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The Early Years Technological Landscape: Reflecting on Digital Childhoods for Pedagogic Planning

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About Us

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Series Editor of Changing Images of Early Childhood (Routledge, New York)

New book: Yelland, B.J. & Frantz-Bentley, D. (in press) Found in translation: Connecting reconceptualist thinking with early childhood education practices. Routledge: New York.

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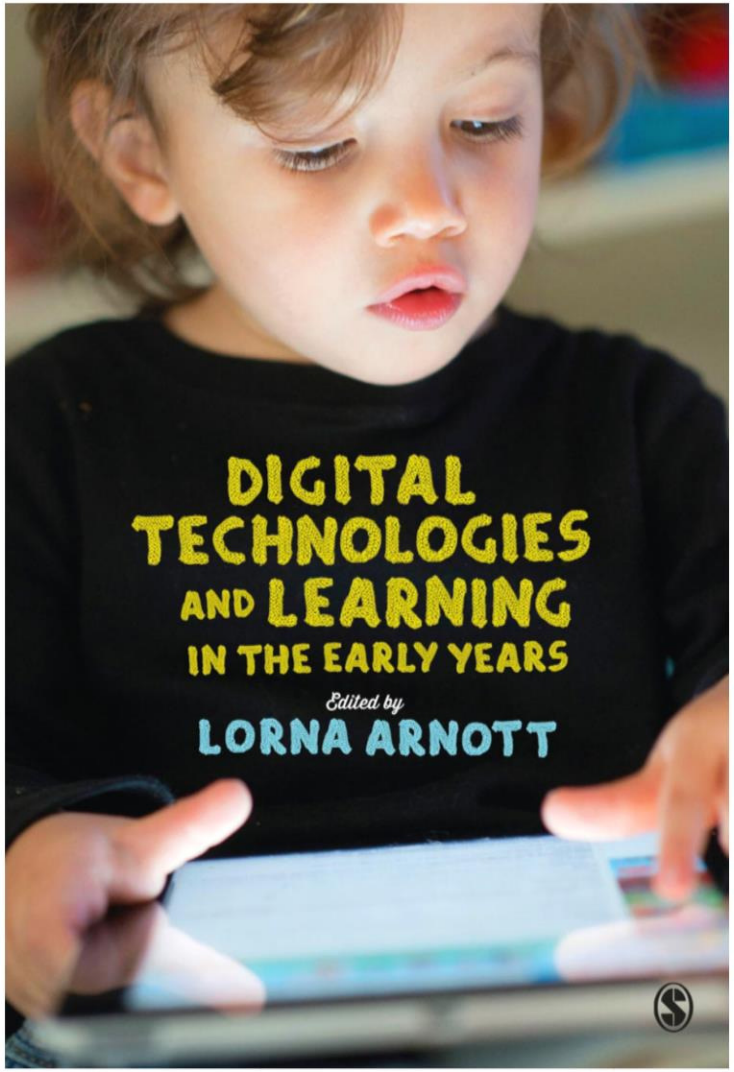
Digital Technologies and Learning in the Early Years

- Part 1: The Early Years Technological Landscape
  - Chapter 1: Framing Technological Experiences in the Early Years
    - Lorna Arnott
  - Chapter 2: Children's Technological Learning Journeys
    - Eleni Karagiannidou
  - Chapter 3: Re-imagining Play with New Technologies
    - Nicola Yelland and Caja Gilbert



