

## From the Editor

### Dear readers of intWOJDE

Welcome to the last issue of the year 2016, Women Online Journal of Distance Education, intWOJDE. First of all, greetings to all you and best wishes from intWOJDE team.

As known well intWOJDE aims to establish some more new channels of communication for the women in distance education world in general from the entire world to its specific target. So that, sometimes we are really in difficulties and sensitive for accepting and rejection the submission which are sent to intWOJDE

Among these goals of the intWOJDE there are to share experiences on effective use of distance education in formal and non-formal education, to provide a communication network among distance education experts in order to able to define new strategies for dealing with the issues of distance education for women. In international scope, this scholarly e-journal will publish refereed articles, researches, case studies, book/conference reviews focusing on the women issues and challenges of providing research and information services to women learners participated or enrolled at any of level of distance education. It will particularly strive to meet the continuing education needs of practitioners by providing a forum for the discussion of extended learning policies and practices, and trends in information technologies as they impact the delivery of any kind of the student support services for distance learners and institutions. And also, intWOJDE reflects that the disciplines of Women' position, benefits, advantages and disadvantages in Distance Education/Learning, Open Learning areas which are interdependent with one another, as education and technology increasingly affects our system, students, colleagues, distance educators, administrators, researchers and our own professional practice and articles ranging from theoretical to practical studies, across a wide range of interests and topics.

Than we are giving a place to women and DE some related sections such as "Notes for Editor", "Re-published Material/s" section which is aiming to inform you by presenting earlier printed articles, reports, project reports key speeches in conferences or other documents. Other one is "Success Stories" Section inform you success stories of the women who are DE learner or graduated from DE institutions and related subjects women in DE world. Another section is "Book review/s", which aims to inform you from literature and promote women and DE related books from the DE field. We started for a few issue before publishing "Interviews" section which we are planning to give a place some women expert's thoughts in this section. These experts are mostly selected from deal with any sectors who are successful in their professional carriers such as academics, administrators, lowers, artists, engineer etc.

In this issue, we decided to prepare and deliver two articles totally by 5 authors from Turkey and Nigeria. The first article is titled as "Women's Educational Problems and Distance Education", written by 4 authors. Yücel GELISLI from Gazi University, Gazi Faculty of Education Department of Educational Sciences, Ankara, TURKEY, Lyazzat BEISENBAYEVA, L. N. Gumilyov Eurasian National University, Philology Faculty, Astana, KAZAKHISTAN, Botagul A. TURGUNBAEVA,

Abai Kazakh National Pedagogical University, Almaty, KAZAKHISTAN, Gulnara Yeltayevna UTUPOVA, Pavlodar State Pedagogical Institute, Pavlodar, KAZAKHISTAN.

In this study, the problems faced in women education and possible practices in women education are investigated and evaluated. This is a descriptive study in which the data is

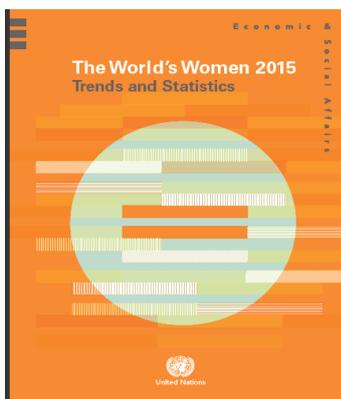
acquired via document review of the relevant field. Historical process, current problems in women education and possible practices are studied and evaluated. In this study, it is found that women still face educational problems and have lower rates of schooling compared to men. The fact that primary, secondary, higher education practices in Open University system bears importance for women who are deprived of education is another result found in the study.

The second article is based on technological race for women. It is titled as "TECHNOLOGICAL RACE: Distance Education Can Enhance Gender Equity for Women Education in Nigeria", written by Martha NKECHINYERE AMADI from Department of Educational Administration Faculty of Education, University of Lagos Akoka, NIGERIA.

Martha's paper elaborates on how distance education can expand the scope and coverage of education for women in Nigeria, using ICTs. Everything from traditional media to Web 2.0 to mobiles is the backbone of distance education. Developing the technology that is most appropriate for women in their own environment-community radio have a special place as to enhancing the quality of education of women. Aspiration for social and women education in Nigeria must be simultaneously built on the foundation of knowledge and skills through a system of delivery that reaches the women as appropriate for this present time.

Distance education tends to be regarded as a second best option, open to those who, for whatever reasons cannot enroll in face-to-face institution. Domestic burden, childbirths, raising children, cultural boundaries and socio-cultural values places women behind and serves as factors hampering women education. Women usually invest a higher proportion of their earnings in their families and communities than the men. Against this background, with ICT, women can be at home and build up their productive skills, obtain a degree and even earn a living- all online, while they have enough time to look after their children and take good care of the home.

