



# Talking about ICT in the classroom

Gender differences in language  
when using technology

cables

servers

...



dabs  
plops  
...



- ☛ *If you cannot or do not want to talk about what you are doing, it becomes more difficult to reflect over what you are doing and to develop more knowledge. An example of this could be seen in the class when the boys were used as resources in teaching, and the girls were not, because the teacher did not know about the girls' knowledge. But girls do have a language, and maybe as researchers and teachers we should listen to what they actually are expressing instead of looking for technology language.*



“A different voice”

➤ (Carol Gilligan)

Separate knowing  
Connected knowing

➤ (Blythe McVicker Clinchy)

# Questions

- ☛ Is there a difference in the amount of words...
- ☛ ....and in the flow of the dialogue...

...between the two media, between boys and girls?

# Data

- ☞ Interviews from 3 different studies
- ☞ 23 online interviews
- ☞ 25 f2f interviews
- ☞ Interviewees 10 – 16 years old

# Comparing media

- ☛ F2f: mean 16.0 words/answer
- ☛ Online: mean 8.3 words/answer

# Comparing boys and girls

- F2f - boys: mean 19.1 words/answer
- F2f - girls: mean 12.7 words/answer

# Comparing boys and girls

- online - boys: mean 5.3 words/answer
- online - girls: mean 10.3 words/answer

	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
<b>f-2-f</b>	12.7	19.1	16.0
<b>IM</b>	10.3	5.3	8.3
<b>Total</b>	11.4	13.5	12.4

# Type of question

- ☛ Questions about practical use of computers or what to do in specific situations - no difference
- ☛ Open-ended questions where the interviewees were given room to express themselves more freely - boys talked more, girls wrote more



Thank you for listening

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