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**Gender in natural resources management:  
experiences with an e-learning course over four years**

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**Key Words:** gender studies, e-learning, forestry curricula, university of Freiburg

**Abstract:**

A new international e-learning course on gender and natural resources management (first time: gender and forestry, then broadened) was four times since winter semester 2004/5 as a blended course at Hedmark University College, Norway, the University of Freiburg, Germany, and the University of Joensuu. Based on earlier classroom courses held at the University of Freiburg this course has been developed into an e-learning course, with face-to-face phases of four days at the beginning and internet based learning and teaching throughout the following five months (so called blended course), with 5 ECTS credits.

Objectives as stated in the course description were:

To obtain

- methodical skills and affective orientation in the field of gender studies
- knowledge, through statistics available, profiles about qualifications, policies (gender mainstreaming), laws and results from research, about
  - the number of trained and employed women in different fields and levels of natural resources management
  - published information about their experiences in jobs and about their self-perception as women in natural resources management (focus depending on background of participants)
  - organisations and self help groups of women in forestry in Germany and abroad
  - research plans and results in the field of Gender Studies.

Course contents have been described as:

- theoretical dimension of „Gender-Studies“
- „gender-Studies“ in the context of forestry and natural resources management on national and international level
- concept „learning by research“
- design of studies in gender research.

The result of the courses are internal brochures with life stories of women in different positions in natural resources management.

The course is based on seven tasks to be done one after the other and posted on the learning platform. Course material will be provided step by step, which results in relatively low preparation input and great flexibility from one course to the next.

Blended learning organized in this way does not need sophisticated online-components. Thus it is well suited for a stepwise introduction of learners and teachers to e-learning.

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