With reprinted materials and reports section is very useful to all you, especially young researchers who are working women and DE area by informing them from early studies and with new published reports by NGOs, associations, unions and by research companies. In this meaning 5 reprinted materials/reports are presented here.



This issue's first republished report is titled as "The World's Women 2015 Trends and Statistics". Cited info is United Nations, *The World's Women 2015: Trends and Statistics*. New York: United Nations, Department of Economic and Social Affairs, Statistics Division.

*The World's Women 2015: Trends and Statistics* comes as the international community Marks the twentieth anniversary of the landmark Beijing Declaration and Platform for Action and looks forward to the adoption of sustainable development goals to guide our global fight against poverty through the year 2030. Women's advancement, equality and empowerment, so central to progress on the Millennium

Development Goals, remain indispensable to success. This report confirms that the lives of women have improved in a number of areas over the last two decades -but the pace has been slow and uneven across regions as well as within and among countries.

It commended that this publication to governments, researchers, scholars, non-governmental organizations and citizens around the world. We trust that all will use the

valuable information in these pages as we strive together to ensure that every woman enjoys her human rights and has the chance to achieve her full potential.

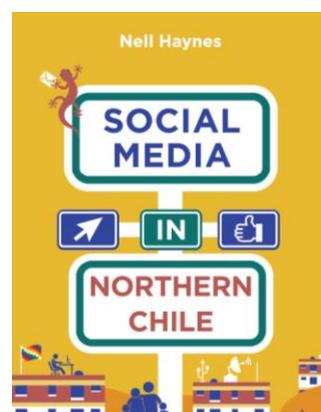


Second report is report the Joint Research Centre, the European Commission's in-house science service which is titled as "Opening up Education: A Support Framework for Higher Education Institutions". This publication is a Science for Policy. It aims to provide evidence-based scientific support to the European policy-making process.

The scientific output expressed does not imply a policy position of the European Commission. Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use which might be made of this publication. This report presents a support framework for higher education institutions (HEIs) to open up education. This framework proposes a wide definition of the term 'open education', which accommodates different uses, in order to promote transparency and a holistic approach to practice. It goes beyond OER, MOOCs and open access to embrace 10 dimensions of open education. The framework can be used as a tool by HEI staff to help them think through strategic decisions: pedagogical approaches, collaboration between individuals and institutions, recognition of non-formal learning and different ways of making content available. Contemporary open education is mostly enabled by ICTs and because of this, there is almost limitless potential for innovation and reach, which in turn contributes to the modernization of higher education in Europe.

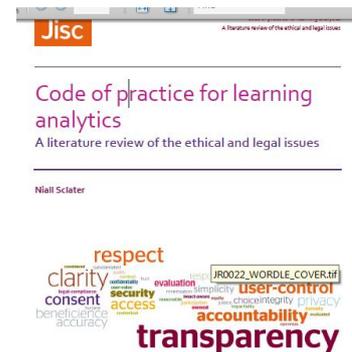


The third report is titled as "Gender, Education and Population Flows" which has summary report on knowledge, cross-Nordic experiences and examples from practice Kathrine Bjerg Bennike, Stine Thidemann Faber and Helene Pristed Nielsen". This report briefly summarizes the findings covered in existing Nordic research and literature within the field, and further presents the experience and professional responses, which were presented during a knowledge-sharing seminar for different stakeholders across the Nordic countries. Thus, the report provides a condensed presentation of the knowledge available within the field, while also providing a more practical source of inspiration for policymakers, other authorities and actors with respect to future actions in this area – locally, regionally, nationally and across the Nordic region.



The fourth report is Social Media in Northern Chile, *Posting the Extraordinarily Ordinary*, Nell Haynes. In this report is perhaps, single most important finding. Most studies of the internet and social media are based on research methods that assume we can generalize across different groups. We look at tweets in one place and write about 'Twitter'. We conduct tests about social media and friendship in one population, and then write on this topic as if friendship means the same thing for all populations. By presenting nine books with the same chapter headings, you can judge for yourselves what kinds of generalizations are, or are not, possible. Our intention is not to evaluate social media, either positively or negatively. Instead the purpose is educational, providing detailed evidence of what social media has become in each place, and the local consequences, including local evaluations.

