edge technologies should build powerful multicultural networks to share and exchange knowledge for the prosperity and well-being of its members to send and receive information across any locations, devices and services. The children Web pages, therefore, must generate new forms and tools to gather data, and to manipulate and store diverse knowledge, transforming egalitarian information, and working together over distance and time. The existing milieus for building virtual connections concentrates on the integration of knowledge from diverse sources and domains across space and time forced not only by ambiguity but also continuous radical changes whereas the children Web pages can provide the infrastructure to send bits anywhere, anytime in mass quantities-radical

connectivity. Therefore, advancing the extensive productivity, social opportunities and intellectual potentials through more focused, advance strategies of designing and delivering the children Web pages is very crucial.

Purpose

This study provides *teachers, pre-service teachers, parents and online communication workers, professionals who work for a living at the tasks of developing and utilizing new communication technologies for digital curriculum*, with a checklist to evaluate the children Web pages based on hidden bias-based values, norms and ethics. *The guidelines for identifying biases* provided by the Safe School Coalition's (2003) were modified to design this checklist for identifying and categorizing the hidden bias issues discussed by the experts of online education, communication and early childhood. Based on the main purpose of this study and the concerns discussed above, these twelve research questions are developed to prioritize the goals and directions: The list of indicators of hidden biases in the children Web pages that highlight the patterns based on:

1. *ethnicity* (a social, psychological, and political structure that indicates identification with a particular group which is often descended from common ancestors, and a sense of being different than other groups because of cultural tradition, ancestry, national origin, and/or history),
2. *gender* (a social, psychological, and political characteristic regarding culture-bound conventions, roles, behavioral norms, relationships among women-men and boys- girls and the characteristics of appearance, speech and movement not exclusively limited to biological sex)
3. *sexual orientation* (A private preference of an individual protected by Executive Order No. 28 for heterosexuality, homosexuality or bisexuality; or a history of such a preference; or an identification with having such a preference) (Glossary of Affirmative Action Terms, 2006),
4. *identity* (self knowledge about one's characteristics or personality, and the individual sense of importance in a social context),
5. *religion* (a strong belief concerning the supernatural, sacred, or divine, and the moral codes, practices and institutions associated with such belief that control human destiny),
6. *socio-economic status* (the honor or prestige attached to one's position in society),
7. *family structure* (a social unit living together who share common beliefs and activities),
8. *occupation* (the unique set of tasks, skills, and abilities associated with a individual's performing a particular job),
9. *age* (the number of years of life completed),
10. *body shape and size* (the results of various dynamics including people's genetics, the milieus they grew up in, their stages in life, their nutritional intakes, their cultural norms and their life styles) (Cooke, 1996),
11. *disability* (the temporary or long-term reduction and a physical or mental impairment of a person's ability to function, which significantly restricts one or more main life actions), and
12. *native language* (the first language learned in the home).

Theoretical Framework

Hidden biases are judgments and prejudices in specific senses for having dogmatic predilections to the exact viewpoints, the beliefs and values of power elites, and the political and ideological perspectives of oppressed

groups that sneakily determine who or what was responsible for an event, action, activity, and so on. *Hidden biases* are deceitfully manipulated by the groups, who have the political and economical power. It is very hard for ordinary individuals to realize their thoughts as they are shaped and oppressed by these anti-egalitarian groups. A philosophical, theoretical and political orientation of the children Web pages emphasizes the relationships between power and privilege that, as noted by Fabos and Young (1999) and Kendall (2003), helps the young to develop positive attitudes toward others' diverse backgrounds, and to understand, that all people have equal rights. In addition, to accept people from the world, they can be engaged in e-activities, as online participants to collaborate with others. User-centered Web pages must give careful attentions on the self-esteem progress of these digital citizens. Without strong bases of self-confidence (Sheets-Hernandez, 2004), they cannot be successful online participants to value themselves, respect individual freedoms and take risk in making errors. The children Web pages must clearly define their goals and objectives, and their specific plans to deliver and maintain e-contents. Besides, these children Web pages must conduct formative and summative evaluations (Burge, 2000; O'Looney, 2003), to assess their multicultural performances that match the social needs of online participants who have the diverse race, gender, ethnicity, religious, language, size, cultural and social backgrounds with or without disabilities. By respecting individual differences, virtual communities with the ideas of multicultural education increase the quality of the children web pages successfully. Since these Web sites deal with social and cultural experiences (Stephenson, 2001), racial differences are irrelevant, intelligence is multidimensional and distributed; and online participants must discover to be intelligent in multidimensional communication milieus. Therefore, these Web page must be designed in a way to

