Broad topics for classifying the resources.

The papers should be cross-linked where appropriate – only appearing in one area, but linked under all appropriate topics.

 1. Gender and Open and Distance Learning (ODL)

       a) Women and distance education
       b) Women in development
       c) Women's empowerment
       d) Gender barriers to access to education
       e) Gender disparities in course materials
       f) Gender learning and support
       g) Gender mainstreaming
       h) Socio-economic issues - Education for poor/rural people

2. Gender and Information and Communication Technology (ICT)

       a) Women and ICT
       b) Gender barriers to access to ICT
       c) Gender differences in communication styles
       d) On-line learning/E-learning

Alphabetic List of Resources by Author for the Gender Micro-site

1   Ahooja-Patel, Krishna (1995) Women and Sustainable Development: An International Dimension /COL8

1   Women in development

MFN: 0001
Ahooja-Patel, Krishna (1995) Women and sustainable development: An international dimension.

Contents: Foreword by P.N. Haksar; **Preface; Introduction:** linking women with sustainable development. **I. Learning about women: the international dimension:** 1. Historical perspectives. 2. International women's movement: the basic resource. **II. Women and globalization: the international policy package:** 1. Women and globalization. 2. Women and environment. 3. Women and development. 4. Women in the world of work. **III. Women and equity: research and education programmes:** 1. Multidisciplinary approaches. 2. Ideology and reality. 3. Priority themes for Curriculum planning: a. Poverty and development. b. Feminism and ecology. c. Disarmament and peace dividend. d. Food security and land rights. e. Technology and tradition. **IV. Courses and resources: designing Curricula:** 1. Perspective and visions. 2. Training: teachers and text books. 3. Defining "groups" for training. 4. Content of Curricula. 5. How you can help the environment; **V. Selected resource materials: women sustain development:** 1. Women's perceptions. 2. Global assembly. 3. Global evidence. 4. World women's congress. **Annexes:** 1. Agenda twenty one: global action for Women towards sustainable development. 2. Treaty on environmental education for sustainable societies and global responsibility (NGO Working Group). 3. Women and sustainable development training methodology (Modular structure). 4. UNCTC: criteria for sustainable development issues. 5. Major eco-development issues. 6. Certificate as women and sustainable development. Selected references.

"The Bruntland Commission's Report, *Our Common Future*, underlined in 1987 that there was a direct relationship between physical pollution and poverty. It thus placed elimination of poverty at the centre of sustainable development. As women constitute an overwhelming majority of the world's poor, their advance has to be regarded as the cornerstone of sustainable development. Indeed, enhance the status of women and we have already initiated the process of environmental improvement.

"No wonder, therefore, that the greens and the feminists are in the forefront of sustainable development. The post-II World War era has seen the rise and the fall of many causes. But these two causes have made strongest progress because they tie together the present and the future of humanity. They represent the foremost concerns of the people--the empowerment of the poorest of the poor.

"This study was first published by the Commonwealth of Learning (Vancouver, Canada) in 1992. Since then, the demand for resource materials on the recognition of the gender dimension in the work on sustainable development has multiplied manifold in the recent period. It reflects the growing acceptance of the fact that development without women is simply a distorted, crippled and a partial paradigm. This sea-change has encouraged me to revise my earlier study and publish it in the

hope that it may help all those--both men and women--who are engaged in elaborating curricula for distant education dealing with women and sustained development." (Book jacket)

**2	Akhter, Zobaida (2008) Get a second chance to make a first impression: Eradicate the poverty level of the women farmer in Bangladesh/TOJDE**

**1	Socio-economic issues - Education for poor/rural people**
2	Women and distance education

MFN: 0002
URL: http://tojde.anadolu.edu.tr/tojde29/editor/editorial.htm
Akhter, Zobaida (2008) Get a second chance to make a first impression: Eradicate the poverty level of the women farmer in Bangladesh

Abstract: Women in Bangladesh play a very important role in, and make a significant contribution to, the agricultural productivity of their communities. By involving women in agricultural activities, the migration of families from rural to urban areas can be reduced, thereby improving the overall socio-economic conditions of Bangladesh. This paper argues that efforts to promote women's participation in farming are fraught with challenges including poverty, misconception regarding education, training, etc. The paper also states that the development and use of distance education materials would effectively address a number of the challenges currently faced by rural women seeking to access education and training.

3   Akhter, Zobaida, (2005) A study of gender stereotypes in BOU text books (CP-2)

1. Gender disparities in course materials

MFN: 0003
URL: http://www.ignou.ac.in/icde2005/abs/theme3(final)(Abstract).pdf
 Akhter, Zobaida, (2005) A study of gender stereotypes in BOU text books

Abstract: Girls and women are often invisible in curriculum both within the content itself as well as the images. Gender stereotypes and inequalities are reinforced and perpetuated in a wide social context due to this invisibility. Within the curriculum, most of the examples or illustrations in the textbooks used by the Bangladesh Open University's (BOU) Open School at the secondary level are male. Since the introduction of free secondary education for girls, the Government of Bangladesh has been making changes to the curriculum. Textbooks are being redesigned to be more gender-sensitive and representative of the cultural diversities within the country with the National Curriculum and Textbook Board taking the lead in changing their textbooks. A review of the changes reveals them to be few in numbers, and barring a few exceptions, not fundamental in nature. But it is expected that this small effort will contribute to making the educational curriculum in Bangladesh more gender sensitive.

The main objective of the paper is to review the textbooks of the Open School at the BOU for Class V to Class VI to identify gender bias and the reflection on males and females. It is expected that the findings of this study will help BOU produce more effective and gender-sensitive textbooks. It also suggests some alternative approaches to producing gender-sensitive materials that do not reinforce gender stereotypes.

(Source: ICDE Conference held in 2005 at Indira Gandhi National Open University, IGNOU, New Delhi, - 110068, India)

Keywords: Case studies - Bangladesh Open University (BOU), Gender disparities, Gender bias in course materials, Curriculum, Free education to girls, Print materials, Textbooks, *Conference paper*

4   Aluwihare-Samaranayake, D. S., De Silva, C. S. and Coomaraswamy, Uma, (2004) Distance learning resources for rural women and girls in Sri Lanka: A case study (WP-3)

Aluwihare-Samaranayake, D. S., De Silva, C. S. and Coomaraswamy, Uma, (2004) Distance learning resources for rural women and girls in Sri Lanka: A case study

Abstract: A study was undertaken to identify distance learning programmes supporting agriculture and rural development education in Sri Lanka. Specifically the study sought to assess the current distance learning programmes for their curricular content and their ability to meet the gender differentiated learning needs of rural households seeking to improve their livelihood and quality of life.

A cross-section of institutions from the government and non-government sectors, including universities, which implement distance education programmes were reviewed for their course content, target groups, problems encountered and number of beneficiaries. Only one organization was found to target agriculture-related activities using distance education methodologies. A descriptive survey was also conducted in eight districts with participants from different socio-economic backgrounds using participatory methods to identify the training needs of rural households, with special emphasis on access to information among women and girl children. The findings revealed that the participants showed an interest in vocational training, education and health, and employment opportunities. The authors identified the preferred method of learning was radio and print material followed by group work and demonstration; the majority preferred the afternoon for learning activities. Further, it was discovered that the family income and size did not influence their choice of area, mode of time and learning, and that the preferred areas for learning were geographically area specific.

(Availability: Food and Agriculture Organisation and The Open University of Sri Lanka, Colombo *"Workshop on Distance Learning Content to Favour Sri Lankan Rural Women's Learning"* held from May 21-23, 2004, at OUSL, Sri Lanka. May 2004, p.1-17)

Keywords: Distance Education, Learning, Women – Sri Lanka, Girls, Agriculture, Rural Development, Access to information, Vocational training, Employment opportunities, **Case studies - Sri Lanka,** *Workshop paper*

5   Anderson, David M. and Haddad, Carol J. (2005) Gender, voice, and learning in online course environments. (JALN)

> **1   Online learning/E-learning**
> 2   Gender learning and support

MFN: 0005
Anderson, David M. and Haddad, Carol J. (2005) Gender, voice, and learning in online course environments.

Abstract: A self-selected sample of 109 online students at a mid-western regional university was surveyed and asked to compare expression of voice, control over learning, and perceived deep learning outcomes in face-to-face versus online course environments. The researchers found that females perceived that a deeper learning took place in online than in face-to-face courses; expression of voice appears to contribute to this outcome. This effect did not occur for male students. They also found that support from the instructor/professor and, to a lesser extent, control over one's learning each had positive relationships with perceived deep learning in both course environments. Concern for the feelings of other students did not have a negative impact on voice as was originally hypothesized.

6   Atan, Hanafi; Rahman, Zuraidah A.; Majid, Omar; Ghan, Noraida A. and Idrus, Rozhan M. (2005) The support system in distance education: Factors affecting achievements among women learners./TOJDE

1   Gender learning and support
2   Women and ICT

MFN: 0006
URL: http://tojde.anadolu.edu.tr/tojde20/articles/hanafi.htm
Atan, Hanafi; Rahman, Zuraidah A.; Majid, Omar; Ghan, Noraida A. and Idrus, Rozhan M. (2005) The support system in distance education: Factors affecting achievements among women learners.

Abstract: This study focused on the dimensions of the support system provided by the School of Distance Education (SDE), Universiti Sains Malaysia (USM) to its women learners. The study revealed that the role played by the faculty, the provision of the intensive course, the electronic portal, video-conferencing and to a much lesser extent, the role played by regional centres, affected their achievements. However, in order to ascertain the support that is appropriate to resolve their needs, one has to know more about the level and type of educational experiences, their self-image, their personal changes as well as the perceived catalyst for change and impediments to growth. A consistent approach by the institution to its women distance education learners is required so that it is not simply left to chance whether or not the support is available to them.

7   Atan, Hanafi; Sulaiman, Fauziah; Samsudin, Diane Szalina; Hanizar, Ahmad; Halim, Abdul; Rahman, Zuraidah Abd and Idrus, Rozhan M. (2002) Computer Mediated Communication skills and usage: Gender differences between distance learners [In Malay] / MJET

> **1   Gender Barriers to access to ICT**
> 2   Women and ICT

MFN: 0007
URL: Not available online
Atan, Hanafi; Sulaiman, Fauziah; Samsudin, Diane Szalina; Hanizar, Ahmad; Halim, Abdul; Rahman, Zuraidah Abd and Idrus, Rozhan M. (2002) Computer Mediated Communication skills and usage: Gender differences between distance learners [In Malay]

Abstract: A study was conducted to investigate the gender differences with respect to the usage, skill and knowledge of computer-mediated communication among the Universiti Sains Malaysia distance education learners. The aspects studied included home computer availability, Internet accessibility, rate of computer usage and the type of computer applications used. The study also sought to determine gender differences in terms of the competency of usage of the general computer software as well as the networking software. The findings revealed that there were no significant differences between genders in terms of home computer availability, Internet accessibility, the rate of computer usage of less than three times a week and the type of computer applications used. Nor were gender differences found in terms of the level of competency of the usage of common computer software as well as the networking software that were directly related to learning activities in distance education.

8   Avoseh, M B. M. (1999) Opening up adult education: Women's empowerment in Namibia /COL22

       1   Women's empowerment
       2   Women and distance education

MFN: 0008
URL: http://www.col.org/forum/PCFpapers/avoesh.pdf
Avoseh, M.B.M (1999) Opening up adult education: Women's empowerment in Namibia

Abstract: The Republic of Namibia has taken many gender-sensitive and gender-positive steps within her short history. Namibia has also given priority to adult education in the context of national development. However, contributions and discussion at the recently concluded Namibia follow-up conference to Confintea V reveal a wide gap between women's access to education and women's empowerment.

This paper argues that for women's access to adult education to be meaningful and to really address the problem of the marginalisation of women, adult learning must open up avenues of empowerment. In advancing this argument, the paper examines the present status of adult education for women in Namibia. While admitting a commendable degree of access and openness of adult education for women, the paper concludes that for women's access to adult education in Namibia to be really relevant and useful it must incorporate the empowering elements that recent perspectives in adult education offer.

(Source: Vancouver: The Commonwealth of Learning, 2006, Third Pan-Commonwealth Forum – PCF3)

Key Words: Women's empowerment, Women – Namibia, Gender sensitivity, Marginalisation, Adult education – Namibia, **Case studies – Namibia,** *Conference paper*

9   Azli, Nazirah Ahmad; Idrus, Rozhan Mohammed; Atan, Hanafi; Jaafar, Ibrahim; Rahman, Zuraidah Abdul; Latiff, Zainal Abd; Guan, Saw Kim and Awang, Mohd Nain, (2000)   The Educational Transition Characteristics of Female Distance Learners at the Universiti Sains Malaysia, Malaysia /MJDE

> **1   Gender barriers to access to education**
> 2   Women and distance education

Azli, Nazirah Ahmad; Idrus, Rozhan Mohammed; Atan, Hanafi; Jaafar, Ibrahim; Rahman, Zuraidah Abdul; Latiff, Zainal Abd; Guan, Saw Kim and Awang, Mohd Nain, (2000) The Educational transition characteristics of female distance learners at the Universiti Sains Malaysia, Malaysia

Abstract: This article reports on the educational transition experienced by female distance learners as a result of enrolling in a distance education programme. The focus of this study is on the aspects of family/parenting, sibling, spouse and social obligation. This study is of great consequence as the learners are engaged in a whole new mode of learning, resulting in a new learning style and learner lifestyle. The results show that female students experience changes in their perceptions of themselves when they become distance learners. The findings would be an insight to the problems female distance learners might face when they enrol in distance learning programmes.

10   Batool, Syeda Najeeba and Bekker, Saskia M. (1996) Women's Secondary Education Programme /PJDE

1   Women and distance education

MFN: 0010
URL:
http://cemca.org/disted/Syeda_Najeeba_Batool__Saskia_M_Bekker__0192.pdf
Batool, Syeda Najeeba and Bekker, Saskia M. (1996) Women's Secondary Education Programme

Abstract: The paper is a case study of Women's Secondary Education Programme, which started in 1986 as a pilot programme on a small scale and matured into a regular university programme of Allama Iqbal Open University (AIOU). It analyses the objectives and methodology of results to get the complete picture of performance of students and feedback of dropouts. This feedback helped in revising the programme and setting questions for future examinations. It also analysed in detail pass percentage in assignments, practical work and term end examinations.

11   Bhalalusesa, Eustella (2001) Supporting Women Distance Learners in Tanzania /OL-JOL

1   Gender learning and support
2   Socio-economic issues - Education for poor/rural people

MFN: 0011
URL:
http://www.informaworld.com/smpp/content~content=a713688426~db=all~order=page
Bhalalusesa, Eustella (2001) Supporting women distance learners in Tanzania

Abstract: This paper examines the kind of support women need to pursue distance learning successfully in a developing country context such as Tanzania. The paper shows that there are factors that make studying more difficult for women than for men. While the distance teaching institution has an important role to play in promoting learning, both the learner and the immediate social environment have a part to play in the student's success. A holistic approach is therefore necessary if effective support is to be realised. The paper ends with recommendations for improved practice.

12   Bhushan, Poonam, (2008) Connecting or dividing? Examining female learners' information and communication technology access and use in open and distance learning /OL-JOL

1   Women and ICT

Bhushan, Poonam, (2008) Connecting or dividing? Examining female learners' information and communication technology access and use in open and distance learning

Abstract: The role of information and communication technologies (ICT) in addressing the global development agenda, including the key Millennium Development Goal of promoting gender equality and empowering women, is being increasingly recognised. ICTs, by themselves, however cannot be effective if they do not address the central issue of women's access and control over technology, which relates to the opportunities available to women and their ability to use the resources in their own contexts. This paper examines the use of, attitudes towards, and barriers to ICT access amongst female learners in a Bachelor's Degree Programme in Computer Application offered through distance by the Indira Gandhi National Open University (IGNOU). The paper highlights the local contexts within which attitudes towards the use of technology are shaped and barriers to access are embedded. Finally, based on the discussion, the paper points to the need for ICT-enabled learning to be cognisant of the above aspects and suggests interventions to increase female participation in open and distance learning to enable the move towards gender equality.

13   Bray, Catherine, (1990) Cyborgs, Nurses, and Distance Education: A Feminist Science Fiction /JDE

1   Women and ICT

MFN: 0013
URL: http://cade.athabascau.ca/vol5.2/10_bray.html
Bray, Catherine, (1990) Cyborgs, nurses, and distance education: A feminist science fiction

Abstract: In this paper, the author identifies the cyborg, a combination of machine and organism, as a fruitful model through which to understand distance educational technologies. Offices and hospitals are compared to distance education workplaces, and ways in which gender is related to the use of technology in these workplaces are indicated. Finally, ways in which women distance educators and students can make cyborgs of themselves are discussed.

Abstract: Dans cet article, l'auteure voit dans le cyborg, qui combine la machine et l'organisme, un modèle utile par lequel comprendre les technologies de l'instruction à distance. Elle y compare les bureaux et les hôpitaux avec les lieux de travail de centres d'éducation à distance, et y indique les manières dont le sexe est relié à l'emploi de la technologie dans ces lieux de travail. Finalement, elle y discute la façon dont les éducatrices à distance et les étudiantes se transforment elles-mêmes en cyborgs.

**14	Brunner, Cornelia and Bennett, Dorothy, (1997) Technology and gender: Differences in masculine and feminine views (NASSPB)**

       **1	Gender barriers to access to ICT**
       2	Women and ICT

MFN: 0014
URL: http://bul.sagepub.com/cgi/content/abstract/81/592/46
Brunner, Cornelia and Bennett, Dorothy, (1997) Technology and gender: Differences in masculine and feminine views

Abstract: The feminine attitude toward technology looks through Learning Environments for Today's Classroom machinery to its social function; the masculine view focuses more on the machine. Presenting technology as an end in itself turns most young women off. Exploring whether new technology solves a social problem, rather than celebrating speed or power, might improve this situation. The feminine, more collaborative perspective remains important to the conversation.

15   Brunner, Cornelia, (1991) Gender and distance learning (AAAPSS)

> **1   Gender barriers to access to ICT**
> 2   Women and ICT

MFN: 0015
URL: http://ann.sagepub.com/cgi/content/abstract/514/1/133
Brunner, Cornelia, (1991) Gender and distance learning

Abstract: This article examines distance learning from a gender perspective. In any new area of enterprise, expectations have an important effect on planning, implementation, and evaluation. When it comes to distance learning, a variety of images of what this exciting new technology will look like and what it can empower us to achieve will determine how we develop it. In a study about technological experts' expectations and desires for their own technologies, the fantasies articulated by women and men are different in important and predictable ways. Women wish for small, appealing objects that allow them to collaborate, to create, to share their work, and to integrate their work and home lives. Men wish for magic wands that give them enormous power, fabulous speed, and infinite wisdom. This culturally sanctioned difference in technological expectations has real implications for the future of distance learning. Both perspectives are needed if distance learning technology is to be successfully integrated into our school system. (Contains 6 endnotes)

16   Bukhsh, Qadir, (2007) Empowerment of women through distance education in Pakistan /TOJDE

1   Gender barriers to access to ICT
2   Women and distance education

MFN: 0016
URL: http://tojde.anadolu.edu.tr/tojde28/articles/article_11.htm
Bukhsh, Qadir, (2007) Empowerment of women through distance education in Pakistan

Abstract: Distance learning is any type of education that occurs while location, time, or both separate the participants and the instructor. In distance learning, the teacher, through the use of technology, delivers instructions to a student at a separate location. The term open and distance learning represents approaches that focus on opening access to education and training provision, freeing learners from the constraints of the time and place, and offering flexible learning opportunities to individuals and groups of the learners. Distance education, structure learning in which the student and instructor are separated by time and space, is currently the fastest growing form of domestic and international education.

