

## From the Editor

### Dear readers of intWOJDE

Welcome to the second issue of the year 2016, Women Online Journal of Distance Education, intWOJDE. First of all, greetings and happy Year Wishes team to all you from intWOJDE.

As known well the first issue of the intWOJDE appeared at the begin of April, 2012 as Volume 1 Number: 1. intWOJDE aims to establish some more new channels of communication the for the women in distance education world in general from the entire world to its specific target.

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 some women and DE related sections such as "Notes for Editor", "Re-published Material/s" section which is aiming to inform you by presenting earlier printed articles, reports, speeches 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. With this issue, we started for 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.

As we are being an intWOJDE team, we have decided to dedicate this issue to the two respected and kind person whom are worked for women education, mostly in their life.

One of them is the Emeriti Prof. Dr. Linda HARASIM, who one of pioneer academics was studying mostly on the topic for her life *".....was "Women and Computers in Education", dealing with gender issues and educational computing. This is a wonderful and noteworthy issue on its own, because the course dealt with the gender bias and lack of interest by girl students and women teachers in educational computing...yet, by its very design and implementation, it became a very notable first...the first fully online Internet course ever".* for the distance education literature. She strongly defended and emphasized in her writings deal with women education that *"This is especially true where*

*gender discrimination meets discrimination based on class, race or other factors affecting equal access..."*

Other respectfully women is Prof. Dr. Sengül HABLEMIOGLU from Turkey. She is in the consultative committee of several universities' for Woman Studies Implementation and Research Centers, and she has held a large number of conferences in Turkey and foreign countries and her eight books have been published to date.

In this issue, are published 3 articles, written by 4 authors, from 2 countries? These are from Turkey and USA. In addition, we gave a place 3 re-published materials, two book reviews, and two success stories via this issue.

This issue's first article, entitled as "Advances in Promoting Literacy And Human Rights For Women and Girls Through Mobile Learning", written by Assistant Professor Helen CROMPTON (PhD) and Assistant and Professor Judith DUNKERLY-BEAN (PhD) from Darden College of Education, Old Dominion University, Virginia, USA.

Their article is taken from a larger review of extant research from a chapter titled "The role of mobile learning in promoting global literacy and human rights for women and girls" from the Handbook of Research on the Societal Impact of Digital Media. In this article we review the fairly recent advances in combating illiteracy around the globe through the use of mobile phones and e-readers most recently in the *Worldreader* program and the United Nations Educational Scientific and Cultural Organization (UNESCO) mobile phone and reading initiatives. Utilizing key human rights publications and the lens of transnational feminist discourse, which addresses globalization and the monolithic hegemonic representation of "third world" women as passive and in need of the global north's intervention.

They emphasized that explored the ways in which digital media provides increased access to books, and other texts and applications in both English and native languages for people in the global south. Although the use of e-readers, mobile phones and other mobile learning initiatives are providing advances in combating illiteracy, the tensions and power imbalances of digital illiteracies as to which resources are available by whom, for whom and why, must also be examined.

Second article is reached from Turkey about nursing which is written by Assistant Prof. Dr. Emine SENYUVA, from Istanbul University, Florence Nightingale Nursing Faculty Nursing Education Department, Istanbul, TURKEY, her study is titled as "The Effect Of Web-Based Education Experiences on Nursing Students' Use of The Internet And Their Attitudes Toward Web-Based Education". Her study is aimed that to determine the effect of web-based educational experience on nursing students' Internet use and their attitudes toward web-based education and the correlation between these two.

This study is planned as semi-experimental in a single group pretest-posttest patter. Population and sample of the study consist of all nursing students studying at a nursing faculty in the academic year 2011-2012 and taking Web-based Patient Education course in the fall term (n: 164). It was carried out with the participation of 158 volunteer students. A questionnaire form, the Internet Use Attitude Scale, and the Web-based Education Attitude Scale was utilized to obtain data for the research. SPSS version 11.5 was used for data analysis.

It was found out those students' average score for attitude toward Internet use was  $108.59 \pm 15.79$  at the beginning of web based education while it was  $127.27 \pm 19.03$  at the end of web based education. There was a statistically significant difference between total average scores for attitude toward Internet use at the beginning and end of web

based education ( $t_{\text{§}} = .201$   $p = .015$ ). It was found out that students' average score for web-based education attitude was  $84.62 \pm 12.07$  at the beginning of web based education while it was  $91.15 \pm .75$  at the end of web based education. There was a statistically significant difference between total average scores for web-based education attitude at the beginning and end of web based education ( $t_{\text{§}} = 1.050$   $p = .029$ ). There was a positive correlation at advanced level was determined between their attitudes toward Internet use and web-based education at the beginning and end of web based education (beginning of web based education:  $r = .675$   $p > 0.01$  end of web based education:  $r = .702$   $p > 0.01$ ).