discover new communication technologies and their relationships to conduct online collaborations to societal and educational change. On the other hand, these Web pages can able to help children working collaboratively with each other regularly to promote excellence through continuous process improvement and the creative pursuit of new ideas and systems. In this context, planning, managing and leading effectively in professional developments and life-long learning endeavors can construct knowledge networks, and help children to work in a project-based team to investigate their critical thinking developments. With integrated new media, children Web pages must be organized and performed multiculturalism and plurilingualism in the vast field of new communication technologies and their interrelationship with global society as a whole. On the foundation of open and flexible structures for children Web pages, online communication workers can be able to serve new concepts and approaches in collaborative interactions and mutual understandings for a caring world view. To gather people from across various disciplines, from all levels of education to community, in the near future, children Web pages must build lifelong learning processes which regulate to ensure overall coherence, encourage good practices, and prevent misuse for the entire global society. Noting this explosive growth potential of cutting-edge technologies, children Web pages must generate their interactive models to adapt to and exploit the new world of opportunities.

The Checklist for Probing Hidden-Biases

Building hidden bias-free Web pages can increase cultural contacts. Therefore, as discussed by Babcock (2006), hidden biases can have implications for critical decisions as who design global knowledge as online communication workers and how these knowledge resources are selected, evaluated and delivered. These

decisions can affect quality of children's lives. Moreover, those children Web pages which score higher on hidden bias have been displayed with greater discrimination. Therefore, adapting a democratic background before new technologies will insure quality communication and learning no matter what the content and mode of delivery carefully scrutinized and determined for bias-free arrangements that encourage acceptance for individual differences and provide children with the freedom to construct their own minds based on accurate information and core values shared respect for human diversity and commitment to social justice. The checklist, developed by Kurubacak (2006), for identifying hidden biases in the children Web pages provide exhaustively discussions of twelve main areas. (Appendix A):

The relationships among diverse *Ethnicity*, as a social, psychological, and political structure, to benefit from multicultural experiences can generate opportunities for the digital children to become critical thinkers and also productive members of a democratic knowledge society. Encouraging their attempts will make them to rethink and reconstruct their ideas, views, needs, expectations, beliefs and attitudes toward cultural pluralism and to expose different perspectives through a variety of philosophical strategies. As mentioned by Benson and Harkavy. (2000), Bhargava, Kirova-Petrova, and McNair (1999), Grant and Lei (2001), McCarthy, Giardina, Park and Harewood (2005), and Rovai (2002), the results in a global perspective on the latest improvements in critical multiculturalism can able to involve children in communicational activities in democratic forms of digital learning. On the other hand, *Gender*, as a social, psychological, and political characteristic, help children more specifically, to represent more well-planned and selective ways of looking for flexibility, value and beneficial arrangements within the global cultural, political and economical issues associated with the emerging technologies. The

