

MITIGATING THE MATILDA EFFECT ON ERIN M. KEOUGH: COLLECTIVE PRACTICE FOR A COMMON GOOD IN OPEN AND DISTANCE EDUCATION

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ABSTRACT

As part of series to mitigate the Matilda Effect of women's achievements being falsely attributed to men, this article discusses the open and distance education work of Erin M. Keough through the lens of education as a social common good. Keough's work connects formal and informal education practices with social, economic, educational, and information communication technological policies. Keough advocates that open and distance education leaders are well positioned to collaborate across these four policy areas. Specific examples are drawn from projects based in Newfoundland and Labrador, across various other regions in Canada, and non-Canadian locations. These examples illuminate: the challenges and successes of policy making in an environment of rapidly changing information communication technologies; historic changes of open and distance education from using satellites to high-speed broadband networks; the strength of multi-disciplinary collaborative networks; the impact of open and distance education to connect geographically isolated people; and the social justice of open and distance education being designed to counteract the isolation of women to the home.

Keywords: Erin M. Keough, mitigating Matilda Effect, policy making, social justice, distance education history, open learning history, information and communications technology networks, telemedicine