DIGITALIZATION OF PRESCHOOL PEDAGOGY -
A SWEDISH PRESCHOOL TEACHER PERSPECTIVE
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The presentation will cover a presentation of my thesis and the main findings of my thesis:

• **Digital play in preschools – Understandings from educational use and professional learning**
ABOUT THE THESIS

• The research project stretched from 2013 to 2020.
• Data collection was performed in 2014, 2016 and 2017
• Methods used:
  o Netnography (Study in 2014: Findings published in 2015 and 2016)
  o Interviews (Study in 2017: findings published in 2020)
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Publications:


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The aim was to improve knowledge on preschool teachers’ educational use of digital play and their professional learning about it.

• RQ1: How can preschool teacher educational use of digital play be understood?

• RQ2: How can the professional learning context of preschool teachers using digital play for educational purposes be understood?

• RQ3: How can preschool teacher knowledge needs concerning educational use of digital play be understood?
Thematic analysis can be described as an umbrella term for a number of approaches to analysing qualitative data that focus on identifying, analysing and reporting patterns in the data (themes).

A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set (Braun & Clarke, 2006, p.82)

• Thematic analysis was used in the analysis in all of the included papers.
• Note that it is the thematic analysis of all the data collected in the research project I present here today. What I could see, in terms of themes, when I looked at the data from the Netnography, Self-report essays and the Interviews combined.
RQ1: HOW CAN PRESCHOOL TEACHER EDUCATIONAL USE OF DIGITAL PLAY BE UNDERSTOOD?

The educational use envisioned:
• Different from home usage
• Purposeful
• Embedded in educational practice
• Secure
• Primarily collaborative
• Preferably with teacher presence
RQ1: HOW CAN PRESCHOOL TEACHER EDUCATIONAL USE OF DIGITAL PLAY BE UNDERSTOOD?

The incentives behind educational use were:

• Technology usability

• Enhancement of educational practice
  o Variation
  o Innovation
  o Adaptation

• Children’s learning
  o Life focused learning
  o School-focused learning
RQ2: HOW CAN THE PROFESSIONAL LEARNING CONTEXT OF PRESCHOOL TEACHERS USING DIGITAL PLAY FOR EDUCATIONAL PURPOSES BE UNDERSTOOD

- Limited time and opportunities to learn
- Reluctance from colleagues and guardians
- Technology as an enabler of professional learning
RQ3: HOW CAN PRESCHOOL TEACHER KNOWLEDGE NEEDS CONCERNING EDUCATIONAL USE OF DIGITAL PLAY BE UNDERSTOOD?

- Knowledge about social discourse
- Knowledge about technology
- Knowledge about educational use
  - Knowledge about access and agency
THEORETICAL LENSE - THE LEARNING IN WORKING LIFE FRAMEWORK (ILLERIS, 2007)
THE PARTICIPANTS

The participants had a work identity that welcomed digital play.
RQ1 (INCENTIVES FOR EDUCATIONAL USE)

The society level:
- Technological development
- Children’s learning
  - Life focused
  - School focused

The workplace practice:
- Enhancement of workplace practice
  - Variation
  - Adaptation
  - Innovation
RQ1 (EDUCATIONAL USE ENVISIONED)

The overlap between Work Identity and Workplace practice:
- Different from children’s home use
- Purposeful
- Embedded in educational practice
- Secure
- Primarily collaborative
- Preferably with teacher presence
RQ2 (PROFESSIONAL LEARNING CONTEXT)

The technical-organisational learning environment:
- Limited time and opportunities to learn (exploration in practice)

The social-cultural learning environment:
- Reluctance from colleagues and guardians

The society level:
- In this context technology enabled professional learning
RQ3 (KNOWLEDGE NEEDS)

The society level:
- Knowledge about social discourse
- Knowledge about technology

The workplace practice:
- Knowledge about educational use
  - Knowledge about access and agency
The need for this knowledge about how to handle children’s access to and agency in digital play was linked to the participants’ strive towards embedding digital play while still establishing a balance between traditional and digital play in the workplace practice.

Used, but also disliked methods: Timer, Schedule, Ticket system. A conflict in relation to how the participants were used to work in preschool pedagogy.

Some thought the access was naturally controlled by the shifting phases during the preschool day. Others had realised that increased access resulted in less, or a periodical interest among the children.

Strategies were to restrict access to one app at the time or to present the children with equal traditional and digital play activities on every digital play event.
REFERENCES & LINKS

