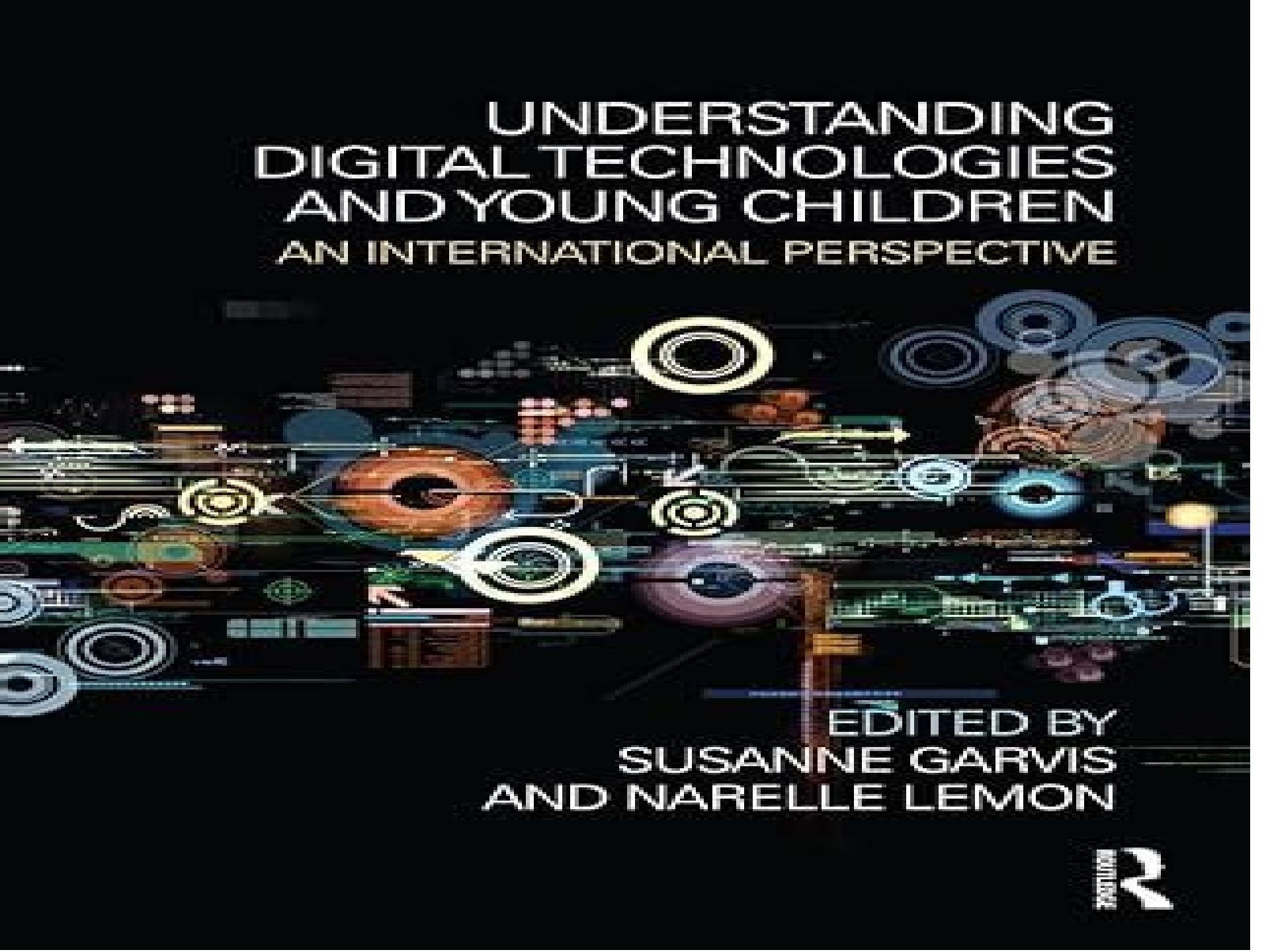
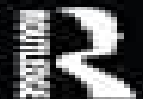


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UNDERSTANDING DIGITAL TECHNOLOGIES AND YOUNG CHILDREN AN INTERNATIONAL PERSPECTIVE

EDITED BY
SUSANNE GARVIS
AND NARELLE LEMON



Understanding Digital Technologies And Young Children An International Perspective