fundamentals of these pages can generate the collective commons committed to expand the variety of creative works available for all their young members to legally build upon and share. Besides, these digital networks must be equipped with not only high-tech systems but also new visions of global online societies for supporting their citizens to discover new gender roles for political resistance and power elites (May, 1999; Spring, 1999). Due to the development of new communication technologies, children Web pages are becoming more important and more visible than ever before. On the other hand, the amount of knowledge they manage is increasing at a speeded up tempo. In the near future, these Web pages will go beyond the traditional standards and established norms of effectiveness. Online communication workers must generate diverse global design possibilities with near future paradigms to support *Sexual Orientation*, as a private preference of an individual, in our minds. They must probe egalitarian conditions to meet children's communication needs and learning skills, and also help these end-users access unlimited democratic knowledge inherently. The radical changes are fostered by democratic rules and principles, as mentioned by Brosio (1994) and Gadotti (1996), can build an egalitarian online society, which does not allow elite powers and dominant groups to dictate the flow of information to generate hidden biases. Furthermore, *identity*, as a self knowledge about one's characteristics, brightly illustrates how to deal with the essential ideas of oppressed political results. These knowledge networks, therefore, require that the children Web pages can be only as successful as their empowerment of their young digital citizen. In the complex times ahead, furthermore, online communication workers must help children to share power and culture in various democratic ways. Questioning the assuming roles, the pros and cons of the effective children Web pages, and the policy choices of

what norms and values are reaffirmed or threatened to the digital citizens can reduce the collection of hidden biases. Adapting an agenda for hidden bias-free policing can help online communication workers to delineate the high level strategic contexts that frame the planning processes of *Religion*, as a strong belief concerning the divine, for children Web pages. Religion can be treated as a matter of private conscience that the diverse senses of shared beliefs must discover in the light of intellectual analysis. Therefore, worldwide mutual understanding in a democratic system with a focus on improving global perception of children Web pages achieve egalitarian perceptive regarding how online communication system works and how decisions affecting children are made, and also prioritize and manage global online resources well. In this case, any help offered that would ultimately enable online communication workers to design children Web pages better. As mentioned by Vincent (2003), although technology cannot drive change, *Socio-Economic Status*, as the honor or prestige attached to one's position in society, is our collective response to the options and opportunities presented. Therefore, these Web pages can drive change. To make the philosophy of *hidden bias-free* worthwhile, the children Web pages must radically cover the organizational features of knowledge networks that affect the process and outcomes of planned, change activities. Adapting policies and political concerns guarantee diverse online communication patterns that the modifications of children Web pages must include ethnic and cultural contents widely that these Web pages can be hidden bias-free. Therefore inservice training programs provide online communication workers with information and assistance on how to make online interactions multicultural and egalitarian. All aspects of *Family Structure*, a social unit living together who share common beliefs, must recognize each online communication worker to understand the problems and

dilemmas from its own multicultural point of views. Therefore, the current practices must groundbreaking that the arguments can explain why innovation is necessary to provoke the Web pages on democracy. The impulse to reform must be repelled between the frustrations of impotence for lack of adaptability, imagination and resources to deal with diverse questions of family structure. *Occupation*, *the unique set of tasks, skills, and abilities*. The children Web pages must cover the organizational features of digital knowledge networks that affect the process and outcomes of planned change diverse activities (Bennis, Spreitzer, and Cummings 2001; Jonassen, 2000; Moore and Brooks, 2000; Rosenberg, 2001; Zemsky and Massy, 2004). Enhancing the communication achievements of children should link powerfully the theory, policy and practice of actual democratic and multicultural environments that provide online workers with diverse apprenticeship models to make sense of their communicational and personal experiences. To serve the equitable and high-quality communication, opportunities must encourage interactive communications among children to attain a wide perspective, take account of the knowledge, experience, needs, interests and aspirations of each other regardless of their social, cultural, economical and political backgrounds.

