

# Culturally Sensitive using Technology – Exploring the Crossroads of Technology and the Recognition of Children’s Cultural Rights

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## Abstract

This research presents a research agenda focused on examining the influence of teachers’ attitudes and cultural sensitivity on the preservation of children’s cultural rights. To effectively analyze this area, the utilization of technology is proposed as it offers an efficient and comprehensive means to explore this topic. To gain deeper insights into the thoughts and experiences of teachers, qualitative methods and individual interviews are used. This approach allows for a thorough understanding of the subject matter, facilitating a nuanced analysis. The UN Convention on the Rights of the Child is suggested as an analytical framework to evaluate the findings against internationally recognized principles. This framework enables a more comprehensive and comparable analysis. The primary objective of this research is to identify the strengths and challenges in teachers’ cultural sensitivity and to contribute to the enhancement of children’s rights to their own culture. Furthermore, this study acknowledges the advantages and obstacles associated with the use of technology in promoting cultural visibility among children. Consequently, there is a need for further research in this field.

## Introduction

This article provides an investigation into teachers’ attitudes and competence regarding their own cultural sensitivity and its significance in ensuring children’s right to their own culture. In today’s technologically advanced society, technology plays an increasingly prominent role in teachers’ work. However, the use of technology can both serve as a source of awareness and/or exclusion of children’s cultures. Therefore, it is crucial to explore how teachers can utilize technology to promote children’s cultural rights. (Jackson and Leung, 2020; Smith and Johnson, 2018). To investigate this topic, it is necessary to examine teachers’ attitudes and proficiency regarding their own cultural sensitivity (Jackson and Leung, 2020). Teachers who are aware of their own attitudes and possess a strong competence in cultural sensitivity will be better equipped to safeguard children’s rights to their

own culture in technology-enhanced instruction (Thompson and Brown, 2019; Anderson and Davis, 2017). Technology is utilized as a tool in the education of children in schools in Norway. Technology can serve as a source of awareness for teachers by providing them with tools to explore different cultures and perspectives. Through digital resources such as multicultural applications and interactive learning platforms, teachers can expose children to various cultural expressions and encourage dialogue about diversity. This can contribute to fostering a sense of inclusion among children and promote a positive development of their cultural identity (Jackson and Leung, 2020; Smith and Johnson, 2018). At the same time, technology can also be a potential source of exclusion of children's culture. If teachers lack competence and understanding of cultural diversity, they may unintentionally favor or promote their own culture through the choice of digital resources or teaching methods. This can lead to children experiencing a lack of recognition and limitations in expressing and developing their own cultural identity. To ensure that teachers use technology in a way that raises awareness and includes children's rights to their own culture, it is therefore crucial to examine teachers' attitudes and competence. By identifying any deficiencies, training measures and resources can be further developed to strengthen teachers' cultural sensitivity and promote inclusive teaching practices (Jackson and Leung, 2020; Smith and Johnson, 2018; Thompson and Brown, 2019; Anderson and Davis, 2017).

This article will therefore examine teachers' attitudes and competence concerning their own cultural sensitivity, and how this affects children's right to their own culture using technology in the Arctic region. Hence, it is important to guarantee the responsible and sustainable utilization of technology that corresponds to the rights and interests of ethnic minorities and Indigenous communities (Andersen, 2010; Andersen and Jansen, 2011; Jackson, 2016; Jasanoff, 2019). In the Arctic regions of Norway, various categories of ethnic minorities reside, and Javo (2010), define an ethnic minority as a population group distinct from the majority, which includes categories such as refugees, indigenous peoples, and immigrants (Javo, 2010). This article focuses on the Sami and Kven ethnic minorities as exemplars. By analyzing teachers' perspectives and experiences, as well as identifying any challenges and opportunities, we hope to contribute to a more conscious and inclusive practice among teachers in future technology-based instruction (Jackson and Leung, 2020; Smith and Johnson, 2018; Thompson and Brown, 2019; Anderson and Davis, 2017). The challenges identified are analyzed in relation to children's rights, as articulated in the United Nations Convention on the Rights of the Child. Technology include use of mobile, PC, different social media, different learning platforms, and child services include teaching and social work in school. The research question addressed in this article is as follows:

*How do teachers' attitudes and competence in cultural sensitivity affect the importance of ensuring children's right to their own culture using technology?*

The findings have been analyzed in accordance with the United Nations Convention on the Rights of the Child (UNCRC), with a specific focus on four articles.

