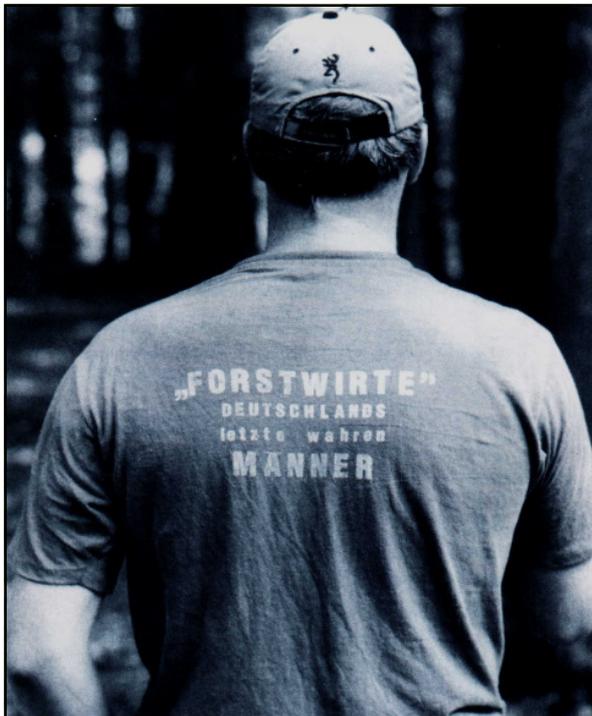


Gender competence  
in  
international courses

- comparing  
classroom and  
blended e-learning  
courses

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University of Freiburg

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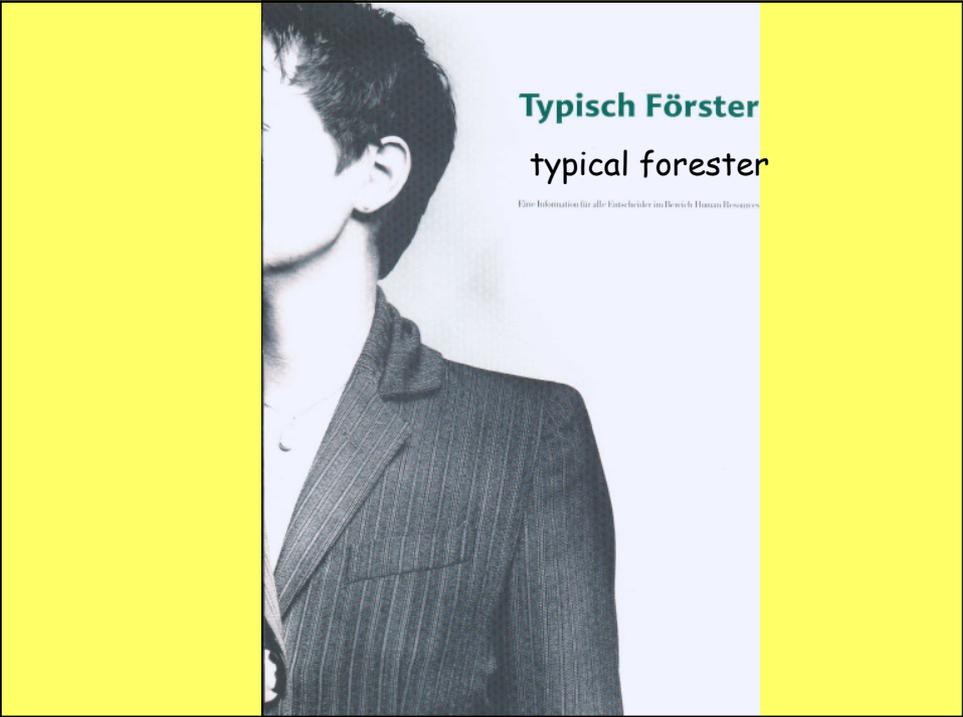
Forest workers  
the last real  
men in Germany



### Impulses from working life in forestry

Please watch the series of fotos, take notes.

Select the two most important aspects illustrated and write them on two cards (very big letters).



## What to present:

- ▶ Impulses: gender and forestry...
- ▶ Blended e-learning course (BE)
- ▶ Two weeks block course (IP)
- ▶ Comparison with respect to use of e-learning tools

"... the Internet may be the means of realizing a forestry lecturer's dream.

Imagine being able to discuss, for example, different timber harvesting systems used internationally with a group of motivated students from different regions of the globe in one virtual classroom."

(Längin, Ackerman & Lewark, 2004)



## Gender in natural resources management

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### **Gender roles in environmental management (internet course)**

**Dates:** February till June 2008

**Credits:** 5 ECTS credits

Learning/teaching will be organised interactively using an internet based e-learning platform. Learner orientation, learning methods: literature search and evaluation, assignments, biographical interviews – communication tools: e-mail, fora, chats. We will offer – in a sense of blended learning – a face-to-face phase at the beginning (details to be announced to accepted participants) at the universities of Freiburg and Joensuu (obligatory for participants from those universities).

