The background of the slide features a whiteboard with large, colorful letters (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z) arranged in a grid. Each letter is accompanied by a small, colorful illustration. In the foreground, there are several drawing tools: a pink pencil, a yellow pencil, and a pink eraser.

an  
overview  
of  
current  
research

# iPads + early literacy

Image by Olu Eletu, used under CCo from  
<https://stocksnap.io/photo/Q5FJUKgOFH>

*Presented by Deborah Schamuhn Kirk*

→ **Kucirkova (2014, 2016)**

Overview: First wave of research;  
second wave & into the future

Place technology and traditional  
resources in complementary  
relation.

It's the pedagogy that makes the  
difference. Not the iPad itself.

Context



**print holds meaning**

**symbols read directionally**

**letters represent sounds**

(Teale & Sulzby, 1986)



Image used under CCo from  
<http://maxpixel.freegreatpicture.com/Read-Education-Learn-Abc-Alphabet-Letter-1219546>

**“...literacy and literacy learning are fundamentally social processes”**

(Teale, 1986, p. 174)



Image used under CCo from  
<http://maxpixel.freegreatpicture.com/Read-Education-Learn-Abc-Alphabet-Letter-1219546>

**“...young children are ‘social beings, and much of their cognitive development emerges in a social context.’”**

(Given et al., 2016, p. 349)



A green Kermit the Frog plush toy is positioned in the center, holding a white tablet. The tablet screen shows a video of Kermit the Frog in a video game environment, wearing a white cap and holding a gun. The background is a dark, textured surface.

**“Early childhood is infused  
with technology....”**

**Literacy** “extends beyond the acquisition of reading and writing skills and entails the **ability to use** these skills in a **SOCIALLY APPROPRIATE** context. Literacy is also evolving to include the skills required to function in a **technological society.**”

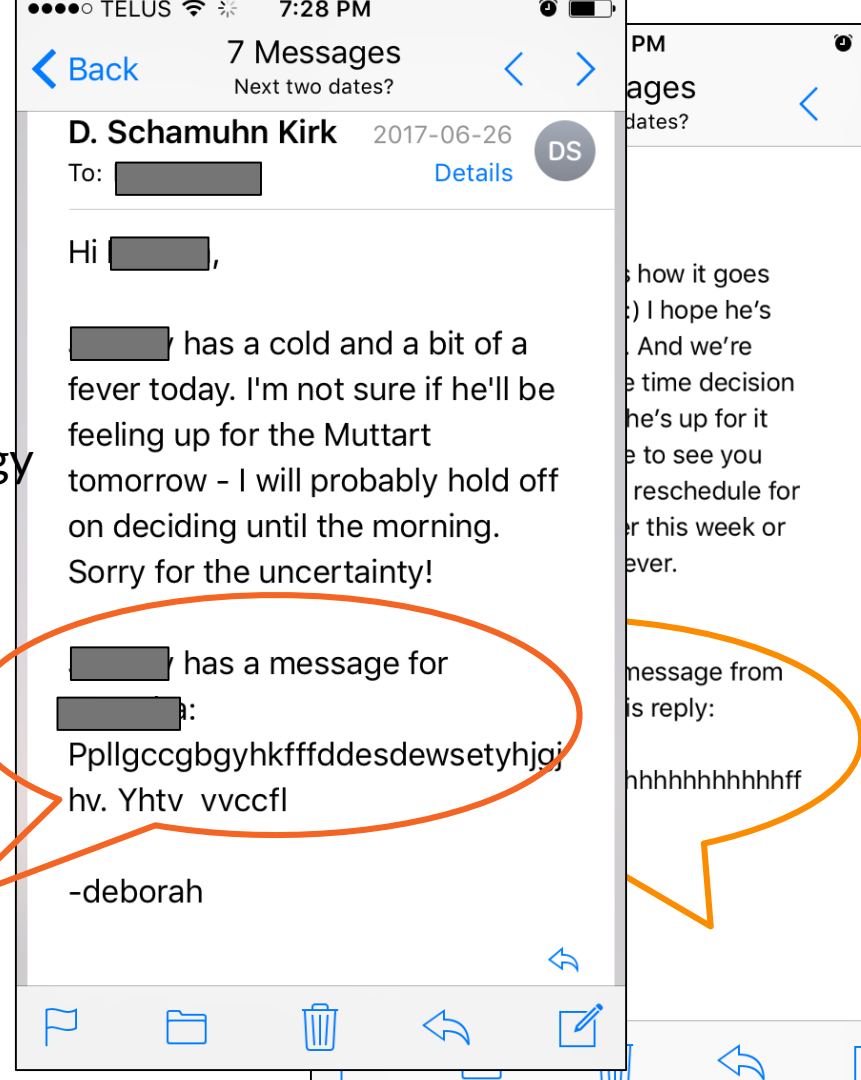
(Kervin, 2016, p. 66)



