

Title:

The DILE Project: Children's Joy of Knowledge in Digital Learning Challenged by The Power of Parents.

Authors:

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Abstract:

DILE is a Nordplus funded network focusing on the digitization of preschool. The 78 members are practitioners, preschool principals and researchers from Finland, Sweden, Iceland, Denmark and Norway. Here, the first findings from the project is presented.

The aim of the paper is to explore what digital activities preschool practitioners are implementing, and to discuss this related to parents' fear of the digitization of preschool.

Previous research show that parents' attitudes towards children's digital activities are two folded. Parents are negatively adjusted to children's use of digital technology foremost out of concerns about health issues, inappropriate media content and social aspects. But, also positive, arguing cognitive-, social-, motor- skills and the adjustment to the technology society.

The theoretical framework is founded in Social constructionist theories (Burr, 1995; Wetherell & Potter, 1994).

Data consists of interviews, observations, discussions with members of the network, plans of activities, meetings with preschool professionals and parents.

The analytic unit is the content and rhetoric in practitioners and parents' narratives, as well as in the implementation of the digital activities in preschool.

Ethical standards were assured though written informed content by all parents and oral consent from children and participants in the project.

The results suggest that digital activities concern:

Creative activities, documentation, technical investigations, support for storytelling, play, and as tools for communication.

The project has strengthened the practitioners' knowledge of digital activities and created good conditions for the digitization of preschool. By doing so, they have also strengthened their role related to the parents.

Keywords: preschool, digital activities, children, parents' attitudes, practitioners' knowledge,