

**Digital Childhoods - Special Interest Group**  
**European Early Childhood Education Research Association (EECERA)**

**SIG Convener**

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**SIG Website**

<http://www.eecera.org/sigs/digital-childhoods/>

**SIG Members**

The Digital Childhood's SIG continues to grow. We have 71+ members with more people requesting to join, year on year. Members listed below are a combination of EECERA members and non-members. We feel it's important to keep the SIG inclusive in order to avoid barriers to collaboration.

We have several colleagues on the mailing list who we don't have names for, we urge these colleagues to get in touch to update their details. Similarly, we request that colleagues who have not already done so, please provide their institutional details and their Region.

|   | Member            | Email                       | Institution               | Region   |
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### Report on SIG activities 2017-2018

We are pleased to introduce Maria Dardanou as co-convenor for the SIG starting in 2018.

***Publications (Members who have publications which don't appear here, please get in touch and we can update the report).***

Members of the SIG have had a productive year.

#### *Books/Book Chapters*

The following book publications have been developed:

- Arnott, L. (in press). An ecological exploration of young children's digital play: framing children's social experiences with technologies in early childhood. In C. Stephen (Ed.), *DIGITAL PLAY AND TECHNOLOGIES IN THE EARLY YEARS* Milton Park, Abingdon, Oxon: Routledge, Taylor & Francis Group.
- Arnott, L., Palaiologou, I., & Gray, C. (in press). An Ecological Exploration of the Internet of Toys in Early Childhood Everyday Life. In *The Internet of Toys: Practices, Affordances and the Political Economy of Children's Play*
- Palaiologou, I. and Gray, C., (Eds) (in press) *Early Learning in the digital age: Digital Pedagogy and Early Childhood*, London: SAGE. The chapters from this book predominantly come from SIG members.
  - O'Connor, J., Fotakopolou, O., Hatzigianni, M and Fridberg, M. (2018) 'Parents' perspectives on the use of touchscreen technology by 0-3 year olds in the UK, Sweden, Australia and Greece'. In Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
  - Aderonke Folorunsho and Ioanna Palaiologou (in press) Children's playful encounters with iPads in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
  - Lorna Arnott, John Levine & Gillian Shanks (in press) Open-world –games: An exploration of creative play, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE

- Michelle Rogers (in press) Playing with technology outdoors, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Grete Skjeggstad Meyer and Ingvard Bråten (in press) From play to media. From media to play: A Physical approach, n Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Maria Dardanou & Trine Kofoed (in press) It is not only about the tools! Professional digital competence, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Kelly Johnston, Kate Highfield, Fay Hadley (in press) Integrating technology to support children's agency and transitions to school, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Aderonke Folorunsho Ioanna Palaiologou (in press) The digital divide: access, skills, use and ideological barriers, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Colette Gray, Jill Dunn, Pamela Moffett & Denise Mitchell (in press) Digital inequality, access and provision: The experience of Irish Medium Schools in Northern Ireland, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Saara Salomaa & Pekka Mertala (in press) An education-centred approach to digital media education, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Mari-Ann Letnes (in press) Multimodal media production: Children's meaning making when producing animation film in a play-based pedagogy. in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Gary Beauchamp, Nick Young, Ruby Price (in press) Mobile learning and outdoors, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE
- Zoi Nikiforidou (in press) Digital manipulatives and mathematics, in Palaiologou, I. and Gray, C. (Eds) (2018 forthcoming) *Digital Practices in Early Childhood Education: An International Perspective*. London: SAGE

### Articles

A significant body of peer reviewed academic literature has been published by SIG members in relation to Digital Childhoods, in particular many of the SIG members published in the British Journal of Educational Technology Special Issue.

1. Danby S, Evaldsson A-C, Melander H, et al. (2018) Situated Collaboration and Problem Solving in Young Children's Digital Game Play. *British Journal of Educational Technology* 49.
2. Dunn J and Sweeney T. (2018) Writing and iPads in the Early Years: Perspectives from within the classroom. *British Journal of Educational Technology* 49.
3. Johnston K, Highfield K and Hadley F. (2018) Supporting young children as digital citizens: The importance of shared understandings of technology to support integration in play-based learning. *British Journal of Educational Technology* 49.
4. Marsh J, Plowman L, Yamada-Rice D, et al. (2018) Play and creativity in young children's use of apps. *British Journal of Educational Technology* 49.
5. Yelland N. (2018) A pedagogy of multiliteracies: Young children and multimodal learning with tablets. *British Journal of Educational Technology* 49.
6. Arnott, L., Palaiologou, I., & Gray, C. (in press). The changing nature of early childhood learning ecologies, experiences and pedagogies in a digital era. *British Journal of Educational Technology*.

#### Policy Briefing

1. In collaboration with DigilitEY, the SIG are currently drafting a policy briefing about technology use in early childhood, broadly.

#### Funding Applications

1. Global Engagement Fund, University of Strathclyde, £1600 to fund the mid-year meeting
2. DigilitEY funding, €3200 for mid-year meetings.

#### Chairs/Organisations/Events

1. **Joint SIG and DigilitEY Meeting:** SIG members attended a joint event with members of the COST Action programme for The digital literacy and multimodal practices of young children (DigiLitEY), run by Jackie Marsh <http://digilitey.eu/>. Digital Childhood SIG members and DigilitEY members met on 1st September 2017, from 2-5pm, in Bologna.
2. A follow up mid-year meeting took place in Glasgow Scotland, on 23rd March 2018. The attendees at that meeting, in collaboration with DigilitEY are developing an Erasmus+ application for submission in March 2019, alongside an Horizon 2020 RISE application.
3. Cristina Sylla organising, DLI 2018 - 3rd EAI International Conference on Design, Learning & Innovation. Portugal. Lorna Arnott on Technical Programme Committee.

#### Journal Editing

1. Lorna Arnott, Ioanna Palaiologou and Colette Gray Guest Edited a Special Issue of the *British Journal of Educational Technology*, which included many papers from SIG members.



**EECERA Conference Symposia:** X self-organised symposia were submitted to EECERA 2018 from SIG members.

1. C26 Changing Childhoods: the place for digital technology in life and learning
2. D25: Digital Childhoods: Learning with Technology
3. F10: Digital methods, knowledge transfer in transitions to school.

**Proposed Work for 2018-2019**

1. Continue to recruit members to the SIG and facilitate collaborative writing and projects.
2. Special Issue of Global Studies of Childhood in 2019 (confirmed) – Lorna Arnott, Ioanna Palaiologou & Colette Gray.
3. Special Issue of EECERJ in 2020 (application stage) - Sarika Kewalramani and Lorna Arnott.
4. Erasmus + and Horizon 2020 RISE applications