Peter Forrest



Understanding Digital Technologies And Young Children An International Perspective:

Understanding Digital Technologies and Young Children Susanne Garvis,Narelle Lemon,2015-09-08 Understanding Digital Technologies and Young Children explores the possibilities digital technology brings to enhance the learning and developmental needs of young children Globally the role of technology is an increasingly important part of everyday life In many early childhood education frameworks and curricula around the world there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking This means that educators throughout the world are expected to actively enhance children s learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning experiences Digital technologies can be used to explore manipulate discover play and interact with real and imaginative worlds to allow active meaning making With a wide range of expert contributors this book provides a comprehensive examination of the current research on technology and young children and the importance of engagement for learning This approach encourages the reader to rethink the possibilities and potential of digital technologies for learning in the early years especially in the years before formal schooling when children might be attending early childhood settings This will be a valuable reference for anyone looking for an international perspective on digital technology and young children and is particularly aimed at current and future teachers

Understanding Digital Technologies and Young Children Susanne Garvis,Narelle Lemon,2015-09-08 Understanding Digital Technologies and Young Children explores the possibilities digital technology brings to enhance the learning and developmental needs of young children Globally the role of technology is an increasingly important part of everyday life In many early childhood education frameworks and curricula around the world there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking This means that educators throughout the world are expected to actively enhance children s learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning experiences Digital technologies can be used to explore manipulate discover play and interact with real and imaginative worlds to allow active meaning making With a wide range of expert contributors this book provides a comprehensive examination of the current research on technology and young children and the importance of engagement for learning This approach encourages the reader to rethink the possibilities and potential of digital technologies for learning in the early years especially in the years before formal schooling when children might be attending early childhood settings This will be a valuable reference for anyone looking for an international perspective on digital technology and young children and is particularly aimed at current and future teachers

Understanding Digital Technologies and Young Children Peter Forrest,2017-04-26 This will be a valuable reference for anyone looking for an international perspective on digital technology and young children and is particularly aimed at current

and future teachers Globally the role of technology is an increasingly important part of everyday life In many early childhood education frameworks and curricula around the world there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking This means that educators throughout the world are expected to actively enhance children s learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning experiences Digital technologies can be used to explore manipulate discover play and interact with real and imaginative worlds to allow active meaning making

STEM, Robotics, Mobile Apps in Early Childhood and Primary Education

Stamatios Papadakis,Michail Kalogiannakis,2022-04-21 This book brings together a collection of work from around the world in order to consider effective STEM robotics mobile apps education from a range of perspectives It presents valuable perspectives both practical and theoretical that enrich the current STEM robotics mobile apps education agenda As such the book makes a substantial contribution to the literature and outlines the key challenges in research policy and practice for STEM education from early childhood through to the first school age education The audience for the book includes college students teachers of young children college and university faculty and professionals from fields other than education who are unified by their commitment to the care and education of young children

Digital Play and Technologies in the Early Years

Christine Stephen,Liz Brooker,Pamela Oberhuemer,Rod Parker-Rees,2020-04-24 Technologies are a pervasive feature of contemporary life for adults and children However young children s experiences with digital technologies are often the subject of polarised debate among parents educators policymakers and social commentators particularly since the advent of tablets and smartphones changed access to the Internet and the nature of interactions with digital resources Some are opposed to children s engagement with digital resources concerned that the activities they afford are not developmentally appropriate limit physical activity and restrict the development of social skills Others welcome digital technologies which they see as offering new and enhanced ways of learning and sharing knowledge Despite this level of popular and policy interest in young children s interactions with digital technologies our understanding of the influence of these technologies on playing and learning and on the role of educators has remained surprisingly limited The contributions to this book fill in the gaps of our existing understanding of the field They focus on children and families from Australia to England to Estonia the how and why of encounters with digital technologies the nature of digital play and questions about practice and practitioners The book raises critical questions and offers new understandings and theoretical insights around one of the hot topics in early years research This book was originally published as a special issue of the Early Years journal