17   Burge Elizabeth, (1998) Gender in distance education/(BC-7)

1   Gender barriers to access to ICT

MFN: 0017
URL not available - Printed material
Burge Elizabeth, (1998) Gender in distance education

Abstract: Elizabeth Burge writes about gender and the need for distance educators to change the focus from "receive, retain and return" to "respect, re-frame and re-apply" for more study success by women. Barriers to access, appropriate technology and a sense of a safe place are discussed. The result is some long lists of constructivist, women-friendly guidelines regarding technology.

(Abstract is taken from the book review of the book "Distance Learners in Higher Education: Institutional Responses for Quality Outcomes" by Wil Verreck (Open University Netherlands) in International Review of Research in Open and Distance Learning c ISSN: 1492-3831, Vol. 1, No. 1 (June 2000) available at URL - **http://www.irrodl.org/index.php/irrodl/article/viewFile/8/27**)

(Source: In *Distance learners in higher education: Institutional responses for quality outcomes* ed. by Chère Campbell Gibson, Madison, WI: Atwood Publishing, 1998, 156 p., Chapter 2, pp.25-45, ISBN: 1-891859-22-6)

Keywords: Gender differences, Barriers to access, Guidelines, Female students, Appropriate technologies, *Chapter of an edited book*

18   Burge, Elizabeth and Lenskyj, Helen, (1990) Women studying in distance education: Issues and principles /JDE

1   Women and distance education

MFN: 0018
URL: http://cade.athabascau.ca/vol5.1/9_burge_and_lenskyj.html
Burge, Elizabeth and Lenskyj, Helen, (1990) Women studying in distance education: Issues and principles

Abstract: The authors discuss the design and implementation of a women's studies course in order to link four issues: graduate level learning, distance mode design and delivery, the andragogy debates, and feminist principles of teaching and learning. A critical analysis of the actual learning process from the course leader's perspective is provided, and we conclude with recommendations for future women's studies courses in distance education.

Abstract: L'objet de notre enquête est le développement et la ise en oeuvre d'un cours faisant partie d'un programme pour les femmes afin de relier les quatre questions de l'enseignement au niveau supérieur, du développement et de la mise à execution de l'éducation à distance, des débats sur l'andragogie, et des principes féministes de l'enseignement. Nous offrons une analyse critique du procédé pédagogique du point de vue de la coordonatrice de cours, et nous concluons avec des recommendations portant sur de nouveaux cours à distance d'un programme pour les femmes

19   Burge, Elizabeth, (1990) Women as learners: Issues for visual and virtual classrooms (CJSAE)

1   Online learning/E-learning
2   Women and ICT

MFN: 0019
URL: http://cade.athabascau.ca/vol9.1/may.html
Burge, Elizabeth, (1990) Women as learners: Issues for visual and virtual classrooms

Abstract: Utilizing qualitative research methodology and a feminist framework, the author examined women's distance learning experiences. She interviewed nine women from a variety of educational backgrounds and circumstances who had studied a women's studies course by home study or teleconferencing from Athabasca University during 1990 and 1991. Distance education for the women interviewed succeeded in extending educational opportunities to them and in dismantling significant barriers that have historically restricted women's access to learning opportunities.

Although they praised distance education, the women interviewed unanimously agreed that distance study "isn't for everyone" and that it is a significantly different experience for female learners than it is for male learners. These women were grateful that communication technologies, despite their imperfections, allowed them to study from their own homes, at times most convenient for their personal schedules. The author concludes that further research is warranted and offer recommendations to improve women's distance study experiences, particularly in women's studies courses.

**20   Byers, Jr., David L.; Hilgenberg, Cheryl and Rhodes, Dent M. (1999)
Telemedicine for patient education. /AJDE**

> **1   Socio-economic issues - Education for poor/rural people**
> 2   Women and ICT

**Byers, Jr., David L.; Hilgenberg, Cheryl and Rhodes, Dent M. (1999)
Telemedicine for patient education**

Abstract: A Telemedicine Project was conducted to explore the delivery of childbirth preparation classes originating at a large regional hospital to a remote site at a small rural hospital. Over six months, three series of classes were included in the project, with twenty-four participants at the originating site and twenty participants at the remote site. A two-way, audio/video teleconferencing system with multiple cameras and monitors was employed for instruction. A registered nurse taught the class and a site facilitator assisted at the remote site. Evaluation of the project was done through surveys, interviews, and observations. The classes were well received by project participants at both sites. Principal advantages cited were increased availability of the programs, improved attendance, and convenience to rural participants. The principal disadvantages cited focused on technical problems, particularly audio quality.

21   Care, W. Dean and Udod, Sonia A. (2000) Women in distance education: overcoming barriers to learning. (NHAE)

      1   Gender barriers to access to education
      2   Women and distance education

MFN: 0021
URL: http://education.fiu.edu/newhorizons/journals/vol14n2.pdf
Care, W. Dean and Udod, Sonia A. (2000) Women in distance education: overcoming barriers to learning.

Abstract: Distance education has been used to add options for learners of all ages for many years, persons who because of circumstances or choice participate in some form of a distance learning program. This paper provides a very good review of relevant research regarding women and distance learning. From their framework in nursing education, they discuss a range of concepts based on the experiences of women in various distance education programs and extend these ideas for consideration by all adult educators and those involved in higher education. Useful curricular, structural, and teaching strategies for overcoming the learning barriers that women have found in distance education are described.

Key Words: Women, Nursing education, Teaching strategies, Barriers to educational access, *Online journal article*

22   Commonwealth of Learning, (1996) Theoretical Perspectives on Gender and Development /COL17

1   Women in development

MFN: 0022

Commonwealth of Learning, (1996) Theoretical perspectives on gender and development

Abstract: This core module was collaboratively developed and written by the Centre for Gender and Development Studies at the University of the West Indies, the International Women's Tribune Centre in New York, and the Summer Institute for Gender and Development (a joint project of Saint Mary's and Dalhousie Universities in Canada) through a project managed and coordinated by COL and funded by a grant from Canada's International Development Research Centre. This module focuses on the theoretical justification for examining the specific roles and contributions of women to development initiatives. 1996 (182 pages)

23   Commonwealth of Learning, (1998 - 2001) Identifying barriers to ICTs in education based on gender differences: Regional case studies of non-formal education by distance and open learning /COL11

1   Gender barriers to access to ICT

MFN: 0023
URL: http://www.col.org/colweb/site/op/edit/pid/3336
Commonwealth of Learning, (1998 - 2001) Identifying barriers to ICTs in education based on gender differences: Regional case studies of non-formal education by distance and open learning

Abstract: COL and its network produced a series of reports addressing gender barriers, such as those encountered by women, to the use of information and communications technologies (ICTs) for education and training, and especially for open and distance learning. From 1998 to 2001, COL convened four regional expert group meetings to identify barriers to information and communications technologies (ICTs) in education based on gender differences. Reports from these meetings are available here, in Acrobat PDF format.

Asian region, meeting held November 1998: Meeting report Country presentations
Caribbean   region,   meeting   held   November   1999:   Meeting   report
African region, meeting held March 2000: Meeting report Country presentations
Pacific region, meeting held May 2001: Meeting report Country presentations

The symposiums have been held in India, Barbados, Tanzania and New Zealand and relate to the discussions around the "digital divide", which have identified a particular need to address the implications of the ICT revolution for women, especially if they are not to be deprived of the opportunity to participate fully in the emerging economy likely to shape the 21st century.

Funding assistance for the Asian meeting was provided by the British Council, for the African meeting by Canada's International Development Research Centre through its Acacia Initiative, and for the Pacific meeting by the New Zealand Official Development Assistance (Development Cooperation Division, Ministry of Foreign Affairs and Trade).

(**Source: Regional expert meetings convened by COL (1998 - 2001). Meeting reports and country presentations)**

Keywords: Women, Barriers to ICT, Gender differences, Barriers to educational access, **Case studies – Commonwealth countries,** *Case studies, Proceedings of Expert meetings, Meeting Reports.*

24   De Silva, C. Shanthi, Lekamge, G. D. and Coomaraswamy, Uma, (2004) Distance learning content in agriculture and rural development with IT application in Anuradhapura District of Sri Lanka (WP-4)

1   Socio-economic issues - Education for poor/rural people
2   Women and ICT

MFN: 0024
URL:
http://cemca.org/disted/DeSilva_C_Shanthi__Lekamge_G_D__Coomarasw
amy_Uma__0168.pdf
De Silva, C. Shanthi, Lekamge, G. D. and Coomaraswamy, Uma, (2004) Distance learning content in agriculture and rural development with IT application in Anuradhapura District of Sri Lanka

Abstract: A case study was undertaken to identify the distance learning content in agriculture and rural development with IT application for women and girls in the Anuradhapura District of Sri Lanka. The intermediate objectives were to identify the information sources through which rural women obtain information related to their livelihood; assess the knowledge of rural women and girls on IT application; identify core and preferred areas of study in agriculture and rural development; and identify the curriculum content and the supporting material for teaching agriculture and rural development appropriate for the rural women and girls in the Anuradhapura District. Individual interviews and focused group discussions were conducted with 50 women and girls to collect data for this study. The sample was selected randomly from the Madhya Nuwara Gampalatha of Anuradhapura District with the assistance of the Divisional secretary. A group of eight to nine participants were included randomly for a focus group discussion.

In addition, officers of the Provincial Department of Agriculture and the Divisional Secretariat were interviewed to collect supplementary information related to this study. To analyse quantitative data a SPSS statistical package was used. A qualitative analysis was also conducted for open-ended answers. Results indicated that the majority of the women were below the age of 50 and that their main livelihood was vegetable cultivation. Most of them owned land for vegetable cultivation and used domestic wells, as they do not have irrigation water or even an adequate number of agro-wells. They cultivated only rain-fed paddy as water is the main constraint for agricultural activities. Nearly 55 percent of them had received training in agriculture related activities by the Department of Agriculture and non-governmental organisations; their main source of information was from the television, Grama Niladhari and Samurdhi Officers. Even though the majority of the sample (96%) had never used a computer, 88 per cent expressed their willingness to learn to use one.

Nearly 80 per cent of them felt that additional training would be very useful to improve their livelihood. Out of them 49 per cent wanted to have training on computer and 47 per cent particularly mentioned their preference to follow the awareness programme of the Open University at the Anuradhapura Centre. However none of them were in a position to bear the cost of their training. The core areas in agriculture and rural development for which they expected training were vegetable and cash crops, paddy cultivation and livestock rearing. Among the preferred areas in agriculture and rural development for training vegetable cultivation, water conservation, low cost irrigation systems, livestock, poultry rearing, anthurium

culture, child rights and mushroom cultivation were priorities. The majority preferred a combination of lecture, print and AV as their mode of learning; in addition some have selected both a combination of lectures and print or only face-to-face lectures. Access to water and finances were the major constraints for their agricultural activities and learning purposes respectively.

25   Demiray, Emine and Curabay, Sensu, (2000) Distance education for women's development: A case study at the Anadolu University, Turkey/MJDE

1   Women in development

MFN: 0025
Demiray, Emine and Curabay, Sensu, (2000) Distance education for women's development: A case study at the Anadolu University, Turkey

Abstract: It is known that the level of knowledge and skills of women in many aspects of everyday life is generally lower than that of men, and this is even more so in developing countries including Turkey. One of the best ways to educate women is by distance education. Distance education provides opportunities that enhance the educational qualifications of women and raise their occupational bargaining power. Such an advantage is discussed in this empirical study that involves women enrolled in the two-year Home Economy Pre-Licence Programme of the Anadolu University Open Education Faculty, Turkey. The study evaluates the programme in terms of women's development which includes their preference towards courses they enrol in, the suitability of the programme for self-development, the applicability of the programme to enhance knowledge and skills, and the subsequent prospect of job opportunities.

26   Dighe, Anita and Reddi, Usha Vyasulu, (2006) Women's literacy and information and communication technologies: Lessons that experience has taught us. (B-5)

       1   Women and ICT
       2   Women's empowerment

MFN: 0026
URL: www.cemca.org/CEMCA_Womens_Literacy.pdf
Dighe, Anita and Reddi, Usha Vyasulu, (2006) Women's literacy and information and communication technologies: Lessons that experience has taught us.

Abstract: About 18 percent of adults worldwide remain illiterate; the majority of them are women and most are from the poor sectors of society. How common is the use of information and communication technologies (ICTs) for women's literacy training and what strategies can help ensure a project is successful?

Education and literacy have become extremely important for people's personal, social and national development amid the rapid economic, technological and social changes currently taking place. However, while these technological changes have created what has become known as the "information society", a massive 771 million adults remain illiterate worldwide. Almost all of these people live in developing countries, especially in South and West Asia, sub-Saharan Africa and the Arab states, where around 60 percent of the population is literate. Globally, women make up 64 percent of illiterate adults.

In 2003 the United Nations launched the UN Literacy Decade (2003-2012) in an attempt to tackle this huge problem, and aimed at achieving UNESCO's "Education for All" goal of increasing literacy rates by 50 percent by 2015. As the relationship between illiteracy and poverty is well-established, reaching the Literacy Decade goals is central to successfully achieving the Millennium Development Goals. Yet the interconnection between literacy and ICTs is currently not well understood by policymakers and literacy practitioners around the world. Recognizing that women's illiteracy would further exacerbate the already serious problem of the 'digital divide,' it was thought necessary to undertake a study to find out what has been the experience of using ICTs for women's literacy.

A study by the Commonwealth Educational Media Centre for Asia (as part of Commonwealth of Learning) shows that there are limited experiences in the use of ICTs for women's literacy in the South Asian region. The study therefore attempts an extensive review of research to understand concepts, examine experiences, and highlight policy as well as implementation strategies in the use of ICTs for women's literacy.

A primary focus of the study is to highlight why the problem of women's illiteracy needs to be addressed, and what experiences exist in using ICTs to address illiteracy. After reviewing some of the salient experiences of running literacy programmes for women in developing countries, the study then provides a brief description of the status, trends and problems relating to application of technology to adult literacy in some Third World countries, with a special focus on India. Thereafter, the study analyzes research experiences relating to the use of ICTs for

women's programmes vis-à-vis women's access to ICTs, use of ICTs for poverty alleviation, and women's empowerment through ICTs, highlighting the lessons learnt.

The study offers a substantial list of strategies to be considered when using ICTs for women's literacy training that include the following:

- Developing countries need to formulate a policy for the use of ICTs in adult literacy programmes that is both gender 'exclusive' and 'inclusive' within a gender equality framework. This would need to address poverty and be a rights-based approach.
- ICTs-based adult literacy projects must take into account the obstacles that women face and the issues limiting their participation in planning, project design, implementation and evaluation. Gender should be an integral part of the project process as early as possible.
- Using appropriate technology that is learner-centred and learner-friendly is the best way to ensure access by women. Many prefer a multi-media approach using the traditional and modern.
- The problem of high running costs needs to be addressed at the planning stage to ensure that projects are sustainable.
- An ICT project for women must work through women's organisations, which could provide resources support and organise training programmes.

27   Effeh, Eno, (1991) Determinants of the study patterns of female distant learners: An evaluative survey /JDE

> **1   Gender barriers to access to education**
> 2   Women and distance education

MFN: 0027
URL: http://cade.icaap.org/vol6.2/10_effeh.html
Effeh, Eno, (1991) Determinants of the study patterns of female distant learners: An evaluative survey

Abstract: An evaluative survey of the study habits of female distant learners in Nigeria suggests that home environment, household chores, maternal responsibilities, isolation, and concentration problems constitute barriers to private learning.   The emerging pattern of study habits appears to be a response to these major barriers.   The paper notes the impact of these barriers as evident in several learning problems.   Their implications for female education, particularly in areas where women are poorly represented, are discussed.   Steps to enhance the education of women as a disadvantaged group are suggested and are seen as developmental measures for distance education.

Abstract: Cette enquête, qui évalue les habitudes d'apprentissage des étudiantes à distance au Nigéria, suggère que l'environnement du foyer, les tâches domestiques, les responsabilités maternelles, l'isolation, et les difficultés de concentration constituent des barrières à l'apprentissage privé. Le modèle des habitudes d'étude qui émerge semble être une fonction de ces barrières principales. L'article mentionne que la présence de ces barrières se révèle au cours de plusieurs difficultés d'apprentissage. Il discute aussi de leur implication pour l'éducation des femmes, particulièrement dans les domaines où les femmes sont mal représentées, et suggère des démarches pour améliorer l'éducation des femmes en tant que groupe désavantagé, démarches qui sont considérées comme des mesures de développement de l'édu-cation à distance.

28   Evans, Karen, (1995) Barriers to participation of women in technological education and the role of distance education. /COL9

1   Gender barriers to access to education
2   Women and ICT

MFN: 0028
URL: www.col.org/colweb/site/pid/3343 - 144k
Evans, Karen, (1995) Barriers to participation of women in technological education and the role of distance education.

Abstract: Throughout the world, women are under-represented in technical fields as a result of the segmentation of the labour market and the internalization of expectations for women. Distance education can make an important contribution in overcoming barriers to women's participation in technology in the developed and developing world. The UK Open University has been successful in using distance education to recruit women into a course designed to help women who had qualified as engineers to bridge career breaks with updating their education. An Australian initiative for rural women involved in a community-based distance education program intended to increase the number of mature women entering science and engineering courses, characterized by its consultative approach to program development and strong student support systems. In Guyana, a community-based distance education program involved in training for local women in the design, construction, and use of appropriate technologies related to energy-saving. These distance education initiatives involving bridging courses, conversion courses, and community-based programs show that distance education can achieve results in facilitating the participation of women, both young and mature, in technological education. For women to become full participants in technological fields, however, wider efforts are needed to combat gender bias.

ERIC#: ED405484 Available on microfiche

(Source: Vancouver: The Commonwealth of Learning, November 1995, p.16 - Page may be removed while launching a new website)

Keywords: Access to education; Continuing education; Women's education, Distance education; Higher education; Technical education; Foreign countries; College programmes; Non-traditional students; Program effectiveness; Gender bias; Gender fairness; Student attitudes; Technological advancement, **Case studies - Australia; Great Britain; Guyana**; *Information Analyses (Non-Journal)*

29 Patrick J. Fahy, (2002) Use of linguistic qualifiers and intensifiers in computer conference.

     1   Gender differences in communication styles
     2   Women and ICT

Fahy, Patrick J. (2002) Use of linguistic qualifiers and intensifiers in computer conference.

Abstract: Previous research in text-based computer conferencing has reported that analysis of transcripts of online discussions can reveal how participants network socially, exchange information and attempt to construct knowledge. Some have detected gender differences in online discussions which may affect the interpersonal dynamics within the group. This study investigated a possible gender-related communications difference (the use of linguistic qualifiers and intensifiers) in a computer conference transcript.