Age, as the number of years of life completed, is common to the whole digital society tend to be seen as a complex of different difficulties. Therefore, the policy of children Web page design must offer multilayer presentations for the age issue rather than a single direction. Furthermore, it must manipulate several stages of interactions into coherent and collective actions, not representing even in the act of planning, designing and delivering the anarchic bias of digital society. *Body shape and size*, in this case, is the results of various dynamics including people's genetics that the cultural e-context of digital society action can

frame the discussions of the strategies of representing diverse people. This reform needs an egalitarian arguments and also political and democratic supports. Furthermore, this reform movement to design children Web pages must help online communication workers to discuss the diverse aspects of reasonable changes to empower strategies of collective actions at once critically practicable, completely democratic and precisely rational. On the other hand, respecting *disability*, as a physical or mental impairment of a person's ability, help online workers to discover the biases which underlay our beliefs and argue the inherent troubles of implementing these beliefs as well as to promote our mutual rapports. The hidden-bias free digital culture can promote the egalitarian discussions of authentic problems. The online communication workers, besides, engaging *Native Language*, the first language learned in the home, in a coalition power sufficient for the democratic purpose, are also respect the egalitarian traditions which expect every digital citizen. The political and cultural obstacles can be rooted in the diversity of the ideologies and with which they represent their native language. A mandate from established power cannot be an explanation from securing the endorsement and involvement of online communication workers themselves. Online communication workers must collaborate with diverse people from the world to scrutinize powerfully with the influences which argue diverse interests and demands.

Conclusions

Hidden biases-free Web pages help children to facilitate multicultural ideals of inclusive, interactive, and collaborative activities globally, but also encourage them to perceive the world better, think critically and perform decisively. Building knowledge networks through these Web pages, therefore, as mentioned by Freire (1972), Giroux (1997) and Kumashiro (2004), presents an inquiry

into nature, causes, and cures of opposing progress for social interactions that promote a communication theory of unplanned consequences designed to contribute to the prediction and appreciate the most undesirable outcomes of public goods and interests. In this context, the children Web pages can impact on delivering multicultural knowledge networks with interactive communication models and approaches that have the enormous potential to advance the issues of justice, equity and human rights. To better understand and construct the digital societies for children, is to focus on the management strategies of global knowledge networks among societies. These strategies help online workers to interact wisely with all knowledge sources from around the world by dealing with the challenge to accomplish access and equity issues by integrating digital technologies with increasing knowledge qualities and quantities. Moreover, they have to appreciate the various learning needs and expectations of diverse groups around the globe. These workers must progress generative enlightenments to produce multicultural e-contents delivered by the children web pages based on the philosophy of democratic education.

References

- [1]. Babcock, P. (2006). Detecting hidden bias. *HR Magazine*, 51(2). Retrieved November 11, 2006, from: <http://www.shrm.org/hrmagazine/articles/0206/0206cover.asp#ek>
- [2]. Bates, A.W. (2000). *Managing Technological Change*. San Francisco, CA: Jossey-Bass.
- [3]. Bennis, W., Spreitzer, G.M., and Cummings, T.G. (Eds.) (2001). *The Future of Leadership Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*. San Francisco, CA: Jossey-Bass. Retrieved August 29, 2006, from: <http://www.questia.com>
- [4]. Benson, L., & Harkavy, I. (2000). Higher education's

third revolution: the emergence of the democratic cosmopolitan civic university. *Cityscape: A Journal of Policy Development and Research*, 5(1), 4757.

[5]. Bhargava, A., Kirova-Petrova, A., & McNair, S. (1999). Computers, gender bias, and young children. *Information Technology in Childhood Education Annual 1999*, (1), 263-274.

[6]. Brosio, R.A. (1994). *A Radical Democratic Critique of Capitalist Education*. New York, NY: Peter Lang.

[7]. Burge, L. (2000). *The Strategic Use of Learning Technologies*. San Francisco, CA: Jossey-Bass.

[8]. Fabos, B., & Young, M.D. (1999). Telecommunication in the classroom: rhetoric versus reality. *Review of Educational Research*, 69(3), 217-259.

[9]. Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin.

[10]. Gadotti, M. (1996). *Pedagogy of Praxis. A Dialectical Philosophy of Education*. New York, NY: SUNY.