# Beschorner & Hutchison (2013)

→ Emergent writing using digital technology

## ◆ Functions of writing

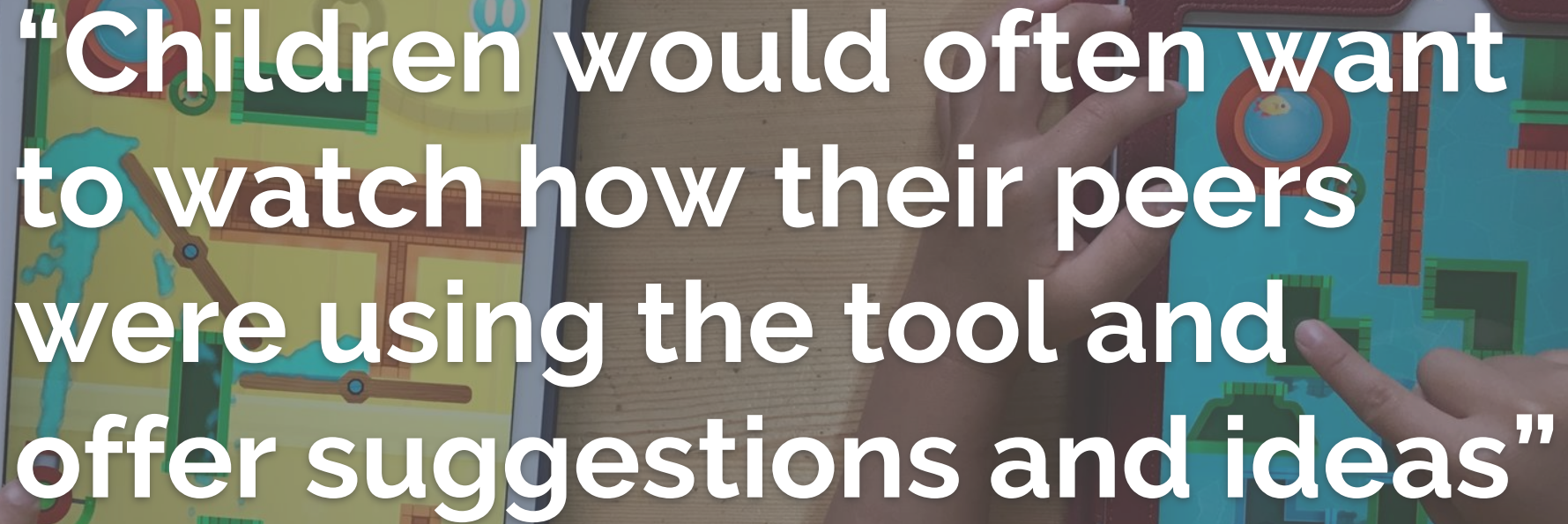


“supports given to children by others in order to help them make connections that lead to understanding”

(Wood et al., cited in Neumann & Neumann, 2015, p. 4)

**scaffolding**

---

The image shows two children's hands interacting with iPads on a wooden surface. The iPad on the left has a blue case and displays a game with a yellow background, green platforms, and a red circular target. The iPad on the right has a red case and displays a similar game with a blue background and green platforms. A semi-transparent grey box with white text is overlaid across the center of the image.