The study differed from some previous work in using the sentence as the unit of analysis, and in employing a newly developed tool for coding, the Transcript Analysis Tool (TAT). Results suggested a tendency for women to use more of the forms thought likely to sustain dialogue (qualifiers, conditional and parenthetic statements and personal pronouns), while men's postings generally contained fewer qualifiers and more intensifiers. The differences were seen as generally supporting previous findings and also as demonstrating that in a moderated conference the range of interactive behaviour is less extreme than in "open" and unstructured environments.

30   Faith, Karlene and Sturrock, June, (1990) Women and university distance education in Canada. (WEDF)

       1   Women and distance education
       2   Women and ICT

Faith, Karlene and Sturrock, June, (1990) Women and university distance education in Canada.

Abstract: The paper presents some of the advantages of distance education to women and to Canadians isolated by distance and climate. It describes Canadian distance education developments in women's studies, teleconferencing, professional development, and programs for native women.

Distance education is a contemporary term referring to learning that takes place outside schools, colleges, and university campuses. Students at any level and of any age learn independently through print packages and textbooks, audiotapes or radio, television, satellite and videotape, teleconference, and (increasingly) through computers. Distance education is the descendant of late nineteenth century correspondence courses and took on new life in the 1970s after the British Open University was founded. The clear advantage of distance education is that students can study in their own home on their own time.

Given that women are more likely than men to interrupt their education and careers for parenthood and temporary confinement to the home, the advantages of distance education for women are obvious. The method also has a very special role in Canada where distances and climate often preclude classroom attendance for people in remote areas. However, advantages extend beyond the needs of women confined to the home or those isolated in remote places; a wide variety of women in every province has found independent home study an attractive option. Canada is, indeed, a world leader in distance education programming and Canadian women in the profession have been in the forefront of innovations in research (published both in French and English), design, and the use of technologies. (ERIC: EJ408109)

Key Words: Women – Canada, Adult education; Women's education; Distance education - Canada; Canada natives; Foreign countries; Women's studies; Teleconferencing; Use of technology; **Case studies – Canada;** *Report, Journal Articles; Descriptive*

31   Faith, Karlene, Ed. (1988) Toward new horizons for women in distance education: International perspectives (B-2)

1   Women and distance education

MFN: 0031
Faith, Karlene, Ed. (1988) Toward new horizons for women in distance education: International perspectives

Contents: Preface; Acknowledgments; Foreword by Elizabeth Burge.
Introduction: 1. Naming the problem, Karlene Faith; **The Gender Factor in Distance Education;** 2. Canada: The West Coast by June Sturrock; 3. Gender-Related Patterns in Choice of Major Subject or Degree Course at FernUniversitat (West Germany) by Christine von Prümmer and Ute Rossié; 4. Women as Distance Learners in Israel by Yael Enoch; 5. Teaching Art at a Distance in New Zealand by Jeanne Macaskill; 6. Distance Education as a Means of Enhancing Self Esteem Among Adult Female Students in Sweden by Birgitta Willen; 7. Atlantic Canada Perspectives by Diana R Carl, Erin M. Keough and Lorraine Y Bourque; **Issues of Equity:** 8. Women in Women – Distance Education as a Means for Educational Advancement by Angela Mandie-Filer; 9. Female Imagery in Course Materials by Kenya, I. Barbara Matiru and Debbie Gachuhi

Women in Distance Education: 10. Women in Distance Education at the University of the South Pacific by Marjorie Crocombe, Joan Teaiwa, Arlene Griffen, Ruby Va`a Eileen Tuimalealiifano, Penelope Schoeffel, Adi Davila Toganivalu; 11. The Indian Experience by Gomathi Mani, Kamalini H. Bhansali; and Jyoti H Trivedi; 12. By Print and Post: Vocational Training for Isolated Women (Australia) by Paulene Heiler and Wendy Richards; 13. Women in Turkey and the Potential for Open Learning by Ulku S. Koymen; 14. Problems and Possibilities: Canadian Native Women in Distance Education by Barbara Spronk and Donna Radtke; 15. Negotiating a New Model for Aboriginal Teacher Education: ANTEP- A Case Study (Australia) by Leone Furler and Carol Scott **Facing New Challenges:** 16. A Reconsideration of the Attraction of the Dutch Open University of Female Students by Jo Boon and Gerry Joosten; 17. Towards a More Women-Centred Approach for Distance Education Curriculum (The Netherlands) by Nelly Oudshoorn; 18. Extramural Teaching and Women's Studies: Women in Society Course (New Zealand) by Shelagh Cox and Bev James; 19. Sowing Seeds: Initiatives for Improving the Representation of Women (United Kingdom) by Gill Kirkup; **Pioneers in Distance Education:** 20. Bridging the Gap: The Contributions of Individual Women to the Development of Distance Education to 1976 by Diana R. Carl; **Index**

(Availability: 1988, (Radical Forum on Adult Education Series), xiv, 343p. ISBN: 0415-0056-53)

Keywords: Women education, Distance education-Cross cultural studies, Women's universities, Curriculum, Female students, Women – Canada, Women – Germany , Women – Israel, Women – Sweden , Women – New Zealand, Women – Papua New Guinea, Women – Kenya, Women – South Pacific, Women – India, Women –

Australia, Women — Turkey, Women — The Netherlands, Women — United Kingdom, *Edited Book, Collected works*

32   Fisher, Maryanne; Cox, Anthony and Gray, Melissa, (2008) Gender, intrasexual competition, and online learning /EURODEL

1   Online learning/E-learning
2   Women and ICT

MFN: 0032
URL:
http://www.eurodel.org/materials/contrib/2008/Fisher_Cox_Gray.htm
Fisher, Maryanne; Cox, Anthony and Gray, Melissa, (2008) Gender, intrasexual competition, and online learning

Abstract: It has been well established that women are more likely to complete online courses than men (e.g., Young, Dewstow, and McSporran, 1999). The existing literature attempts to elucidate the reasons for this gender difference. Often, the provided explanations are based on the idea that such courses allow for flexibility in time management which permits students to better balance work and family life while completing a course. As an alternative, the authors suggest that anonymity and the fact that it removes the student from any possibility of intrasexual competition is of even greater significance for women, especially younger women. They first review the existing literature pertaining to online learning and gender, followed by a discussion on intrasexual competition. The authors then propose that the reason young women turn to online courses is to decrease intrasexual competition. The remainder of the paper provides suggestions for course instructors and important considerations for reducing intrasexual competition in online learning environments.

33   Gaba, Ashok Kumar Women's empowerment through professional and technical programmes : A case study of IGNOU /AsianJDE

<p style="color:red">**1   Women's empowerment**</p>

Gaba, Ashok Kumar Women's Empowerment through professional and technical programmes : A case study of IGNOU

Abstract: The aim of the present paper was to analyse the role of the open and distance learning (ODL) system in women's empowerment. This study examined the post-certification achievement of the female learners - from both individual and social perspectives. The learners from the professional MBA programme and from the technical Mater of Computer Applications (MCA) programme were sampled to analyse the changes in the achieved social and academic aspects of female learners at IGNOU. The findings of the study are based on surveys and interviews with 308 respondents (38% of the total numbers involved), and the findings demonstrated that the IGNOU ODL system has indeed - though in different ways - benefited these women who have engaged and completed the MBA or the MCA programme at IGNOU.

34   Gerver, Elisabeth, (1986) The under-representation of women in computing /OL-JOL

1   Women and ICT

MFN: 0034
URL:
http://www.informaworld.com/smpp/content~content=a746562457~db=all~order=page
Gerver, Elisabeth, (1986) The under-representation of women in computing

Abstract: How open is the world of computing to women? From computer games to computer science courses, the field attracts men and deters women. Yet women have been drawn into community computing, and some firms are now recruiting and training women for advanced computing activity. Elisabeth Gerver, Director of the Scottish Institute for Adult and Continuing Education, surveys the territory and recommends fundamental alterations and improvements.

35   Gillis, Angela; Jackson, Winston; Braid, Angus; MacDonald, Patsy; and MacQuarrie, Margie Ann, (2000) The learning needs and experiences of women using print-based and CD-ROM technology in Nursing Distance Education /JDE

1   Women and ICT

MFN: 0035
Gillis, Angela; Jackson, Winston; Braid, Angus; MacDonald, Patsy; and MacQuarrie, Margie Ann, (2000) The learning needs and experiences of women using print-based and CD-ROM technology in Nursing Distance Education

Abstract: This article describes women's experiences using print-based and multimedia CD-ROM technology to deliver a nursing course to registered nurses from communities across Nova Scotia enrolled in a distance education BScN program. Five focus group interviews (3 CD-ROM groups and 2 print-based groups) were conducted to identify the learning needs, concerns, and experiences of women as working nurses related to these approaches. Participants' descriptions of their experiences as adult distant learners using print-based and CD-ROM technology to learn nursing provide rich data that can help shape course delivery and development policies. Six major themes emerge as descriptive of the women's experiences. The study outlines six principles to guide the selection and use of media in distance education and recommends the integration of CD-ROM and print-based technologies together as an effective delivery strategy rather than exclusively one or the other.

Abstract: Cet article décrit les expériences de femmes qui utilisent une technologie combinant l'imprimé et le CD-ROM multimédia, dans un cours destiné à des infirmières professionnelles. Ces femmes, provenant de communautés de la Nouvelle-Écosse, sont inscrites à un programme de baccalauréat à distance en sciences infirmières. Cinq entrevues menées lors de groupes de discussion (CD-ROM : 3 groupes; imprimé : 2 groupes) ont permis d'identifier les besoins, les intérêts et les expériences de ces infirmières en exercice, relativement à ces approches. Les descriptions fournies par les participantes à propos de leurs expériences d'adultes étudiant à distance et utilisant l'imprimé et le CD-ROM pour étudier en sciences infirmières comportent une richesse d'informations susceptibles d'orienter les politiques de diffusion et de développement de cours. La description des expériences de ces femmes fait émerger six thèmes d'intérêt. L'étude souligne six principes pour guider la sélection et l'utilisation des médias en formation à distance et recommande d'intégrer à la fois les technologies s'appuyant sur le CD-ROM et sur l'imprimé comme stratégie efficace de diffusion, plutôt que d'utiliser l'un ou l'autre exclusivement.

36   Gokool-Ramdoo, Shushita (2005) The online learning environment: **creating a space for women learners**? **/IRRODL**

1   Online learning/E-learning
2   Gender learning and support

MFN: 0036
URL: www.irrodl.org/index.php/irrodl/rt/metadata/264/0 - 8k
Gokool-Ramdoo, Shushita (2005) The online learning environment: **creating a space for women learners**?

Abstract: This paper examines how online distance education acts to democratize access to, and suit the ontologies of, Mauritian women who seek to empower themselves for development. Data from semi-structured interviews of 30 middle class couples are presented in this paper. Interviews and analyses are premised on a feminist perspective and conducted within the social relations analysis framework. The objective of this research was to understand what types of supportive environments (social spaces) enable Mauritian women to engage in educational endeavours that promote their personal potentials and creativities which, in turn, advance democracy for all citizens of Mauritius. Husbands were also interviewed to provide ground for analysis and to decrease bias, which can be generated by women-only data. (1) Marriage/ family and (2) occupation, represent the 'social spaces' selected for this study. Discretion, degree of learner control, and the outreach capacity inherent in distance learning makes the online modality a natural choice to democratize women's access to education. Based on interviewees' experiences and perceptions, this study concludes that online learning can enhance and democratize women's access to education for personal development – but only if the power relationships in the two 'social spaces' are well understood and well negotiated by these women. The findings in this paper shed light on the importance of understanding 'learner spaces' when establishing and setting-up open learning organisations.

Key Words: Online learning, Women – Mauritius, Democratisation of access, Access to education, Gender bias, **Case studies - Mauritius**; *Journal article, Research paper*

37   Gokool-Ramdoo, Sushita, (2005) Women, distance education and democracy /IJOL

1   Online learning/E-learning
2   Gender learning and support

MFN: 0037
URL: Not available online
Gokool-Ramdoo, Sushita, (2005) Women, distance education and democracy

Abstract: This paper questions the extent to which online distance learning can democratize access to education for potential women learners. It examines how online education suits the ontologies of Mauritian women to empower them for development. Eventually, it hopes to create space for sustainable democracy. Within the social relation analytical framework, this paper examines how specific spaces in which thirty middle-class women evolve, that is marriage/ family and occupation, provide the supporting environment to enable women engage in an educational endeavour that promotes the unfolding of their potentials and creativities. These two spaces were selected because they were the ones in which the researcher interacted the most, while online learning was selected on the basis of the discretion and degree of learner control it can offer. This paper concludes that indeed online learning can offer enormous possibilities for personal development provided the power relationships in the two social spaces analysed are well negotiated.

38 Grace, Margaret, (1994) Meanings and motivations: women's experiences of studying at a distance /OL-JOL

<p style="color:red; text-align:center">1   Women and distance education</p>

MFN: 0038
URL: http://www.informaworld.com/smpp/content~content=a746564608~db= all~order=page
Grace, Margaret, (1994) Meanings and motivations: women's experiences of studying at a distance

Abstract: Margaret Grace of the Faculty of Education at Queensland University of Technology, Australia, reports on research into the experience of women studying at a distance. She interviewed 17 students, and concentrated particularly on their encounters with distance education in a social setting which was culturally very different from that which women students were accustomed. Her findings revealed that for this group of students at least, gender constituted the strongest single factor affecting cultural distance between personal context and institution.

39   Graddy, Duane B. (2006) Gender salience and the use of linguistic qualifiers and intensifiers in online course discussions /AJDE

<p style="text-align:center">**1   Gender Differences in Communication Styles**</p>

MFN: 0039
URL: www.ajde.com/Abstracts/abs20_4b.htm - 9k - Cached **- Similar pages**
Graddy, Duane B. (2006) Gender salience and the use of linguistic qualifiers and intensifiers in online course discussions

Abstract: Past studies of online discourse found social presence to be a critical element in the learning process. Social presence connotes the extent to which students perceive themselves as intellectually connected to the other participants in an online dialogue. Impediments to the development of social presence can disrupt knowledge formation as a group activity. This study analyzed differences in the language styles of men and women as one such impediment. When students self-categorize by gender, the expository speaking style of men may crowd out the epistolary style of women, leading women to cognitively disengage from the group learning process. However, in online course environments, where self-categorization is by shared identity, such crowding out is less likely to occur. This study found no evidence of a male crowding-out effect.

40   Green, Lyndsey and Trevor-Deutsch, Lowry, (2002) Women and ICTs for open and distance learning: Some experiences and strategies from the Commonwealth /COL1

> **1   Gender Barriers to access to ICT**
> 2   Women and ICT

Green, Lyndsey and Trevor-Deutsch, Lowry, (2002) Women and ICTs for open and distance learning: Some experiences and strategies from the Commonwealth

Abstract: This report aims to provide guidance to those using ICTs for open and distance learning to ensure that women have equal access and are able to contribute to their full potential. It provides a practical tool for those working in the field, highlighting lessons learned from previous research material and comparing regional differences. Barriers to the education of women are discussed, followed by a detailed look at the additional barriers that are specific to the use of ICTs. The report also contains case study examples of women's use of ICTs, some specifically focused on ODL and some with broader applications. Each case study includes the background of the project, the key results and the lessons learned.

(Vancouver: The Commonwealth of Learning, September 2002, p. ii, 66)

**41	Gunawardena, Chandra; Kwesiga, Joy; Lihamba, Amandina; Morley, Louise; Odejide, Abiola; Shackleton, Lesley and Sorhaindo, Annik (2004) Gender equity in Commonwealth higher education: Emerging themes in Nigeria, South Africa, Sri Lanka, Tanzania and Uganda /COL25**

**1	Socio-economic issues - Education for poor/rural people**

MFN: 0041
URL: (http://pcf4.dec.uwi.edu/viewpaper.php?id=79&print=1)
Gunawardena, Chandra; Kwesiga, Joy; Lihamba, Amandina; Morley, Louise; Odejide, Abiola; Shackleton, Lesley and Sorhaindo, Annik (2004) Gender equity in Commonwealth higher education: Emerging themes in Nigeria, South Africa, Sri Lanka, Tanzania and Uganda

Abstract: This paper is based on interim findings from a research project on gender equity in higher education in Uganda, Tanzania, South Africa, Sri Lanka and Nigeria. The project, funded by the UK Department for International Development (DFID) and the Carnegie Corporation of New York, and co-ordinated by the Centre for Higher Education Studies at the University of London, Institute of Education, is investigating interventions for change in relation to access, curriculum transformation and staff development. It is also searching and analysing published and unpublished literature from low-income Commonwealth countries on gender equity.

Themes are emerging in the research. These include the international policy drivers for gender equity, representation of women in senior academic and management posts; access as a redistributive measure, gender violence, organisational culture, micro-politics and the gendered division of labour in academia. There are concerns about the current distribution patterns of women in universities as students, academics and managers and the qualitative experiences of women in Commonwealth universities.

The research project offers the opportunity to gain comparative insights across the Commonwealth. It aims to contribute to multilateral dissemination and scholarship in an area that has not been traditionally researched.

(Source: Vancouver: The Commonwealth of Learning, 2006, Fourth Pan-Commonwealth Forum – PCF4)

Keywords: Women's empowerment, Women – Nigeria, Barriers to educational access, Division of labour, Gender equity, **Case studies – Nigeria**; *Conference paper, Research paper*

42   Habib, Abdul Razak; Atan, Hanafi; Idrus, Rozhan M. and Ismail, Mohd. Arif, (2003) A Study of computer competencies between genders among the Open University Malaysia students /MJDE

1   Women and ICT

MFN: 0042
Habib, Abdul Razak; Atan, Hanafi; Idrus, Rozhan M. and Ismail, Mohd. Arif, (2003) A Study of computer competencies between genders among the Open University Malaysia students

Abstract: This article reports on the study undertaken to elucidate the gender differences among the learners of the Open University Malaysia (OUM) in terms of their computer competencies. Four aspects of computer competencies, namely, the usage of general computer software, the usage of networking software, the handling of computer hardware and computer maintenance, were studied. The results revealed that in terms of the usage of general computer software, no gender imbalance is observed. Few imbalances exist where the usage of the networking software is concerned. However, gender imbalances are prominent in the area related to the handling of computer hardware and the maintenance of the computer related peripheral. In these two areas, the male learners are dominantly more competent than the female learners. The significance of these findings in the context of an interactive and collaborative learning environment in open and distance learning will be discussed and highlighted.

43   Hafkin, Nancy and Taggart, Nancy, (2001) Gender, information technology, and developing countries: An analytical study (R-2)

      1   Women and ICT
      2   Gender Barriers to access to ICT

MFN: 0043
URL: 1   http://ict.aed.org/infocenter/gender.htm
      2   http://www.comminit.com/en/node/1861
Hafkin, Nancy and Taggart, Nancy, (2001) Gender, information technology, and developing countries: An analytical study

The purpose of the study is to provide USAID's Office of Women and Development with a conceptual framework to inform their creation of appropriate information and communication technology (ICT) programs and activities for women and girls in developing countries. Presenting a statistically supported overview of the state of ICT access and usage among women in developing countries, the paper also is useful for planners, policy makers, and practitioners around the world.