The fifth report prepared by Niall Sclater on “Code of practice for learning analytics a literature review of the ethical and legal issues”. This report presents a comprehensive review of the ethical and legal issues currently being reported on and likely to be encountered by institutions in their deployment of learning analytics. It is intended to form the groundwork for a consultation by Jisc with representatives from across further and higher education to develop a more Code of practice for learning analytics. A literature review of the legal and ethical issues concise code of practice. This will provide clear guidance to institutions and reassurance to students and staff that developments in learning analytics are being undertaken legally and ethically, primarily for the benefit of learners. There may be something fundamentally different about learner data when individuals choose to engage in public environments or mass environments such as Massive Open Online Courses (MOOCs). Clearly the responsibilities of institutions are different in relation to data in systems such as Twitter than they are with data held in the institutional “walled gardens” of the student information system and the VLE. Esposito (2012) asserts that privacy seems to be less of a concern to researchers when the data is already publicly available. If the forums of a MOOC are visible to the public as well as enrolled participants there may be a greater acceptance that user activity and comments are subject to scrutiny and analysis.

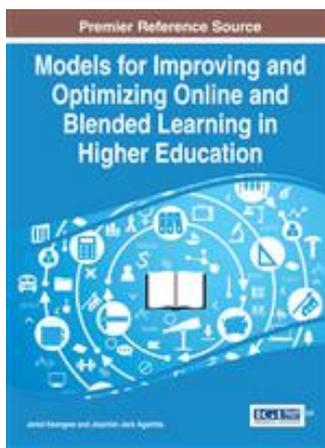


The fact that a MOOC can take place in multiple systems may add to this. However, there is a registration process for MOOCs in Coursera and FutureLearn, for example, and non-participants cannot view forum postings and other data on learners so there would appear to be a greater responsibility on those MOOC providers to steward the data appropriately. Esposito believes that when learners post a message in a forum there is an assumption that the content will be read or archived. However, users may be less comfortable with their messages being subject to analysis by researchers and it may be better to obtain their informed consent for this in advance. The example is given of learners feeling “violated if they saw their posts de-contextualized and highlighted in a publication”. There is the usual problem with quoting people here too in that some prefer their comment to be anonymized while others feel they should be acknowledged as the author.

They argue that it is generally regarded as appropriate to collect information without consent from physical public spaces where there is a reasonable expectation of observation by strangers.

However, they suggest that tweets, while readable by anyone with internet access, are individually attributable which makes them fundamentally different from observations on aggregate populations in a physical space. Twitter users, they propose, can expect a level of “anonymity of the crowd” to help manage their privacy; they give an example of someone who discusses his mental health.

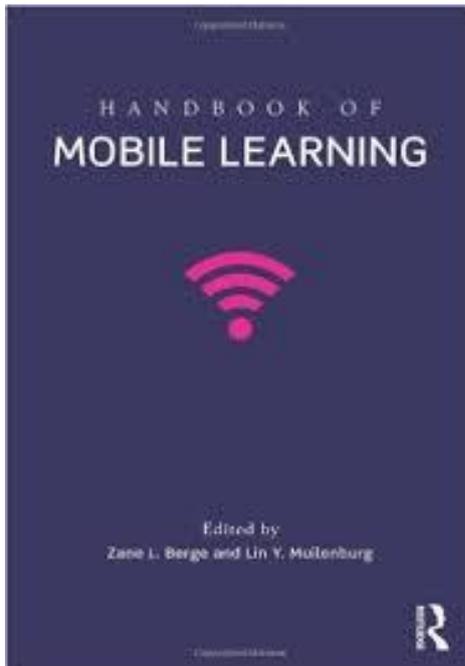
Dear readers, in this issue you will read very interesting 3 books and one journal review.



The first book review is titled as “Models For Improving And Optimizing Online And Blended Learning In Higher Education”, written by by Jared KEENGWE and Joachim Jack AGAMBA, IGI Global, ISBN: 9781466662803, 2015, USA. Reviewed by Gülay EKREN, Sinop University, Sinop, TURKEY.

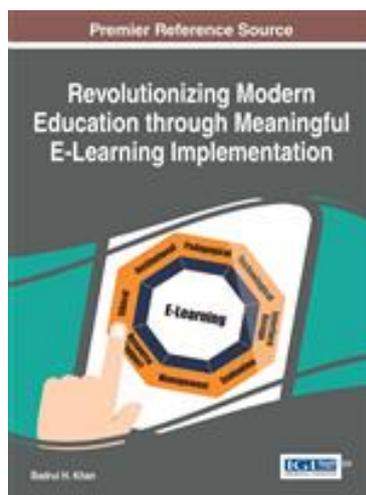
This book has fifteen chapters which focus on process models for online and blended learning, how these models support the

teaching and pedagogical approaches as well as learning outcomes, and how these models help faculty to be successful in their teaching process. It emphasizes models and teaching options for delivering and designing courses using online and blended approaches. It also provides the benefits and limitations of Learning Management Systems or Course Management Systems. Faculty and institutions have a big responsibility to evaluate instructional practice related to the needs of different types of learners. It can be also more crucial for them to be able to transit from traditional delivery methods to technology mediated methods.”