Digital Childhoods

Susan J. Danby,Marilyn Fleer,Christina Davidson,Maria Hatzigianni,2018-04-03 This book highlights the multiple ways that digital technologies are being used in everyday contexts at home and school in communities and across diverse activities from play to web searching to talking to family members who are far away The book helps readers understand the diverse

practices employed as children make connections with digital technologies in their everyday experiences In addition the book employs a framework that helps readers easily access major themes at a glance and also showcases the diversity of ideas and theorisations that underpin the respective chapters In this way each chapter stands alone in making a specific contribution and at the same time makes explicit its connections to the broader themes of digital technologies in children s everyday lives The concept of digital childhood presented here goes beyond a sociological reading of the everyday lives of children and their families and reflects the various contexts in which children engage such as preschools and childcare centres

Beginning Teaching, Beginning Learning: In Early Years and Primary Education Janet Moyles, Jane Payler, Jan

Georgeson, 2017-06-16 This bestselling textbook provides an introduction to the fundamentals of teaching and learning in early years and primary education If you are training to work in schools or other educational settings the book offers a wide range of practical and straightforward guidance covering essential topics such as safeguarding attachments and relationships assessment the indoor and outdoor environment new technologies behaviour management and well being Thoroughly updated throughout and retaining its lively and engaging style this new fifth edition extends your knowledge and understanding of working and playing effectively with young children Enlivened by thought provoking cameos and reflective questions the book gives you the confidence to reflect upon challenge and enhance your own pedagogies Key features include Real life cameos drawn from schools and settings Questions to promote thinking included in each chapter Suggested further reading including a range of annotated references Up to date research and issues that teachers may face Beginning Teaching Beginning Learning is essential reading for student and newly qualified early years and primary teachers and practitioners as well as those who educate and train them This outstanding book should be a core text for beginning teachers working in the birth to 11 age range It places Early Years and Primary education in the historical context and encourages new teachers to become reflective practitioners by adopting a questioning approach based on thoughtful comparative experiences One aspect which makes this stand out from other similar texts is the focus it has on developing a deep understanding of the partnership between children s learning and the beginner teacher Contributors many of whom have been teachers themselves include experts not only in their specific fields of interest but also in teacher education more broadly so understand what is relevant for those on initial teacher education courses and those in the early stages of their teaching career Jane Warwick Primary PGCE Course Manager University of Cambridge UK Beginning Teaching Beginning Learning should be a core text on all birth to 11 years ITT courses The book neatly combines grounded cameos of actual teaching experience with real life questions and dovetails these with a thoroughly referenced scholarly critique Through its engaging style and approach the book speaks clearly and directly to the inquisitive curious and professional novice teacher who wishes to be both thoroughly reflective and knowledgeable of the latest research This book is hugely successful as it manages to be both very wide in its content whilst encouraging a questioning and in depth critical thinking throughout Guy

Roberts Holmes MA Early Years Education Programme Director UCL Institute of Education UK **The Routledge International Handbook of Learning with Technology in Early Childhood** Natalia Kucirkova, Jennifer Rowsell, Garry Falloon, 2019-03-04 The Routledge International Handbook of Learning with Technology in Early Childhood focuses specifically on the most cutting edge innovative and international approaches in the study of children's use of and learning with digital technologies This edited volume is a comprehensive survey of methods in children's technologies and contains a rich repertoire of studies from diverse fields and research including both educational and developmental psychology post humanist literacy applied linguistics language and phenomenology and narrative approaches For ease of reference the Handbook's 28 chapters are divided into four thematic sections introduction and opening reflections studies answering ontological questions which theorize how children take on original identities in becoming literate with technologies studies answering epistemological questions which focus on how children's knowledge and learning are co constructed with a diverse range of technologies studies answering practice related questions which explore the resources and conditions that create the most powerful learning opportunities for children Expertly edited this interdisciplinary and international compendium is an ideal introduction to such a diverse multi faceted field Didactics of Smart Pedagogy Linda Daniela, 2018-11-27 The focus on smart education has become a new trend in the global educational field Some countries have already developed smart education systems and there is increasing pressure coming from business and tech communities to continue this development Simultaneously there are only fragmented studies on the didactic aspects of technology usage Thus pedagogy as a science must engage in a new research direction smart pedagogy This book seeks to engage in a new research direction that of smart pedagogy It launches discussions on how to use all sorts of smart education solutions in the context of existing learning theories and on how to apply innovative solutions in order to reduce the marginalization of groups in educational contexts It also explores transformations of pedagogical science the role of the educator applicable teaching methods learning outcomes and research and assessment of acquired knowledge in an effort to make the smart education process meaningful to a wide audience of international educators researchers and administrators working within and tangential to TEL *Early Learning in the Digital Age* Colette Gray, Ioanna Palaologou, 2019-03-11 Digital practices are forging ahead in leaps and bounds Examining digital practices in early childhood education this book seeks to inform the discussion on how digital technologies are best integrated into play based pedagogy and demonstrates effective practices that enhance children's learning and development With a range of international contributors perspectives and case studies the fusion of play and portable technology is explored through contemporary research **Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings** Robyn Jorgensen, Mellony Graven, 2022-01-01 This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners It provides highly illustrative exemplars targeted for learners up to approximately eight years of