For the Office of Women in Development Bureau for Global Programs, Field Support and Research United States Agency for International Development; June 2001

Abstract: Information and communication technology (ICT) has become a potent force for transforming social, economic and political life globally. Yet, the uneven distribution of ICT within societies and across the globe is resulting in a digital divide between those who have access to technology and those who do not. Most women in developing countries are in the deepest part of the divide.

This report identifies some of the key barriers to women's access to information and communication technology, as well as instances where women are participating in and benefiting from the use of ICTs.

Most women in developing countries who use information and communication technology use it at work. Except in upper-income enclaves, home access to a computer and the Internet is not a phenomenon. Users at work generally divide up between those who use it as a tool of production (routine office work, data entry, manufacturing, computer industry jobs, programming, and related work) and those who use it as a tool of communication (creating and exchanging information). As a tool of communication, the most prevalent application is networking for political advocacy on behalf of women. This occurred because the non-governmental organizations that promoted electronic networking and worked in political advocacy were early adopters; they continue to be users of the technology in developing countries.

Also, developing country women have used electronic communication for networking to promote their business interests. This area is far less developed than that of politically activist networking, but it represents an interesting area with possibilities for further development. E-mail is the major information and communication technology application that women's organizations and individual women in developing countries use. But, time constraints as well as bandwidth limitations make Web use difficult for women.

Few women are producers of information and communication technology, whether as Internet content providers, programmers, designers, inventors, or fixers of computers. In addition, women are also conspicuously absent from decision making structures in information technology in developing countries.

(Availability: Academy for Educational Development (AED) v, 116p. June 2001 Read or download the report: Click here for the report on the USAID site. **http://www.comminit.com/en/node/1861; Contact: genderreach@dai.com** Interactive version available at: Academy for Educational Development - **http://www.aed.org/learnlink/Publications/Gender_Book/Home.htm)**

Keywords: ICT, Information and communication technology, Unequal access to IT, Digital divide, Women, Non-Governmental Organizations (NGO), Networking, Internet, E-mail facility, Political advocacy, Developing countries, **Case studies - Developing Countries;** *Report*

44 Henwood, Flis (2000) From the woman question in technology to the technology question in feminism: Rethinking gender equality in IT education (EJWS)

1 Women and ICT

MFN: 0044
URL:http://ejw.sagepub.com/cgi/reprint/7/2/209
Henwood, Flis (2000) From the woman question in technology to the technology question in feminism: Rethinking gender equality in IT education

Abstract: There have, by now, been a number of thorough critiques of what has variously been called the 'equality', 'equity' or 'liberal' approach to understanding 'the woman problem in technology' by those who would prefer to focus on 'the technology question in feminism'. Most of these critiques adopt deconstructivist techniques to expose the limitations of equality approaches, including, most centrally, their assumptions about the neutrality of technology and the limited nature of equality programmes designed simply to increase access for women to that technology. However, the critiques themselves have so far failed to come up with convincing alternative interventionist strategies, either because the universalizing tendency of their theoretical perspective gives rise to interventions that fail to deal with the diverse and fragmented nature of women's experiences and needs, or because recognition of this diversity and fragmentation leaves very little common ground on which to build successful intervention strategies. This article addresses this dilemma in the context of computing and IT education and draws on empirical research on women's experiences of computing and IT in two different educational settings where issues of gender difference and equality were managed in very contrasting ways. It then offers some suggestions for how both a critical and constructivist discourse on technology might be made to coexist in educational programmes designed to promote gender equality.

45   Hipp, Helene, (1997) Women studying at a distance: what do they need to succeed? /OL-JOL

1   Gender learning and support
2   Women and distance education

Hipp, Helene, (1997) Women studying at a distance: what do they need to succeed?

Abstract: Helene Hipp, Study Adviser at the Flexible Learning Centre, University of South Australia, presents in this article the results of research into women distance education students and preferred modes of student support. Drawing on feminist perspectives, the author frames conclusions around the issues of confidence, overcoming isolation, and connected teaching.

46   Holcomb, Lori B., Brown, Scott W. and king, Fredrick B. (2002) Examining self-efficacy and self-regulation levels across gender in business distance education courses (CP-1)

<h2 style="color:red">1   Women and distance education</h2>

Holcomb, Lori B., Brown, Scott W. and king, Fredrick B. (2002) Examining self-efficacy and self-regulation levels across gender in business distance education courses

Abstract: The purpose of this study was to examine the roles that self-efficacy, specifically technology self-efficacy and distance education self-efficacy, and self-regulation play in students' learning via distance education. Participants were undergraduate and graduate students enrolled in business distance education courses at a university in northeastern USA. Prior to the completion of the semester, students were asked to complete an online survey that was designed to measure technology self-efficacy, distance education self-efficacy, and self-regulation. In addition, students responded to three short answer prompts concerning the benefits and drawbacks of distance education. Their self-efficacy and self-regulation levels were compared across gender to see if there were in fact gender gaps in technology, distance education, and self-regulation.

47   Hopkins, Annis H. (1996) Women's studies on television? It's time for distance learning. (NWSAJ)

1   Gender barriers to access to education
2   Women and distance education

MFN: 0047   Permission letter sent – waiting for the response
muse@press.jhu.edu.
URL:
http://www.questia.com/googleScholar.qst;jsessionid=LvJHMqtpHqqp5Bsh
87V3j552XN5cfH5P2BpvF9qnyqHghZgdrfGQ!2003409385?docId=96536500
Hopkins, Annis H. (1996) Women's studies on television? It's time for distance learning.

Abstract: The paper discusses issues related to distance learning for women's studies in America. It explores the methods used in programs; current courses; and obstacles faced by women students pursuing studies through distance education.

48   Islam, Mayenul (2002) Management of small enterprises skill training for rural women in Bangladesh using open and distance learning materials/IJOL

1   Socio-economic issues - Education for poor/rural people

MFN: 0048
URL: *http://cemca.org/disted/Islam_Mayenul__0264.pdf*
Islam, Mayenul (2002) Management of small enterprises skill training for rural women in Bangladesh using open and distance learning materials

Abstract: A number of rural women in Bangladesh are engaged in small enterprises and income-generating activities. At present a number of Government and non-governmental organizations provide training and micro-credit support to the rural small entrepreneurs, however, in most cases the remote small entrepreneurs are out of the purview of these facilities. This programme aims to develop necessary entrepreneurial management skills for the rural small enterprises owners. These skills are necessary for the running of the human development process, employment generation and poverty alleviation of the country. This article focuses on the programme of "Management of Small Enterprises Skill Training for Rural Women in Bangladesh using Open and Distance Learning Materials" that was developed and implemented by the Bangladesh Open University (BOU) in collaboration with the Commonwealth of Learning (COL). Several successful media were used in open and distance mode such as print materials, audio and videotapes and flipcharts.

Keywords: Case studies - Bangladesh Open University (BOU), Bangladesh; Learning and Learning communities; Programme Planning, Design and Management, Rural women – Bangladesh, *Journal article*

49   Janaki, D. (2006) Empowering women through distance learning in India/COL21

      1   Women's empowerment
      2   Gender barriers to access to education

MFN: 0049
URL: pcf4.dec.uwi.edu/viewabstract.php?id=329 - 23k
Janaki, D. (2006) Empowering women through distance learning in India

Abstract: Development is a process of structural change in the economic, political, social and cultural domains. It starts with people as they are the primary and ultimate focus of all development. The paper explores the historical causes and reasons for the long denial of formal education to women in India. In recent times, distance education has emerged as a boon to women of all ages to equip themselves intellectually through acquisition of knowledge, leading them to new radical methods of thinking, and alternative, lateral perspectives on existing information thus rendering them more autonomous and liberated.

The paper reviews aspects of gender and distance learning, participatory trends of women in distance learning in India, barriers affecting women's advancement in academia, the impact of distance learning on women learners, gender technology and distance learning, technologies for improving distance learning, limitations of distance education technologies, the Indian experience of distance learning. It also relates the success story of distance learning programmes for women run by the School of Distance Education of Mother Teresa Women's University in Kodaikanal South India. It also outlines a few important issues for policy action to increase the participation of women in distance learning for their empowerment.

(Source: Jamaica: Fourth Pan Commonwealth Forum - PCF4 at Jamaica in 2006)

Keywords: Women's empowerment, Women – India, **Mother Teresa Women's University, Kodaikanal, South India,** Barriers affecting women, Use of technology; **Case studies – India;** *Conference paper*

50   Jenkins, Janet, (1995) Producing gender sensitive learning materials: A handbook for educators /COL18

1   Gender disparities in course materials

MFN: 0050
Jenkins, Janet, (1995) Producing gender sensitive learning materials: A handbook for educators

Abstract-1: This unique resource book is designed to be used by those developing distance learning materials to assist in identifying gender bias concerns and improving capacity for addressing them. Discussion and case studies cover not only course materials, but also the manner in which educational issues are approached. For example, course calendars and brochures are examined to find ways in which opportunities for education and training can be "advertised" so that it is clear that women are encouraged to take part. The handbook can be used for self-study purposes, as a policy guide for administrators, or as a resource for workshops in course writing and instructional design. (86 pages)

Abstract-2: This handbook is an attempt to highlight concerns relating to gender sensitivity, and to suggest ways of circumventing them during the development of learning materials. It provides many examples depicting gender sensitivity, not only in learning materials, but in the manner in which educational issues are approached from a gender neutral perspective. It looks at course calendars and brochures and finds ways in which opportunities for education and training can be "advertised" to all, so that it is clear women are encouraged to take part. It also examines the hurdles that some women must overcome, particularly when embarking on study as mature students or when living in so-called "developing" countries.

51   Jeong, Allan and Davidson-Shivers, Gayle V. (2006) The effects of gender interaction patterns on student participation in computer-supported collaborative argumentation (ETRD)

1   Gender differences in communication styles

MFN: 0051
URL:www.springerlink.com/index/K7802242R2K8H343.pdf
Jeong, Allan and Davidson-Shivers, Gayle V. (2006) The effects of gender interaction patterns on student participation in computer-supported collaborative argumentation

Abstract: In this study the authors examined response patterns in exchanges between males and females and their effects on gender participation in five online debates. Students classified messages into arguments, evidence, critiques, and elaborations while posting messages to the debates to facilitate argumentation and the sequential analysis of message-response sequences. The findings revealed no differences in number of critiques posted in response to arguments because females were just as likely as males to critique messages from both males and females, and because females responded to males with critiques at a higher than expected frequency. I analysis revealed strong indications that females posted fewer rebuttals to the critiques of females than males, and males posted more rebuttals to the critiques of females than females. The methods used in this study illustrate a process-oriented approach to explain and predict gender differences in participation and serve as a framework for future research on gender participation, group interaction, and strategies for facilitating collaborative argumentation and problem solving.

52   Jeong, Allan, (2006) Gender interaction patterns and gender participation in computer-supported collaborative argumentation /AJDE

1   Gender differences in communication styles

MFN: 0052
Jeong, Allan, (2006) Gender interaction patterns and gender participation in computer-supported collaborative argumentation

Abstract: This case study examined interaction patterns between men and women and the effects of the patterns on gender participation in online debates. Students labelled messages to identify each message as an argument, challenge, evidence, or explanation when posting messages to the debates. The results revealed no differences in the number of male and female challenges elicited by male versus female messages, number of male and female rebuttals (e.g., explanations and counterchallenges) elicited by male versus female challenges, and the frequency of challenges and explanations posted by men versus women. These findings suggest that gender differences in communication styles do not necessarily produce gender differences in response patterns and participation. Other factors such as male–female ratio and task structures can affect gender interaction patterns and gender participation. Nevertheless, this study demonstrated how interaction patterns can provide causal explanations for observed differences.

53   Jha, Jyotsna and Kelleher, Fatimah, (2006) Boys' underachievement in education: An exploration in selected Commonwealth Countries /COL3

1   Gender barriers to access to education

Jha, Jyotsna and Kelleher, Fatimah, (2006) Boys' Underachievement in Education: An Exploration in Selected Commonwealth Countries

Abstract: Gender disparity in education has usually been experienced as disadvantaging girls. Although this continues to be the case in many places, the phenomenon of boys' underachievement - both in terms of under-participation and under-performance - has also become an issue in a number of countries.

This book reviews the research on boys' underachievement and presents the arguments that have been put forward to understand its causes. The authors also present studies from Australia, Jamaica, Lesotho and Samoa; and they use both the research and the evidence from the case studies to explore the causes and policy implications of this trend - the first time a truly cross-regional approach has been applied to the issue. Dr. Tony Sewell conducted the studies in the selected Commonwealth countries.

This research was commissioned by the 15th triennial Conference of Commonwealth Education Ministers (15CCEM, 2003) and a summary was presented to the next meeting of Education Ministers at 16CCEM three years later. A short discussion on how open and distance learning methodologies can alleviate the problem of boys' education in circumstances where under-achievement was presented. Surprisingly, there few examples of ODL strategies contributing to better performance in education by boys.

This book will interest all education policy makers and analysts concerned to ensure gender equality in school education.

Keywords: Underachievement of boys, Gender disparity, Boys' participation, Boys' performance, **Case studies - Commonwealth countries**; *Book, Research report*

54   Kamala, B. K. (1995) Women-friendly perspectives on distance education: Problems and prospects in India (BC-8)

1   Gender learning and support

MFN: 0054
URL not available - Printed material
Kamala, B. K. (1995) Women-friendly perspectives on distance education: Problems and prospects in India

Abstract: Indian women are overburdened with responsibilities at home. In light of this situation, the potential of distance education could be harnessed to educate women in India. This paper explores the problems faced by women learners in the 1st and 2nd year of undergraduate courses and reflects the intentions and goals of women learners joining courses offered through distance mode. The author notes that an effective support system is required for women learners to complete their courses successfully; that the infrastructure at the study centres should be strengthened; the study centres themselves should have basic amenities like canteen, rest and recreation room; transport facilities may be given to the women learners; and the libraries at the study centres should be well equipped with print and non print material. Besides conventional courses, the distance education institutions should offer innovative programmes on environment, general health and hygiene, for example. Overall, the goals of distance education institutions should be reoriented toward the needs of women learners.

(Source: In *New horizons in distance education (In honour of Prof. G. Ram Reddy* ed. by Bakhshish Singh, New Delhi: Uppal, 1995, ISBN: 81-85565-56-2)

Keywords: Distance education; Women learners; Physical infrastructure; Academic component, Women - India, female learners, Support system, Study Centres, Transport facilities, Innovative programmes, Infrastructural facilities, **Case studies - Dr. B. R. Ambedkar Open University – Hyderabad, Andhra Pradesh, India;** *Chapter of an edited book*

55 Kanwar, Asha and Jagannathan, Neela, Eds. (1995) Speaking for ourselves: Women and distance education in India (B-1)

1 Women and distance education

MFN: 0055
Kanwar, Asha and Jagannathan, Neela, Eds. (1995) Speaking for ourselves: Women and distance education in India

Abstract: The book "Speaking for ourselves: Women in distance education in India" is a polyphonic coming together of different voices from different institutions representing different perspectives and points of views. The result is a stimulating mix of experience and insight that has made it a valuable resource for anyone connected with open and distance education.

The papers written by women on women and distance education in India refer to a wide range of crucial questions. How can distance education empower women? Is it necessary to identify special programmes for women learners? How can the language and graphics in course materials be made gender inclusive? What is feminist pedagogy? How can be more women enrolled? And having enrolled them, how are they to be retained? These questions have implications for institutional policies, their effective implementation and the future of distance education on the whole.

The book contains an "Introduction" by Asha Kanwar, fourteen chapters mainly by women in distance education from various institutions of India and a selective bibliography compiled by Neela Jagannathan. The "Foreword" of the book has been written by Prof. G. Ram Reddy, the first Vice-chancellor of Dr. B. R. Ambedkar Open University, Hyderabad, Andhra Pradesh and of Indira Gandhi National Open University, New Delhi.

CONTENTS

56   Kanwar, Asha S. (1990) Distance education for women's equality: An Indian perspective /JDE

1   Women and distance education

MFN: 0056
Kanwar, Asha S. (1990) Distance education for women's equality: An Indian perspective

Abstract: This paper attempts to outline the role of distance education in upgrading the status of women in India. In a large and developing country like India, distance education is not only cost-effective but can also reach out to all sections of society, including the marginalized and the dispossessed. In spite of the fact that women's participation in all spheres of life has increased in post-independence India, there has been no concomitant change in their status. This is partly because the thrust of our policies has been not to change relations of production which also subsume gender relations, but only to commiserate with the lot of women and to "improve" it with subsidies and other "discriminatory compensation."

Such ad hoc solutions provide short-term remedies but fail to diagnose the basic problem. Instead of liberal humanist reformism, a more radical approach is needed so that the gender problem can be tackled not only in relation to its internal dialectic but also in relation to the economic, ideological, and political factors that constitute its wider context. While it is beyond the scope of this paper to undertake such a wide-ranging analysis a specific focus on how the Indira Gandhi National Open University can devise effective educational strategies that can bring about social change.   A Women's Studies Centre can be set up not only to provide an interdisciplinary perspective to its academic courses but also to monitor sexism in the media and other cultural practices in order to generate awareness in gender-related issues, among other things. Surely a national open university would be the best site for such ideological battles to be fought and won.

**57	Kanwar, Asha S. and Taplin, Margaret, (2001) Brave new women of Asia: How distance education changed their lives /COL2**

**1	Women and distance education**

MFN: 0057
URL: http://www.col.org/colweb/site/pid/2201
Kanwar, Asha S. and Taplin, Margaret, (2001) Brave new women of Asia: How distance education changed their lives.

Abstract: The aim of this book of case studies is to inspire and encourage women to participate in open and distance learning. A review of the case studies will assure potential women learners will see that most of their reservations and fears are unfounded. Other questions about how to cope with studies after a long gap, at a mature age or without regular tutorials will be answered as they read about the experiences of other women like themselves.

(Vancouver: The Commonwealth of Learning, 2001, 82 p., ISBN: 1-895369-79-7)
Keywords: Successful women – Asia, **Case studies- Asia,** Women learners, Tutorials, Barriers to educational access; *Book*

58   Kenworth, D. and Dearnley, C. (1999) Women taking health care education forwards /EURODEL

<p style="text-align: center; color: red;">**1   Women and distance education**</p>

MFN: 0058
URL:
http://www.eurodl.org/materials/contrib/1999/bradford/bradford3.html
Kenworth, D. and Dearnley, C. (1999) Women taking health care education forwards

Abstract: Recent years have witnessed the emergence of tremendous social expectations for women. Increased consumerism and technology have increased the number of women seeking employment outside the home. Once in these new roles, expectations of self often rise dramatically and are supported by the UK equal opportunities law.

This paper aims to consider those women who are employed as health care professionals and are seeking to adapt to the changes not only in their own expectations, but those of their professions and society at large.

The aim of this paper is to explore how female students cope with these changing demands, and the implications of this to the Universities involved.

