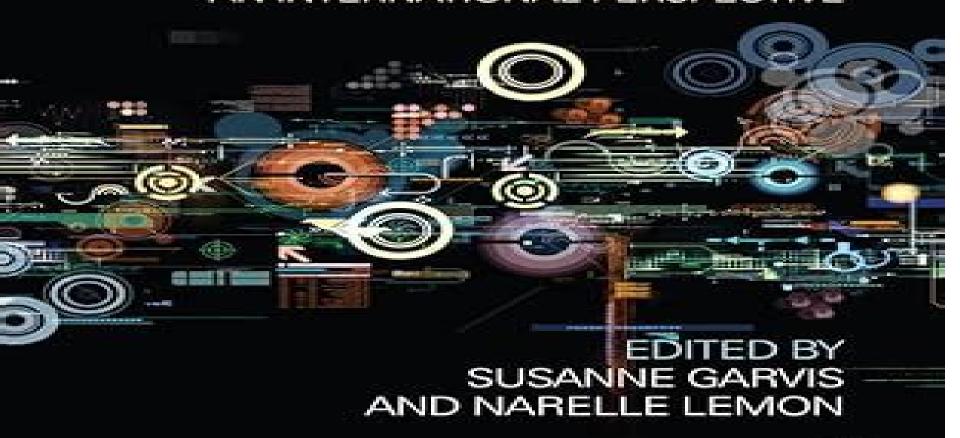
UNDERSTANDING DIGITAL TECHNOLOGIES AND YOUNG CHILDREN AN INTERNATIONAL PERSPECTIVE





Annelies Wilder-Smith

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 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 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 <u>Digital Childhoods</u> 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 Young Children Playing and Learning in a Digital Age Christine Stephen, Susan Edwards, 2017-11-27 Young Children Playing and Learning in a Digital Age explores the emergence of the digital age and young children's experiences with digital technologies at home and in educational environments Drawing on theory and research based evidence this book makes an important contribution to understanding the contemporary experiences of young children in the digital age It argues that a cultural and critically informed perspective allows educators policy makers and parents to make sense of children's digital experiences as they play and learn enabling informed decision making about future early years curriculum and practices at home and in early learning and care settings An essential read for researchers students policy makers and professionals working with children today this

book draws attention to the evolution of digital developments and the relationship between contemporary technologies play **High-Tech Tots** Ilene R. Berson, Michael J. Berson, 2010-05-01 Young children are coming and learning in the early years of age surrounded by information and communication technology ICT ICT is a prominent force in their lives and working with ICT can stimulate students intellectually incite their creativity and challenge them to apply developmentally appropriate inquiry approaches that enhance their learning experiences Digital technologies also allow children to expand their physical space and access many online social environments that transcend time and space However any focus on the efficiency and effectiveness of technology applications in the early childhood years cannot overlook the potential consequences of technological development on children with regard to their social functioning interpersonal interactions and global understanding In addition to evaluating technology as a tool of instruction we must focus on educational implications and ethical issues associated with their use This book is the fifth in the Research in Global Child Advocacy Series The volume examines theoretical assumptions as well as the application of innovative strategies that optimize the interface between young children and ICT from a global perspective Despite divergent perspectives the chapter authors share a commitment to explore the immersion of ICT into the lives of young children and consider the educational value of these tools as well as the developmental appropriateness of technological affordances This volume brings together scholars and policymakers whose rich discourse delves into questions such as How do communication technologies benefit young children s social and cognitive development What standards and technical specifications are needed to effectively safeguard young children engaged with ICT How are young children introduced to ICT What are the challenges and risks for young children online What programs are effective in mediating risk What are the educational applications for ICT in early childhood Is social networking the new online playground for young children How can young children become competent users of digital technology and media How can early childhood educators and families encourage positive usage and discourage negative social consequences associated with today s technology How can ICT enhance teaching and learning for young children What ICT activities are developmentally appropriate for young children In the book there are three primary areas of emphasis a ICT as a teaching and learning tool across cultures and countries to promote the social and cognitive development of young children b research on developmentally appropriate education on cybersafety and cybercitizenship and c studies on the influence of digital technologies on young children including exposure to inappropriate content and participation in online social networks This resource offers readers a glimpse into the experience of children and the expertise of researchers and professionals who diligently work toward crafting a framework for action that reflects intercultural and cross national initiatives Given the role that electronic media plays in the lives of children as both an educational and entertainment tool understanding the physical and social contexts as well as the developmental issues is critical to programs aiming to optimize *Understanding Digital* the full potential of digital tools that support and enhance the experiences of young children

