

## From the Editor

### Dear readers of intWOJDE

Welcome to the second issue of the year 2017, Women Online Journal of Distance Education, intWOJDE which it reached and completed its 5<sup>th</sup> year. 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 since 2012 April. So that, some times 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 topics.

Than we are giving a place to women and DE some related sections such as "Notes for Editor", "Re-published Material/s" sections which are 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 from any field. These experts are mostly selected from deal with any sectors who are successful in their professional carriers such as academics, administrators, lowers, artists, engineer.

In addition also this issue, we decided to prepare and deliver mostly reports for to you as special on reports issue which are re-published so earlier and soonest reports for the reason to be more beneficial to you by informing especially for young generations what are reported around the world which deals with our authors, target readers and the others who are interested in with intWOJDE. We will try to deliver and provide to you, in some periods. We expect your satisfy from old to new evaluations women in distance education. In this Issue four articles, one note for editor, four reports and reprinted materials, one book review, four success stories and one interview with (Dr. Lisa GULTARI) published for intWOJDE readers.

Five articles arrived to intWOJDE from Greece, Pakistan, The Netherlands and Turkey, written by 12 authors. The first article belongs to Dr. Evangelia MANOUSOU who is Tutor Counsellor, Hellenic Open University and Charitini LINARDATOU who is Med. Msc. Teacher from Cephalonia GREECE The purpose of this pilot qualitative research is to investigate the role and importance of Second Chance Schools (SCS) in the course of women trainees' attendance. In particular, the subject of the research which was carried out through online interviews in social networking medium (Facebook) using questionnaires and interviews is to highlight the attitude of women trainees regarding their study experience in SCS as well as the perspective on distance learning during their educational pathway in SCS.

The second article is titled as "A Content Analysis Of Variables On Adaptive Learning Environment: 2000-2015", written by Seda OZER SANAL, from Firat University, Education Faculty, Fulya TORUN, from Adnan Menderes University, and Tülay DARGUT GULER, from Canakkale Onsekiz Mart University, Turkey. In their study is aimed to examine developing adaptive environments or developed adaptive environments' reflections on learning process. For this reason the related journals were investigated which are from Science Direct and Web of Science databases in the period of 2000-2016 (February). According to the aim of the research adaptive learning, personalized learning and intelligent learning keywords were scanned. The journals which only developed adaptive environments or developed environments which were investigated during learning process are not involved in this study. Total journal number which is included in this content analysis is 61. The results of this content analysis will be helpful for guiding future research in this area.

Third article is arrived from Pakistan. Study is titled as "FEMALE EDUCATION: The Facilitating and Hindering Factors Regarding Female Education in Gilgit-Baltistan Context of Pakistan" which is written by Sultan ALAM, from Aga Khan University. This paper reports a study conducted in one of the villages of Gilgit-Baltistan of Pakistan. The purpose of the study is to explore the perceptions of female students and their parents regarding female education. A qualitative case study method was employed to investigate the subject matter. The participants were selected on the basis of pre-determined criteria. The findings of the study showed that female education in the context is influenced by various factors including societal norms, parents perceptions and teachers attitude. It was depicted that female students have adapted such critical circumstances and are motivated to acquire their education. Since the role of society is directly associated with the attitude of female education, and their success depends upon active involvement of whole society, therefore the study recommends that this aspect must be given more attention to further strengthen the female education in our society. This ultimately can improve societal performance through increasing female education rate in the context.

The fourth article written by Belgin BOZ YUKSEKDAG and Erol KARACA from Anadolu University, Eskisehir Turkey. Study is titled as The Perception Scale Towards Distance Nursing Education (perstoDNE). The study was carried out to develop the perception scale towards the distance nursing education. The sample of the study consisted of 777 nurses who agreed to participate in this study. The Perception Scale towards Distance Nursing Education (perstoDNE) is a valid and reliable. The scale's total Cronbach alpha coefficient was found .96. The correlations of each item with total point were between .29 and .63. In factor analysis which is done with varimax rotation for construct validity, whose eigenvalue is over 1, explaining 41.27 %of total variability, 4 factors consisting of 49 items was obtained the scale.

These factors are named “Learning”, “Communication and Evaluation”, “Technology”, and “Management”. Scale studies should be repeated with nurses who working in different parts of the World. These studies are important for the comparison of the results and the redesign of the scale.

The fifth article from The Netherlands with title as “Enhancing Women’s Participation in Agricultural Education In Afghanistan Through Distance Education By The National Agricultural Education College (NAEC) Afghanistan” written by Ayesha SABRI, Shah Pour ABDULRAHIMZAI, Loes WITTEVEEN, Rico LIE, Suzanne VAN DER MEULEN. They focused on women and agricultural relation via National Agriculture Education College (NAEC) institution. They say that agriculture dominates the Afghan economy, providing an income to 61% of the households. 44% of the labour force is engaged in agriculture and women make up to 65% of this labour force. One of the priorities of the Afghan government is to develop agricultural high-school education, vocational education and training and agricultural extension services. In line with these efforts, the National Agriculture Education College (NAEC) was established in 2011, which provides a two-year teacher training course, targeted at prospective teachers for agricultural high schools (AHS). Even though women participate actively in the agricultural sector, they are underrepresented in agricultural education and extension in Afghanistan. This is also seen at NAEC, where the number of female students remains very low and as a consequence limited female teachers are available for the AHS. This paper analyses the situation at NAEC and explores the alternatives that are currently deployed by NAEC to increase access to agricultural education for women and girls.