age whose home language differs from the language of instruction It identifies the challenges faced by these learners and their families and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language Readers will gain a practical sense of how to create contexts classrooms and practices to scaffold these learners to build robust understandings of mathematics

Early Childhood Studies Damien Fitzgerald,Heloise Maconochie,2024-01-28 The second edition of this indispensable textbook supports your academic development as you explore key concepts theories and practices Engaging case studies bring theory to life encouraging you to apply your knowledge in real world scenarios Reflect on your own beliefs and values with thought provoking reflection points while actionable steps guide you in translating theory into practice Stay current with an extensive list of further readings ensuring you remain at the forefront of research and practice Includes key features such as Learning outcomes Action points Case studies Reflection points Spotlights on policy research Chapter summaries Further readings Each chapter begins with Learning Outcomes and ends with a summary to guide your studies and package the most complex of subjects in a digestible and understandable form Unsure how Early Years policies are implemented and impact young children Curious about working with multilingual children and families This updated edition covers topics ranging from children s neurological development to the impact of technology and digital culture to childhood disability and SEND Complete and comprehensive this is the only textbook that will support you from the moment your degree begins right up to your graduation Whether you re embarking on a career in early childhood or seeking a deeper understanding of this vital field this book equips you with the essential knowledge and tools to make a positive impact in the lives of young children

Children's Knowledge-in-Interaction Amanda Bateman,Amelia Church,2016-10-25 This book is a collected volume that brings together research from authors working in cross disciplinary academic areas including early childhood linguistics and education and draws on the shared interests of the authors namely understanding children s interactions and the co production of knowledge in everyday communication The collection of studies explores children s interactions with teachers families and peers showing how knowledge and learning are co created constructed and evident in everyday experiences

Nordic Childhoods in the Digital Age Kristiina Kumpulainen,Anu Kajamaa,Ola Erstad,Åsa Mäkitalo,Kirsten Drotner,Sólveig Jakobsdóttir,2022-07-05 This book adds to the international research literature on contemporary Nordic childhoods in the context of fast evolving technologies It draws on the workshop program of the Nordic Research Network on Digital Childhoods funded by the Joint Committee for Nordic research councils in the Humanities and Social Sciences NOS HS during the years 2019 2021 Bringing together researchers from Finland Norway Sweden Denmark and Iceland the book addresses pressing issues around children s communication learning and education in the digital age The volume sheds light on cultural values educational policies and conceptions of

children and childhood and child media relationships inherent in Nordic societies The book argues for the importance of understanding local cultures values and communication practices that make up contemporary digital childhoods and extends current discourses on children s screen time to bring in new insights about the nature of children s digital engagement This book will appeal to researchers graduate students educators and policy makers in the fields of childhood education educational technology and communication The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Handbook of Research on Teaching the English Language Arts Douglas Fisher,Diane Lapp,2017-11-06 Now in its fourth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the third edition in 2010 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies A Companion Website extends and enhances the Handbook with a wealth of additional resources The Handbook of Research on Teaching the English Language Arts Fourth Edition Addresses all of the language arts within a holistic perspective speaking listening language writing reading Is well grounded and balanced in theory and research while promoting validated practice Features authors who are known for their expertise and who represent diversity in culture years in the profession and geographic location Gives attention to special populations and instructional contexts Includes new media literacies Has the authority of a research handbook while remaining practical for students in masters and doctoral classes