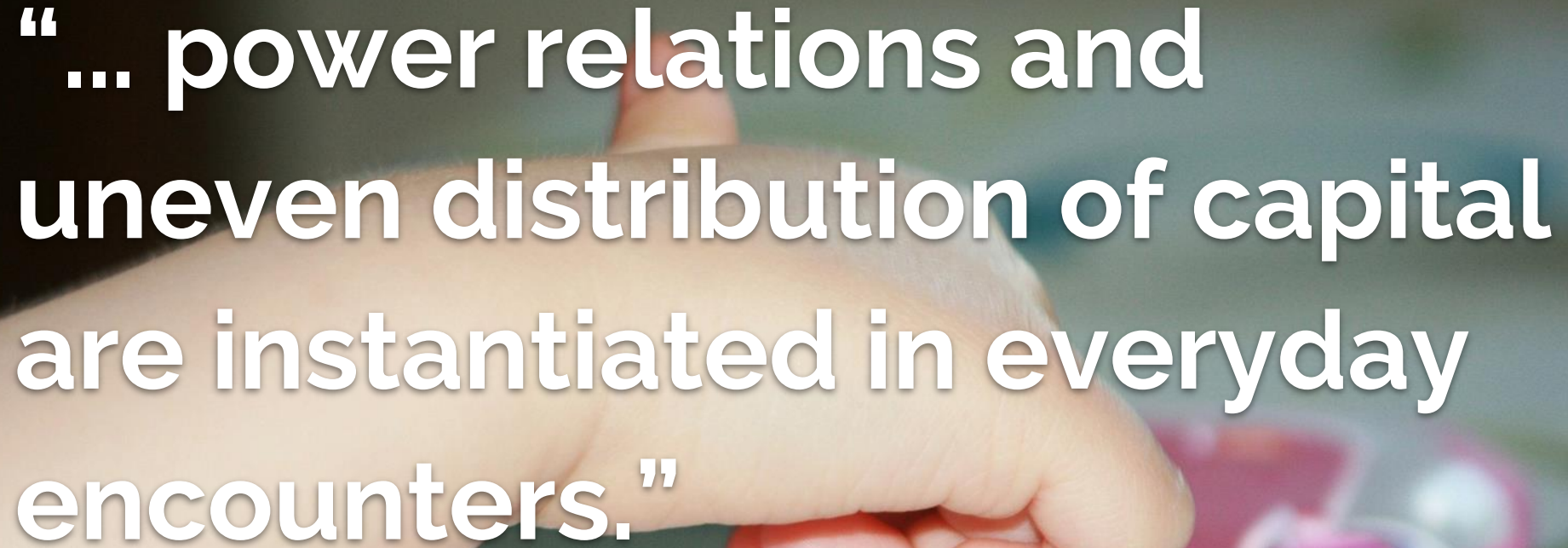
**“Children would often want to watch how their peers were using the tool and offer suggestions and ideas”**

(Beschorner & Hutchison, 2013, p.23)

A close-up photograph of a child's hand holding a pink toy, possibly a tablet or a large toy phone. The hand is positioned in the center of the frame, with the fingers wrapped around the device. The background is blurred, showing more of the pink toy and some green foliage. Overlaid on the image is a large white quote.

“Adults and children compete to hold and operate the iPads.”



A close-up photograph of a child's hand holding a pink and silver toy, possibly a tablet or a large toy button. The hand is positioned in the center-left of the frame, with fingers curled around the object. The background is blurred, showing more of the toy and some greenery. The text is overlaid in large, white, bold letters with a slight shadow effect.

**“... power relations and uneven distribution of capital are instantiated in everyday encounters.”**



Content





App: Dr. Panda Bus Driver



App: Duck Duck Moose Reading

Images retrieved from <https://itunes.apple.com/us/app/dr-panda-bus-driver/id741224931?mt=8>, <https://itunes.apple.com/ca/app/duck-duck-moose-reading/id573696065?mt=8>

—

“While we know the importance of **play** in the early years, we need to ask, why is it then that **WHEN IT COMES TO USING TECHNOLOGY** (such as apps on an iPad) to support **literacy learning** that we move into drill and practise type experiences?”

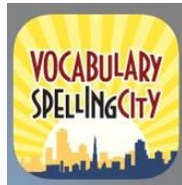
(Kervin, 2016, p. 65)

—

“involve the child as **constructivist ways of learning**  
an **active participant** in the  
learning process; through **EXPLORATION**  
and **DISCOVERY**, the child is able to arrive  
at understanding” (Grassian & Kaplowitz, 2001)

---

**Tight spaces**



**Free play**





—

“An educational literacy app should develop more than tight framings and isolated skills. It should develop children's print literacy, moving them toward **avid** reading, writing craft, and **deep engagement** with informational and literary texts within the **communities** of readers and writers...”

