Berätta med datorplattor i de yngre skolåren -- en framväxande literacypraktik

Engl. transl.: Younger pupils' narratives using a tablet computer: An emerging literacy practice

# Details

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## Editors

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## Place

Vaasa, Finland

## Topics

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

## Sample

An entire class of 18 pupils observed through grades 1 through 3, along with their teachers and the school principal.

## Implications For Educators About

* Digital citizenship
* School innovation
* Professional development
* Other

# Abstract

This article describes and analyses younger pupils story-telling using digital tools in the form of a tablet computer. We followed the class over a longer period (through grades 1-3), beginning in 2011 when the digital tools were first introduced for both the teachers and the pupils. In themselves, tablet computers do not automatically mean that teaching in the classroom changes. The way the tools are used is connected to the kind of teaching they form a part of. With a technology-centred view on the introduction of technology, it can seem like the question is merely of an implementation of a new tool, with little consideration needing to be given to the context in which it is to be used (e.g., Bruce, 1996). In this study, however, we draw upon a practice-centered view, looking at the way the tool is used in relation to its context. (Trans. by Coder)

# Outcome

The emerging literacy practice was characterized by the fact that it was the students who decided the content of their meetings with their teachers, and that the content was governed by the students' interests.... The fact that students could take home their computer tablets and use them in their free time helped to bridge the boundary between school and leisure.... The atmosphere in the class created in the process also seemed to contribute to students becoming more courageous and feeling safer talking in groups. (Authors, 80; trans. by Coder)