Preschool teachers’ reasoning about interactive whiteboard embedded in Swedish preschools

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## Sample

Four preschool teachers in 2 preschools in 1 Swedish city.

## Implications For Educators About

# Abstract

This paper aims to investigate the ways in which teachers enact the interactive whiteboard (IWB) in Swedish preschools in relation to preschool children’s mathematical learning. Data collected from interviews with four preschool teachers have provided the opportunity to consider the potential of IWB to facilitate a creative approach to young children’s mathematic education. The findings suggest that IWB use in preschool is mostly viewed as “Space for children to involve in problem-solving situations”, “Supporting collaborative learning and mutual negotiation”, “Goal-oriented mathematics learning facilitated by IWB” and “Retaining children’s interest in learning activities”. This study also highlights the importance of teachers’ technological knowledge and skills in mediating the interaction and facilitating the use of IWB in preschool pedagogical practices.

# Outcome

"[I]ntegrating interactive whiteboard into preschool can reinforce or facilitate learning new skills and ideas; help children think analytically, engage and motivate; promote mathematics literacy; and offer opportunities for preschool teachers to individualize instruction. However, IWB cannot be viewed as a panacea that can transform preschool educational practices on its own. Preschool teachers’ pedagogical knowledge, as well as their technical skills and attitudes, play a critical role in how the IWB is and can be used in preschool." (Authors, 12)