

# Index

## A

- Applications (apps)
  - collaborative play, 148, 157, 159, 219, 255
  - and inclusion, 51, 52
  - language impairment, 238–239
  - for learning and engagement, 151, 152, 157–159, 167–169, 184, 185
  - parent's selection methods, 122, 123

## B

- Baker, E., 19, 235
- Busch, G., 5

## C

- Case study, 33, 35, 36, 46
- Cernikova, M., 131–143
- Chaudron, S., 7–9, 132, 135, 267
- Collaborative play, 148, 157, 159, 219, 255
- Communities of practice, 50, 51
- Competence (of child), 6, 8, 11, 46, 52, 55, 79, 80, 113, 139, 191
- Content analysis, 151, 206
- Conversation analysis (CA), 19, 67, 171, 269, 270, 277, 279, 281
- Crowe, K., 235–246, 248, 249
- Curriculum, digitising the, 220–229

## D

- Danby, S., 4, 19, 33, 45, 65–80, 85, 166, 216, 267, 280, 281
- Davidson, C., 4, 6, 65–80, 95, 216, 267–272, 274–281

Deliman, A., 147–160

Design-based research, 103, 104

Digital exclusion, 5, 51, 52, 54

Digital games, *see* Electronic games

Digital identity, 87, 149

Digital narrative, 183–193

Digital participation

- barriers to, 52, 54, 59–61

- rural locations, 49–62

Donohue, C., 1, 165–178

Donoso Navarette, V., 131–143

Doyle, K., 10, 215–229, 231–233

Dreier, M., 131–143

## E

Educators

- electronic games, 85–89, 91, 92, 94–96

- novel use of technology, 167, 243–246, 248, 249

- views of technology, 245, 246

Edwards-Groves, C., 267–272, 274–281

Electronic games

- educators role, 91, 92, 94–96

- game based-learning, 10, 254, 255, 262

- impact on social-emotional development, 87, 89

- negative affects, 87, 97

- parental mediation, 133, 134, 141

- self-regulation and academic

  - performance, 85

  - use in education/pedagogical value, 220, 228

Ethnographic approach, 53

Ethnomethodology, 18, 19, 67, 269, 270

**F**

- Family  
 attitudes and technology use, 137, 243, 261  
 video communication, 17–19, 21–30  
 Fler, M., 1–11, 33–46, 102, 104,  
 114, 166, 187  
 Fletcher-Watson, B., 131–143  
 Fridberg, M., 7, 101–114

**G**

- Gaming, *see* Electronic games  
 Garvis, S., 10, 183–193  
 Given, L., 216  
 Gronn, D., 66

**H**

- Hatzigianni, M., 1–11, 85, 197–203, 206–211  
 Highfield, K., 10, 165–178

**I**

- Inclusion  
 cultural and historical conceptions, 34, 38  
 pedagogy and technology, 34–36  
 technology at home, 33, 36, 54  
 technology in preschool contexts,  
 33, 38, 39, 46  
 iPads, *see* Tablets

**K**

- Kalamatianou, M., 10, 197–203, 206–211  
 Kargin, T., 147–160  
 Kervin, L., 7–9, 117–129, 166, 267, 268  
 Korkeamaki, R.-L., 131–143

**L**

- Literacy  
 developing print and digital, 220  
 gaming literacies, 95  
 impact of digital technology, 7, 216, 233  
 maker literacies, 147–160  
 new literacies, 86, 132, 133, 143  
 visual literacy, 198, 199, 208, 210  
 Livingstone, S., 1, 118, 131–143

**M**

- Makerspaces, 148, 150, 152, 155, 157–160  
 Marsh, J., 66, 80, 95, 117, 131–143, 148–150,  
 158, 166, 215, 267, 268  
 Mascheroni, G., 131–143, 167  
 Masso, S., 235  
 McCormack, J., 235  
 McLeod, S., 235, 240, 241  
 Mixed-methods approach, 105

**N**

- Narrative inquiry, 187  
 Nexus analysis/mediated discourse analysis,  
 151, 152, 158  
 Nikiforidou, Z., 10, 253–263