Talking with Children Amelia Church,Amanda Bateman,2022-06-30 Early childhood teachers know that the quality of child teacher interactions has an impact on children s social and educational outcomes Talking with children is central to early learning but the significant details of high quality conversations in early childhood settings are not always obvious This Handbook brings together experts from across the globe to share evidence of teachers talking with children in early learning environments It applies the methodology of conversation analysis to questions about early childhood education and shows why this method of studying discourse can be a valuable resource for professional development in early childhood Each chapter of this Handbook includes an up to date literature review shows how interactional pedagogy can be achieved in everyday interactions and demonstrates how to apply this learning in practice It offers unique insights into real life early childhood education practices based on robust research findings and provides practical advice for teaching and talking with children

The New Father: A Dad's Guide to The Toddler Years, 12-36 Months (Third Edition) (The New Father) Armin A. Brott,2019-05-14 The essential guide for fathers of one and two year olds completely revised and updated Learn how to make a positive impact in these milestone years of your child s development

when he or she goes from crawling to walking and from knowing just a few words to speaking in complete sentences Armin Brott guides you through this crucial phase of fatherhood three months at a time in the third volume of the New Father series trusted by millions of dads nationwide Each chapter covers Your child s physical intellectual verbal and emotional social development What you re experiencing as a father Age appropriate activities you and your child can enjoy together Family matters including your relationship with your partner sibling relationships and more This new edition of The New Father A Dad s Guide to the Toddler Years has been thoroughly updated to cover the issues dads face today from balancing work and family to managing kids screen time Dads will rely on this friendly yet authoritative book and moms will find it helpful too

Learning and Teaching in Early Childhood Wendy Boyd,Nicole Green,Jessie Jovanovic,2021-08-02 Learning and Teaching in Early Childhood Pedagogies of Inquiry and Relationships is an introduction for early childhood educators beginning their studies Reflecting the fact that there is no single correct approach to the challenges of teaching this book explores teaching through two lenses teaching as inquiry and teaching as relating The first part of the book focuses on inquiry covering early childhood learning environments learning theories play pedagogies approaches to teaching and learning documentation and assessment and the policy curriculum and regulatory requirements in Australia The second part explores relationships in early childhood contexts and covers topics such as fostering meaningful and respectful relationships with children and working with families staff and the wider community Written by well respected academics in the field Learning and Teaching in Early Childhood is a vital resource for those entering the early childhood education and care profession **An**

Introduction to Diverse Literacies in Primary Classrooms Karen Daniels,Marie Helks,2025-04-09 How can teachers be prepared to support all children in becoming literate How can teachers best mediate the technical aspects of literacy and make these meaningful and relevant to their children What kinds of pedagogical practices can enable children to become creative and critical users and producers of digital and non digital texts An Introduction to Diverse Literacies in Primary Classrooms brings together the voices of academics classroom teachers student teachers and children to answer these questions Research into children s literate lives illustrates that literacy is very much integrated into children s ongoing home community and school experiences and these rich and diverse literate lives are very often digitally mediated This essential and practical book explores key themes in literacy education such as diversity drama literacy and play reader response grammar and children s authorship to understand the interrelationship between children s diverse literacy practices and ways that these can be mediated within the English school curriculum Written by a team of outstanding ITE English tutors and esteemed literacy researchers this book is an essential reference for all student and practising teachers and a must read for literacy coordinators and those interested in literacy research **Designing for Learning in a Networked World** Nina Bonderup Dohn,2018-02-28 Designing for Learning in a Networked World provides answers to the following questions what skills are required for living in a networked world how can educators design for learning these skills and what role can and

should networked learning play in a networked world It discusses central theoretical concepts and draws on current debates about competences necessary to thrive in contemporary society The book presents detailed analyses of skills needed and investigates the question of how one can design for learning in specific empirical cases ranging in academic level from preschool to university teaching The book clarifies the different conceptions of design within the educational field and offers a framework for thinking critically about instances of networked learning It analyses digital and Computational Literacy and discusses participatory skills for learning in a networked world Examples of specific empirical cases include teaching programming to students not necessarily intrinsically motivated to learn facilitation of a participatory public in the library and designs for children s transition from day care to primary school discussed as a matter of networked contexts Engaging thoughtfully with the question of 21st century skills this book will be vital reading to scholars researchers and students within the fields of education networked learning learning technology and the learning sciences digital literacy design for learning and library studies

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