## Theoretical Framework

This article aims to explore how the culturally sensitive attitudes of professionals working with children can either enhance or hinder the visibility and recognition of culture in the use of technology within this context. The framework for assessing children's rights in this field is based on the United Nations Convention on the Rights of the Child (UNCRC)<sup>1</sup>. This paper begins by providing short definitions of key terms to establish a clear understanding of their meanings. Subsequently, it delves into an in-depth description of four fundamental rights as stipulated in the UNCRC. By examining each right within its respective context, this discourse aims to present a comprehensive understanding of the inherent rights guaranteed to children by international law.

### Culture

The term culture is not unique, and there is no universal agreement on the concept. Edward Burnett Tylor's (1832–1917) definition from 1871, where culture is seen as *"The complex whole which includes knowledge, belief, art, morals, law, custom and many other capabilities and habits acquired by man as a member of society"* and customs acquired by a given group of people is the most dominant understanding of the concept of culture (Rowe, 1998). Another definition of culture is *"culture is that it is what makes communication possible"* (Eriksen, 1993). This means when we understand each other, because we have a shared "store" of meaning that we share with others in cultural communities. Culture refers to *"the knowledge, values, and patterns of behavior that individuals acquire as members of a society"* (Magelssen, 2008).

### Cultural sensitivity

Cultural sensitivity plays a crucial role in promoting inclusivity and diversity (Magelssen, 2008, p.17). Cultural sensitivity is defined as *"working with an open and curious approach towards how various cultural factors can influence people's experiences and needs"* (Magelssen, 2008, p.16). Another definition is *"People are carriers of culture, and the cultures we carry with us influence our understanding of reality and communication, as well as our encounters with other individuals. Culture can revolve around social, geographical, or ethnic divisions"* (nok.norge.no<sup>2</sup>). The concepts of cultural sensitivity and cultural competence are essential

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1 Convention on the Rights of the Child: <https://www.unicef.org/child-rights-convention>

2 Nok. Norge is the umbrella organization in Norway that works to strengthen the low-threshold services for individuals vulnerable to sexual abuse. Nok. Norge – Ingen skal bli utsatt for seksuelle overgrep: <https://noknorge.no/>

in working with children (Rugkåsa et al., 2017). Being culturally sensitive is important in schools because it helps everyone feel included. It means valuing and respecting students from different cultures. When teachers are culturally sensitive, they include different cultural perspectives in their teaching. This makes the education experience better and more complete (Rigi, 2017; Andersen, 2018).

## The UN Convention on the Rights of the Child

UNICEF<sup>3</sup> is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the Convention on the Rights of the Child (<https://www.unicef.org/child-rights-convention>) and strives to establish children's rights as enduring ethical principles and international standards of behavior towards children. It is important to note that the Convention on the Rights of the Child from 1989 does not specifically discuss the impact of technology on cultural expression among children. However, certain articles and principles in the convention can be interpreted and applied to this area based on research and theories in the field of child rights. A key tool in working with children in education and learning in Norway is the use of technology. The use of the term technology in this article refers to all forms of using various technological tools such as PCs, mobile devices, and platforms. In this article, we will focus on the use of four articles in the UNCRC, as these paragraphs and principles can be used as a basis to support the argument that technology has a significant impact on cultural expression among children, based on research and theories in the field of child rights.

### Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - a. For respect of the rights or reputations of others; or
  - b. For the protection of national security or of public order (ordre public), or of public health or morals.

### Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and

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3 UNICEF Mission Statement: <https://www.unicef.org/about/mission-statement>

international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- a. Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- b. Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- c. Encourage the production and dissemination of children's books;
- d. Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- e. Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

#### *Article 30*

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

#### *Article 31*

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

## Method

This article follows the interpretative tradition in social science and pedagogical research, with an inductive and exploratory approach (Saunders et al., 2009), as the aim is to gain a deep understanding of a topic. This qualitative study has a flexible approach, as it aimed to study unknown and partly complex situations (Thagaard, 2013; Creswell, 2014). This survey includes one municipality in Northern Norway during the period 2020-2022. The data in this study was collected using interviews conducted with three respondents, two women and one man, aged between 30 and 60, working in schools. The selection of re-

spondents was done strategically to ensure the representation of various levels in social and pedagogical work, with diverse areas of responsibility. Participation in the survey was voluntary, and respondents had the right to withdraw from the study at any point without providing a reason. The interviews lasted for approximately 30 minutes, and an interview guide was used to gather the necessary information. The interview guide included important questions that aimed to assess the respondents' culturally sensitive attitude and knowledge. These interviews were conducted to understand how the participants viewed and understood being culturally sensitive while using different technologies when interacting with children. The purpose was to consider all relevant information, such as the factors that influenced their decisions and the thoughts that guided their choices. The utilization of interviews was deemed the most effective means for gathering information about opinions, thoughts, and emotions that are otherwise challenging to gain insights into. The qualitative methodology employed in this study facilitated the revelation of different respondents' experiences of events or thoughts on methods, as well as the confirmation or refutation of thoughts and assertions that was tested in the investigation.

All respondents used digital tools in their daily work with children. Technology is primarily used in learning situations and for communication. One of the most frequently used tools is called Showbie, a platform that is used in communities' primary schools, where it enables communication between the school and home, among other features. The interview guide focused on the main themes of rights, sensitivity (perceived closeness and shared situational awareness), culture and technology. The questions were open-ended, allowing the respondents to emphasize what they believed was important to illuminate the topic. Examples of questions used in the interviews included: "What does the concept of children's rights mean to you?", "How do you understand and use the term cultural sensitivity related to children and their cultural background in the area?", "How do you experience and/or feel that you promote culture among children through learning situations in school by use of technology?", etc. The respondents were presented with the problem statement and were informed about the intended use of the collected material, including the assurance of anonymity, direct quotations, and the opportunity to review the material at the end. All respondents who were interviewed are native Norwegian speakers, and therefore the interviews have been conducted in Norwegian. Being able to express oneself in one's own native language can be advantageous when reflecting on challenging issues and discussing emotions and attitudes. All interviews have been transcribed. The data material is therefore not influenced by the researcher's opinions and interpretations while also allowing for the extraction of accurate quotations (Saunders et al, 2009). The interpretation of the data was conducted in accordance with the research question and the themes that the interview guide was based on. The data was categorized and placed into different categories using a format in MS Word, to facilitate the identification of relationships. The categories were relatively open-ended, to accommodate as much data as possible. This method

of sorting the collected data was employed to gain a clearer and deeper understanding of the themes in the interview guide.

## Result

The result first describes children's rights and cultural sensitivity as the respondents understand it. Furthermore, the result describes the use of technology and cultural sensitivity to its use.

### Respondents' Evaluations of their Awareness of Rights

What does the concept of children's rights mean to you?

*I think it is important for everyone, every child, to have right to play, to express opinions, share cultural identity and language, receive information in your own language.*

*...rights are something you learn all your life; from your parents, in kindergarten, school, and work, and it is necessary to learn children that they have rights related to health, schools, participations, care and protection.*

*Rights are important! I really try to follow rules and rights every day in all my work, but also learn children about rules and rights. We especially learn about the Convention for the Child's right in one of our school projects.*

### Respondents' Evaluations of their Awareness of Cultural Sensitivity

How do you understand and use the term cultural sensitivity related to children and their cultural background in the area?

*I experience that all my colleagues, have an open mind towards how various cultural factors can impact children's experiences and needs.*

*....in my work we include different cultural perspectives into the teaching, because we want to enrich the educational experience in the class.*

*I have lived here for so long, and it is completely natural to live together with multiple ethnic groups. I think it is naturally for everyone to express their culture through language, clothing, food, music, tools, or anything visible.*

*I do not speak Sami or Kven. However, I am conscious of treating all children and all individuals, equally and fairly. I collaborate with all children and their*

families regardless of cultural background. It is important to build trust to achieve mutual understanding related to culture.