The second book review is **HANDBOOK OF MOBILE LEARNING** Edited by Zane L. BERGE and Lin Y. MUILENBURG, Routledge, Taylor & Francis, New York and London. First published in 2013. reviewed by Ugur DEMIRAY, UDEEEWANA. This handbook provides a comprehensive compendium of research in all aspects of mobile learning, one of the most significant ongoing global developments in the entire field of education. Rather than focus on specific technologies, expert authors discuss how best to utilize technology in the service of improving teaching and learning. For more than a decade, researchers and practitioners have been exploring this area of study as the growing popularity of smartphones, tablets, and other such devices- as well as the increasingly sophisticated applications they use- has allowed educators to accommodate and support an increasingly mobile society.

This handbook provides the first authoritative account of the theory and research that underlies mobile learning, while also exemplifying models of current and future practice. Four main parts are placed in the book In summary, parts and chapters are concerning a different aspect of M Learning world.



The 3rd book review on **Revolutionizing Modern Education Through Meaningful E-Learning Implementation**, Edited by Badrul Huda KHAN (McWeadon Education, USA) June, 2016, pp. 341. Reviewed by Ugur DEMIRAY, Anadolu University, Eskisehir, TURKEY It is not enough for an instructor to merely present facts to their students; the presentation of information must be made accessible and understandable in the context of the student. As communication technologies become more widely available, traditional educational institutions are no longer the only source of information. What is now necessary is to reconsider what makes for meaningful education and apply those practices to digital natives. **Revolutionizing Modern Education through Meaningful E-Learning Implementation** evaluates the means by which online education can be improved and systematically integrated more fluidly into traditional

learning settings, with special focus on the ethical, pedagogical, and design aspects of building online courses.



This publication aims to elucidate the rewards and follies of online education for educators, administrators, programmers, designers, and students of education.

A new distance and open learning journal is appeared from Pakistan Allama Iqbal Open University, Pakistan. A New Distance Education Journal "PJDOL" journal of Distance & Online Learning (PJDOL)

Wellcome Pakistan journal of Distance & Online Learning (PJDOL) to the distance education world, published by Allama Iqbal Open University, Islamabad, Pakistan with 2515-2013 (print ISSN and 2415-2012 (online ISSN.

Pakistan journal of Distance & Online Learning (PJDOL) Pakistan journal of Distance & Online Learning (PJDOL) is a peer-reviewed journal of the Allama Iqbal Open University. It is biannual journal both in printed and online versions.

The journal publishes original papers, review papers, conceptual framework, case studies, empirical research and scholarly material in the fields of open, distance and flexible education.

Delicious interview on THE ROLE and FUNCTION OF DISTANCE EDUCATION WORLD FROM WOMEN'S PERSPECTIVE: Interview with Professor Dr. Gila KURTZ, MA program on ICT and Learning at the school of education at the College for Academic Studies, Israel for intWOJDE.

I addition in this issue you will find and read 5 women success stories from the field of Cathy, Sandra, Serpil, Sultana and Wivian's.

Dear readers, int.WOJDE wishes to add some new sections in int.WOJDE' body as "Notes for Editor" or a "Conference Review", etc. in its future issues as soon as possible. So we are waiting materials from you for fed these sections 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 [intWOJDE](mailto:intwojde@gmail.com) Secretariat at the below address or e-mail us at [intwojde@gmail.com](mailto:intwojde@gmail.com)

Hope to stay in touch and wishing to meet in our next Issue, 1<sup>st</sup> of January 2017  
Cordially,

Prof. Dr. Emine DEMIRAY  
Editor in Chief of intWOJDE

Contact addresses:

Prof. Dr. Emine DEMIRAY

Editor-in-Chief of International Women Online Journal of Distance Education int.WOJDE

Anadolu University, Yunusemre Campus

Open Education Faculty, TVProduction Center

26470, Eskisehir, TURKEY.

Tel office: 0222 3350581 (10 lines) ext: 5829

GSM: 0532 650 3974

Fax: +90 222 249 0576

<http://www.wojde.org>

Email(s): [intwojde@gmail.com](mailto:intwojde@gmail.com) or [edemiray@anadolu.edu.tr](mailto:edemiray@anadolu.edu.tr)