This paper: applicability of conceptual frameworks in practice

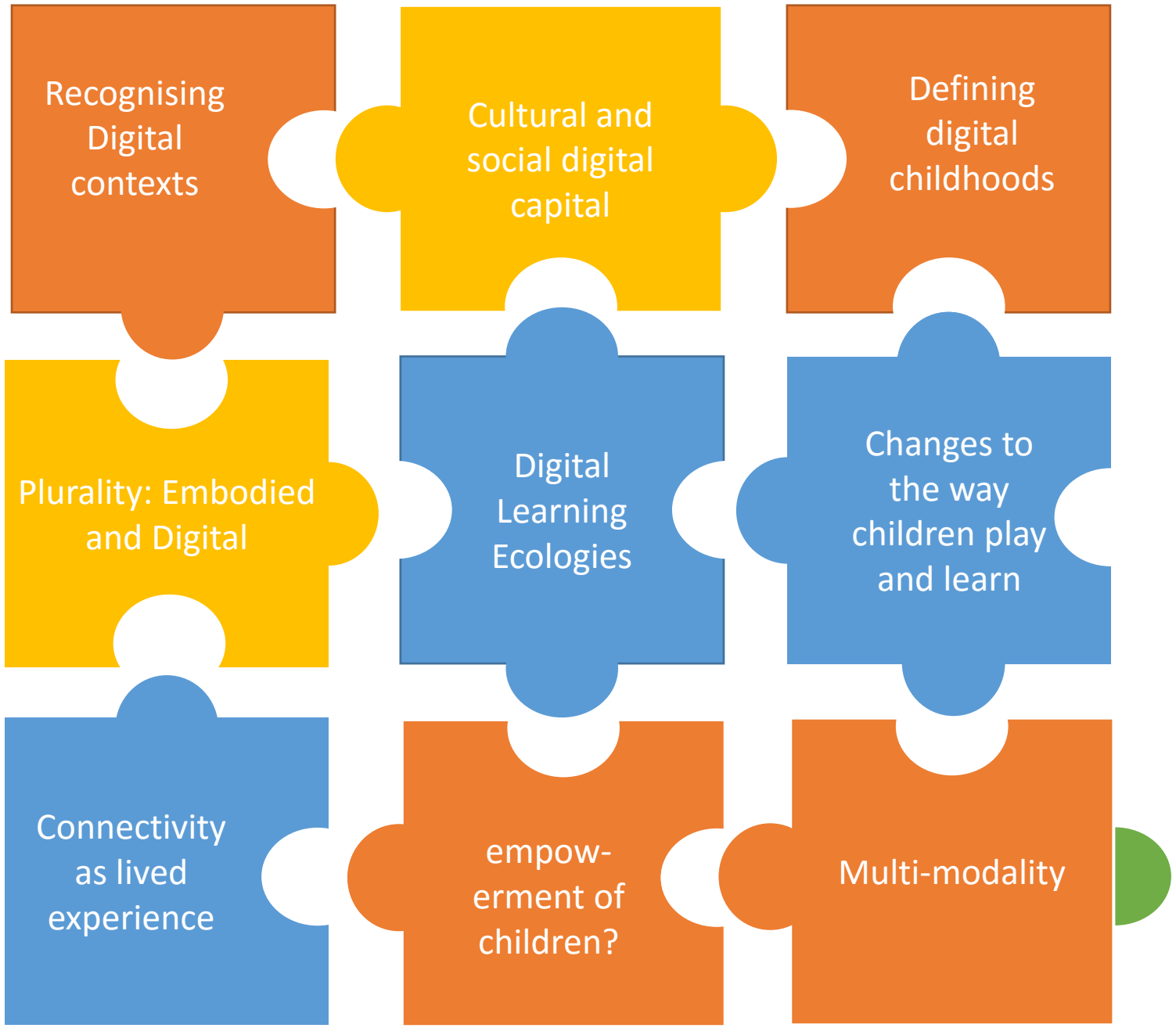
- Our Research Questions

How do we conceptualise contemporary digital childhoods; beyond the suggestion that children increasingly have access to, and engage with, a broad range of new technologies? How can we draw on these experiences to characterise multimodal learning?

How are children's learning identities emerging and growing in an era where children have to negotiate both embodied and digital identities?

How can we draw on our theoretical understandings of digital childhoods to frame children's pedagogical and ecological early childhood experiences in the digital age?