In the “Notes for Editor” section we placed Nilanga Aki EDIRIWEERA BANDARA’s letter which is titled as “Creating and Implementing A Realistic Solution To Educate Women In The Developing World”. He mentioned in his letter that education is the most critical means of improving the welfare of women in the developing world. It is a most prerequisite in order to improve both social justice and economic productivity. Education, also, however, is inextricably linked to the overall health and wellbeing of women.

It is evident that social inequality can only be overcome by empowering women through education. It is also true that health literacy is part and partial of a healthy generation. Basic literacy skills could be a powerful tool to prevent diseases in the developing world. Similarly, it can effectively be used to enhance overall healthy lifestyles of vulnerable women in these societies. His letter aims to highlight some of the major barriers women face when obtaining an education, and also a potential solution to this problem.



With this issue four re-printed materials are published. The first re-printed material is about “Big Data Unlocks Impact Investing” which it is mention about rising of the digital revolution and the rise of big data can close the gap between schools in Africa and investors”, which is written by Nathan BYRD.

The second one deal with the “The Status of Women in the U.S. Media 2017”. It is written by Julie Burton who is the President Women’s Media Center. She emphasize in this fifth edition of the Women’s Media Center’s annual assessment of how a diversity of females fare across all media platforms -and in arenas including education, engineering and technology that pump workers into the media pipeline- finds areas of progress, regress and, sadly, outright pushback. Men still dominate media across all platforms -television, newspapers, online and wires- with change coming only incrementally.

Our research projects on coverage of campus rape and coverage of reproductive rights show that the gender of the journalist affects how they cover topics and whom they choose as sources. Women are not equal partners in telling the story, nor are they equal partners in sourcing and interpreting what and who is important in the story.

The third re-printed material is written by By Ron MOBED's Preface who is Chief Executive Officer, Elsevier, USA on "Gender in the Global Research Landscape" Analysis of research performance through a gender lens across 20 years, 12 geographies, and 27 subject areas. As a steward of world research, Elsevier has a responsibility to promote gender equality in STEM-Science, Technology, Engineering, and Mathematics & advance understanding of the impact of gender, sex, and diversity in research. In this regard, Elsevier fully supports the United Nations' Sustainable Development Goal 5, "to achieve gender equality and empower all women and girls," and the Global Research Council's Statement of Principles and Actions Promoting the Equality and Status of Women in Research.



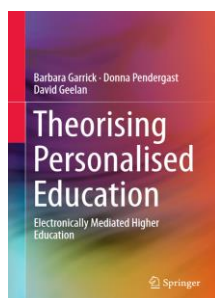
The fourth re-printed material belongs to Elizabeth M. KING & Rebecca WINTHROP, from The Brookings Institution, USA. Their subject is "Today's Challenges for Girls' Education".

*"If only I can get educated,  
I will surely be the president."*

*—A teenage girl in rural Malawi  
"There is no more valuable investment  
than in a girls' education."*

*—Ban Ki Moon, secretary-general,  
United Nations*

Educating a girl is one of the best investments her family, community, and country can make. We know that a good quality education can be life-changing for girls, boys, young women, and men, helping them develop to their full potential and putting them on a path for success in their life. We also know that educating a girl in particular can kick-start a virtuous circle of development. More educated girls, for example, marry later, have healthier children, earn more money that they invest back into their families and communities and play more active roles in leading their communities and countries.



Book review is on "THEORISING PERSONALISED EDUCATION Electronically Mediated Higher Education", edited by Barbara Garrick, Donna Pendergast, David Geelan and reviewed by Nil GOKSEL-CANBEK Lecturer School of Foreign Languages Anadolu University, Eskisehir, Turkey. The core focus of this book is to highlight the impact of personalized learning. Throughout the book, the challenges and opportunities regarding personalized learning is explored by giving specific examples from multiple dimensions.

As noted by the authors to comprehend what is beneath personalized education, both similarities and differences in learner characteristics should be taken into great consideration and the concepts namely, de-personalization, im-personalization, inter-personalization and re-personalization should be all revised.

All in all, this book examines the theoretical underpinning of the concept of personalized education and observes e-mediated personalized education. The distance education practices are indicated in the book as well.



Then, INTERVIEW is realized by Dr. Harun SERPIL, Eskisehir, TURKEY, for the our main theme" The Role And Function Of Distance Education World From Women's Perspective: An interview with Dr. Lisa GUALTIERI for WOJDE Dr. Lisa GUALTIERI is an assistant professor and director of the certificate program in Digital Health Communication and in the Department of Public Health and Community Medicine at Tufts University School of Medicine.

Five Success Stories are mentioned in this issue and the first Afghan Women orchestra is announced. Please click on related button on the page.

We hope that you will enjoy with the KELSEY Wiens's successfully educate herself, 94-YEAR-OLD GRANDMOTHER, Amy CRATON's Bachelor's Degree adventure, and "My Entrepreneurship Story" as Burcu's Story.

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 June 2017.

Cordially,  
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