**Teaching staff:** Prof. Dr. Siegfried Lewark, Dr. Marion Karmann

**Level:** The course will be open for graduate and PhD-students. Details to be agreed upon during the starting phase.



## Gender in natural resources management

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**Requirements for successful participation:** Active participation, assignments

**Course objectives:** Thorough knowledge, methodical skills and affective orientation in the field of gender analysis

**Course contents:**

- Theoretical dimension of „Gender-Studies“ and gender analysis
- „Gender-Studies“ in the context of environmental management (focus on forestry) on national and international level
- Concept „learning by research“, biographical approach

**Course material:**

BRANDTH, Berit; HAUGEN, Marit S. (1998): Breaking into a Masculine Discourse. Women and Farm Forestry. *Sociologia Ruralis* 38, 3 427- 446.

LAENGIN, Dirk; ACKERMAN, Pierre, LEWARK, Siegfried (2004): Internet based learning in higher forestry education. *Unasyuva* 56, 216, 2004/1, 39-44

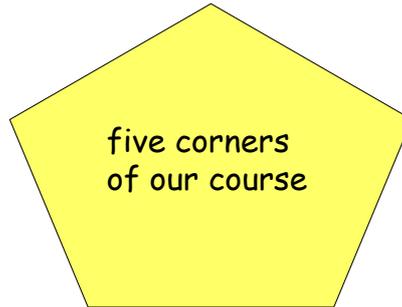
<http://www.fao.org/docrep/007/y5382e/y5382e00.htm>.



## Gender in natural resources management

### Gender & environmental management: state of knowledge

problem  
based  
learning  
(adapted)



e-learning

products: assignments,  
interviews & brochure

gender & env. man.:  
scientific methods



## Gender in natural resources management

*Women and Men working with  
Forests of the world*

**Short Life Stories based on interviews**

Blended Course on Gender  
Siegfried Lewark, Marion Karmann and Merete Furuberg (eds.)  
Evenstad and Freiburg  
Winter Semester 2004/2005

## *Women and Men working with Forests of the world*



*“Women must be multifarious and try to coordinate their responsibilities for their families and jobs”*

### *Diana Pretzell*

*Single and has no children. At the moment she is working for a project named PLENUN in Baden-Württemberg state. She has a PhD in forest sciences and also studied journalism.*

We met Diana Pretzell at her Office in the District Administration Office. Where she told us about her life, and the project where she works.

She decided to study forestry because she looked for a career where she could combine: ecology, economic and international contact, she found forestry was a good chance to do it at the same time.

She had to do practical work in the first semester. She did not have problems during the field work with the forest workers but could notice that the

well.

Among her classmates, there was no problem, even though there were more men (75%) than women (25%). During her PhD Studies, at the Institute of Landscape Management, the difference was negligible especially because there were almost the same number of men and women.

When she obtained her PhD, she applied for a job in the PLENUN project where she now works as a Manager. PLENUN is a nature protection strategy in order to achieve environmental and conservational



She thinks the tendency in the future is to increase women participation in forestry. However she had recognised that when women have children, the situation could be different. Women must be multifarious and try to coordinate their responsibilities for their families and jobs.

Story by  
Cristabel Durán & Néstor Gutiérrez  
Freiburg  
14.10.2004



**Spring school:  
Developing gender competence  
in higher education programmes  
on natural resources management**

*Erasmus Intensive Programme supported by EU  
grant (DE-2010-ERA/MOBIP-Ant-2-28409-1-29)*







**Spring school: –  
 Developing gender competence –  
 in higher education programmes –  
 on natural resources management**

Vienna – April 27 to May 7 2011

**Information for participants** (please look for up-dated information)

A spring school will be organised for developing of gender competence for students of international study programs in different fields of natural resources management as well as PhD-researchers at three partner universities, University of Freiburg, BOKU and SLU.

The spring school shall be learner-oriented, activating the students by group work and assignments. Parts of the course will be case studies of one day each from Northern and Central Europe, South-East Asia and Africa. The spring school will be prepared by two video conferences and followed by internet-based e-learning units.

Exploring an internet site of a big international organisation –  
 (March 16 2011)

**Idea:**

In our field of environmental management there is a lot of international organisations with vast internet sites. These sites all include gender aspects, in very different ways. So exploring and analysing this would add valuable information to our course as well as to your competence. The idea is to share the job and to inform each other about the outcome.

**What to do:**

- → You decide about the international organisation to focus on, for example FAO, ILO, CIFOR, GTZ or World Bank – or find another one yourself
- → Have a first look and then decide on the leading questions you want to explore, please state your search questions in your documentation
- → Then document your main findings
- → and draw your conclusions which you want to tell the others about
- → Upload the report in the e-learning platform for the springschool
- → Have a look at the documentations and conclusions of the others (at least one) and give your comments, in the e-learning platform for the springschool (details to com).