*Equal respect towards all individuals can contribute to promoting the inclusion of children with different cultural backgrounds. Respect is important, regardless of cultural background.*

## The Respondents' Evaluations of their own Awareness of Culture when using Technology

How do you experience and/or feel that you promote culture among children through learning situations in school by use of technology?

*I always encourage children to promote their culture when its relevant also when using pads and PC. ....I don't see many children writing about their cultural background on social media. The biggest influence is when they wear clothes, and jewelry, and use tools, and things that are typically associated with culture. I believe this contributes to increased visibility and recognition.*

*I am experiencing in a way that culture, expressions, colors, and words are not visible through the use of technology, and it worries me.*

*Many communities in Arctic areas consist of small places with scattered settlements, and I often rely on using technology to follow up with children about schoolwork. Some of the children are also bilingual and have a minority background. I don't know what cultural background the children have. When I use a mobile phone or PC in communication with the students, I respect that they write and show pictures that connect them to, for example, Sami or Kven. I know nothing if they do not post pictures showing food, clothes, tools, or sustenance that is typical for Sami or Kven or other cultures, or if they have typical names related to their cultural background. I cannot speak Sami or Kven, and since they attend a Norwegian school, these students are offered Sami and Kven language instruction. In this way, they are taken care of in terms of language and culture. They can also use their school's network to upload school assignments that include culture and they can use digital archives, libraries, and museums as they help preserve and document cultural expressions that might otherwise be lost.*

*...Different beliefs are strong, both Christianity, and Laestadianism, but also those who believe in the supernatural, shamans, and such. It is important to consider children coming from families where this is significant. Additionally, families are working in primary industries, so it is important to understand pe-*

*riods of the year when harvesting, slaughtering, reindeer migration, etc. occur, and where everyone must contribute regardless of age.*

*I respect the cultural background, language, and values of children. At the same time, I need to gather information about this as culture "disappears" with the use of technology if there is nothing representing their cultural background (clothing, jewelry, etc.). I can't say that I have any specific strategy to promote inclusion and equal treatment of children with different cultural backgrounds. I believe that I am consciously meeting all individuals with respect and equality regardless of their culture.*

## Analyze and Discussion

This analysis and discussion thoroughly examine the data and discuss and emphasizes its importance and direct relationship to the research question. The study's theoretical framework is based on four articles of the UNCRC (specifically articles 13, 17, 30, and 31), which establishes an internationally recognized legal framework for protecting children's rights and ensuring their well-being. Based on what the respondents said in their interviews, teachers' attitudes, and skills in being aware and respectful of different cultures are very important when it comes to allowing children to maintain their own cultural identity using technology. In terms of awareness of children's rights, the respondents emphasized the importance of children having the right to play, express opinions, share cultural identity, and receive information in their own language, etc., which is in line with UNCRC articles 13, 17, 30, and 31. The respondents understood that rights are something that children need to learn throughout their lives, and schools play a significant role in educating children about their rights. The mention of learning about the UNCRC right in one of their school projects shows that the respondents are actively incorporating the concept of children's rights into their teaching.

Article 13 ensures children the right to express their opinions and have them listened to. This also includes the right to express themselves through new technologies, such as social media or the internet. Technology and digital platforms provide children with the opportunity to express themselves and share their cultural identity with others. One significant negative challenge associated with Article 13 of the UNCRC is the potential restriction or limitation of children's access to diverse cultural content and perspectives. Proper safeguards and well-balanced policies should ensure that children can express their own culture while also having the ability to explore and learn from other cultures, promoting tolerance, diversity, and a well-rounded development. Additionally, another dilemma related to Article 13 is the potential impact on children's privacy rights. With the increasing amount of personal data being collected and shared online, there is a risk that children may have their

personal information gathered and used without their consent or knowledge. This can lead to privacy violations and potentially expose children to online dangers such as identity theft, cyberbullying, or online grooming. It is necessary for the school to learn children about this situation. Based on the empiric and analyze, Article 13 there still is a need in school striking a balance between copyright protection and the freedom of expression to ensure that children's right to seek, receive, and impart information and ideas of all kinds is not compromised. The respondents emphasize the significance of ensuring equal access to information for all children, which includes granting them the right to utilize technology to access various sources of information. The respondents are cognizant of the fact that providing a level playing field for all children in terms of information access is crucial. They recognize the importance of technology in today's information-driven society and advocate for its integration into the educational framework to ensure that no child is left behind. By acknowledging this, the respondents highlight the need for inclusive and equitable educational practices, where technology serves as a tool to bridge gaps and provide equal opportunities for all children to broaden their knowledge and understanding.