Our Framework



Pieces of the jigsaw come together to inform the pedagogic planning for digital childhoods

Defining digital childhoods

Definitions of digital resources are fruitless

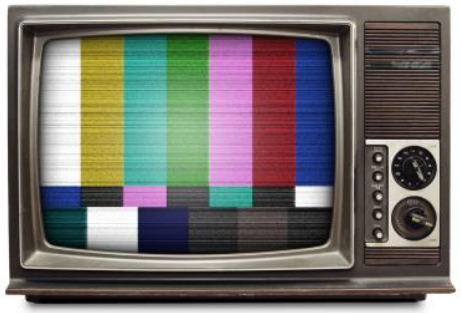
- The evolution of technologies is too fast paced for definitions to be meaningful

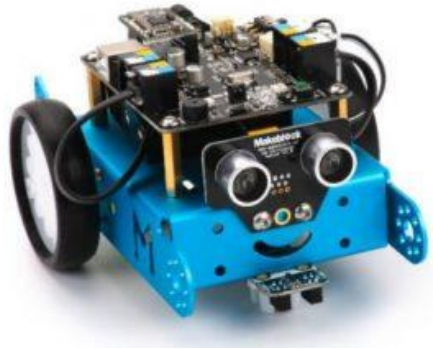
Instead focus on the ‘childhood’

- The shift in the way children experience the world;
- How children interact with physical, social and cultural spaces in contemporary society
- How learning and play is transformed within this dynamic and fluid context

Should we focus on digital?

- Another period in childhood history: Enlightenment to Digital…





empow-
erment of
children?

Youth at risk	Youth as capable
Vulnerability	Liberation
Consumers through adults	Producers and consumers
Young people as passive	Young people as active
Young people as novices	Young people as capable
Play as 'private'	Play as 'public'
PROTECT	**EMPOWER**
Continue	Develop
Hierarchy	Co-participative
Closed	Open
Fearful	Brave
Absolute/Fixed	Fluid/Counter

