Early Math in a Preschool Context: Spontaneous Extension of the Digital into the Physical

# Details

## Year

Not reported

## Scope

National

## Countries

Sweden

## Type

Empirical research – Mixed methods

## Methodologies

* Interview
* Focus group
* Secondary analysis
* Textual / documentary / content analysis
* Ethnography / participant observation
* Other

## Other Methodology

Video observation

## Researched Groups

Children

## Children Ages

## Funder

The Wallenberg Foundations, the Swedish School Research Institute (Skolforskningsinstitutet), and Lund University

## Funder Types

* University
* Foundation
* National Government / Ministry

## Has Formal Ethical Clearance

## Consents

* Consent obtained from parents
* Consent obtained from teachers / caretakers
* Consent obtained from children

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://www.diva-portal.org/smash/get/diva2:1461456/FULLTEXT01.pdf

## Data Set Availability

Not mentioned

# Goals

"1. (How) was digital math content moved out to the physical room – in other words, how was it extended into the physical preschool environment – by children and teachers?
2. Which elements of the game and the interventions inspired, scaffolded and provided affordances for children and teachers to make such extensions?
3. What were the implications of such extensions for children’s learning of early math?"
(Authors, 134)