ABSTRACT

ICTS IN TEACHING AND LEARNING WOMEN’S STUDIES – PERSPECTIVES AND PRACTICES IN EUROPE, A REPORT FROM ATHENA WORKING GROUP

Sara Goodman, University of Lund, Sweden, Laurence Claeys, University of Antwerp, Belgium

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This is a presentation of the book, ICTS in Teaching and Learning Women’s Studies. Editors: Sara Goodman, University of Lund, Sweden, Gill Kirkup, The Open University, UK and Magda Michielséns, University of Antwerp, Belgium

Context for the book
This book has come out of the work of the European ‘ATHENA’ Network, which is a network of higher education institutions involved in feminist research and in delivering Women’s Studies and Gender Studies programmes.

Women’s Studies have developed a particular pedagogic focus that values both recognition of the ‘personal’ and critical reflective thinking in learning communities. Feminist epistemology holds a sophisticated critical perspective on the relationship between technology and gender. These two factors combined with the pragmatic constraints of being a poorly resourced academic discipline have made Women’s/Gender Studies at times circumspect about taking up opportunities for using ICTs in teaching. The contributors to this book believe that there are productive opportunities for ICTs and that ICTs can, if used well, expand our students’ learning opportunities, as well as provide University teachers with opportunities to develop our feminist pedagogic praxis. If used badly they can restrict learning, and be a source of frustration and exploitation for staff.

This book is therefore a timely intervention in the developing pool of expertise in this particular academic teaching area. It warns of ‘elephant traps’ and ‘potholes’, as well way-marking the route around at least some obstacles for those who come after. It provides signposts and encouragement for those who want to journey further.

Contributors:
Fatima Aranz, Complutensian University of Madrid, Spain
Rosi Braidotti, Utrecht University, Netherlands
Laurence Claeys, University of Ghent, Belgium
Mischa Peters, Utrecht University, Netherlands
Babette Pouwels, University of Antwerp, Belgium
Erna Kotkamp, Utrecht University, Netherlands
Mara Kuhl, Humboldt-University, Germany
Sonja Spee, University of Antwerp, Belgium
Myriam Trevisan, University of Rome ‘La Sepienza’, Italy
Annamaria Tagliavini, Bologna University, Italy
Esther Vonk, Utrecht University, Netherlands