Swedish preschool teachers’ perceptions about digital play in a workplace-learning context

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* Digital and socio-cultural environment

## Sample

10 preschool teachers in Sweden.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

Professional development

# Abstract

This study investigates preschool teachers' perceptions about the pedagogical use of digital play and, by using the Learning in Working Life framework as a theoretical point of departure, it also investigates how these perceptions are connected to the teachers' professional learning environment. Participants wrote a self-report essay about digital play. Results show that the participants identified opportunities with digital play on a societal, content, workplace practice and social-cultural level of the workplace-learning context. Challenges were identified on a social-cultural, technical-organisational and content level. The conclusion is when introducing digital play into preschools, the challenges include too little time and reluctant parents and colleagues. The opportunities can be summed up as helping to prepare children for the future and enriching their upbringing and learning.

# Outcome

"Swedish preschool teachers’ perceptions about opportunities and challenges associated with the pedagogical use of digital play are linked to several aspects of their professional learning environment. Opportunities were identified on a societal, content, workplace practice and social-cultural level of the workplace-learning context. Challenges were identified on a social-cultural, technical-organisational and content level. The conclusion is that when introducing digital play into preschools, the challenges include too little time and reluctant parents and colleagues. The opportunities can be summed up as helping to prepare children for the future and enriching their upbringing and learning." (Author, in "Conclusions")