**Deadline: April 18 2011**



BOKU learn - Die Lernplattform der Universität für Bodenkultur Wien - Mozilla Firefox

Datei Bearbeiten Ansicht Chronik Lesezeichen Extras Hilfe

IPFE Symposium in Joensuu.p... x BOKU learn - Die Lernplattfor... x dict.lect

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Direkt zum Hauptinhalt



Block Hauptmenü verbergen

**Hauptmenü**

- BOKU learn News
- Forum
- Impressum

Block Meine Kurse verbergen

**Meine Kurse**

- 110.041 Developing gender competence in higher education programmes on natural resources
  - Trainer/in: Andersson Elias
  - Trainer/in: Damyanovic Doris
  - Trainer/in: Hinterstoisser Barbara
  - Trainer/in: Jansen-Schulz Bettina
  - Trainer/in: Karmann Marion
  - Trainer/in: Lewark Siegfried
  - Trainer/in: Lidestav Gun
  - Trainer/in: Mangelsdorf Marion
  - Trainer/in: Michalek Claus Rainer
  - Trainer/in: Nowarka Wieslawa



**110.041 Developing gender competence in higher education programmes on natural resources**

BOKU learn ▶ 110.041 GenCom 2 ▶ Assignments ▶ Upload your assignment here ▶ Submissions

First name : **All** A B C D E F G H I J K L M N O P Q R S T U  
 Surname : **All** A B C D E F G H I J K L M N O P Q R S T U

Page: 1 2 3 (Next)

<input type="checkbox"/>	<b>Surname ↓ / First name</b> <input type="checkbox"/>	<b>Grade</b> <input type="checkbox"/>	<b>Comment</b> <input type="checkbox"/>	<b>Last modified (Studierende/r)</b> <input type="checkbox"/>
	Arpornsilp Ratchada	-		 Assignment_2_Property_rights_RATCHADA.pdf Monday, 30 April 2012, 11:51 PM
	Barianti Desiana	-		 Gender_Competence_Women_in_Forestry_science.pdf Monday, 30 April 2012, 11:20 PM
	Behailu Lemlem Aregu	-		 Lemlem_Behailu_property_right.pdf Monday, 30 April 2012, 04:23 PM
	Carlsson Julia	-		 Assignment_2_Julia_Carlsson.docx Tuesday, 1 May 2012, 06:04 PM
	Chilombo Andres	-		 Women_and_Forest_Resources_and_Management_GenCo Sunday, 22 April 2012, 01:16 PM



## Gender in natural resources management

### Course elements and requirements

	<b>extra chats</b>	<b>chats</b>	<b>assignments</b>
<i>approximately in logical &amp; chronological order</i>			
	extrachat 1		
	extrachat 2		
<i>dates of chats see in extra list</i>		chat 1	
		chat 2	assignment 1
		chat 3	assignment 2
		chat 4	assignment 3
		chat 5	
<i>deadlines for assignments come with the task</i>		chat 6	
		chat 7	concluding task
		chat 8	
		chat 9?	
	extrachat 3?		
<b>requirements</b>	participation in at least 6 chats (or extra chats)		all assignments



Spring school:  
Developing gender competence  
in higher education programmes  
on natural resources management

### Course elements and requirements

	<b>assignments</b>		<b>daily reports</b>		<b>extras</b>
	<b>topic</b>	<b>deadline</b>	<b>topic</b>	<b>deadline</b>	
	1: organisations	revised April 2			
	2.1: gender quota & affirmative action <b>OR</b>	Apr 30	report: one for each week - reporting and valuing	Apr 30	comments on assignment 1 of others
	2.2: property rights & inheritance patterns	Apr 30			
	OR students' proposal	Apr 30			
<b>requirements</b>	both assignments		two reports	active participation in ten days of springschool	compensation by individual agreement
<b>grading base</b>	assignment 1: 30 % assignment 2: 40 %		reports: 15 % each		

## BE vs. IP: analogies (1)

- ▶ individual teacher motivation
- ▶ possible based on IUFRO networks
- ▶ elective courses
- ▶ international participation

## BE vs. IP: analogies (2)

- ▶ use of standard e-learning platforms
- ▶ based on earlier courses
- ▶ idea of active student
- ▶ organized by tasks or cases

## BE vs. IP: differences (1)

 BE: three days in class, then 3 months DE

IP: compact / block course, 10 days 

 BE: DE part: any time, any place, any pace

IP: on campus, synchronized 

## BE vs. IP: differences (2)

 BE: use of all e-learning methods

IP: e-learning tools only support 

 BE: no money flow

IP: mobility has to be funded 

## How to go for e-learning ?

- ▶ teacher can do it easily, little input
- ▶ learner oriented
- ▶ open resource learning platform
- ▶ use the freedom you have

## concluding...

- ▶ there are many ways for e-teaching
- ▶ my choice, based on own experience:
  - ▶ simple, clear structure, for all
  - ▶ moderated courses
  - ▶ blended approach

Gender competence  
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