Fig I: narratives of childhood and youth and implied values

Taken from Craft 2012

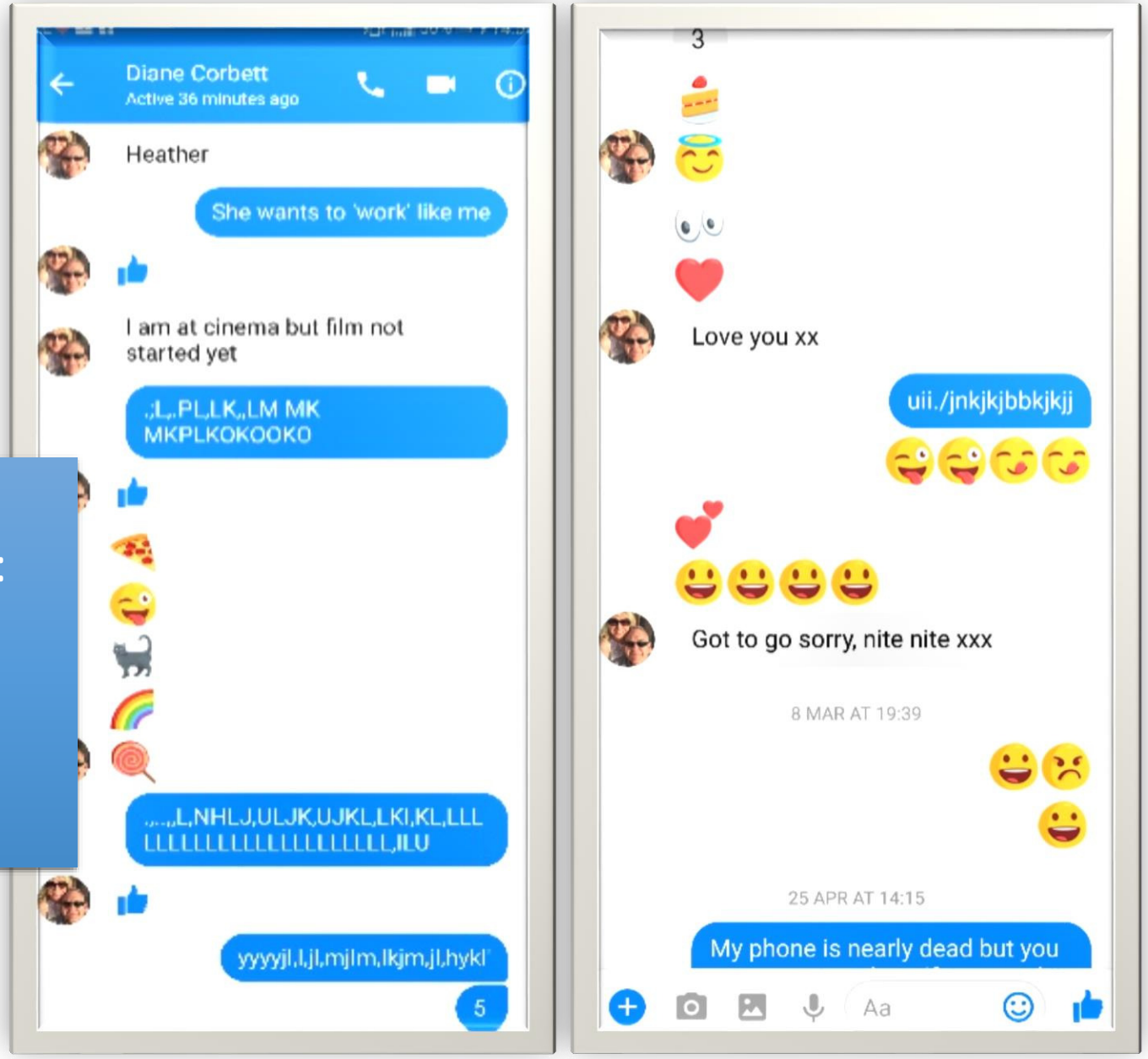
Recognising Digital contexts

“New technologies affect the physical, social, emotional, psychological, educational and learning ‘environments’ that surround children. In many cases, children are immersed in experiences with digital technologies before their formal schooling years, and they come to school equipped with an already developing range of skills and experiences (Craft, 2012). Therefore, one of the main reasons for this undertaking relates to the growing need for understanding the complexities of children’s formal and informal learning experiences” .

Multi-modality

Plurality: Embodied and Digital

Reimagining of Craft's (2012) 4Ps: Plurality, Playfulness, Possibilities and Participation



