



MITIGATING THE MATILDA EFFECT ON ELIZABETH BURGE: LIGHT A FIRE, DON'T CURSE THE DARK

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ABSTRACT

This paper aims to restore the voice and work of Elizabeth Burge, a historically relevant and underrepresented female pioneer who contributed extensively to the field of distance education (DE) and online distance learning (ODL). Burge's extensive writing and research career spanned over 40 years and covered topics such as innovative educational technologies, gender issues, andragogy, and online learning. As educational technology advanced, she continued to research its ongoing impact on learners. Burge was a leader in providing strategies and theories on how to enhance learning opportunities while still questioning their value. Before her 2012 retirement, Burge was a prolific researcher, writer, editor, and collaborator who provided many literary contributions to adult learning, distance education, and online distance learning. As the technology evolved, so did Burge's research. Like many women before her, Burge's work appears to remain anonymous in the field of technology-enhanced education, while her male counterparts' literary contributions are deemed seminal. This paper aims to reinstate Burge's voice by illuminating her work on gender issues, DE, and ODL to garner her a rightful place in educational history and provide a role model for women in academia.

Keywords: Gender, gender equity, online distance learning, women in online learning, women in distance education, Elizabeth Burge, Matilda effect