[11]. Giroux, H. (1997). Rewriting the discourse of racial identity: towards a pedagogy and politics of whiteness. *Harvard Educational Review*, 67(2), 285-320.

[12]. Grant, C.A., & Lei, J.L. (2001). *Global Constructions of Multicultural Education: Theories and Realities*. Mahwah, N.J.: L. Erlbaum Associates.

[13]. Jonassen, D.H. (2000). *Computers as Mindtools for Schools: Engaging Critical Thinking*. Columbus, OH: Prentice-Hall.

[14]. Kendall, L. (2003). Cyberculture. In S. Jones (Ed), *Encyclopedia of New Media* (pp. 102-104). New York, NY: Sage Publications.

[15]. Kumashiro, K. (2004). *Against Common Sense: Teaching and Learning toward Social Justice*. New York, NY: RoutledgeFalmer. Retrieved September 4, 2006, from: <http://www.questia.com>

[16]. Kurubacak, G. (2006). Evaluating information quality:

Hidden biases on the children's Web pages. *The 3rd International Children and Communication Congress & 3rd International Children Films Festival & Congress 'Tailoring Identities for Future Children'* (in press). Istanbul: Istanbul University, College of Communication.

[17]. und, D.E. (2003). Educating for social justice: making sense of multicultural and antiracist theory and practice with Canadian teacher activists. *Intercultural Education*, 14(1), 3-16.

[18]. May, S. (Ed.) (1999). *Critical Multicultural and Antiracist Education*. Philadelphia, PA: Falmer.

[19]. McCarthy, C., Giardina, M.D., Park, J.K., & Harewood, S. (2005). Introduction: cultural inter/connections. *Critical Methodologies*, 5, 135-144.

[20]. Moore, A.B., & Brooks, R. (2000). Learning communities and community development: Describing the process. *Learning Communities: International Journal of Adult and Vocational Learning*, 1(1), 1-15.

[21]. O'Looney, J. (2003). Applying learning principles to Development of multimedia for addressing bias in street-level public decision-making. *Journal of Educational Multimedia and Hypermedia*, 12(2), 163-183.

[22]. Perrons, D. (2004). *Globalization and Social Change: People and Places in a Divided World*. New York, NY: Routledge.

[23]. Powazek, D. (2002). Design for community: the art of connecting real people in virtual places. *Philosophical Perspectives on Constructivist Views of Learning*, 29(1), 37-48.

[24]. Rosenberg, M.J. (2001). *E-Learning: Strategies for Delivering Knowledge in the Digital Age*, Washington, DC: McGraw-Hill.

[25]. Safe Schooling Coalition (2003). *Guidelines for Identifying Bias in Curriculum Materials*. Retrieved January 25, 2006, from:

[Http://www.safeschoolscodlition.org/identifyingbias.html](http://www.safeschoolscodlition.org/identifyingbias.html)

[26]. **Sheets, R.H. (2005)**. Diversity Pedagogy: Examining Role of Culture in Teaching-Learning Process. New York, NY: Pearson.

[27]. **Spring, J. (2001)**. *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Socrates to Human Rights (Second Edition)*. New York, NY: The McGraw-Hill.

[28]. **Stephenson, J. (Ed) (2001)**. *Teaching and Learning*

Online: Pedagogies for New Technologies. London: Kogan Page.

[29]. **Rovai, P.A. (2002)**. Building sense of community at a distance. *International Review of Research in Open and Distance Learning*. Retrieved March 26, 2006, from: [Http://www.irrodl.org/index.php/irrodl/article/view/79/152](http://www.irrodl.org/index.php/irrodl/article/view/79/152)

[30]. **Vincent, C. (2003)**. *Social Justice, Education and Identity*. New York, NY: RoutledgeFalmer. Retrieved March 26, 2006, from: <http://www.questia.com>

Appendix A

Copyright Statement

© Dr. Gulsun KURUBACAK (2007). Distributed by permission of Dr. Gulsun KURUBACAK. On all reproductions of this material, appropriate credit must be given to Dr. Gulsun KURUBACAK

