

## Danish University Colleges

### Digital Technologies and Gendered Positioning

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

Tyrrestrup, Ane; Penthien, Eva Rex

*Publication date:*  
2021

*Document Version*  
Peer reviewed version

[Link to publication](#)

*Citation for published version (APA):*  
Tyrrestrup, A., & Penthien, E. R. (2021). *Digital Technologies and Gendered Positioning: Tensions and attention in relation to bridging gender norms, education systems and pedagogical professions*. 1. Abstract from 8th ACM Celebration of Women in Computing: womENCourage™ 2021.

#### General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

#### Download policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.



# 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.