Technologies and Young Children Leon Hyde, 2020-06-24 This may be a precious reference for anyone looking for an global attitude on digital generation and young kids and is in particular aimed toward contemporary and destiny teachers With a extensive range of professional participants this e book gives a comprehensive examination of the modern research on era and younger kids and the significance of engagement for getting to know This technique encourages the reader to reconsider the possibilities and potential of digital technology for gaining knowledge of inside the early years especially within the years earlier than formal education whilst kids is probably attending early early life settings Because of this educators for the duration of the arena are expected to actively decorate youngsters s learning in methods that offer learning experiences with technology which can be balanced and purposeful to permit the transformation of conventional true getting to know studies Virtual technology may be used to explore control find out play and interact with actual and innovative worlds to allow energetic that means making Young Children's Rights in a Digital World Donell Holloway, Michele Willson, Karen Murcia, Catherine Archer, Francesca Stocco, 2021-08-19 This volume focuses on very young children's aged 0 8 rights in a digital world It gathers current research from around the globe that focuses on young children's rights as agental citizens to the provision of and participation in digital devices and content as well as their right to protection from harm The UN Digital Rights Framework of 2014 addresses children's needs agency and vulnerability to harm in today's digital world and implies roles and responsibilities for a variety of social actors including the state families schools commercial entities researchers and children themselves This volume presents a broad range of research including chapters on parental supervision and control the changing forms of play early childhood education media and cultural studies law design health special needs education and engineering Implicit within this book is the acknowledgement that children of various ages abilities socioeconomic and geographic backgrounds should have equal access to and positive non harmful experiences with new digital technologies and content as well as adult support and expertise that enhances these experiences This passionate book celebrates the diversity of young children's activities in the digital world It interrogates these through four intersecting lenses their rights play experiences contextualised design and best practice Balancing children's eager engagement with digital content alongside adult responsibilities for education privacy and protection the volume provides a fitting showcase for work of global relevance Professor Lelia Green Professor of Communications Edith Cowan University Perth Western Australia This compelling text provides a critical resource to inform our understanding of the intersection of the digital world and children's rights Ilene R Berson Ph D Professor of Early Childhood Education Affiliate Faculty Learning Design Technology Area Coordinator Early Childhood Coordinator Early Childhood Ph D Program University of South Florida College of Education A truly international collection that investigates young children's engagement with digital technologies Identifying issues of public interest around digital practices this highly readable book is a valuable resource for researchers parents and policy makers Professor Susan Danby Director ARC Centre of Excellence for the Digital Child and Faculty of

Education School of Early Childhood and Inclusive Education QUT Kelvin Grove Queensland Digital Technologies and **Learning in the Early Years** Lorna Arnott, 2017-04-10 iPads mobile phones tablets and many other digital devices feature in the lives of children from the moment they are born but what is the place of these technologies in children's early years and learning experiences In the age of the Techno Tot this edited collection focuses on exploring the potential of what children can do with technologies rather than what technologies can do for children With chapters written by a range of international authors this book offers an evidence based discussion of children's experiences with technologies in early years education broadens our understanding of technologies in early years beyond the typical focus on screen based media details the child s story with technology offers a range of case studies from the UK USA Australia and Europe Lorna Arnott will be discussing key ideas from Digital Technologies and Learning in the Early Years in the SAGE Early Years Masterclass a free professional development experience hosted by Kathy Brodie *Understanding Digital Technologies and Young Children James* Boykin, 2017-01-03 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 Early Learning in the Digital Age Colette Gray, Joanna Palaiologou, 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 Diaital Technologies in the English as a Foreign Language (EFL) Classroom Hannah Wörner, 2021-02-16 Seminar paper from the year 2020 in the subject Didactics for the subject English Miscellaneous grade 1 0 University of Frankfurt Main course Digital Media in the EFL classroom language English abstract How can the two fields of English as a foreign language further referred to as EFL and the usage of Digital Technologies DT in school be possibly combined and why should there be a correlation between learning English and using DT In the following term paper this question will be investigated carefully After that there will also be an example of a concrete lesson in the EFL classroom using DT and in the end there will be a reflection of this seminar The KIM study 2018 shows that out of 1 231 participants in the age of 6 to 13 98% have access to the internet and 97% of them own a smartphone This means that nearly everybody is in daily contact with Digital Media even children in primary school First of all there needs to be a differentiation between Digital Media and Digital Technology The