59   Kirkup, Gill and von Prümmer, Christine, (1990) Support and connectedness: The needs of women distance education students /JDE

1   Gender learning and support
2   Women and distance education

MFN: 0059
Kirkup, Gill and von Prümmer, Christine, (1990) Support and connectedness: The needs of women distance education students.

Abstract: Joint survey research undertaken at the FernUniversitat, West Germany, and the UK Open University suggests that men and women students have different needs with respect to the local support provided during their distance study. Women are more regular attendees at face-to-face tutorials, and value local provision, especially the chance to interact with other students, more than men. The authors relate this to models of the intellectual development of women, and argue for the importance of providing distance education suitable to women's needs.

Abstract: Une recherche par sondage faite collectivement par FernUniversität, West Germany et Open University, UK suggère que les étudiants et les étudiantes ont des besoins différents concernant le support local fourni pendant leurs études à distance. Les femmes fréquentent les séminaires face-à-face plus régulièrement que les hommes, et elles estiment particulièrement l'occasion d'entrer en intéraction avec les autres étudiants. Les auteurs rapprochent ceci des modèles du développement intellectuel des femmes, et elles soulignent l'importance de fournir un enseignement à distance plus favorable aux besoins des femmes.

60   Kramarae, Cheris (2007) Gender matters in online learning. In *Handbook of Distance Education* **ed. by Michael G. Moore and William G. Anderson, (BC-14)**

1   Online learning/E-learning

MFN: 0060
URL: URL: Printed material — URL not available
Kramarae Cheris (2007) Gender matters in online learning

Abstract: While women remain generally under-represented in the design of software, hardware, networks, etc., and in traditional college teaching and administrative positions, they are key consumers of new technology-driven education. This review of the research identifies and documents some gender-specific online experiences; identifies challenges; and poses possible responses. Equity issues infuse all stages of online course development and teaching, including preparing guidelines for recruitment and enrolment; attending to language and interaction patterns; creating a learning context that considers the race, gender, ethnicity and disabilities of the students; and preparing instructional tools that meet the needs of all users. The review can be useful in identifying key gender issues for anyone involved with online education.

(**Source: Handbook of Distance Education ed. by Michael G. Moore and William G. Anderson, 2nd Ed., Mahwah, N.J.: Lawrence Erlbaum, 2007, p. 169-180)**

Keywords: Online education, Gender differences, Gender equity, Course development, Language and interaction pattern, *Chapter of an edited book*

61   Kramarae, Cheris, (2001) The third shift: Women learning online, Ed. by Susan K. Dyer **(R-1)**

1   Online learning/E-learning

MFN: 0061
Kramarae, Cheris, (2001) The third shift: Women learning online, Ed. by Susan K. Dyer

Abstract: A report by the American Association of University Women (AAUW) Educational Foundation has found that distance or online learning is on the rise and that women make up the majority of students. Sixty percent of these non-traditional online learners are over 25 years of age and female.

Working mothers interested in furthering their education are doing so online and adding a difficult "third shift" to their responsibilities as mothers and employees, according to the study, by Cheris Kramarae, the AAUW Educational Foundation's 1999-2000 Scholar-in-Residence.

The report examines the benefits as well as discouraging factors women experience with online learning and concludes with several recommendations to help women with their third shift.

Keywords: E-learning, American Association of University Women (AAUW), On-line learning, Burden, Added responsibilities, **Case studies – USA;** *Report*

62   Kramarae, Cheris, (2003) Gender equity online, when there is no door to knock on (BC-13)

> **1   Online learning/E-learning**
> 2   Gender barriers to access to ICT

MFN: 0062
URL not available - Printed material
Kramarae, Cheris, (2003) Gender equity online, when there is no door to knock on

Abstract: The majority of US students taking online courses are women. This chapter, which draws on interviews and survey questionnaires completed by university teachers and students, as well as on discussions of graduate students and teachers from a dozen countries working together in a course at an international women's university, addresses gender issues within online courses. It also addresses the assumption that the existence of online courses and programmes in themselves do not respond to the many needs of women who are using ODL to re-enter the formal education system. It also addresses other key issues related to online learning and gender: the multiple responsibilities and time demands on women (noting that online courses do not necessarily alleviate those pressures); the demands on faculty time in developing and delivering online courses; and the cost of accessing online education including the importance of family support in ensuring women's success in ODL. Women also reported difficulty in getting the subject matter they want online. Material and assignments in the available courses often have little to do with their lives. Finally, the issue of communication in the online environment is addressed from a gender perspective; areas of future research are also identified.

(**Source: In** *Handbook of Distance Education* **ed. by Michael Grahame Moore and William George Anderson, N.J.: L. Erlbaum Associates, 2003, 872 p., Chapter 18, pp. 261-274, ISBN: 0 7494 3776 6)**

Keywords: Women – USA, Graduate students, teachers, Gender differences, Online education, **Case studies – USA;** *Chapter of an edited book*

63   Kwapong, Olivia A. T. Frimpong, (2007) Widening access to tertiary education for women in Ghana through distance education. /TOJDE

1   Women and distance education

MFN: 0063
Kwapong, Olivia A. T. Frimpong, (2007) Widening access to tertiary education for women in Ghana through distance education.

Abstract: Distance education (DE) has emerged as a tool for widening access to higher education for women. All over the world, gender disaggregated data on education has shown that compared to their male counterparts women have attained a low level of formal education. Several reasons have attributed to this low level of formal education among women. The unique characteristics of DE in bringing education to the door step of people makes it critical for bridging the gender gap in education, especially at the tertiary level.

Recognising the need to make tertiary education highly accessible to the Ghanaian population, the Government of Ghana proposed over a decade ago to promote DE in the country. The DE programmes in Ghana have provided an opportunity to teachers in the first instance and to other public and private workers to engage in work and study. This in no doubt is contributing to manpower development of the workforce in the country.

In view of the uniqueness of DE in providing access to formal education for women, this article discusses how the potential of DE could be harnessed to bridge the gender gap in education at the tertiary level in Ghana. In doing this, the first part of the write-up assesses the tertiary education challenge in the country, and reviews literature on the DE concept. The issues to consider in the process of using DE to promote formal education among women will also be discussed. This is followed by an analysis of field data on women's participation in DE and recommendations on the use of DE to increase access to tertiary education for women in Ghana.

64   Kwapong, Olivia Adwoa Tiwaah Frimpong, (2007) Providing quality teacher education for women in Ghana through open and distance learning/IJOL

1   Women and distance education

MFN: 0066
URL: Not available online
Kwapong, Olivia Adwoa Tiwaah Frimpong, (2007) Providing quality teacher education for women in Ghana through open and distance learning

Abstract: Open and distance learning (ODL) is of special relevance to the training of teachers who should respond efficiently to frequent and fast changes of knowledge. ODL has also emerged as tool for widening access to higher education for women. Compared to other professions, women are dominant in teaching. They find the profession very convenient for their roles in society. Teaching also creates opportunity for women to enhance themselves in formal education and in public life. Meanwhile like all other professions, women form the minority in the teaching profession as compared to their male counterparts. This is because gender disaggregated data on education has shown that compared to their male counterparts women have generally attained low level of formal education. Several reasons have attributed to this low level of formal education among women. The uniqueness of open and distance learning as widening access and bringing to the doorsteps of people makes it critical for using ODL to breach the gender gap in teacher education for women. This paper explores the unique nature of ODL for providing quality teacher education for women in Ghana and the issues to consider in the process.

65   Lakshmi, S. (1999) Distance education in Mother Teresa Women's University (BC-11)

1   Women and distance education

MFN: 0065
URL not available - Printed material
Lakshmi, S. (1999) Distance education in Mother Teresa Women's University

Abstract: The Mother Teresa Women's University was established in 1984. It was set up to promote and support knowledge and research in studies on women's welfare. In addition, it provides consultancy and monitoring services on welfare schemes for women. The University offers PhD, M.Phil programmes in various subjects and postgraduate courses in guidance and counselling, and computer applications.

The School of Distance Education was started in1989. It aims to provide higher education exclusively to women throughout India. It intends to help tribal and rural women in their pursuit for higher education. The School offers MPhil and MA programmes in various subjects including a postgraduate diploma in computer applications (PGDCA), which is the most popular distance education programme at the School. It also provides support services to the distance learners. Personal contact programmes are organized regularly for the students. Attendance at the personal contact programmes is essential for the MEd (Master of Education) and PGDCA programmes. The students are evaluated at the end of the academic year. The School has plans to start some job-oriented, short term, diploma and certificate programmes.

The author suggests that besides offering print materials, audio, video, radio, and television programmes should be introduced for the distance learners. The counsellors for various courses should be available at the study centres to attend to the needs of the learners. The needs and requirements of distance learners must be surveyed and evaluated periodically. This may help in introducing modifications in distance education programmes.

66 Lawlor, Carmen, (2004) Gendered interactions in Computer Mediated Conferencing: Participation, purposive differences, and "List Effects" (T-1)

1 Gender Differences in Communication Styles

MFN: 0066

Lawlor, Carmen, (2004) Gendered interactions in Computer Mediated Conferencing: Participation, purposive differences, and "List Effects"

Abstract: Computer Mediated Conferencing (CMC) has been widely viewed as a valuable forum for providing opportunities for interaction amongst learners in a distance education setting. This interaction has been identified as a critical element in achieving learning objectives; however, interaction in distance contexts is not well understood. It has been argued that social markers are cued in online communications and that gender influences interaction processes and participation. Previous research has identified two discourse types, epistolary and expository, that have been associated with gender. This study examined 64 students (37 females, 27males) involved in a graduate course that utilized computer conferencing. These students were divided into three groups, the composition of each meeting one of the following conditions, predominantly male, predominantly female, and a relatively balanced population of males and females. The Transcript Analysis Tool (TAT) was used to examine the discourse patterns and styles of men and women. Predicted patterns of discourse were found where women tended to use more epistolary or aligned type statements, and men tended to use more expository type statements. An unexpected finding occurred, however, with a greater participation rate found for males than for females. The patterns of discourse use were also utilized to determine whether evidence of a "list effect" would be found, where the discourse patterns of the majority tend to become characteristic of the group as a whole. No evidence of these effects was found in the study of interactions. At the end of this course, students were given a survey to complete that explored issues surrounding their experience with the computer conferencing. An investigation of satisfaction, commitment, and purpose for interaction was conducted, comparing these with results from the transcript analysis and survey items. Results indicated that there was evidence of gender-related purposive differences. Satisfaction with interactions was similar, although the higher participation rates of men showed evidence of higher commitment. Questions raised by this study included issues surrounding the influence and role of moderators in conferencing activity, and the need for further research into the influence of gender and gender compositions in online interactions and experiences in CMC.

(A thesis submitted to the Athabasca University Governing Council in partial fulfilment of the requirements for the degree of Master of Distance Education, Athabasca, Alberta, April 2004)

67   Leiper, Jean McKenzie, (1993) Women, death, and dying: Distance education as a way of linking personal experience with socio-cultural understanding /JDE

1   Women and distance education

MFN: 0067
URL: http://cade.athabascau.ca/vol8.2/09_leiper.html
Leiper, Jean McKenzie, (1993) Women, death, and dying: Distance education as a way of linking personal experience with socio-cultural understanding

Abstract: This paper examines the effectiveness of a distance education course entitled *Death and Society* as a way of linking personal experience with cultural beliefs about death. Because the majority of students in this course are women, four gender-specific issues are discussed. First, feminist theory is used to assess the value of the course as a reflection of women's experience. Second, course content is outlined, and an assignment linking personal experience with cultural views of death is described. Third, findings from a survey of students in the course are reported; they confirm expectations that the assignment had helped students view their experiences with death in the context of societal expectations and cultural beliefs. Fourth, ways of modifying the course to provide a woman's perspective on death and dying are presented. The paper concludes with recommendations for a woman-centred approach in other distance education courses.

Abstract: Le cours intitulé Mort et société veut sonder chez l'apprenant le lien entre son expérience propre de la mort et les visions dont est porteuse sa culture. La nature des quatre questions soulevées ici est fonction de la composition du groupe de télé-apprenants, majoritairement féminin. On propose d'abord une évaluation du cours en tant que miroir du vécu des femmes, qui s'appuie sur la théorie féministe. Suit un aperçu du contenu du cours et la description d'un travail assigné visant à faire observer le lien entre l'expérience de la mort et les visions qu'en a la culture. Vient ensuite le résultat d'une enquête auprès des participants, qui confirme que le travail leur avait permis d'envisager leurs expériences personnelles de la mort dans le contexte des attentes sociétales et des croyances culturelles. Enfin, on propose des modifications à apporter à ce cours afin qu'il tienne compte de la vision de la mort qui est propre aux femmes. L'article termine en suggérant comment on pourrait étendre cette approche axée sur la vision des femmes à d'autres cours offerts à distance.

68   Loh-Ludher, Lee Lee The socioeconomic context of home-based learning by women in Malaysia /DE

1   Socio-economic issues - Education for poor/rural people
2   Women and ICT

MFN: 0068
URL:
http://www.informaworld.com/smpp/content~content=a780428311~db=all~order=page
Loh-Ludher, Lee Lee The socioeconomic context of home-based learning by women in Malaysia

Abstract: A major goal of Asian distance education is the creation of effective formal and nonformal programs for the benefit of the poor and needy; and the primary place in which distance education usually takes place is the home. This article addresses issues fundamental to the spread of distance education in Asia - factors affecting domestic and social life in urban and rural settings, and the individual's ability to take advantage of ICT-based distance education and training opportunities. The analysis has been conducted in the context of a study of issues and challenges affecting impoverished, urban women homeworkers in Malaysia, Thailand, and Indonesia. This article discusses the study's findings for Malaysia only, based on data collected at three Malaysian sites - Klang Valley, Ipoh, and Penang. It illustrates the urgent need for urban and rural learners alike to be served by up-to-date, ICT-equipped learning centres. It also discusses the extent to which working and learning from home are currently supported by information and communication technologies (ICTs), and it examines deep social problems that impede this support. As a description of the context to which effective distance education methods must adapt, the article builds on the recent account of home schooling in rural Queensland, Australia. For distance educators, the article indicates that ICT-based methods can only become a viable supplier of distance education and training to women learners in Malaysia when the social and gender-related challenges faced by this vulnerable sector of society have been overcome.

69   Lohumi, Manju, (2002) Achievement motivation among distance learners in relation to gender and residential background/IJOL

1   Women and distance education

MFN: 0069
URL: *http://cemca.org/disted/Lohumi_Manju__0254.pdf*
Lohumi, Manju, (2002) Achievement motivation among distance learners in relation to gender and residential background

Abstract: Learning is signified by a change in behaviour or a movement from one state of behaviour to another through acquisition of new knowledge or skills for personal use. The level of one's tendency to achieve is referred to as resultant achievement motivation which is the tendency to achieve as determined by the tendencies to approach success and to avoid failure. This paper deals with the findings of a study conducted on the relationships of gender (male female) and residential background (rural, urban) on three components namely -work, mastery and competitiveness, of achievement motivation of distance learners. The paper relates the findings to its educational implications.

70 Maclean, Pam, (1986) Universities combine to teach women's studies/OL-JOL

<p style="text-align:center">**1   Women and distance education**</p>

MFN: 0070
**URL:
http://www.informaworld.com/smpp/content~content=a746562391~db=all~order=page**
Maclean, Pam, (1986) Universities combine to teach women's studies

Abstract: Developing curriculum at a time of diminishing resources for education seems extremely difficult. New subjects have less power to gain recognition. However, one way of overcoming constraints is to share scarce resources between institutions. The co-operation of three Australian universities in the production of a joint major in Women's Studies is an excellent case study of the problems and the rewards. Pam Maclean teaches in the School of Social Sciences at Deakin University.

71   Mani, Gomathi, Ed. (1988) Women in distance education: Issues and prospects (B-4)

1   Women and distance education

MFN: 0071
URL not available - Printed material
Mani, Gomathi, Ed. (1988) Women in distance education: Issues and prospects

Abstract: This book forms the proceedings of the National Workshop on "Women in Distance Education – Issues and Prospects". The workshop was organized and sponsored jointly by the Women's International Network (WIN) of the International Council of Distance Education (ICDE) and University of Madras at Madras (now renamed as Chennai), Tamil Nadu. The papers presented and recommendations made at the end of the workshop have been edited by Dr. Gomathi Mani and published by WIN with assistance from UNICEF.

Contents: Foreword *Ram Reddy;* Preface; Presidential Address by *T.D. Sunder Raj* 1; Keynote Address by *M.S. Ramesh* – 3; Inaugural Address by *J.K. Pillai* - 5; ICDE and WIN by Liz Burge – 7; IGNOU and Distance Education Programmes for Women: A discussion with Ram Reddy – 10; **Papers -** 1 Indian Women in Distance Education by Gomathimani & Alan Rogers – 12; 2 Distance Education A boon and Bonanza for Women by Vlshiesh Verma – 20; 3 Relevance of Distance Education in the life of Indian Women by Krishna Das Gupta – 25; 4 Women' s Education - A Human Resource Development Approach through the Distance Mode by Jyoti. H. Trivedi – 29; 5 Female drop-outs from Distance Education - A Sample Study by Gomathimani – 33; 6 Problems of Women learners in Distance Education by Uma Vandse 38; 7 Professional Development through Continuing Medical Education Problems and Possibilities by Molly Thomas – 44; 8 Helping the Distance Learner be self-directed by Mukta Prahlad 50; 9 Counselling through the Distance mode by Susila Mariappan 59; 10 Women in Distance Education - Role of Media by R. Joyagopal – 61; 11 Role of Media in Women's Studies and Literacy Programmes by L.G. Sumithra – 64; 12 Print Media and Women's Development by Lalitha Dileep – 69; 13 Role of TV in the Development of Women through Distance Education by N.C Rajamani – 74; 14 Need for Women's Studies in Distance Education by Prabha Chawla – 78; 15 Activities of the Corporation (DEW) for the Development of Women by M.S. Ramesh – 83; 16 Distance Education and Rural Women by R. Venkatachari – 84; 17 Distance Education for Rural Indian Women by Sarada Ramani – 92; 18 Tribal Women and distance education by Manju Pande – 97; 19 Career Education for Women by J.K. Pillai – 105; 20 Distance Education for Women Teachers by S. Sekhar – 109; 21 Distance Education Programmes for Women by Usha Sundararajan – 112; 22 Evaluation Methodology in Distance Education by N. Lalitha – 119; 23 Evaluation of Programmes for Women in Distance Education: Identification of Indicators by Gomathimani – 121; 24 A report on Group Discussions – 129; 25 Recommendations by the participants – 133; Presidential Address by Akila Sivaraman – 138; Valedictory Address by Justice Mohan – 139; List of Participants & Contributors – 141.

(Availability: Madras: Women's International Networks of ICDE, 1988, 143 p.)

