

# The digital gender gap among undergraduate students in several Spanish universities

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## DIGITAL COMPETENCE

A student's level of digital competence affects aspects of their academic life such as progress and performance or access to degrees.

## METHODOLOGY

This research is based on a descriptive and inferential quantitative methodology, with a survey design aimed at collecting information on an initial group of 909 participants.



## 725 ANSWERS

from different educational levels, of which the responses of 725 undergraduate students were finally analysed.



## WOMEN, BETTER

The results show that women are the group with the highest mean scores, although more than half of the respondents of both genders have a high mean score.



## WITHOUT DIFFERENCES

No significant differences were found when analysing the different regions of Spain based on gender.



## DEGREE

Nor were differences found when contrasting degree subject area and gender, or when grouping degrees according to whether they are included in the STEM subject block or not.



## LITERACIES

Differences were appreciated in certain digital competence literacies when gender and average grade are taken into account.



## CHANGE IN THE GAP?

These results may represent an indication of a change in the digital divide identified over the past few years by various authors.



## CONCLUSIONS

The findings indicate that, while there is a need to strengthen equity in digital competence training between genders, there may be more factors influencing students' perceptions of their level of competence.

