Making room for the transformation of literacy instruction in the digital classroom

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* Internet usage, practices and engagement
* Digital and socio-cultural environment

## Sample

82 students and 4 teachers in 3 different first-year classes and 3 different schools in 1 municipality in Sweden.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Heavy investments in digital technology in schools is not sufficient to enhance digital learning

## Implications For Stakeholders About

Researchers

# Abstract

Education is in the process of transforming traditional print-based instruction into digital formats. This multi-case study sheds light on the challenge of coping with the old and new in literacy teaching in the context of technology-mediated instruction in the early years of schooling (7–8 years old children). By investigating the relation between literacy and digital technology in diverse pedagogical contexts we capture the complexity in the educational transformation that needs to be acknowledged. Each of the cases demonstrates a distinct knowledge focus and goal for early literacy instruction, organisation and access around technology and what is made visible in instruction. All these factors had consequences for the teaching that occurred. Depending on epistemological beliefs, digital competencies were taught separately from literacy and considered as a goal on its own or integrated with literacy considered as a means and a goal for literacy teaching and learning. Implicit pedagogy with weaker classification and framing enabled conditions for infused approaches making use of digital technology in multimodal, functional and learner centred literacy practices. Furthermore, initial guidance and the weaving of invisible and visible pedagogy highlight a possible way to both exploit the potential of digital technology and support children from various backgrounds. The balance of teacher and student control was further affected in regard to the organisation of technology and choices of pedagogical methods. This research hereby expands the current discussion on the relation between technology and literacy with an understanding that the epistemological focus and context of practices are necessary tools to problematize, rather than measure or value, emerging practices in early literacy instruction. We conclude that in addition to the necessary heavy investments in digital technology in schools there is a need to provide room for action for the teachers and address issues of purpose, pedagogy and organisation around technology.

# Outcome

"...the epistemological focus and context of practices are necessary tools to problematize, rather than measure or value, emerging practices in early literacy instruction. We conclude that in addition to the necessary heavy investments in digital technology in schools there is a need to provide room for action for the teachers and address issues of purpose, pedagogy and organisation around technology." (Authors, in Abstract)