

Introduction

These questions for consideration are provided to help you evaluate if the digital content that you are using with your students has an inherent gender bias or if the characterization, imagery and language, storyline and results of the content is gender sensitive. The value of these questions is to jumpstart new discussions about how to enable equitable and non-biased learning opportunities for all students.

Guide for Evaluating Gender-Sensitivity within Digital Content

Questions for Consideration

Characterization	
How many men/boys and women/girls are portrayed or mentioned in the digital content?	
When and how often do women/girls appear in the content piece compared to men/boys?	
Are women/girls explicitly identified and named in the content as frequently as men/boys?	
Are women/girls referred to by their names or roles or only in their relationship to men/boy characters?	
Are there differences in the types of roles or activities ascribed to the characters based upon gender?	
Are there differences in the psychological traits (such as courage, resourcefulness, intelligence, kindness) attributed to one gender vs. another?	
Who are the heroes in the story, game or activity?	
Is there evidence of stereotyping or tokenism in the role definitions of the characters?	
Imagery and Language	
How are women/girls and men/boys portrayed in the content imagery? How are they positioned in both public and private spaces within the content?	
Which places in the content signify importance or value? Are both genders portrayed in those places equitably?	
Are the images used gender-sensitive or responsive? Are they free of traditional stereotypes or gender-bias?	
Is the use of language, words and phrases within the content free of traditional stereotypes or gender bias? Are "loaded" words used?	

Evaluating the Gender-Sensitivity of Digital Content for Educational Purposes



Storyline	
Is the storyline constructed around preconceived or traditional ideas about how problems are solved by men/boys?	
Are the achievements of women/girls in the storyline based upon their own initiative and intelligence or are they due to traditional stereotypes around how women/girls get ahead? Are the achievements of women/girls valued?	
Are women/girls or men/boys represented as central characters within the storyline, game or activity?	
How are gender roles incidental or critical to the characterization and the plot of the storyline?	
Results	
What will be the impact of using this content on a student's self-image or self-efficacy?	
What types of messages are articulated in the content about gender differences? Are those messages positive or negative?	
Does the content reinforce gender stereotypes?	
Does the content promote gender equality, self-reliance by women/girls and women/girl empowerment?	
Does the content promote equal partnership between women and men, girls and boys?	
Is the content and messaging realistic in terms of roles and responsibilities for women/girls and men/boys within your community or culture?	
How would this content help to change stereotypes?	
How would you improve this content to be more gender sensitive?	

For more information about how to evaluate gender-sensitivity in digital learning projects, please contact us:

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