72   Mathewson, Claire, (1992) Barriers to educational access: A study of the enrolment and attrition patterns of Pacific Island women/RDE

1   Gender barriers to access to education
2   Women and distance education

MFN: 0072

Mathewson, Claire, (1992) Barriers to educational access: A study of the enrolment and attrition patterns of Pacific Island women

Abstract: The University of the South Pacific serves 11 island states covering over 30 million square kilometres. Regional and national field surveys were conducted to identify and assess barriers to women's participation in distance education and factors contributing to withdrawal, continuity, and failure in a course.
ERIC – EJ440621

73   May, Susan, (1993) Collaborative learning: More is not necessarily better/AJDE

1   Women and ICT
2   Women and distance education

MFN: 0073
URL: http://www.ajde.com/Contents/vol7_3.htm#abstracts
May, Susan, (1993) Collaborative learning: More is not necessarily better

Abstract: What are the effects of distance on collaboration and learner interaction as it relates to women learners in feminist courses? Personal interviews with nine women from a variety of backgrounds and personal circumstances indicated that interaction is an educational issue not of primary concern to women distance learners. Significantly less interaction occurred among students and tutors than was anticipated, and the majority of students endorsed the relatively solitary nature of distance study as appropriate and useful for them. Because of the importance of the principle of collaboration to feminist pedagogy, distance educators should clarify, broaden, and adapt their understanding of the concept of learner interaction. We should question our assumptions about the nature, prevalence, and utility of learner interactions, resist applying traditional classroom models to distance contexts, and creatively structure and moderate interactions between learners, tutors, and technology.

74   May, Susan, (1994) Women's experiences as distance learners: Access and technology /JDE

     1   Gender barriers to access to education
     2   Women and distance education
     3   Women and ICT

MFN: 0074
URL: http://cade.athabascau.ca/vol9.1/may.html
May, Susan, (1994) Women's experiences as distance learners: Access and technology

Abstract: Utilizing qualitative research methodology and a feminist framework, the author examined women's distance learning experiences. She interviewed nine women from a variety of educational backgrounds and circumstances who had studied a women's studies course by home study or teleconferencing from Athabasca University during 1990 and 1991. Distance education for the women interviewed succeeded in extending educational opportunities to them and in dismantling significant barriers that have historically restricted women's access to learning opportunities.

Although they praised distance education, the women interviewed unanimously agreed that distance study "isn't for everyone" and that it is a significantly different experience for female learners than it is for male learners. These women were grateful that communication technologies, despite their imperfections, allowed them to study from their own homes, at times most convenient for their personal schedules. She concluded that further research is warranted and offer recommendations to improve women's distance study experiences, particularly in women's studies courses.

Abstract: À l'aide d'une méthodologie de recherche qualitative et d'un cadre théorique féministe, nous avons examiné les expériences d'apprentissage à distance chez les femmes. Neuf femmes de circonstances et d'antécédents scolaires variés qui étaient inscrites, en 1990 et 1991, à un programme d'études féministes offert par l'université Athabasca et dispensé par corres-pondance ou par téléconférence, ont été interviewées aux fins de cette étude. Elle ont déclaré que la formation à distance avait élargi leurs pers-pectives de formation et leur avait permis de briser les entraves qui ont traditionnellement réduit l'accès des femmes à l'instruction. Tout en faisant l'éloge de l'éducation à distance, elles ont souligné que l'apprentissage à distance "ne convient pas à tout le monde" et ont con-firmé que l'expérience des femmes est ici aussi fort différente de celle des hommes. Elles ont exprimé leur gratitude envers une technologie qui, pour imparfaite qu'elle soit, leur permettait néanmoins d'étudier sans quitter leur foyer, et selon leur horaire personnel. Nous en concluons que des recherches supplémentaires sont justifiées, et proposons quelques recom-mandations susceptibles d'améliorer les expériences d'apprentissage à distance des femmes, notamment en ce qui concerne les études féministes. distance et les sujets s'y rattachant. Les critiques non sollicitées ne seront pas acceptées pour fins de publication.

Barriers to educational access, Home study, **Case studies – Athabasca;** *Journal article.*

75   Meßmer, Ruth and Schmitz1, Sigrid, (2007) Bridging disciplines: Gender studies and computer science in an e-learning course (BC-6)

1   Online learning/E-learning

MFN: 0075
Meßmer, Ruth and Schmitz1, Sigrid, (2007) Bridging disciplines: Gender studies and computer science in an e-learning course

Abstract: E-learning is an important way of learning in the universities and workplaces of today and tomorrow. It is an interesting field for feminist researchers as well: On the one hand, the authors analyzed how the technology generates new or other gender effects than in traditional learning situations. On the other hand, they discuss whether it can open new didactical and technological possibilities to de-construct gender stereotypes and foster more diversity.

76   Mhehe, Edith (2002) Women overcoming barriers to learning by distance at the Open University of Tanzania/COL23

> **1   Gender barriers to access to education**
> **2   Women and distance education**

MFN: 0076
Mhehe, Edith (2002) Women overcoming barriers to learning by distance at the Open University of Tanzania

Abstract: While the general mission of the Open University of Tanzania (OUT) is to enhance adults' access to education, President Benjamin Mkapa (1996) announced that OUT's special mission is to promote the education of Tanzanian women, because their only hope of attaining higher education is by the distance mode. Despite efforts to attract female students, the extent of women's participation in tertiary education in Tanzania is limited: for the OUT only 12 per cent – 683 women of the total population of 5,689 students (Ministry of Science, Technology and Higher Education 1999). As a faculty member of the OUT since its establishment in 1994, as Dean of Education (1994 to 1996), and since, the author has been concerned with the low participation rates for women. She believes that unless the OUT fully understands the underlying causes of women's low enrolment, inadequate participation, and unacceptable completion rates, it will be unable to adjust its planning, managerial, and administrative procedures to provide appropriate learning opportunities for women.

For two years (1999 to 2000), the author travelled to various regional and local OUT study centres, where she met with over 80 female students and non-students, listening to and tape-recording their stories. What she heard helped her to understand the extent of OUT's challenge to attains its goal of enhancing and sustaining women's access and academic success. The author describes the OUT system in order to put the challenges in these stories in context.

(Source:1. Vancouver: The Commonwealth of Learning, Pan-Commonwealth Forum on Open Learning – 2 on Open Learning: Transforming Education for Development, International Convention Centre, Durban, South Africa, 29 July - 2 August 2002. 9p. and 2 In *Using Learning Technologies: International Perspectives on Practice* edited by Elizabeth Burge and Margaret Haughey, London: Routledge Falmer, 2001, 159p. p. 102-114, ISBN: Hardcover: 0-415-21687-7; Paperback: 0-415-21688-5)

Key Words: Women –Tanzania, Barriers to educational access, **Open University of Tanzania (OUT)**, Low enrolment, Inadequate participation, **Case studies – Tanzania**; *Conference Paper, Case study*

77   Moffatt, Sue, (1997) Gender issues in teaching information technology courses by distance education/DE

1   Women and ICT

Moffatt, Sue, (1997) Gender issues in teaching information technology courses by distance education

Abstract: This paper looks at reasons why women are still under-represented in tertiary level technological education after 20 years of discussion, and argues that it is important for society to look at ways of not only improving educational access to women, but also providing equal benefits once enrolled. Distance education is often seen as a solution to access problems, but the particular needs of women in distance education must be considered. Financial, attitudinal and skills barriers may need to be overcome if there is a pre-enrolment requirement of quality access to computing equipment. Ways of improving both participation and persistence of women in information technology courses are discussed.

78   Moran, Louise, (1990) Inter-institutional collaboration: The case of the Australian Inter-University Women's Studies Major/JDE

1   Women and distance education

MFN: 0078
URL: http://cade.athabascau.ca/vol5.2/8_moran.html
Moran, Louise, (1990) Inter-institutional collaboration: The case of the Australian Inter-University Women's Studies Major

Abstract: Numerous innovations in inter-institutional collaboration in distance education appeared in the 1980s and, despite the manifest difficulties, collaboration bids fair to become a hallmark of distance education into the 21st century. What are these difficulties? What conditions are necessary for successful inter-institutional collaboration? These questions are considered in the light of the experience of one highly successful project in Australian distance education - the Women's Studies Major program developed and taught jointly by Deakin, Murdoch, and Queensland Universities since 1983. It is concluded that conditions for effective collaboration include mutual trust and esteem among the partners, effective communications systems, and commitment to and control over the project by the relevant individuals and groups. Feminist values of, and approaches to collective action and collegiality have much to offer distance educators considering collaborative projects.

79   Morris, Lynne Clemmons, (1996) Facilitating participation of rural women in distance education through use of gender-friendly interactive technologies. (HSRE)

1   Socio-economic issues - Education for poor/rural people
2   Gender barriers to access to education
3   Women and ICT

Morris, Lynne Clemmons, (1996) Facilitating participation of rural women in distance education through use of gender-friendly interactive technologies.

Abstract: Distance education has potential to overcome barriers to rural women's participation but must consider women's attitudes toward technology and ways of knowing. Strategies are outlined for developing gender-friendly models of distance education. "Value-added" distance education requires rethinking traditional instructional settings and techniques. (SAS) (ERIC#: EJ559972)

80 Mussaret, Anwar Sheikh, (2005) Rural women and distance learning/PJE

1   Socio-economic issues - Education for poor/rural people

MFN: 0080
URL: *http://cemca.org/disted/Mussaret_Anwar_Sheikh__0245.pdf*
Mussaret, Anwar Sheikh, (2005) Rural women and distance learning

Abstract: Rural women in Pakistan lag behind in all aspects of their lives as compared to their counterparts in urban areas as well as men. The rural women are deprived of education and economic opportunity because of cultural conservatism and patriarchal attitudes of the society. There is a dire need to educate rural population in general, but the rural women in particular so as to improve the quality of life of the families and the nation, as a whole.

Allama Iqbal Open University (AIOU) is the only distance education institution in the country. It has undertaken the tremendous task of educating the rural population, especially rural women. It has offered courses from literacy to postgraduate level and teacher education to cater for the needs of different segments of the population. Additionally, the AIOU has implemented innovative programmes in the field of non-formal education for the educational and economic up lift of rural women.

The government of Pakistan has also been trying to implement projects and programmes for the social and economic uplift of rural women since the independence of the country in 1947. The Ministry of Education, Provincial education departments, agricultural institutions and universities are involved in education and agriculture extension work in the country.

Non-government organizations (NGOs) and many social work organizations are also actively involved in making the rural population skilled and literate. However, there is still need of a close collaboration among all stakeholders (public, private, NGOs and community). A close collaboration at regional level to benefit from each other's experience can help to educate women and can foster personal, social and economic empowerment of rural women.

81   Ocak, Mehmet A. (2006) The relationship between gender and students' attitude and experience of using a mathematical software program (MATLAB) /TOJDE

      1   Women and ICT
      2   Gender barriers to access to ICT

Ocak, Mehmet A. (2006) The relationship between gender and students' attitude and experience of using a mathematical software program (MATLAB)

Abstract: Research has shown that many mathematics teachers have begun to integrate high level mathematical software programs such as MATLAB into their curriculum and classes. Such programs include both a computer algebra system and the ability to provide visualization. This flexibility provided more opportunities and different ways to approach to mathematical topics. On the other hand, however, some researchers argued that over-reliance on such programs can be a problem for the students. Computer-aided software programs can be used mechanically, and student's understanding might prove superficial in even simple mathematical domains. In addition to these disadvantages, there is little research on how gender, student' attitude, and experience using these programs effects achievement and performance in mathematic classes. It is therefore becoming important for educators and teachers to understand students' perceptions and ability to use the program, if they want students to be more successful in mathematical classes. The purpose of the study is to investigate the relationships between gender differences and students' attitude and experience on MATLAB software program.

82 Ofoso-Amaah, Waffas, ed. (1994) Women: Key partners in sustainable and equitable development: Resource materials on women and sustainable development /COL4

1   Women in development

MFN: 0082
URL: http://www.col.org/colweb/site/pid/3324
http://www.iisd.org/women/read4.htm
Ofoso-Amaah, Waffas, ed. (1994) Women: Key partners in sustainable and equitable development: Resource materials on women and sustainable development

Abstract: This report responds to a Commonwealth mandate by producing training materials on women and sustainable development. It extrapolates, from selected "success stories," the common lessons for learning and teaching about the effective integration of environment and gender. The success stories demonstrate that women have developed new approaches to environmentally sound energy production in rural areas, improved conservation of energy in community settings, found ways to deal with waste economically and safely (whether by recycling or responsible consumer behaviour) and re-introduced effective indigenous methods that are economically feasible and environmentally sustainable. These training materials are presented in a format that will make them adaptable for use by a variety of interested parties, from policymakers to practitioners, and in a variety of settings, from classroom instruction to radio broadcasts.

In response to the 1992 world leaders' meeting at the United Nations Conference on Environment and Development (UNCED), two documents were produced: the Rio Declaration on Environment and Development and Agenda 21 - a plan of action for sustainable development to assist Governments in policymaking and implementation into the 21st century. These documents, more clearly than other before them, made a distinctive link between gender and development. To be able to overcome the lack of substantial data related to women's roles and capabilities in sustainable development, national, regional and international meetings were held. One of these, the Global Assembly of Women (Florida 1991), formed 218 successful project managed by women. This publication features 15 of these success stories. It is in three sections: the Resource Material (success stories), Users Guide and Appendices. The Success Stories are viewed from a perspective of women's leadership, effective community participation and institutional innovation relating to project design and implementation.

(Source: The Sourcebase on Sustainable Development, International Institute for Sustainable Development, Vancouver: The Commonwealth of Learning, 1994, p.113, ISBN: 1 85383 190 5)

Keywords: Success stories of women, Integration of environment and gender, Women – Rural, *Report, Curriculum and course material development*

83   Olakulehin, Felix Kaykode and Ojo, Olugbenga David (2006) Distance education as a Women's Empowerment strategy in Africa /IJOL & TOJDE

1   Women's empowerment
2   Women and distance education

MFN: 0083
Olakulehin, Felix Kaykode and Ojo, Olugbenga David (2006) Distance education as a Women's Empowerment strategy in Africa

Abstract: Women's emancipation through empowerment all over the world is at its peak and Africans generally are no exception. Nonetheless, the issue of women's educational attainment, considering the low level of girls' education, in Africa is at a negative variance in attaining a legitimate position for women within society essentially because certain educational attainments are required to function effectively in different organs – i.e., the workplace, group or committees of local or international standing. This paper discusses the use of open and distance education in Nigeria as an avenue to attain knowledge and education that would put women in a better stead towards achieving their aspirations.

84   Pandit, Vijayalakshmi, (1997) Empowerment of women through distance education: A case of Dr. B. R. Ambedkar Open University (T-2)

1   Women's empowerment

MFN: 0084

Pandit, Vijayalakshmi, (1997) Empowerment of women through distance education: A case of Dr. B. R. Ambedkar Open University

Abstract: The author completed research on the role of distance education in women's empowerment which reflects the contemporary trends in education system in India and abroad. It affords the readers an insight into the need, origin, concept, scope and nature of distance education. It also critically examines the issues of women's education in India and the potentiality of distance education in contributing to women's education leading to their social, economic and political empowerment. Specifically, Dr. B. R. Ambedkar from the Open University in Hyderabad examines the perspective of education for women's empowerment in Chapter 7.

Contents: Foreword - ix; Acknowledgements — xi; Chapter 1: Introduction — 1; Chapter 2: Women in India — 7; Chapter 3: Women's education — 21; Chapter 4: Obstacles for women's education — 29; Chapter 5: Distance education — 37; Chapter 6: Distance education and women — 69; Chapter 7: Dr. B. R. Ambedkar Open University - 87; Chapter 8: Profile of urban and rural women student respondents — 121; Chapter 9: Perception of women learners — 137; Chapter 10: Participation of women in distance education — 161; Chapter 11: How to sustain the motivation — 177; **Epilogue — 197; Bibliography — 205**

(Availability: Hyderabad: Book Links Corporation, 1997, xi, 211p, ISBN: 81-85194-48-3)

Keywords: Women's empowerment, Women's education, Urban women, rural women, Motivation, Sustainability, Barriers, Access to education, Participation, **Case Studies - Dr. B. R. Ambedkar Open University, Hyderabad;** *PhD Thesis published as book*

85   Phillip, Angie, (1993) Problems for women in distance education at the University of Papua New Guinea /OL-JOL

1   Women and distance education

MFN: 0085
URL:
http://www.informaworld.com/smpp/content~content=a746562804~db=all~order=page
Phillip, Angie, (1993) Problems for women in distance education at the University of Papua New Guinea

Abstract: A second chance to take matriculation studies for those who did not reach National High School is provided through distance education at the University of Papua New Guinea. Despite the fact that this mode of education seems particularly appropriate for women, very few females even in the urban areas enrol in the matriculation programme. Angie Phillip of the Department of Extension Studies reports on questionnaire-based research into the circumstances of study of women distance education students. The main difficulties hindering women from continuing their studies seem to be the inter-related problems of financial sponsorship and pressure from family and society not to continue education

Keywords: **University of Papua New Guinea**, Women - Papua New Guinea, female learners, Barriers to Educational access, **Case studies - Papua New Guinea**; *Journal Article*

86   Pinheiro, Marise; Campbell, Katy; Hirst, Sandra P. and Krupa, Eugene; (2006) Creating appropriate online learning environments for female health professionals (CJLT)

1   Online learning/E-learning
2   Gender Barriers to access to ICT

Pinheiro, Marise; Campbell, Katy; Hirst, Sandra P. and Krupa, Eugene; (2006)   Creating appropriate online learning environments for female health professionals

Abstract: In this study, the experiences of seven female health professionals learning online are examined and, in this context, the implications for online course designs and future research are discussed. The instruments of data collection include individual telephone interviews, journals written by the participants during online courses, and e-mails exchanged by the participants and researcher. The principles of qualitative research are integrated into the process of collecting and analyzing the data. Participants identified lack of face-to-face interaction and overload of work as major challenges to learning online. Increase in confidence and the opportunity to belong to a community of learners were cited as rewards of learning online. In addition, the participants identified preferences for contextual and experiential learning, and for learning environments that foster collaboration. Participants agree that interacting with other classmates, building local support, and developing a mentoring relationship with instructors are key aspects of a successful learning experience.

87   Pym, Frances R. (1992) Women and distance education: a nursing perspective (JAN)

1   Women and distance education
2   Online learning/E-learning

Pym, Frances R. (1992) Women and distance education: a nursing perspective.

Abstract: It is only very recently that studies of distance learners have begun to consider gender as a variable. Given the rapid growth of distance education programmes for nurses, it is appropriate to consider how educators can best meet the needs of these (mostly) women students. Distance education tends to mean different things in different institutions, ranging from the 'industrial model' self-study course package with limited teacher-student interaction to the fully interactive audio and video-conferencing of the 'virtual classroom'. Each of these teaching/learning situations poses a different set of challenges, and each requires different solutions. Using illustrations drawn from experiences with a BN programme for registered nurses in Atlantic Canada, and from the limited literature, this paper explores both women's participation in distance education and the barriers that sometimes prevent this, as well as the kind of support women distance learners need most m order to learn effectively.