Checklist for Identifying Hidden-Biases on Children Web Pages

I - Ethnicity (a social, psychological, and political structure that indicates identification with a particular group which is often descended from common ancestors, and a sense of being different than other groups because of cultural tradition, ancestry, national origin, and/or history)	No Idea	Not Covered	Somewhat Covered	Quite Covered	Very Covered	Strongly Covered
1.helping children shape their individuality	NA	1	2	3	4	5
1.promoting different social experiences in children's communities	NA	1	2	3	4	5
1.interacting with other children from different groups	NA	1	2	3	4	5
1.becoming aware of their cultural features	NA	1	2	3	4	5
1.articulating how children feel about their ethnic group	NA	1	2	3	4	5
1.providing reflective contexts for children's internal ethnicity	NA	1	2	3	4	5
1.promoting new insights about children having different backgrounds	NA	1	2	3	4	5
1.being accurate in terms of worldviews of ethnicity	NA	1	2	3	4	5
1.promoting national unity in the global context	NA	1	2	3	4	5
1.providing summaries of the beliefs and customs for ethnic groups	NA	1	2	3	4	5

ARTICLES

II - Gender (a social, psychological, and political characteristic regarding culture-bound conventions, roles, behavioral norms, relationships among women-men and boys- girls and the characteristics of appearance, speech and movement not exclusively limited to biological sex)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.representing the personal sense of being girl and boys	NA	1	2	3	4	5
1.responding to social needs of genders	NA	1	2	3	4	5
1.getting equal gender attentions	NA	1	2	3	4	5
1.devaluing girls and boys cultural restrictions	NA	1	2	3	4	5
1.decreasing girls and boys violence	NA	1	2	3	4	5
1.representing non-traditional gender roles	NA	1	2	3	4	5
1.recognizing different roles of genders in their societies	NA	1	2	3	4	5
1.advocating human beings who suffer from gender - based oppression	NA	1	2	3	4	5
1.stating the culturally prescribed roles that girl and boys are to follow	NA	1	2	3	4	5
1.promoting gender equality throughout global human rights	NA	1	2	3	4	5
III - Sexual Orientation (A private preference of an individual protected by Executive Order No. 28 for heterosexuality, homosexuality or bisexuality; or a history of such a preference; or an identification with having such a preference)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.expressing their personal sexual interest	NA	1	2	3	4	5
1.respecting the presence of diverse sexual orientations	NA	1	2	3	4	5
1.using inclusive language such as <i>partner</i> and <i>civil union</i>	NA	1	2	3	4	5
1.addressing misperceptions that may exists	NA	1	2	3	4	5
1.developing the policy regarding discriminatory sexual words	NA	1	2	3	4	5
1. taking sexual responsibility	NA	1	2	3	4	5
1.supporting the nature of sexual orientation development	NA	1	2	3	4	5
1.being supportive of healthy development for all children	NA	1	2	3	4	5
1.helping children discover their sexual orientation	NA	1	2	3	4	5
1.sharing intimacy with someone children can care about	NA	1	2	3	4	5

ARTICLES

IV - Identity (self knowledge about one's characteristics or personality, and the individual sense of importance in a social context)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.discussing critically own cultural heritages	NA	1	2	3	4	5
1.protecting diverse identity integrity	NA	1	2	3	4	5
1.appreciating other children's cultural practices	NA	1	2	3	4	5
1.facilitating relationships necessary for identity development	NA	1	2	3	4	5
1.presenting comfortably her/s personality in global society	NA	1	2	3	4	5
1.supporting self knowledge about one's personality	NA	1	2	3	4	5
1.realizing diverse cultural values and perspectives	NA	1	2	3	4	5
1.providing children with the dialogs of presentation and interpretation	NA	1	2	3	4	5
1.bringing together self and identity across different groups	NA	1	2	3	4	5
1.pointing out self -awareness, self-representation, and self -regulation activities	NA	1	2	3	4	5