The third article also arrived from Turkey, Anadolu University Open Education Faculty, written by Assistant Professor Dr. Ozden CSNDEMIR on social media and women distance learners. Her study is titled as "Distance Education" in Websites for Women". According to her the websites intended to women and lifetime websites, are comprehensive platforms, whose target groups are women and the context is fashion, personal care, health, relations between women and men and decoration for providing content and information sharing. It is observed, that in Turkey people, who are interested in distance education, created communities with the title "distance education" and discuss subjects in these forums. The "uses and gratifications" of the website users for the mass media are examined, which institutions and issues over the case "distance education" were raised, which expressions for the communication were used, which response of this sites for the needing of the users were used.

The study is realized via web-based content analysis. The analysis results have been reached in accordance with the basic context of the research, of the obtained data and a overall assessment were made. It is appointed, that the site users have shared subjects in themes of Anatolian, Atatürk, Istanbul University and the examinations of the Ministry of education for open and distance education applications, the working of the distance education system, registration procedures, learning methods, group sharing, social relations, second university, the factors of distance education in finding a job, learning environments, fees, military and diploma.

It is appointed, that the sharing of the users are firstly a neutral discourse, cause the sheer number of messages for getting information. This was followed by respectively negative and positive discourse about distance education. It is seen, that the websites for women forum are a open way for creating of a community feeling and establishing a emotional bond.

This situation makes a current issue for the institution managers of distance education to review their services on student-student interactions or the need to include a more different information channel in the system operation.

The first re-published Material belongs to Dr. Asamenew Demessie BIREDA who is from College of Graduate Studies, University of South Africa, UNISA, SOUTH AFRICA His published subject is titled as "Challenges To The Doctoral Journey: A Case of Female Doctoral Students from Ethiopia". His study is aimed to investigate some challenges female doctoral students experience in their doctoral journey. A qualitative design and structured interview was used to conduct the study. The theoretical framework that guided the study was that of Urie Bronfenbrenner's ecosystemic theory. Five female doctoral students from Ethiopia were purposely selected from the University of South Africa Ethiopia campus. The results identified three major areas of concern such as: academic, psychological and home/work related. Specifically, female doctoral students reported concerns surrounding quality of supervision support, inadequate academic skill, nature or system of education, stress, motivation, isolation, balancing personal and professional life, relationship problems, home and work related concerns. Hence,

**Universities must provide opportunities and resourceful strategies to meet the challenges posed by women scholars in the doctoral journey.**

This paper is awarded for 2015 ICDE Prizes for innovation & best practice papers in the 26th ICDE World Conference in Sun City (South Africa) in October 2015 and published in *Open Praxis*, Vol 7, No 4 (2015), pp. 287-297. Its official and individual permission has been received for publishing in WOJDEE's "Republished Materials" Section. It is possible to give a cite to this article for Open praxis is as here the citation to the paper is cited as Bireda, A. (2015). Challenges to the Doctoral Journey: a Case of Female Doctoral Students from Ethiopia. *Open Praxis*, 7(4), 287-297. <http://dx.doi.org/10.5944/openpraxis.7.4.243>

Second "re-published" section in this issue is titled as *The Global Gender Gap Report, 2015* and published by World Economic Forum, Cologne/Geneva, and Switzerland. Through the *Global Gender Gap Report*, the World Economic Forum quantifies the magnitude of gender-based disparities and tracks their progress over time. While no single measure can capture the complete situation, the Global Gender Gap Index presented in this *Report* seeks to measure one important aspect of gender equality: the relative gaps between women and men across four key areas: health, education, economy and politics. The Index points to potential role models by revealing those countries that -within their region or income group- are leaders in distributing resources more equitably between women and men, regardless of the overall level of available resources.

The third "re-published" material is deal with "New Vision for Education: Fostering Social and Emotional Learning through Technology", prepared in collaboration with The Boston Consulting Group, World Economic Forum, in March 2016, USA. With this report mentioned that to thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.