Article 17, right to information is often undermined by cultural and societal barriers. In some conservative societies, there may be restrictions on the type of information children can access, particularly when it challenges traditional beliefs or norms. This can further limit their ability to explore diverse perspectives and crucial information that may be essential for their development. The lack of enforcement, inadequate infrastructure, and cultural barriers pose significant challenges in ensuring children's right to access information as outlined in Article 17 of the UNCRC. This right is essential for children's overall development, education, and participation in society. However, both the media-organizations, societies including schools need to ensure that children are protected from harmful content while promoting the positive benefits of media access. This can be done through effective legislation, regulations, technological solutions, parental guidance, media literacy programs, and age-appropriate content creation. Another dilemma is addressing the digital divide. While access to information and media has increased with technological advancements, not all children have equal access. Children from marginalized communities or low-income households may lack access to digital devices, the internet, or quality media content. It is necessary to bridging this digital divide and ensuring equal opportunities for all children to access information. The school must make a balance between providing information and protecting children from harmful content, while also addressing the digital divide to ensure equal access for all children. Regarding cultural sensitivity, the respondents displayed an understanding of the importance of treating all children and individuals equally and fairly, regardless of their cultural background. They all recognized the need to build trust and achieve mutual understanding in relation to culture. It is evident that the respondents value equal respect towards all individuals, as they believe it contributes to promoting the inclusion of children with different cultural backgrounds. The respondents also

refer to having an open and curious attitude towards how various cultural factors can impact children's experiences and needs. This can be analyzed as recognizing that individuals carry their own cultures, which shape their understanding of reality and communication in line with Magelssen (2008). Rugkåsa et al., (2017), claim that cultural sensitivity is important in working with children as it helps create an inclusive environment where everyone feels valued and respected. The empiric shows that culturally sensitive teachers incorporate different cultural perspectives into their teaching, enriching the educational experience for children as stated by researchers (Rigi, 2017).

In terms of using technology to promote culture among children, the respondents acknowledged the significance of encouraging children to express their cultural background through various means such as language, clothing, food, music, tools, and visible representations. The respondents recognized that technology, such as pads and PCs, can be utilized to promote culture, although they point out that they don't see many children writing about their cultural background on social media. The respondents also mentioned the importance of using technology to communicate with children in remote areas or with minority backgrounds, respecting their cultural background and promoting visibility and recognition. This is in line with researcher who claim that it is crucial to explore how teachers can utilize technology to promote children's cultural rights (Jackson and Leung, 2020; Smith and Johnson, 2018).

However, the respondents also noted the challenge of preserving culture through technology, as certain aspects of culture, such as clothing and jewelry, may not be represented online. They acknowledged the need to gather information about children's cultural backgrounds and expressed the importance of understanding their traditions and practices, such as periods of harvesting or reindeer migration. The respondents recognized the value of language and culture instruction provided in schools to support students with minority backgrounds. Overall, the respondents demonstrated an awareness of the importance of cultural sensitivity and competence in ensuring children's right to their own culture using technology. They emphasized the need to respect and value children's cultural backgrounds, promote inclusion, and actively utilize technology to preserve, promote, and engage with diverse cultures.

Article 30 of the UNCRC states that every child has the right to enjoy their own culture, religion, and language. The respondents highlight cultural diversity, tolerance, and inclusivity among children as important factors. It recognizes and respects the importance of a child's cultural and linguistic identity, contributing towards their overall well-being and development. However, in many societies, there may be marginalized or minority groups who face discrimination or exclusion based on their culture, religion, or language. Overcoming these challenges requires implementing policies and practices that actively promote diversity, eliminate bias, and provide equal opportunities for all children to participate in cultural

and linguistic activities. While it is important to preserve and celebrate one's cultural heritage, it is equally important to educate children about other cultures, religions, and languages. Emphasizing intercultural exchange and understanding can help foster a more inclusive and harmonious society.