V - Religion (a strong belief concerning the supernatural, sacred, or divine, and the moral codes, practices and institutions associated with such belief that control human destiny)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.understanding diverse religious backgrounds	NA	1	2	3	4	5
1.respecting other children's religious practices	NA	1	2	3	4	5
1.developing diverse religious interventions	NA	1	2	3	4	5
1.balancing religious segregations	NA	1	2	3	4	5
1.exploring moral codes associated with different religions	NA	1	2	3	4	5
1.expressing different beliefs in a divine power	NA	1	2	3	4	5
1.promoting religious understanding, tolerance and freedom leading to peace among religions	NA	1	2	3	4	5
1.extending religious freedom to children of all religious traditions	NA	1	2	3	4	5
1.describing religious faiths in all their diversity	NA	1	2	3	4	5

VI - Socio-Economic Status (the honor or prestige attached to one's position in society)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.practicing the skills necessary for making friends from different groups	NA	1	2	3	4	5
1.appreciating qualities in different social classes	NA	1	2	3	4	5
1.including opportunity for cross-socio-economic friendships	NA	1	2	3	4	5
1.collaborating with peers from different social classes	NA	1	2	3	4	5
1.integrating children with various socio-economic status activities	NA	1	2	3	4	5
1.representing the ideology of multicultural education	NA	1	2	3	4	5
1.underlying perspectives of different socio-economic groups	NA	1	2	3	4	5
1.engaging children s in diverse collective actions	NA	1	2	3	4	5
1.discovering children's own involvement in politics	NA	1	2	3	4	5
1.building bridges among children from diverse socioeconomic backgrounds	NA	1	2	3	4	5

ARTICLES

VII - Family Structure (a social unit living together who share common beliefs and activities)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.appreciating differences in different family structures	NA	1	2	3	4	5
1.learning about blended families	NA	1	2	3	4	5
1.including opportunity for cohabiting families	NA	1	2	3	4	5
1.acquiring knowledge about same sex parenting	NA	1	2	3	4	5
1.understanding their roles in their own families	NA	1	2	3	4	5
1.realizing the role of families in society	NA	1	2	3	4	5
1.appreciating diverse perspectives of different family structures	NA	1	2	3	4	5
1.underlying family sensitive activities with children	NA	1	2	3	4	5
1.alternating children to grow up in nontraditional family structures	NA	1	2	3	4	5
1.providing information for any combination of the family structures	NA	1	2	3	4	5
VIII - Occupation (the unique set of tasks, skills, and abilities associated with a individual's performing a particular job)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.presenting ideas about different jobs	NA	1	2	3	4	5
1.practicing the skills necessary for individual job performs	NA	1	2	3	4	5
1.talking about diverse occupational health and safety issues	NA	1	2	3	4	5
1.underlying different activities related to workplaces	NA	1	2	3	4	5
1.integrating knowledge about diverse occupations	NA	1	2	3	4	5
1.providing authentic facts on differentials in occupational discriminations	NA	1	2	3	4	5
1.discussing a collective description of a number of occupation performed	NA	1	2	3	4	5
1.developing the basic skills for the job of living necessary for independent lives	NA	1	2	3	4	5
1.providing children with equal actions in diverse occupations	NA	1	2	3	4	5
1.supporting democratic perceptions of different occupations	NA	1	2	3	4	5

IX - Age (the number of years of life completed)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.respecting the people from different ages	NA	1	2	3	4	5
1.learning discriminate against a person because of his/her age	NA	1	2	3	4	5
1.learning the expectations associated with different ages	NA	1	2	3	4	5
1.underlining the age differences in the society	NA	1	2	3	4	5
1.fostering age-role flexibility through activities	NA	1	2	3	4	5
1.providing role-play activities related to different ages	NA	1	2	3	4	5
1.prohibiting unjustified direct and indirect age discrimination	NA	1	2	3	4	5
1.providing an overview of the considerations on age discrimination	NA	1	2	3	4	5
1.constructing positive sense of different ages	NA	1	2	3	4	5
1.protecting children from discrimination on the basis of their ages	NA	1	2	3	4	5

