Screen-based literacy practices in Swedish primary schools

# Details

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## Topics

* Learning
* Literacy and skills
* Internet usage, practices and engagement

## Sample

Three Year One classrooms followed at three public primary schools (named South, North and West) in western Sweden. A total of twelve focal pupils (aged 7–8) were studied, four from each class, equally distributed with regard to gender and academic achievement.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

# Abstract

This paper contributes to the discussion of digital literacies in early literacy education. We focus on the nature of screen-based literacy practices in relation to print-based, paper-pen practices in the early years of schooling when pupils learn to read and write (aged 7–8). Our results show that pupils engage in several diverse screen-based practices, although they are conventional in nature. However, aspects of blogging and tweeting do approach the characteristics of “new literacies” as defined in previous research.

# Outcome

"Our results show that pupils engage in several diverse screen-based practices, although they are conventional in nature. However, aspects of blogging and tweeting do approach the characteristics of “new literacies” as defined in previous research." (Authors, in Abstract)