

From the Editor

Dear readers of intWOJDE

Welcome to the second issue of the Women Online Journal of Distance Education-intWOJDE. Three months are passed after the first publishing. During this three months we received many positive feedback for publishing int.WOJDE from around the world and especially from distance education environment. We thank here to all sender and the readers of int.WOJDE for their support. Again we updated our editorial board of intWOJDE by adding a new editors around the world literature. So that we believe that intWOJDE is more reliable now.

The second issue of the int.WOJDE appeared now as Vol: 1 Number: 2 on the net. In this issue is published 8 articles, by 11 authors from 8 different countries are placed. These articles are arrived to int.WOJDE from Canada, Egypt, Jamaica, Mauritius, Nigeria, Serbia, Sri Lanka, and USA. This time we placed and republished some articles for the reason to share with our readers once more these very good studies in the name of women for distance education field. We hope int.WOJDE readers will be Honest when read them. We will carry on for republishing studies in due course of the int.WOJDE issues In addition, one "Book Review", one "Success Story" and "Some Explanations Sections" are included to the this issue.

Our first article, entitled as "Distance Education: A Perspective from Women's Studies" and written by Natasha PATTERSON, from the Department of Gender, Sexuality and Women's Studies Simon Fraser University, British Columbia, CANADA. This article was first published in *thirdspace: a journal of feminist theory & culture*, 9(1) (2010) and is reprinted with permission from the author on 05.29.2012. Her paper critically explores the links between Women's Studies and distance education and questions whether this style of learning is compatible with feminist pedagogical goals. A review of the literature was conducted, primarily from a US and Canadian perspective and the following are highlighted as key concerns to feminist educators: gender, technology, curriculum, and pedagogy. Significantly, the research suggests that distance education continually downplays the importance of a gender analysis despite the fact that women make up the majority of distance education users. The research also reveals that feminist teachers are increasingly using their experiences working in distance education to expand upon how, when, and where we teach Women's Studies and that techniques employed within distance education could be usefully applied to in-class learning. Paper concludes that with suggestions of how we might begin to bridge the gap between feminist pedagogy and distance education.

The second article from Jamaica written on "Teaching Men Feminism By Distance Education: Perspectives, Challenges and the Way Forward" by Dalea BEAN, from Institute for Gender and development Studies University of the West Indies, JAMAICA, This article was also presented in The First Edition of the International Conference The Future of Education which was held in Florence, on 16-17 June 2011, Italy and published the Conference Proceedings with the papers of the papers presented during the conference are available on a book entitled "The Future of Education Conference Proceedings 2011" published (ISBN code: 978-88-7647-648-8) by the Italian publisher Simonelli Editore. This paper examines the issues surrounding teaching men feminism particularly via the medium of online, distance learning. Increasingly, tertiary institutions in the Caribbean are adopting online learning as the way forward to ensure that its citizens are well equipped to enter the global workforce. There is also a move towards increasing the

number of tertiary educated males, who are in the minority in many universities and tertiary level intuitions.

By focusing on a lesser known area in the research on gender pedagogy and distance learning, this paper highlights the importance of studying the particular challenges and benefits of teaching men feminist theory. This is mainly achieved through data garnered from a sample of learners themselves, and as such is largely a qualitative paper which taps into the narratives of these men as its major source. The personal experience of the author in the area of coordinating an online distance programme also proves to be an interesting perspective for the work. This is buttressed by literature from the leading researchers and academics in the area of distance learning and feminist theorizing and pedagogy. The paper argues that there are unique challenges and benefits in teaching men feminist theory and highlights the benefits and drawbacks of doing so online. It also suggests ways in which the challenges may be surmounted in order to facilitate an increased number of men who are interested in investing in online education and particularly those with an interest in gender studies.

The third article is titled "Teaching Staff' Attitude Toward ICT: Is Gender A Factor?". Written by Mohamed ELSAADANI, from The Arab Academy for Science & Technology & Maritime Transport, Alexandria, EGYPT. His research seeks to understand whether gender is a factor that should be considered when considering teaching staff' attitude toward Information and Communication Technology (ICT). Survey methodology is facilitated through the use of the questionnaires. The results showed that no difference between being a male or a female as regard to the attitude toward ICT among teaching staff in Egyptians HEI; thus, gender is not a significant factor when considering attitude toward ICT by teaching staff members in Egyptians HEI. The result of this research has significant implications to HEI when they plan, develop, and adopt ICT; thus, HEI has to consider that teaching staff' attitude toward ICT is not related to their gender.

The fourth one is from Sri Lanka on gender subject and entitled as "Partnership And Collaboration in Research: Towards Achieving Gender Equity in Higher Education", written by [Chandra GUNAWARDENA](#), Open University of Sri Lanka, SRI LANKA. The paper describes how regular communication, meetings in respective countries, adaptation of research instruments to suit country contexts, common scheduling of activities and guidance and monitoring by the Project Coordinating Team enabled research partners to; make a significant contribution to knowledge on gender equity in higher education, enhance research capacity of junior researchers, disseminate study findings, raise awareness and initiate follow-up action on gender issues in higher education among policy makers and authorities and to promote multicultural understanding and the impact of cultures on gender equity in higher education. This paper also was presented at The Fourth Pan-Commonwealth Forum on Open Learning (PCF4) on Achieving Development Goals: Innovation, Learning, Collaboration and Foundations Sunset Jamaica Grande Resort, 30 October-3 November, 2006, Ocho Rios, Jamaica, reprinted author's official permission on 10.04.2012. Also it is available from <http://pcf4.dec.uwi.edu/index.php>.