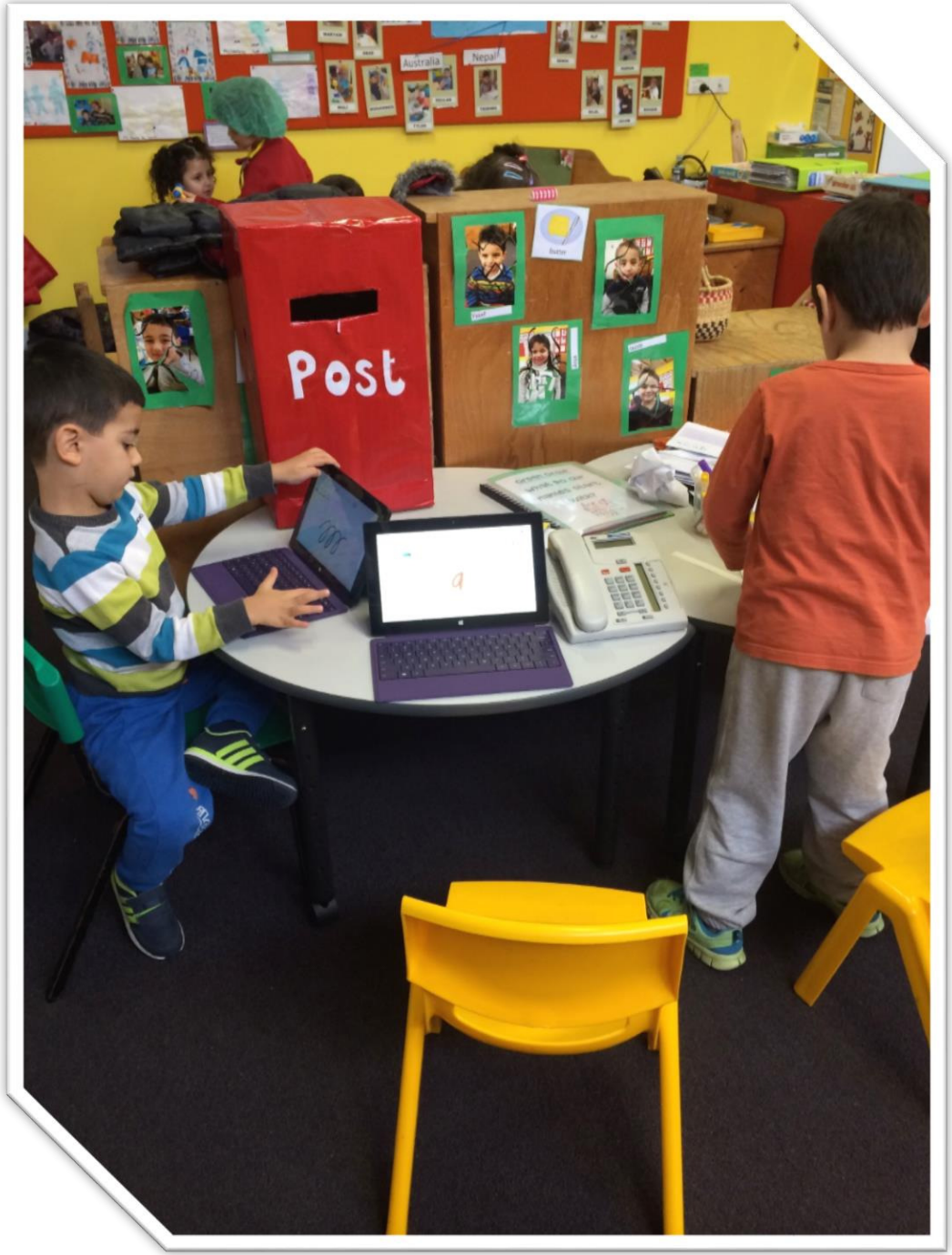
Heather, 3 years 5 months 'working'

Children live in the world of tangible technologies but they also live in an abstract world of symbolic representations:

- They negotiate an embodied identity but also a digital identity
- At times their digital identify is moulded by parents on their behalf.

Cultural and social digital capital

- Technologies not as tools but as resources or artifacts
- Social, cultural, economic & political implications
- Fluent in access and use
- Multimodal lives: making meaning and connections

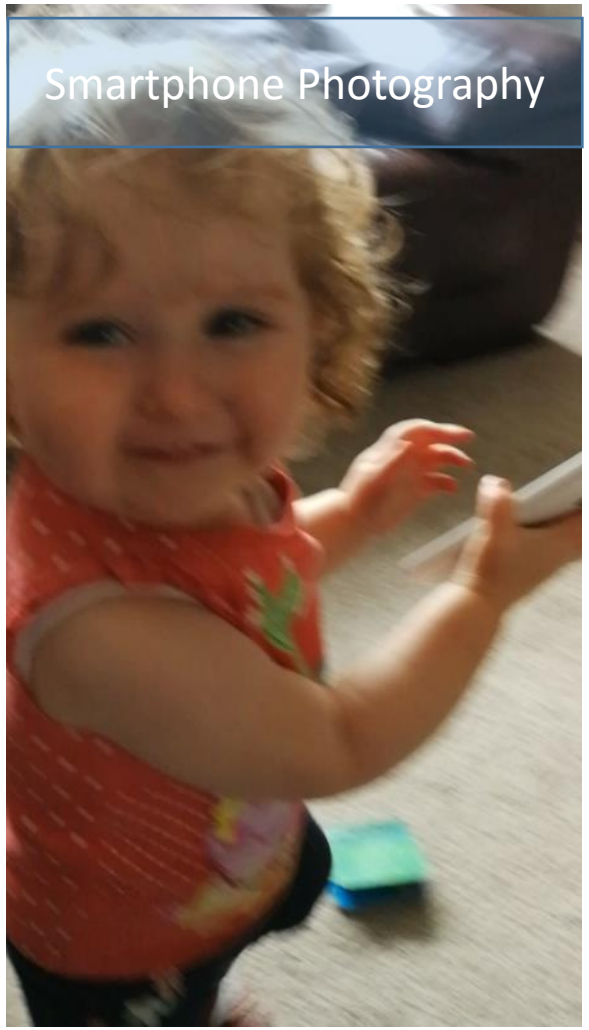


Changes to the way children play and learn

Photo - source:
https://www.flickr.com/photos/ticoneva/5581238453/

Connectivity as lived experience

Childhood is digital from birth: it is lived and experienced in everyday life, how do we mirror this in early childhood pedagogy?



