Integration of interactive whiteboard in Swedish preschool practices

# Details

## Year

2015

## DOI

10.1080/03004430.2014.908865

## Issued

2020

## Language

English

## Volume

185

## Issue

1

## Start Page

## End Page

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## Type

Journal article

## Journal

Early Child Development and Care

## Publisher

Informa UK Limited

## Topics

## Sample

Three preschool teachers in 1 preschool in 1 city in Sweden, with preschool children they worked with.

## Implications For Educators About

# Abstract

This paper aims at exploring the roles preschool teachers give technologies in mathematics education and the ways they structure their mathematics learning activities using interactive whiteboard (IWB) as a technological artefact. Data collected from observations of three preschool teachers embedding IWB in a preschool practice in Sweden provided the primary data sources. The findings suggest that the use of IWB in preschool can be viewed as "Multisensory resources to engage young children's reasoning", "Challenging young children to engage in problem-solving activities" and "Taking the child's interest as a point of departure". This study also highlights the importance of preschool teachers' pedagogical and technological knowledge that shape and mediate the ways they embed IWB in preschool pedagogical practices.

# Outcome

"[T]he IWB is mostly used as a presentation or display tool, while its other potential features are not taken fully into account to promote young children’s mathematics learning." (Authors, 117)