88   Rathore, H. C. S.; Singh, Sunil Kumar and Dubey, Gunjan (1996) Problems of Women Students in Distance Education in India /IJOL

1   Women and distance education
2   Gender learning and support

MFN: 0088
URL:
http://cemca.org/disted/Rathore_HCS__Singh_S_K__Dubey_G__0004.pdf
Rathore, H. C. S.; Singh, Sunil Kumar and Dubey, Gunjan (1996) Problems of Women Students in Distance Education in India

Abstract: Gender-based studies of problems of distance learners find an important place in distance education research. A structured questionnaire, posing 10 problems expected to be faced by women pursuing university degree courses through distance education in India was mailed by the authors to 1200 women selected randomly from 8 Distance Teaching Institutions scattered all over India. Achieving a response rate of 51.5%, this study revealed that an irregular and unsystematic supply of reading materials, untimely tutorial help, the poor quality of supplied learning materials and a lack of study centres in the neighbourhood are the most severe problems of women learners in DE. Other issues included a longer turn-around time (TAT) of supplied materials, learning in isolation, accommodation at the venue of the Personal Contact Programmes (PCPs), compulsory participation in the PCPs. The authors offer suggestions on how some of these problems can be addressed; the suggestions merit the consideration of DE institutions in India.

89   Rawaf, Haya Saad Al and Simmons, Cyril, (1992) Distance higher education for women in Saudi Arabia: Present and proposed/DE

1   Women and distance education

MFN: 0089
URL:
http://www.informaworld.com/smpp/content~content=a739141051~db=all~order=page
Rawaf, Haya Saad Al and Simmons, Cyril, (1992) Distance higher education for women in Saudi Arabia: Present and proposed

Abstract: This paper describes the recent history of distance higher education in Saudi Arabia with particular reference to the education of women. It compares the contribution to external study for women of the General Presidency of Girls' Education (GPGE) with the introduction of *intisab* (a system which allows individuals to pursue higher education without attending lectures) in three universities founded for men. It records the growing numbers of women wishing to enter higher education and the withdrawal of *intisab* from two universities in Riyadh. It identifies the limitations placed on women's higher education as compared with men's and notes the generally conservative attitudes to the role of women found in Saudi Arabia. It outlines discussions over the last 15 years, concerning an Arab open university, which have yet to result in action. Finally, it reports a recent survey which reveals strong support for an open university for women in Saudi Arabia. Such an institution would greatly increase access for women to higher education while, at the same time, be compatible with Islamic custom concerning the segregation of the sexes and a woman's primary role as wife and mother.

90   Reddy, V. Venugopal and Srivastava, Manjulika, (1999) Women in distance education (BC-9)

1   Women and distance education

MFN: 0090   URL not available - Printed material
Reddy, V. Venugopal and Srivastava, Manjulika, (1999) Women in distance education

Abstract: India has a very comprehensive system of higher education but it cannot be called an equalitarian one. The women constitute 32.9% of the whole university population. The introduction of correspondence education in the country has led to an increase in the participation of women in higher education from 12.3% in 1951-52 to 32.9% in 1991-92. Women consider distance education as a panacea which may solve their numerous problems, for example distance education may serve as an instrument for development and may lead to their social upliftment. The paper examines the growth of distance education vis-à-vis conventional education in the country. It notes that the annual growth rate of enrolment in the correspondence courses and open universities during the time period 1975-92 was higher than that of conventional universities with the enrolment of women learners increasing by 84.6% during the six-year period 1987-88 to 1991-92. Though the enrolment in distance education has gone up after the establishment of open universities like Dr. B. R. Ambedhkar Open University (BRAOU), Indira Gandhi National Open University (IGNOU), Kota Open University (KOU), and Yashwantrao Chavan Maharashtra Open University (YCMOU) - their contribution to enrolment of women is not substantial. The present study reveals that these 4 open universities have 13.4% of the women learners while 34 directorates/institutions attached to the conventional universities have 89.7% of female enrolment. The country was divided into five regions (Eastern, Central Western, Northern and Southern) in order to analyze the spatial distribution of female enrolment in distance education. The data reveal that the share of women in total enrolment has been increasing in northern and southern regions whereas in the eastern, central and western regions the share of female enrolment has been decreasing.

The majority of women learners have opted for conventional subjects versus professional courses; 81% of women learners have joined Bachelor of Arts (B.A), Bachelor of Commerce (B.Com), Master of Arts (M.A.), Bachelor of Education (B.Ed.) courses. The most popular professional course among female learners is the Bachelor of Education (B.Ed.) whereas the enrolment of female learners is negligible in courses like Law, Business Administration, and Management. Extensive research must be done on the needs of the society before programmes are launched The programmes with the specific goal of training women for job market should be initiated and the women should be encouraged to join the professional courses.

Distance Education, Professional courses, **Case studies - India**; *Chapter of an edited book*

91   Open and distance learning in the Gobi Desert: Non-formal education for nomadic women by Robinson, Bernadette 20(2), 1999

1   Women and distance education

MFN: 0091

Robinson, Bernadette, (1999) Open and distance learning in the Gobi Desert: Non-formal education for nomadic women

Abstract: The use of open and distance learning for non-formal education is much less canvassed in the literature than for formal education. This paper provides a case study, grounded in practice, of the first open and distance learning for non-formal education in Mongolia, a developing country undergoing rapid transition in the 1990s from a command to a market economy and from communism to a multi-party democracy. The paper outlines the project and its context, explains the rationale for it, and analyses its achievements, limitations and lessons. It also identifies the additional problems for open and distance education (ODE) in a context of rapid economic transition.

92   Ross, Lynda R. and Powell, Richard, (1990) Relationships between gender and success in distance education courses: A preliminary investigation/RDE

1   Gender learning and support
2   Online learning/E-learning

MFN: 0092
URL: eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ404732 - 19k
Ross, Lynda R. and Powell, Richard, (1990) Relationships between gender and success in distance education courses: A preliminary investigation

Abstract: A study examined reasons that adult female students are motivated to enrol in distance learning programs, described their perceptions of the courses, and identified barriers these women face as they attempt to progress through their degree programs. Results of focus groups with 40 returning adult women were analyzed. Their needs were grouped into these five general categories: needs involving communication with instructors; needs surrounding interactions with other students; needs involving support services provided by the campus; and personal needs, including support of spouses, family members, and employers. Themes from focus groups were then used to develop an online survey that was administered to 400 men and women enrolled in online courses. Findings suggested women return to college primarily for job-related reasons and deliberately select programs delivered via distance education because of the convenience of online courses and other types of distance education courses delivered at sites near their homes. Although, in general, students were satisfied with these programs and the programs appeared to enable women to balance school, work, and family demands, in some areas distance education programs still fell short of meeting student needs and expectations. Concerns were lack of feedback from instructors, lack of technical support, and inadequate advisement and student services. (Contains 22 references)

Although traditional postsecondary institutions in Canada attract equivalent proportions of men and women into undergraduate programs, distance education is an alternative method that appeals disproportionately to the women of Canada.

(Source: Research in Distance Education, Athabasca; Athabasca University, 2(2), April 1990, P. 10-11 / Availability: Full text article is not available from ERIC. It can be procured from Centre for Distance Education, Athabasca University, P.O. Box 10,000, Athabasca, Alberta T0G 2R0)

Keywords: Women's education; Course Completion Rates; Enrolment Rate; **Case studies - Athabasca, Canada;** *Journal Articles; Reports – Research*

93   Sen, Rekha S. (1996) Empowering women through distance education/IJOL

   1   Women's empowerment
   2   Gender barriers to access to education

MFN: 0093
URL: *http://cemca.org/disted/Sen_RS__0010.pdf*
Sen, Rekha S. (1996) Empowering women through distance education

Abstract: Alternative perspectives in education and training constitute a major item in the agenda set out for the distance education system. This paper is an exploration in this area. Using the courses of IGNOU, India as a take off point, the author ruminates on the relative weights to be given to course structure, design, content and language in terms of gender neutral, women-friendly approaches in education. The author argues for empowerment (and not concessions) of women through the effective use of the distance education system.

94   Singh, K., Allen, K. R., Scheckler, R., and Darlington, L. (2007) Women in computer-related majors: A critical synthesis of research and theory from 1994 to 2005. (RER)

1   Gender Barriers to access to ICT
2   Women and ICT

Singh, K., Allen, K. R., Scheckler, R., and Darlington, L. (2007) Women in computer-related majors: A critical synthesis of research and theory from 1994 to 2005.

Abstract: In this article, the authors review, critique, and synthesize the emerging research literature from 1994 to 2005 on women's enrolment and persistence in computer-related majors. A thorough examination of 44 empirical studies in scholarly journals reveals that this literature primarily relies on exploratory and descriptive analyses, individualized measures, and implicit theoretical frameworks. Findings are grouped by four themes: (a) enrolment patterns, (b) gender differences in self-confidence and performance, (c) gender differences in computer use, and (d) academic environments. An explicit gender theory of women in computing is needed to re-conceptualize diverse women's experiences and to direct future research on women's enrolment and persistence patterns in computer fields.

95   Sloper, David W. (1990) Meeting the needs of overseas postgraduate women students through flexible distance education/DE

1   Gender learning and support

MFN: 0095

Sloper, David W. (1990) Meeting the needs of overseas postgraduate women students through flexible distance education

Abstract: This paper derives from preliminary research into prospects for a more flexible approach to mixed mode distance education for overseas students at Australian universities. The group studied is postgraduate women students sponsored by Australian aid programmes. Information from a survey of these students and their needs in such areas as academic concerns, accommodation and living conditions and issues of personal concern forms part of the background to the paper.

 Analysed data includes preference among three models of mixed mode study, the response to home country study by students, employers and sponsors, the availability of national networks likely to support mixed mode study and students' assessment of the proposals. One conclusion suggested is that women with professional and domestic responsibilities could find mixed mode study more satisfying than full-time study. Further information about the principles and operational characteristics of distance education is needed to clarify the expectations of parties involved in such a delivery mode

96   Spronk Barbara, (2001) Naming the learning technology issues in developing countries (BC-4)

1   Gender Barriers to access to ICT
2   Women and ICT

MFN: 0096
Spronk Barbara, (2001) Naming the learning technology issues in developing countries

Abstract: The context: The author's task for this chapter was to name the issues that arise for women in the developing world in and around the uses of technologies for learning. This is a difficult task, perhaps impossible, given the complex, diverse, and multi-layered realities of women's lives. Consider, for example, the frustrations of the professional woman in, say, Sudan, who is unable to access her e-mail on the family computer because her son has changed the password without telling her. Her frustrations cannot easily be compared along any dimension with those of the woman who is living in one of the many communities of people in and around Khartoum who have been displaced from their homelands by the war in the south. This woman's frustrations centre on another kind of technology failure. She has managed to do everything she needs to do to get to her weekly tutorial for the primary health course she is taking. She has arranged care for her small children, cooked the midday meal for her husband, and carefully saved all week from the pay she earns as a worker in the local clinic to make sure she has enough money for the bus fares. And now the bus she is on, for which she has already paid her precious coins, has broken down, which means she will miss the other two buses she must take in order to reach the study centre. No one set of issues, no one voice, can readily represent these divergent realities.

What we can do is to give voice to a multiplicity of realities that are grounded in women's experience in countries throughout the developing world. This book is doing this by having women from countries and regions in both the developed and developing worlds recount and reflect on both the joys and the frustrations of their experiences with technologies for learning. The author's voice is that of a worker in overseas education for development with extensive Canadian and international academic experience in distance education.

The particular locus of her work is a nongovernmental organization called the International Extension College (IEC, www.iec.ac.uk). Since 1971 the college has worked in partnership with agencies, organizations, and institutions around the world to improve the quality of life for people in developing countries through expanding their educational opportunities. The approaches

(Source: *Using Learning Technologies: International Perspectives on Practice* edited by Elizabeth Burge and Margaret Haughey, London: Routledge Falmer, 2001, 159p. p. 15-25. ISBN: Hardcover: 0-415-21687-7; Paperback: 0-415-21688-5)

97   St. Mary's and Dalhousie Universities, Halifax, (1992) Sharing Knowledge: South and North: The Summer Institute on Gender and Development. /COL14

<p style="text-align:center;color:red;">**1   Women and distance education**</p>

MFN: 0097
URL: Not available
St. Mary's and Dalhousie Universities, Halifax, (1992) Sharing Knowledge: South and North: The Summer Institute on Gender and Development.

Abstract: In April 1992, the Commonwealth of Learning convened a meeting at St. Mary's University, Nova Scotia to examine the possibility of creating a set of modules on women and development. The meeting was attended by representatives from institutions of higher education in the South Pacific, the Caribbean, Zimbabwe, Nigeria, Australia, India and Canada. Discussion focused on the identification of existing resources, identification of materials that would need developing, and an examination of the capacities of different institutions to assume a coordinating responsibility in the development of the modules. This paper is the first evaluation of the programme and includes a review of the curriculum, pedagogy, theory, and research. An analysis of experiences and shared insights gained is also provided.

(Source: Vancouver: The Commonwealth of Learning. November 1992)

Keywords: Women, Gender and development, Curriculum, Pedagogy, **St. Mary's University, Nova Scotia, Case studies - Commonwealth countries**; *Meetings*

98   Sultana, Sadia Afroze and Kamal, Mostafa Azad; (2004) Rural Women in Bangladesh Using Open and Distance Learning Materials /COL24

1   Women's empowerment
2   Socio-economic issues - Education for poor/rural people

Sultana, Sadia Afroze and Kamal, Mostafa Azad; (2004) Rural women in Bangladesh using open and distance learning materials

Abstract: This paper explains the use of ODL materials for women's empowerment in the rural areas of Bangladesh by enhancing literacy, business skills and social awareness. The paper also identifies possible barriers in using ODL tools to enhance women's literacy and business skill and recommends some possible corrective measures. In this case, the possibility of partnership with non-governmental organisations (NGOs) and the role of technologies have been verified. Experience of BOU's (Bangladesh Open University) Secondary School Certificate (SSC) programme and a COL-BOU project on entrepreneurship skill training for rural women was also explained in the paper.

(Source: Vancouver: The Commonwealth of Learning, 2006, Third Pan-Commonwealth Forum – PCF3)

Keywords: Women's empowerment - Rural, Literacy, Business skill, Open and distance learning, GO-NGO partnership, Women – Bangladesh, **Case studies – Bangladesh Open University (BOU) Bangladesh**; *Conference paper*

99   Taplin, Margaret and Jegede, Olugbemiro, (2001) Gender differences in factors influencing achievement of distance education students /OL-JOL

1   Gender barriers to access to education

MFN: 0099
URL:
http://www.informaworld.com/smpp/content~content=a713688428~db=
all~order=page
Taplin, Margaret and Jegede, Olugbemiro, (2001) Gender differences in factors influencing achievement of distance education students

Abstract: The responses of 712 high achieving and low achieving students at the Open University of Hong Kong were analysed to investigate gender differences in factors that contributed to successful achievement using distance education. The analysis indicated a number of gender differences, including in the areas of organisation and use of study materials, confidence about studies, and independent versus collaborative study. Based on these findings, some questions have been raised about the need to develop different treatments for male and female students in order to maximise the achievement of both groups.

100   Taplin, Margaret, (2000) Problems Experienced by Female Distance Education Students of IGNOU: Why Do Some Consider Dropping Out While Others Decide to Stay? /IJOL

1   Gender barriers to access to education

MFN: 0100
URL: *http://cemca.org/disted/Taplin_M__0110.pdf*
Taplin, Margaret, (2000) Problems Experienced by Female Distance Education Students of IGNOU: Why Do Some Consider Dropping Out While Others Decide to Stay?

Abstract: The purpose of the project was to investigate reasons that would cause female students to consider withdrawing from their distance education studies. Data was collected from a sample of 50 female students from Indira Gandhi National Open University using a structured questionnaire and semi-structured interview. Comparisons were made between those students who had been tempted to give up their studies and those who had never considered doing so. Some of the major problems that tempted the former group included the disillusionment of receiving assignment marks that were lower than expected; personal or family problems, including difficulties with caring for young children; and difficulties with receiving course materials in time to complete assignments or examinations. Based on the findings of the study, some recommendations for encouraging women students who might be tempted to quit their studies are provided.

101 Thomas, A. J. (1997) Development of gender-sensitive open learning systems: A Social Audit Model (BC-1)

1 Women and distance education

MFN: 0101
Thomas, A. J. (1997) Development of gender-sensitive open learning systems: A Social Audit Model

Abstract: A social audit of educational and training programmes leads to an examination of specific gender-sensitive interventions that could shape the process of curriculum design, course development and delivery in open learning systems. The major interventions requiring careful consideration include: gender needs assessment, identification of gender assumptions in policy and planning, development testing, information dissemination, generation of skill development, concretization of inputs and creation of appropriate support systems for women learners. The paper seeks to explore the various facets of a social audit in the context of developing a gender-sensitive open learning systems with reference to design and development of courses; programme delivery and learner support; evaluation and feedback. In many ways open universities are free to design curricula in a new mould. At a substantive level they can challenge conventional ways of 'thinking and doing' in curriculum design. Open universities can adopt curricula with both practical and strategic gender interests. Identifying different gender interests, it is possible to translate them into planning and training needs and offer the means by which gender concerns may be satisfied.

(Source: In *Education India: The Next Millennium*, Report of the World Conference edited by M. Mukhopadhyay, M. Parhar, A. Priyadarshini and C.R.K. Murthy, New Delhi: Institute of Education, Rural Studies and Development, Udang: Howrah, 1998, Part III, November 12-14, 1997, pp.560-64)

Keywords: Social audit, Curriculum design, Course development, Course delivery, Gender-sensitive programmes, Learner support, Evaluation, Training needs; **Case studies - India,** *Chapter of an edited book*

102   Thomas, Annu J. (1996) Empowerment of women: An analysis of gender training frameworks for open learning systems /IJOL

1   Women's empowerment

MFN: 0102
URL: *http://cemca.org/disted/Thomas_AJ__0009.pdf*
Thomas, Annu J. (1996) Empowerment of women: An analysis of gender training frameworks for open learning systems

Abstract: Open learning systems can challenge the conventional processes operating in curriculum design and development in order to address the need for gender training. An analysis of the existing gender training frameworks reveals that women's practical needs for income generation can be actively promoted while at the same time recognizing their strategic needs for confidence building and leadership training. Gender training built around this perspective would serve both practical and strategic gender interests. Institutional policy informs the nature of gender training. Open learning systems can choose to adapt gender-specific or gender transformative policies in the design and development of self-instructional materials and delivery mechanisms. Collaboration with user agencies such as NGOs/voluntary organizations is vital during both the development and the delivery of gender training courses and programmes. The author offers some valuable insights in this paper.

103 Thomas, Annu J. and Bajaj, Satinder, (2002) Evaluation of a developmentally tested and revised experiential multiple media instructional package on women distance learners /IJOL

1   Women and distance education
2   Gender learning and support

MFN: 0103
URL:
http://cemca.org/disted/Thomas_Annu_J__Bajaj_Satinder__0248.pdf
Thomas, Annu J. and Bajaj, Satinder, (2002) Evaluation of a developmentally tested and revised experiential multiple media instructional package on women distance learners

Abstract: A non-digitized, experiential, self-instructional, multiple media prototype package was designed on the basis of a concept map. The prototype was developmentally tested on a group of 16 women learners enrolled for a diploma programme in nutrition and health education at undergraduate level using a criterion referenced achievement test and Likert scale. Their responses and reactions were noted in detail and on the basis of this feedback a revised prototype was designed including print, audio and video materials. The revised prototype was then evaluated in an instructional cycle of approximately two months in the first instructional cycle, 100 women surrogate / prospective distance learners in the age range of 20-30 years (50 matched pairs on pre-test scores on the criterion referenced test and Likert Scale) participated and were randomly assigned to the experimental group and the control group. The experimental group was exposed to the instructional package consisting of the project module (print, audio and video in non-digitized form) and face-to-face counselling during 7-9 sessions of 2 1/2 hours duration each. The post-test scores of the learners exposed to the instructional package were found to be significantly higher.