Rebecca
17 months old

(Videos in original presentation, but stills presented here)

Digital Learning Ecologies

Heather 3.5 years

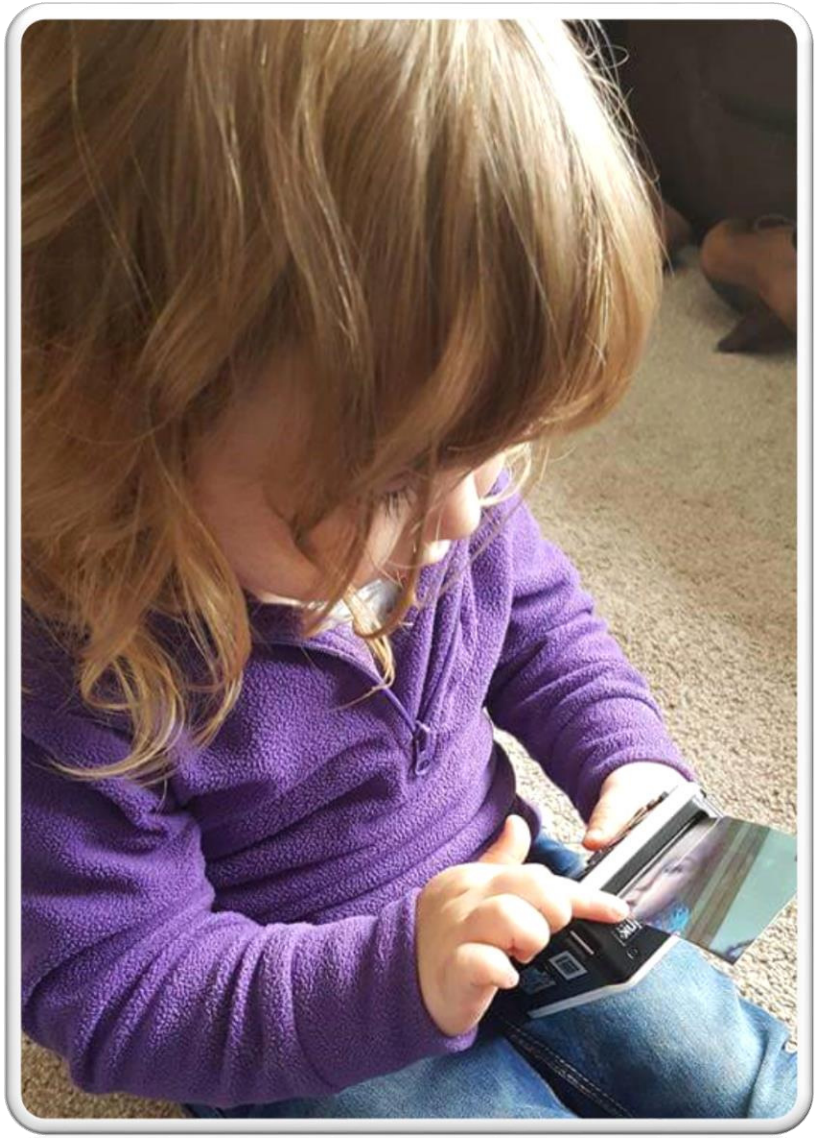
Early Computing Knowledge

Everyday Literacy

Everyday numeracy

Linking to Pedagogic Planning

"High quality experiences with technologies do not happen by chance. Technologies do not do the pedagogic planning for us, despite their interactive properties." (Arnott 2017).



Thank you!
Questions?

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