**O**

- Olin-Scheller, C., 5, 8, 49–62  
 Ottovordemgentschenfelde, S., 131–143

**P**

- Paciga, K., 4, 165–178  
 Parents  
 attitudes and impact on technology use, 3,  
 6, 119, 133, 134, 136–139, 176  
 children's use of tablets, 124  
 electronic games, 87, 92  
 Photo-elicitation interviews, 53  
 Play, 88  
 collaborative (*see* Collaborative play)  
 digital, 6–9, 117–129, 257, 268  
 literacy, 150, 157–159  
 Plowman, L., 4, 8, 9, 33, 45, 46, 66, 80, 95,  
 96, 118, 126, 131, 133, 141, 143, 184,  
 186, 254, 259, 262  
 Popular culture, 123, 152, 153, 156–158  
 Pre-service teachers, 150–160  
 Programming, 166, 169–171, 198, 200, 237  
 Psycholinguistic framework/model,  
 236, 240

**R**

- Randomised controlled trial, 240  
 Redfors, A., 7, 101–114

Ribbens, W., 131–143  
 Richardson, J., 131–143  
 Rivera, C., 117–129, 166  
 Robotics, 148, 166, 167, 169, 170, 257  
 Roos, C., 5, 8, 49–62

## S

Science  
   slowmotion/time-lapse technology,  
     102, 104, 112  
   teaching in preschool, 112  
 Science, technology, engineering and  
   mathematics (STEM)  
   early childhood settings, 165  
 Scott., J., 147–160  
 Screen time, 8, 9, 87, 88, 96, 117, 124–126,  
   128, 136, 167, 258, 259  
 Scriven, B., 10, 267–272, 274–281  
 Shlyapnikov, V., 131–143  
 Skype, 3, 5, 6, 17–19, 21–30, 89  
 Smahel, D., 50, 131–143  
 Social interaction, 4–6, 8, 35, 55, 61, 66,  
   80, 87, 89, 95–97, 168, 186,  
   199, 236, 256  
 Social media  
   children's popularity, 54  
   parents views, 56, 57  
 Soldatova, G., 131–143  
 Speech and language skills of children, 235

## T

Tablets  
   digital narratives, 10, 187  
   early childhood STEM education, 171  
   family use, 112, 118, 119, 122, 128  
   home use by children, 33, 45, 118,  
     126, 185  
   language impairment, 239  
   literacy, 127, 216, 232  
   preschool science education, 33, 45,  
     101, 103  
   reflection by children, 109, 110, 114  
   tool for inclusion, 33, 46  
   visually impaired children's use, 33, 35, 37  
 Teachers, *see* Educators

## Technology

  children's construction of social worlds,  
     2, 10, 18, 268, 280  
   children's responses to parents rules,  
     136–139, 141  
   family relationships, 17  
   inclusion, 33–36, 38, 45, 46, 52, 216  
   intergenerational communication,  
     5, 17–19, 21–30  
   language impairment, 238, 239  
   media panic, 50, 51, 61  
   parental mediation, 118, 133, 134, 137,  
     139–141, 143  
   socio-cultural perspectives, 9, 87, 186, 256  
   use in the home, 5, 6, 8, 33–46, 54, 55, 57,  
     60, 65–80, 85, 92, 95, 117–129, 149,  
     216, 243–245, 248, 262  
   visual arts education, 197–203, 206–211  
 Thematic approach, 136  
 Thorpe, K., 65–80, 216, 246  
 Toyhacking, 149–153, 155, 156, 158–160

## V

Verenikina, I., 6, 7, 117–129, 166, 267  
 Video communication, 17–19, 21–30  
 Visual arts (VA) education and technology,  
   197–211  
 Visual impairment  
   use of technology, 34, 36, 46  
 Vygotsky, L.S., 7, 9, 33, 34, 36, 38, 46, 148,  
   187, 188, 191, 202, 268

## W

Walker, S., 8, 85  
 Web searching  
   in different contexts (home vs. preschool),  
     5, 65–80, 267, 269  
 Whole child approach, 165  
 Wohlwend, K.E., 5, 7, 66, 86, 147–160  
 Woods, A., 10, 215–233  
 Wren, Y., 11, 235

## Y

Yi, J.H., 147–160