"Does Open And Distance Learning Allow For Reaching The Unreached?: Assessing Women Education In Nigeria" is the fifth article which is written by Olowola TEMITAYO, Staff of Training & Development National Open University of Nigeria, Lagos, NIGERIA. He mentions in his article that women amongst other categories of people can be regarded as unreached group when the issue of access to education is considered world over. The culture in Nigeria as it is in many other African countries support the education of boys than that of girls. This has substantially reduced the number of women that are found in many aristocratic professions today without consideration for their ability and capability.

This paper considers the education of womenfolk in relation to the opportunity which the distance education mode avail the entire people of the universe wherever it is in operation with a view to confirm if the paradigm change brought about by the introduction of open and distance learning mode of education actually gives access to the education of the womenfolk in Nigeria.

The sixth article written by Mirjana RADOVIĆ-MARKOVIĆ from Institute of Economic Sciences, Belgrade, SERBIA, Brenda NELSON-PORTER, Northcentral University, AZ, USA and Muhammed OMOLAJA, from International College of Management and Technology, Nigeria (ICMT International College), NIGERIA, WEST AFRICA. This article titled as "The New Alternative Women's Entrepreneurship Education: e-Learning and Virtual Universities". This article is appeared in JWE as cited here: MARKOVIĆ, R. M.; NELSON-PORTER & Brenda, OMOLAJA, M. (2009). The New Alternative Women's Entrepreneurship Education: e-Learning and Virtual Universities, *Journal of Women's Entrepreneurship And Education*, No. 1-2/2009, Publisher: Institute of Economic Sciences ISSN: 1821-1283, pp.1-12, COBISS.SR-ID: 157987852USA.

Having in mind that due to fast changes in techniques and technology especially in the last decade of 20th century, new kinds of business and jobs emerged, the need for new knowledge became very clear. Accordingly, everywhere in the world the existing education system is being redefined, and educational programs that have to closely relate to practice are being improved. For that sake, "new schools for entrepreneurs and managers" are founded, which are based on modern programs and courses meant for various groups of businesspeople. Very popular are virtual faculties, which are founded all around the world and enable connection between businesspeople and business learners with lecturers from all around the world, no matter where they actually might reside. Participating in courses and testing via the Internet, essentially change previous way of gaining knowledge in classical classrooms. This way of learning contributes to fast information exchange, more access to the newest knowledge and experiences in this domain and save the time and money.

Thus, in this millennium the classic way of education will be slowly substituted with some other forms of education, in which learning from homes and offices with the help of computers, were true. Interactive education should provide a completely new dimension of gaining knowledge making learning faster and easier for those who attend certain courses. In this article the authors aimed to explain advantages and disadvantages of e-learning with a stress of special benefits for women. Additionally, presented are results of several researches relevant to the topic.

The seventh article in int.WOJDE titled as "OPENING DOORS TO THE 'LESS PRIVILEGED' The Mauritius College of the Air (MCA) Experience" written by T. JOYEJOB and S. Nundoo-GHOORAH from the Division of Distance Education Mauritius College of the Air, Reduit, MAURITIUS". This paper highlights the results of a survey study that investigated the profile of typical Mauritius College of the Air (MCA) learner and contribution made by MCA in the provision of access to tertiary education by marginalised groups. Both quantitative and qualitative methods were used and data was collected through a questionnaire and interview schedule from 102 randomly selected MCA distance learners and one female interviewee. The respondents were drawn from 6 undergraduate and postgraduate programmes. Descriptive data analysis was mainly used, including frequency distribution tables, graphs and figures.

The results of this study indicate that there are more female enrolees than males at MCA, since three out of every four MCA learners are females. A significant number of MCA learners are mature working adults and a majority of these learners are from less privileged income groups. The survey also shows that women generally consider ODL to

be compatible with motherhood and job constraints, while most respondents view MCA programmes as affording them a second chance. In addition, many of the respondents find the cost of MCA programmes affordable.

The eighth and the last article from USA and written by LaWanna LEASE BLOUNT who is from American School of Genealogy, Heraldry and Documentary Sciences, USA. Her article is focused and titled as "Women Administrators in Distance Higher Education: An Exploratory Study". In her paper, she indicates that "Currently we know little about the role of women administrators in distance higher education. This exploratory study based on a sample of 26 women administrators provides data on their backgrounds, career ladders, mentoring experiences, administrative concerns, and their view of competencies needed in distance higher education administration. Leadership and faculty concerns were top priorities. The findings of the study indicate that comprehensive faculty and administrative training programs are needed for the design and delivery of distance education. Further development of interpersonal and communication skills need to be encouraged between all personnel in systems. Continued dialog is recommended to rethink and rework workloads, budgetary allocations and tenure criteria. The "Learning Organization" and its leadership model are recommended for implementation in building a new paradigm for the virtual education age". Her article also was first published in *Advancing Women in Leadership Journal*, The first online professional refereed journal for women in leadership, Dr. Genieve Brown, Dr. Beverly J. Irby, Eds., Sam Houston State University, Vol: 25, No. 1 Summer, 2008. pp. 1-21.

As we indicated in previous issue, int.WOJDE wishes to add new section in its body as "Notes for Editor" in its future issues as soon as possible. So we are waiting materials for this section too in due course.

You can reach us online either directly at <http://www.wojde.org> To receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact [int.WOJDE](mailto:int.wojde@gmail.com) Secretariat at the below address or e-mail us at intwojde@gmail.com

Hope to stay in touch and wishing to meet in our next Issue, 1st of October 2012

Cordially,
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