Are we spinning or is it the board? Young children’s interaction with an interactive whiteboard in preschool

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* Learning
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## Sample

A preschool group with fifteen children aged one to three years, and four preschool teachers, in 1 preschool in Sweden.

## Implications For Educators About

# Abstract

The present study explores young children’s interaction with an interactive whiteboard (IWB) in a Swedish preschool. Analyses of video recordings show how the children, through embodied and multi-directional interactions, interpret, explore and construct signs on the IWB. By relating children’s careful explorations to meaning-making and sign-making, interactions at the IWB can be looked upon as part of children’s initial literate explorations in multimodal text productions.

# Outcome

"This study shows that young children use a multitude of modes in exploring and understanding themselves and their surroundings using new technology. For preschool educators, new technologies may offer new ways of enhancing children’s meaning-making, play and learning. In order to help pre- school educators leverage this potential of new technologies, it is critical to provide them with a theoretical framework for conceptualizing the different literacies that preschool children are engaged in." (Author, 142)