TABLETS IN PRESCHOOL

Visualisation and documentation of the goals in the national curriculum by the use of tablets,
- prerequisites and opportunities for development of the activity in preschool?

Maria Styf

Aim/Purpose
The purpose of this poster presentation is to get feedback from other researchers on the research design, to be able to specify and narrow the research question, and also get feedback on the theoretical framework.

Research question: How are digital tools used in preschool, both as learning tools and for documentation and visualization of the daily activities, in relation to the goals in the national curriculum?

New theoretical question:
What is the object for using tablets in preschool among teachers?

Methodology:
At first a national wide survey will be distributed to collect information about the use of tablets in Swedish preschools. Thereafter, we will narrow the study to a few preschools and study the activity and the work in progress with a special focus on tablets as a mediating artefact for visualisation and documentation of the goals in the national curriculum. This will be done through action research (Rönnerman, 2012).

Expected theoretical framework: The theoretical framework is based on activity theory (Engeström, 1987; Leontiev, 1986; Vygotsky, 1978; Wertsch, 1981) with a focus on mediating tools (Vygotsky, 1978).

Figur 1. Engeströms activity system triangle, 1987, s. 78

To discuss:
1. The use of the activity theory as an theoretical frame?
2. The use of action research?