term Digital Media includes created products and the digital tools which were used to produce them while it also includes the transport of information Digital Technologies is a more generic term which includes everything covered by Digital Media Therefore Digital Technologies are composed by digital devices like tablets computers or smartphones as well as digital resources which provide information of any kind in a digital format That is why in the following it will only be referred to the term of Digital Technologies and not Digital Media Just like Digital Technologies in the following described as DT the English language plays an important role in many people s lives as well English is not only the language spoken by the most people all over the world but also the one which is geographically distributed most widely In most of these countries English is the official language while in other countries it is used for educational or business purposes Because of its importance it is crucial for young students to learn English as a foreign language in school Before reaching the age of 10 a time frame which is called window of opportunity emerges in which children tend to be most receptive regarding language learning Through English lessons in primary school the school system uses this opportunity According to Maras and Ametsbichler the English lessons should follow a competence orientation which means that it should provide many opportunities to foster competencies like listening speaking reading writing speech acting method related competencies as well as intercultural competencies Digital Technologies and Early Childhood in China Ilene R. Berson, Wenwei Luo, Michael J. Berson, Chuanmei Dong, 2024-01-01 This edited book on Digital Technologies and Early Childhood in China Policy and Practice is the eighth volume in the Research in Global Child Advocacy Series This volume details the entanglement of digital technologies and early childhood ecologies learning and pedagogies in China It analyses how traditional Chinese values Eastern and Western curricular approaches and socio political economic cultural and demographic changes influence current policies services and practice This book is the first research based review of technology integration into early childhood education and the factors that affect it in China It is particularly timely given China's growing influence and the increased recognition of the importance of early childhood education for human capital development globally Across international contexts there is limited knowledge of China's early childhood curricular reforms and this book offers insight into the socio cultural and political influences that have driven the nation s tremendous investment in the technology infrastructure the ambitious goals for implementation into the education of young children and barriers to these integration efforts Collectively this rich collection of chapters offers a nuanced understanding of the entanglement of digital technologies and early childhood education in China Each chapter sheds light on a distinct aspect of this complex landscape providing valuable insights and opening new avenues for exploration It sheds light on the socio cultural and political influences that have shaped China's ambitious goals for technology integration in the education of young children By addressing the barriers and challenges faced in these integration efforts the book provides critical knowledge for policymakers researchers and educators seeking to enhance early childhood education practices in China and beyond Furthermore this volume contributes

to the global understanding of China's early childhood curricular reforms and the significant investments made in technology infrastructure As China continues to play an influential role in the global landscape understanding its early childhood curricular reforms and technology integration efforts becomes increasingly important This book contributes to the international knowledge base by offering insights into the socio cultural and political influences driving China's investment in technology infrastructure and the challenges faced in its implementation It serves as a valuable resource for researchers policymakers and educators worldwide seeking to enhance early childhood education practices promote digital literacy and harness the potential of digital technologies in early learning environments **Linguistics and Language Behavior** Growing Up With Technology Lydia Plowman, Christine Stephen, Joanna McPake, 2010-04-05 Growing Up with Technology explores the role of technology in the everyday lives of three and four year old children presenting the implications for the children's continuing learning and development Children are growing up in a world where the internet mobile phones and other forms of digital interaction are features of daily life The authors have carefully observed children s experiences at home and analysed the perspectives of parents practitioners and the children themselves This has enabled them to provide a nuanced account of the different ways in which technology can support or inhibit learning Drawing on evidence from their research the authors bring a fresh approach to these debates based on establishing relationships with children families and educators to get insights into practices values and attitudes A number of key questions are considered including Which technologies do young children encounter at home and preschool What kind of learning takes place in these encounters How can parents and practitioners support this learning Are some children disadvantaged when it comes to learning with technology Growing Up with Technology is strongly grounded in a series of research projects providing new ways of thinking about how children's learning with technology can be supported It will be of great interest to undergraduate and postgraduate students on a range of courses including childhood studies and those with a particular interest in the use of technology in education Parents practitioners and researchers will also find this a fascinating and informative read

Young Children in Digital Society ,2025-06 Moving the conversation about young children and digital technologies away beyond good or bad Edwards and Straker present an innovative perspective to educators researchers and communities on how to support young children to learn and thrive safely in a digital society This book marks a turning point in research concerning young children and technologies Instead of focusing on the impacts of technology on children in ways that generate conflicting information advice and opinions this book centres on understanding how children live learn and play in digital society and how the adults in their lives can actively create opportunities that support them to participate safely so that they can thrive Based on a groundbreaking research project in partnership with industry this text showcases the development of well designed end user content and materials such as videos infographics and books that best support young children and their adults living learning and playing in digital society It includes practical examples for early childhood

educators and broader communities such as ways to promote physical activity with digital technologies support children with online safety facilitate peer relationships using technologies and engage in digital play for learning For a closer look into the additional resources and support available please visit https youngchildrendigitalsociety com au A refreshing perspective on young children and digital technology this book is set to become a foundational text for early childhood educators policy makers and communities Digital Technologies in Early Childhood Art Mona Sakr, 2017-01-12 Through art children make sense of their experiences and the world around them Drawing painting collage and modelling are open ended and playful processes through which children engage in physical exploration aesthetic decision making identity construction and social understanding As digital technologies become increasingly prevalent in the lives of young children there is a pressing need to understand how digital technologies shape important experiences in early childhood including early childhood art Mona Sakr shows the need to consider how particular dimensions of the art making process are changed by the use of digital technologies and what can be done by parents practitioners and designers to enable children to adopt playful and creative practices in their interactions with digital technologies Incorporating different theoretical perspectives including social semiotics and posthumanism and drawing on various research studies this book highlights how children engage with different facets of art making with digital technologies including remix and mash up distributed ownership imagined audiences and changed sensory and social interactions Proceedings of the ... Annual ACM/IEEE International Conference on Mobile Computing and Networking, 2001 Journal for Research in Mathematics Education, 2014

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