There is a significant disparity in educational opportunities between urban and rural areas, as well as between different socioeconomic backgrounds. Efforts to address this challenge require a multi-faceted approach, including investment in education infrastructure, teacher training, promoting gender equality, poverty reduction, and measures to prevent and eliminate child labor. The respondents claim that promotion of cultural diversity and inclusivity, hopefully contributes to children's holistic development and a more tolerant society. However, challenges related to equal access, balancing cultural rights, and intercultural education must be addressed to fully realize the positive impact of Article 30.

All the respondents experienced and highlighted that the use of technology was necessary in their work with children. The empiric shows that the respondents facilitate the use of technology to promote cultural visibility and appreciation among children in relation to their right to express their opinions and be heard. However, the respondents emphasize that they observe a lack of children expressing themselves through words and pictures on social media. This could be attributed to various factors such as the children's age, a sense of security in their self and culture, a lack of desire to showcase themselves, fear of bullying, and the absence of a need to expose themselves to online friends. Technology has a significant impact on cultural visibility among children (Livingstone and Sefton-Green, 2018). Jenkins et al., (2016) argues that the use of technological tools and platforms is crucial for enhancing the accessibility, visibility, and diversity of cultural expressions and perspectives (Jenkins et al., 2016). The empiric shows, technology and digital platforms provide children from different cultural backgrounds with the opportunity to express themselves and share their cultural identity with others. Technology can also create challenges in terms of cultural visibility among children, as different groups of children may have different access to technology and therefore different opportunities to be visible on digital platforms.

Article 31 recognizes and protects the cultural identities of children and ensures that they have the right to participate in and appreciate their own cultural practices. One respondent point out that acknowledges the importance of passing down cultural traditions from one generation to the next allows children to engage with their cultural practices and learn from elders, ensuring the continuation of diverse cultural identities. The respondents claim that they work hard to ensure that children can celebrate their cultural identities without discrimination, contributing to the preservation of diverse cultures and fostering a sense of unity among nations, which is in line with Article 31. In addition, the respondents emphasize the importance of technological systems and platforms facilitating children's ability to use their native language and enabling them to better share and express their culture

through digital media. Therefore, it is important to have access to keyboards suitable for multiple languages. Most of all, it is important to highlight that the responses point out that the use of technology makes culture less visible.

With the increased use of global social media and technology, cultural differences can become less noticeable and visible. This can create a global culture where local customs, traditions, and languages are overshadowed by the majority norms. As a result, it is crucial to approach technology usage responsibly, ensuring the preservation and promotion of cultural diversity, especially among children. Educating children about the importance of respecting cultural boundaries, recognizing the value of diverse perspectives, and discouraging exploitative behaviors is vital to prevent the negative consequences of making the culture less visible. Parents and teachers need to equip children with critical thinking skills to navigate through information overload, encouraging them to seek reliable sources and engage in meaningful discussions to challenge stereotypes and promote cultural understanding.

## Concluding Remark

To ensure children's right to their own culture, it is of great importance to research how teachers' attitudes and cultural sensitivity competence impact this. Technology can be used to explore this topic in a thorough and efficient manner. The use of qualitative methods and individual interviews is particularly well-suited for such a study as it allows for insight into teachers' thoughts, experiences, and reflections at a deeper level. However, the small number of respondents introduces weaknesses to the research.

By using the UNCRC as an analytical framework, findings can be evaluated against internationally recognized principles and guidelines for children's rights, thus contributing to a more comprehensive and comparable analysis. This enables the identification of both strengths and challenges in teachers' cultural sensitivity and, consequently, to work towards strengthening children's rights to their own culture. As technology continues to shape the world, it is imperative to recognize its impact on cultural visibility and work towards preserving and promoting cultural diversity. By adopting responsible technology use and providing children with the right tools, education, and guidance, we can empower them to navigate the digital landscape and foster a global culture that values and respects all cultural expressions. The growing influence of technology on cultural visibility among children presents both benefits and challenges make is important to do more research in this field.

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