104   Ushadevi, M. D. (1993) Gender equality in distance education: An analysis of course materials of Indira Gandhi National Open University/IJOL

<p style="text-align:center">**1   Gender disparities in course materials**</p>

MFN: 0104
URL: *http://cemca.org/disted/Ushadevi_MD__0063.pdf*
Ushadevi, M. D. **(1993) Gender equality in distance education: An analysis of course materials of Indira Gandhi National Open University**

Abstract: After decades of theorizing and academic debate, 'gender studies' has now become an established and dynamic knowledge base. This article, the first in the area to feature in IJOL's journal, deals with the theme of andocentric bias in the construction and dissemination of knowledge.

A straightforward content analysis of the materials - as the author herself admits- this piece analyses the material of the postgraduate diploma in higher education of IGNOU in terms of content and presentation with a view to determining the extent of marginalization and the perpetuation stereotypes of women.

The journal editors hope this marks a beginning in two respects: a beginning of an analysis and steps towards changes for the better in the design and language of our course materials and more importantly, a beginning of more stimulation, discussions of this nature in an area which is fascination to many of us in its own right, apart form the benefits one may derive from such endeavours.

105 Ushadevi, M. D. (2000) Learning through the distance mode: Challenges for Canadian women in higher education (IJOGS)

      1   Gender barriers to access to education
      2   Women and ICT

MFN: 0105
URL: http://ijg.sagepub.com/cgi/content/citation/7/1/33
Ushadevi, M. D. (2000) Learning through the distance mode: Challenges for Canadian women in higher education

Abstract: The paper is an outcome of a research fellowship granted to the author under women in development programme by the Shastri Indo-Canadian Institute. The study's objective was to understand to what extent distance delivery modes have been able to promote women's participation in higher education in Canada; the kinds of study strategies women employ for learning in the context of multiple responsibilities and demands and to identify barriers for learning. Using a descriptive survey design, the primary data for the study was gathered through personal and telephone interviews from a cross-section of women pursuing undergraduate and graduate programmes through correspondence as well as mediated technologies at the University of Western Ontario, London, Canada. The study reveals that by and large a typical woman distance learner in Canada is a married working woman with children. Although women find distance education more flexible and convenient – it gives them freedom of choice without imposing rigidities of time and space – competing and conflicting demands of home, family, children and career creates severe strain and pressure when they have to pursue higher education through distance delivery modes. The most pressing demand arises with meeting the deadline for submitting course-related assignments. Time is the greatest premium and women distance learners discover a variety of strategies to use the time available for their studies resourcefully, even when they are engaged in other kinds of tasks either inside home or in the office. Senior women tend to be more serious and committed learners than their younger counterparts. The former prefer print media more than computer conferencing because they can feel intimidated using computer technology. The latter however feel more comfortable using computer technology for interacting as it gives them the advantage of anonymity to write whatever they feel. Women in general prepare a systematic plan of their study schedules and make regular entries in their personal dairies. In general, women find distance education a great opportunity to realize their dream of becoming a university graduate and they find their experience in higher education most fulfilling as they feel empowered with higher self-esteem and greater self-confidence.

106   Usman, Lantana (2001) No one will listen to us": Rural Fulbe women learning by radio in Nigeria (BC-2)

1   Socio-economic issues - Education for poor/rural people
2   Women and distance education

MFN: 0106
URL:
http://www.questiaschool.com/read/107612238?title=2%3A%20Naming %20the%20Learning%20Technology%20Issues%20in%20Developing%20 Countries
 Usman, Lantana (2001) No one will listen to us": Rural Fulbe women learning by radio in Nigeria

Abstract: "No one will listen to us: Rural Fulbe women learning by radio in Nigeria" is the fourth paper written by Lantana Usman, a professor at Ahmadu Bello University in Nigeria. The author explores the possibilities and constraints of using radio programs for adult learning. Usman begins with a review of involvement of nomadic women in the educational radio programs designed for the Fulani of Northern Nigeria. She identifies the importance of the radio as a communication medium and device for these women, but also highlights that the women are dependent on their men for access to the radio. The paper suggests that for policy development, women's organizations should be consulted regularly; that more attention should be given to the women's lifestyles in the broadcast scheduling; and that the pedagogy and content should be changed to be more interactive, responsive and culturally appropriate.

(Source: *Using Learning Technologies: International Perspectives on Practice* **edited by Elizabeth Burge and Margaret Haughey, London: Routledge Falmer, 2001, 159p. p. 92-101. ISBN: Hardcover: 0-415-21687-7; Paperback: 0-415-21688-5)**

Keywords: Radio, Nomadic women, Fulani tribe, Ahmadu Bello University – Nigeria, Broadcast scheduling, Women's organization, Pedagogy**, Case studies – Nigeria;** *Chapter of an edited book*

107   Vandse, Uma S. (1999) A new era of distance education in an Indian women's university (BC-10)

      1   Women and distance education
      2   Gender learning and support

Vandse, Uma S. (1999) A new era of distance education in an Indian women's university

Abstract: The first Indian women's university – Shreemati Nathibai Damodar Thakersey (SNDT) University – was started in 1916. The University currently has 49 institutions, 38 departments, 11 colleges in Mumbai and Pune; and 21 affiliated colleges located throughout the states of Maharashtra and Gujarat. The university started the Department of Correspondence Courses and Distance Education (DCC&DC) in 1979; currently it has more than 12,000 students. Courses are offered in four languages – English, Hindi, Gujarati and Marathi. Degree courses (BA and BCom) and various certificate courses are offered. The Department provides effective student support services by distributing the course materials with contact classes organized regularly for the learners. Assignments are discussed in the contact classes but they are not given any weightage in the annual examination. The Department also organizes orientation programs to familiarize the learners with the evaluation pattern. Evaluation of the students is through the annual examination, which is undertaken with the students themselves.

The author has studied a random sample of 3000 BA II and BCom III students in order to find out the students' background and their suggestions for improving the distance education programmes. The study reveals that the distance education programmes are more popular in urban areas than in semi-urban and rural areas; and the number of working women is greater than the number of non-working women. The learners often experience financial constraints, which prevent them from pursuing higher education. The author recommends that the learners be accorded financial support for pursuing higher education. The learners themselves requested that the minimum age for admission be lowered from 21 to 18 years, as girls generally complete their secondary education by the age of 18 years. The author also recommends that the university hold inter-state seminars, national level workshops, and set up resource centres for the learners. Extensive research must be undertaken with the needs of the learners surveyed and innovative programmes launched to meet those needs. The institutes should also introduce programmes which are productive for the women in particular and the society in general.

108   Vandse, Uma S. and Pol, S. A. (1990) S.N.D.T women's university survey of distant learners /JDE

1   Women and distance education

MFN: 0108
URL: http://cade.athabascau.ca/vol5.2/15_fyi-vandsa_and_pol.html
Vandse, Uma S. and Pol, S. A. (1990) S.N.D.T women's university survey of distant   learners

Abstract: In 1979, S.N.D.T. Women's University set up its Department of Correspondence Courses and Distance Education. The Department offers B.A. and B.Com. degree courses as well as certificate courses in English, Gujrati, Hindi, and Marathi. It also conducts, under its Open University programme, a University Entrance Test for those women who are 21+ but who have not completed their formal education up to Standard 12. A candidate who successfully completes this test qualifies for entry to the degree course. Among the certificate courses run by the department some are job-oriented while others aim at personal enrichment; they include "Improve Your English," "Family Savings and Investment," "Women and Law," "Basics of Diet Therapy," and "Techniques of Translation."

A major survey of the Department's students was undertaken in 1989. It had the following objectives: (i) to gather information about the socio-economic, cultural, and educational background of the Department's clientele; (ii) to collect the students' general impressions and reactions to the services offered by the Department; (iii) to elicit from the students suggestions for future programs; and (iv) to establish how far the Department has succeeded in reaching out to the really needy.

Information on the above four points was intended to be used in framing future policies concerning the types of study course to be introduced and possible improvement of the present system.

The data for this study were gathered by way of a questionnaire which was mailed to students. In addition, personal interviews of 120 students at different places were conducted. The questionnaire consisted of 34 main questions which were grouped into 4 sections:

Section I (containing 23 questions) related to the respondent's personal background, familial, social, economic, educational, and status related matters.

Section II (containing eight questions) related to the respondent's subject/ medium choice, reasons for joining correspondence courses, reading facilities available, and use of the facilities by the students.

Section III (containing only one main question which was further subdivided into several questions) was largely concerned with gathering the respondent's reaction to the student support services offered by the Department.

Section IV (containing two questions of which one was subdivided into three) established preferences in courses. The last question was an open question inviting the respondent's suggestions for further new courses.

Out of the total 3000 questionnaires dispatched, 1534 were usable for collection of data. The survey provided valuable information about our services to women who study via distance education. A paper based on this survey was published by the Department under the title *Look Back-Look Forward. A Survey of Distant Learners*. Further information can be provided by the authors.

109 Villi, C. (2003) Study on knowledge, attitude, perception and expectations (KAPE) of the women learners of open university/IJOL

1 Gender learning and support

MFN: 0109
URL: *http://cemca.org/disted/Villi_C__0274.pdf*
Villi, C. (2003) Study on knowledge, attitude, perception and expectations (KAPE) of the women learners of Open University

Abstract: The knowledge, attitude, perception, and expectation of the learners who are undertaking studies in the Open University system / distance education deserve careful investigation. Therefore, it is pertinent to conduct study and analyse data through KAPE inventory, so that the investigators, policy makers, distance teachers, and administrators can get a clear picture of the situation and plan for more effective teaching and learning environments.

110   Von Prümmer, Christine and Rossié, Ute, (1988) Gender in distance education at the FernUniversitat /OL-JOL

      1   **Gender learning and support**
      2   Women and distance education

Von Prümmer, Christine and Rossie, Ute, (1988) Gender in distance education at the FernUniversitat

Abstract: This article presents some selected and preliminary results of a project carried out by Christine Von Prümmer and Ute Rossié, researchers in the Evaluation Unit of the Centre for the Development of Distance Education at the West German FernUniversitat. The paper focuses on two aspects of gender in distance education - students' choice of major subject and their use of Study Centre support services. It is based on a presentation by Christine Von Prümmer at the ICDE/OU *International Workshop on Counselling in Distance Education*, September 1987.

114 Von Prümmer, De Christine, (2000) Women and distance education: Challenges and opportunities (B-3)

Von Prümmer, De Christine, (2000) Women and distance education: Challenges and opportunities

Abstract: This book provides valuable insights into the situation of women in distance education around the world. A wide variety of evidence from different countries supports the conclusion that open and distance learning has the potential to provide equal opportunities in higher and continuing education and that these are currently being missed. The author provides conclusive evidence that distance education, while involving a degree of risk to the stability of families and relationships, etc., nevertheless offers women a chance which, on balance, is worth taking. The author says that it is up to distance education policy makers to provide a framework for women students which will limit the risks and maximise the opportunities. Drawing on fascinating case study material, this book presents vital information for these policymakers.

Book Review

'Though some of the findings of this research based book may not be applicable to all distance learning situations and to all women learners everywhere, it does flag up some very pertinent issues for consideration. It makes one acutely aware of some of the barriers, which some women face when they enter distance learning institutions and beckons the designers to listen closely to all potential learners so that they can accommodate their needs in the distance learning experience.' - *Cheryl Ann Armstrong, Teaching in Higher Education*

Contents

List of illustrations; Foreword; Preface; List of abbreviations; Glossary of German terms; **1 Introduction:** Issues and focus: gender and distance education; The FernUniversitat and case study and illustration; Women students and staff; System evaluation: taking the measure of distance education; Comments on the book and brief guide to chapters. **2 Distance Education: Studying outside the ivory tower:** Overcoming geographical distance; Distance education and equal opportunities; Overcoming social distance: recruiting working-class students; Overcoming the gender gap in educational opportunities; Removing the blinkers: overcoming androcentrism in distance education. **3 Home study: the Learning environments of women distance students:** The work situations of distance students; Working from home: 'A woman's works is never done'; Studying at home: keeping women in their place?; Emancipation through distance education: Observations from a pilot project; Home study: the pitfalls and potential of making education a private concern. **4. Women studying at a distance: learning styles and local support services** Learning styles of distance students: theoretical and empirical context; Gender and study centre attendance; The use and relevance of study centre services; Implications. **5. Getting in touch: communication and the new technologies:** Communication in distance education; Experience with technically-mediated communication; Virtual equality: the place of women in the electronic campus. **6. Minority women: class and gender in distance**

education: Class and gender issues in European distance education; Family of Origin; Data on working-class women at the FernUniversitat; Personal data; Comments on the class and gender of Fern Universitat students. **7. Distance education and the social mobility of women;** Mobility patterns of working-class women; Major subject choice and its role in women's social mobility; The study goals of women distance students; Conclusion: working-class women using the Opportunities in distance education. **8. Challenges, chances, changes: distance education for women ;** Challenges; Chances; Changes; Bibliography. **Index.**

115   Von Prümmer, Christine, (1994) Women-friendly perspectives in distance education /OL-JOL

1   Gender barriers to access to education
2   Gender learning and support

MFN: 0115
Von Prümmer, Christine, (1994) Women-friendly perspectives in distance education

Abstract: In this article, Christine Von Prümmer of the Centre for the Development of Distance Education (ZFE) at the FernUniversitat in Germany, reports on research that identifies the extent to which distance education systems in that country support or discourage women students. The author presents evidence as to why women students in the FernUniversitat are fewer in proportion compared with other distance teaching universities, and reports on a recent project aimed at identifying women-friendly perspectives in distance education. The article is based on a paper given to the Conference of Women's International Networks (WIN) of the International Council for Distance Education, held in Umea, Sweden, in 1993.

116   Von Prümmer, de Christine and Rossié, Ute, (2001) Gender-sensitive evaluative research (BC-3)

    1   Women and ICT
    2   Gender Barriers to access to ICT

MFN: 0116
URL:
http://www.questiaschool.com/read/107612238?title=2%3A%20Naming %20the%20Learning%20Technology%20Issues%20in%20Developing%20 Countries
Von Prümmer, de Christine and Rossie, Ute, (2001) Gender-sensitive evaluative research

Abstract: Christine von Prümmer and Ute Rossié, who work as institutional researchers at the German Distance University, undertook research on institutions to ensure that gender bias or gender blindness is revealed and addressed. The authors document a list of gender-related concerns for feminist researchers. These include the proportion of male and female registrants, gender-specific enrolment patterns and course choices, differences in learning styles, gendered learning contexts and gender differences related to use of electronic communications technologies. Finally, they contend that gender-sensitive research is crucial, because without it the natural development of virtual universities is likely to copy the gender biases present in traditional forms of distance learning.

(Source: *Using Learning Technologies: International Perspectives on Practice* **edited by Elizabeth Burge and Margaret Haughey, London: Routledge Falmer, 2001, 159p. p. 135-144. ISBN: Hardcover: 0-415-21687-7; Paperback: 0-415-21688-5)**

Keywords: Gender bias, Proportion of registrants – male and female, Enrolment patterns, Learning styles, Choices of courses, Gender differences, Communication technologies, ICT, Virtual university; **Case studies – FernUniversitat, Germany;** *Chapter of an edited book*

117 Vryonides, Marios and Zembylas, Michalinos, (2008) Distance education opportunities for mature women in Greece and Cyprus: Comparative perspectives and implications /EURODEL

MFN: 0117
URL:
http://www.eurodl.org/materials/special/2008/Vryonides_Zembylas.htm
Vroynides, Marios and Zembylas, Michalinos, (2008) Distance education opportunities for mature women in Greece and Cyprus: Comparative perspectives and implications

Abstract: The introduction of distance and e-learning education programs in the Greek and Cypriot higher education systems in the past few years has often been accompanied by parallel rhetoric. This rhetoric evolves and focuses primarily on the need for the state to offer flexible educational provisions to groups of mature students who would otherwise be at the risk of social marginalization or even exclusion. Marginalization is the result of social processes that require new and a constantly updated body of knowledge and skills to adapt in a social environment that is changing day by day and transforms the fundamental conditions of our social existence. Often, perhaps not surprisingly, the rhetoric of equality of opportunity and social inclusion may inadvertently contribute to further marginalization of some social groups. Good intentions are rarely 'good' enough.

The authors' goal is to focus on the complex ways in which the rhetoric of opportunity and social inclusion is materialized in two innovative educational programs—one at the University of the Aegean in Greece and the other at the Open University of Cyprus. They attempt to engage in a comparative study of the social contexts within which these two programs have been introduced in the past three years, evaluate the current state of their implementation, and analyze whether they actually fulfil the rhetoric of their introduction. The focus of their comparison is on the perceptions of mature professional women who at the time of their study have to accommodate multiple and often conflicting social roles with expectations stemming from traditional ideologies which place women within the private rather than the public social sphere. The authors want to explore, then, how exactly these women experience the rhetoric of adult education in their societies.

One thing should be noted from the start. The realization of the basic aim of these programs is made possible with the extensive use of modern ICT innovations which allow for breaking away from space and time constraints. One factor, however, remains always at the fore of many scholars and researchers—the authors of this paper amongst them—who approach and study these developments with a critical view in order to theorize their implications for effectively tackling issues of contemporary social inequalities. And this refers to the students themselves and the conditions within which they are carrying out their studies in order to take advantage of the opportunities on offer. This is precisely why they focus on mature professional women that from the start emerged as an extremely interesting group for the purposes of assessing the effectiveness of the two aforementioned programs.

118   Wai-Yee, Emily Poon (2002) How Female Students Cope With Studies in OUHK/TOJDE

      1   Gender barriers to access to education
      2   Gender learning and support

MFN: 0118
URL: http://tojde.anadolu.edu.tr/tojde6/articles/emily.htm
Wai-Yee, Emily Poon (2002) How Female Students Cope With Studies in OUHK

Abstract: Women learners outshine their male counterparts in academic pursuits. They also make well concerted efforts to strike a happy medium among their various roles in study, work and family. The author surveyed 34 women students who had cleared a translation course namely AC254C-Fundamentals in Interpreting from Hong Kong Open University (HKOU) in 1998. The Course had an enrolment of 160 students which included 40 male students. The female students performed better than the male students in the course. Out of the total 36 high achievers (who pass with distinction or credit), 34 were women; just two were male students. The female students faced numerous hurdles which they overcame with their sheer determination and perseverance. The female learners also received and valued cooperation and support from their families. They had an ardent desire to advance and strengthen their career so they preserved with their studies. Out of the sample of 34 women students, 71.9% were unmarried; 25 %were married (18.8% had children but none of them had more than three children). The author suggests that the HKOU should have more sophisticated laboratories to facilitate learners in doing interpretation with the reading material. Tutors should be available for attending to the needs of the learners. Hong Kong Open University has widened the access to higher education for the women learners in Hong Kong.