X - Body Shape and Size (the results of various dynamics including people's genetics, the milieus they grew up in, their stages in life, their nutritional intakes, their cultural norms and their life styles)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.appreciating different body shape and size	NA	1	2	3	4	5
1.making the children with different body size feel comfortable	NA	1	2	3	4	5
1.balancing curiosity about different body shape with respect	NA	1	2	3	4	5
1.playing a valuable role in shaping ideas about different body size	NA	1	2	3	4	5
1.reducing discriminatory behaviors against different body shape	NA	1	2	3	4	5
1.focusing on changing body shape and size without blaming	NA	1	2	3	4	5
1.appreciating the personal sense of being different body shape and size	NA	1	2	3	4	5
1.becoming aware of the body size diversity around children	NA	1	2	3	4	5
1.enhancing children 's overall sense of energy, vigor and enjoyment of life	NA	1	2	3	4	5
1.promoting children 's perceptions of different body shape and size	NA	1	2	3	4	5

XI - Disability (the temporary or long -term reduction and a physical or mental impairment of a person's ability to function which significantly restrictions one or more main life actions)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.providing children with knowledge about disabilities	NA	1	2	3	4	5
1.emerging from friendships in diverse disability groups	NA	1	2	3	4	5
1.exploring feelings associated with disabilities	NA	1	2	3	4	5
1.providing supplementary materials for children with disability	NA	1	2	3	4	5
1.appreciating differences in self and other children	NA	1	2	3	4	5
1.promoting positive responses to disability groups	NA	1	2	3	4	5
1.including activities on disability rights	NA	1	2	3	4	5
1.offering educational opportunities suited to their particular needs	NA	1	2	3	4	5
1.making reasonable adjustments for disabled children	NA	1	2	3	4	5
1.connecting children with disabilities to the information and resources they need	NA	1	2	3	4	5

XII - Native Language (the first language learned in the home)	No Idea	Not Covered	Some what Covered	Quite Covered	Very Covered	Strongly Covered
1.understanding the relationship between home and second languages	NA	1	2	3	4	5
1.forming language learning throughout activities	NA	1	2	3	4	5
1.providing multilingual activities for diverse children	NA	1	2	3	4	5
1.transferring the language acquisition skills one language to another	NA	1	2	3	4	5
1.maintaining children's linguistic strengths	NA	1	2	3	4	5
1.expressing formal language experiences in different activities	NA	1	2	3	4	5
1.underlying the value of bilingualism	NA	1	2	3	4	5
1.encouraging respects for linguistic diversity	NA	1	2	3	4	5
1.gaining a deeper understanding of different languages	NA	1	2	3	4	5
1.bringing diverse linguistic resources for children	NA	1	2	3	4	5

The Checklist for identifying hidden-biases on children Web pages uses a five-point scale:

Strongly Covered=5; Very Covered=4; Quite Covered=3; Somewhat Covered=2; Not Covered=1; No Idea=0

ABOUT THE AUTHOR

Gulsun KURUBACAK is an assistant professor in distance education at the College of Open Education at Anadolu University, Turkey. She undertook graduate studies at Anadolu University, Turkey (MA. Educational Technology) and the University of Cincinnati, USA (Ed.D. Curriculum & Instruction), and also has worked a post-doctoral fellow at the College of Education at New Mexico State University, USA (2001-2002). She spent the 20 years focusing on the democratic and multicultural aspects of distance online communications, finding new answers, viewpoints and explanations for complex online communicational problems through critical pedagogy, and improving learner critical thinking skills through Project-Based Online Learning (PBOL) via online asynchronous and synchronous communications.