In 2015, the World Economic Forum published a report that focused on the pressing issue of the 21st-century skills gap and ways to address it through technology (*New Vision for Education: Unlocking the Potential of Technology*). In that report, we defined a set of 16 crucial proficiencies for education in the 21st century. Those skills include six "foundational illiteracies", such as literacy, numeracy and scientific literacy, and 10 skills that we labeled either "competencies" or "character qualities".

Competencies are the means by which students approach complex challenges; they include collaboration, communication and critical thinking and problem-solving. Character qualities are the ways in which students approach their changing environment; they include curiosity, adaptability and social and cultural awareness.

In this issue two a books are reviewed for intWOJDE. The first book review which is titled as "The Internet Is Not the Answer", written by written by Andrew KEEN, and published by Atlantic Monthly Press, 978-0-8021-2461-6, January 2015, Paperback, January with ISBN 2016, 978-0-8021-2313-8. The book is reviewed by Research Professor Paul PRINSLOO, from Open Distance Learning (ODL), College of Economic and Management Sciences, University of South Africa, UNISA, South Africa.

The book is motioning on too many examples where the Internet and access to the Internet is lauded (sold?) as *the* answer. Recent examples include Facebook's scheme to provide access to some services in India, of course through Facebook as platform. Despite the claims that this will provide millions with 'free' access, there is ample evidence that it

will be anything but free. Not only does millions see Facebook and Google as *the* Internet, Facebook increasingly promotes itself as the Internet through Internet.org focusing on providing access to "the Internet" to millions in developing world contexts. One example is Facebook's attempt to roll out its 'free' access also the 100 million users on the African continent. For many concerned that students in developing world context lag behind due to a lack of access to the Internet, initiatives like the above are often too attractive to decline. Against this backdrop and the uncritical acceptance of promises and claims from Silicon Valley, the book by Andrew Keen- "The Internet is *not* the answer" (2015) is a must read.

Second book I is reviewed by Nil GOKSEL-CANBEK from Anadolu University, Eskisehir, TURKEY. Book is titled as "MOOCs and OPEN EDUCATION AROUND THE WORLD and Edited by Curtis J. BONK, Mimi M. LEE, Thomas C. REEVES and Thomas H. REYNOLDS which published by Routledge, Taylor & Francis in 2015, as being 356 pages with numbered ISBN-13 and ISBN-10, 1138807419 and 978-1138807419. This book, which has a pivotal importance on indicating both past and the present progress of Massive Open Online Courses (MOOCs), is edited by prominent authors including CEOs of various companies and non-profit organizations, directors and conspicuous scholars. As mentioned above, authors who work in the field of open and distance education and instructional technology specifically focused on the endless debate on re-architecting higher education through MOOCs to serve a broader population with diversified learning. The learning needs are discussed in terms of constant learning as well. In this regard, the book's central point is to analyze MOOCs as a response to larger societal needs related to education and training.

Two success stories are placed in this issue. The story tells us Keri HORNBUCKLE's Story, as "Associate Dean of Academic Programs for the College of Engineering: New online course evaluation tool saves departments time, money. She says that "Throughout the process, Hornbuckle says she worked closely with IT support consultant Aaron Elam to develop a questionnaire that was completely consistent with what engineering faculty had agreed would be on the evaluation. After a pilot in spring 2015, the College of Engineering implemented the ACE Online tool for all faculty. It went really well. We learned a lot and used it again in our summer courses, and now we are in the process of helping faculty understand how to incentive it, so there's been a lot of discussion about best practices for encouraging students to complete the survey,"

Second Success Story dealt with "French Woman Colette BOURLIER Awarded Aged in 91. Got her PhD After 30 Years" Colette BOURLIER, who awarded a high distinction for her thesis on immigrant workers, said it took so long because she 'took breaks'. A woman aged 91 has become one of the oldest people in France to gain a PhD after she completed a thesis that she had begun three decades earlier.

In this issue, Harun SERPIL as being a member int.WOJDE team has interviewed with Emeriti Professor Linda HARASIM for "Interviews with Expert(s)" section . The topic for Linda's life ".....was "Women and Computers in Education", dealing with gender issues and educational computing. This is a wonderful and noteworthy issue on its own, because the course dealt with the gender bias and lack of interest by girl students and women teachers in educational computing...yet, by its very design and implementation, it became a very notable first...the first fully online Internet course ever".

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** 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 July 2016

Cordially,

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