



Digital technologies

Gendered positioning &



Tensions and attention in relation to bridging gender norms, education systems and pedagogical professions

BACKGROUND AND QUESTIONS

Social Education

PISA and ICILS surveys from the past twenty years point to a noticeable imbalance in Danish girls' and boys' approaches to ICT, where girls have a significantly lower self-efficacy/ self-confidence in their own ICT skills compared to boys .

Social higher education programs within daycare and school domains have predominantly more female students than males. Through an educationally and professionally oriented perspective, the positionings, experiences and approaches of Social Education students are examined in regard to digital technologies.

What is the student constituted of in a digital and technological context? How do male and female students position themselves in relation to digital technologies? And how can this knowledge be applied in Social Education and welfare professions?

THEORETICAL BASIS OF THE STUDY

EXPLORATORY MOSAIC METHOD



Behind the qr-code hides a small presentation about the study's theoretical starting point

Check out the QR-code
Students perspectives



FINDINGS

The study indicates that students categorize themselves into either / or categories as part of their positioning: Motivated vs. not motivated, interest vs. no interest, can vs. cannot. There is a clear predominance of women who position themselves in the 'not' categories. In other words, locked and static positionings that do not allow for development.

The study shows indications of how girls and boys 'perform' through gendered and stereotypical norms and values in relation to digital technologies throughout childhood and adolescence as well as how they continue to position themselves differently in higher education.

PERSPECTIVES

The study indicates that a greater understanding of the connections/interactions between upbringing, educational systems and the development of pedagogical welfare professions is an important area of interest. It is necessary to have a broad and general understanding of technology literacy - and to understand the interaction between people and technologies as a learning process in the development of professionalism- and identity.

