Digital technologies in early childhood education – a frame analysis of preservice teachers’ perceptions

Engl. transl.: Digital technologies in early childhood education – a frame analysis of preservice teachers’ perceptions

# Keywords

* Technology
* preservice teacher
* early childhood education
* frame analysis
* educare
* pedagogy

# Details

## Year

2017

## DOI

10.1080/03004430.2017.1372756

## Issued

2017

## Language

English

## Volume

189

## Issue

8

## Start Page

## End Page

## Authors

Mertala P.

## Type

Journal article

## Journal

Early Child Development and Care

## Publisher

Informa UK Limited

## Topics

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

## Sample

38 students participated in this study. Thirty-five were female and three were male. The youngest participant was 18 years old, the oldest 37 years old. The participants were attending a compulsory educational technology course.

# Abstract

Research on early childhood teachers’ perceptions of technology integration has been criticized for not paying enough attention to the unique pedagogical characteristics of early childhood education. This qualitative study contributes to resolving this need by scrutinizing preservice teachers’ perceptions of technology usage through the frames of education, socialization, and care, which form a harmonious whole referred to as the EDUCARE approach. The findings suggest that an individual preservice teacher can be for or against technology usage depending on the frame they reflect on technology integration through. Children’s ages and participants’ beliefs about the children’s access to technology at home were the most significant factors behind the variation in dynamics between and within the frames. The implications for future research are also discussed.

# Outcome

An individual preservice teacher can be for or against technology usagedepending on the frame they reflect on technology integration through. Children’s ages and participants’beliefs about the children’s access totechnology at home were the most significant factors behind thevariation in dynamics between and within the frames education, care and socialization.