



Information hygiene, digital wellbeing, and gender perspective

This open educational resource (OER) analyzes the principles of information hygiene and digital wellbeing, with an emphasis on how gender identities influence the experience of digital stress and demands for online accessibility. The aim is to promote critical thinking about inequalities in the digital environment.

1. Information hygiene as a critical and inclusive approach

Information hygiene is not universal; different social identities may face different pressures in the online environment. While all students experience attention fragmentation, expectations regarding response speed and emotional labor in digital communication may vary according to gender stereotypes.

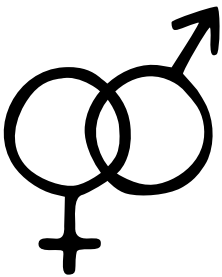
2. Basic perspectives

Psychological perspective



Takes into account that digital overload can be exacerbated by gender-based violence in the online environment.

Emancipatory perspective



Identifies differences in how men and women use technology and the pressure to perform that is placed on them in both the private and professional spheres.

Positional perspective



Challenges the neutral view of technology and shows that algorithms can reproduce gender biases.

3. Key principles with regard to gender

- **Recognizing digital power** leads to an awareness of who sets the pace in digital communication and who is in the position of having to be constantly "on call".
- **Information intersectionality** means understanding that digital overload intersects with other factors such as caregiving burdens or socioeconomic status.
- **Protecting cognitive integrity** brings recognition that the right to "disconnect" is a fundamental prerequisite for equal opportunities in education and career.

4. Reflection and discussion

1. How do manifestations of digital stress and information overload differ among different gender groups in academic settings?
2. Are there specific barriers that prevent women from achieving digital wellbeing (e.g., pressure for social connectivity)?
3. How can education in information hygiene and digital wellbeing help disrupt gender stereotypes in access to technology?

Target audiences: 🧑🏫 University teaching staff, 🧑🎓 University students

References

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GEDIS project context

This resource is part of the European project GEDIS (Gender Diversity in Information Science), which promotes open educational tools to tackle gender inequalities in higher education, with an emphasis on disciplines related to Information and Library Science.

GEDIS - Gender Diversity in Information Science: Challenges in Higher Education. <https://ub.edu/gedis>

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