(Roswell & Wohllwend, 2016, p. 203-204)

# Connections





App:  
Pocket Pond

**“Young children increasingly merge online and offline play as they take their digitally informed experience into their reality.”**

(Kervin, 2016, p. 69)

→ Research

→ Resources

# Research gap

**tablets for  
literacy activities  
at preschool**

Beschorner & Hutchison  
(2013)

Kucirkova (2014)

Dezuanni et al. (2015)



# Research gap

## tablets for literacy activities at preschool

Beschorner & Hutchison  
(2013)  
Kucirkova (2014)  
Dezuanni et al. (2015)

## technology at home

Given et al. (2016)  
Aram & Bar-Am (2016)

# Research gap

**technology at  
home**

Given et al. (2016)  
Aram & Bar-Am (2016)

**tablets for  
literacy activities  
at preschool**

Beschorner & Hutchins  
(2013)  
Kucirkova (2014)  
Dezuanni et al. (2015)

**tablets for  
literacy activities  
at home**

...scant.

Neumann & Neumann  
(2015)

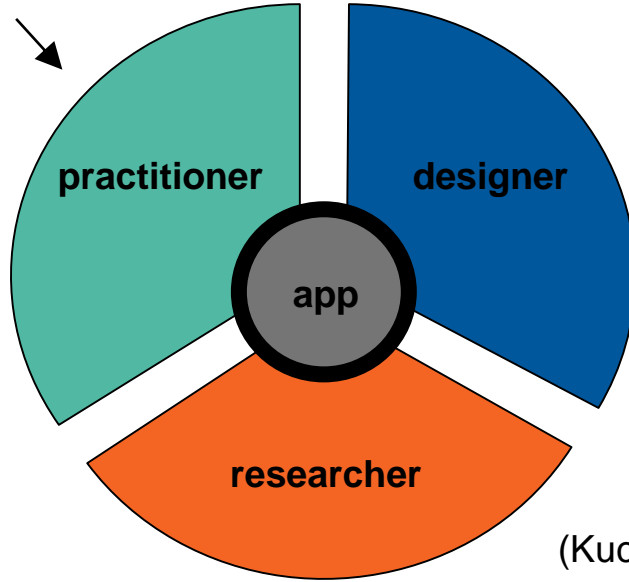
“Growth in writing and reading comes from within the child and as the result of environmental stimulation.” It “results from writing and reading in the **everyday contexts** of **HOME and COMMUNITY.**”

A large orange circle is positioned on the right side of the slide, partially overlapping the main text. Inside the circle, the text "tablets for literacy activities at home" is written in white.

tablets for  
literacy activities  
at home

(Teale & Sulzby, 1986, p. xx)

iPRD trio



(Kucirkova 2016, p. 7)

educational apps ... collaboratively  
produced, researched, and implemented

(Kucirkova, 2016, p. 1)

# Media mentor



## Media Mentorship: An Introduction

YouTube video by Amy Koester

### [What is a media mentor?](#)

From ALSC (Association for Library Services to Children) blog

### [Becoming a media mentor](#)

From American Libraries magazine

### [Media mentors - panel presentation](#)

From Amy Koester's blog

Video: Koester, A. (2015, August 11). *Media Mentorship: An Introduction*. Retrieved from <https://www.youtube.com/watch?v=tSxdxYIW1Q>

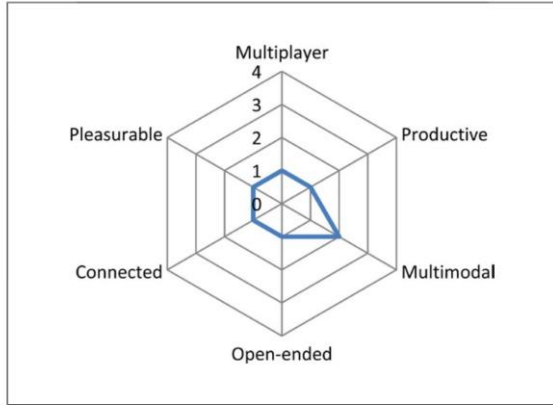
# Rubrics

## Evaluating Apps and New Media for Young Children: A Rubric

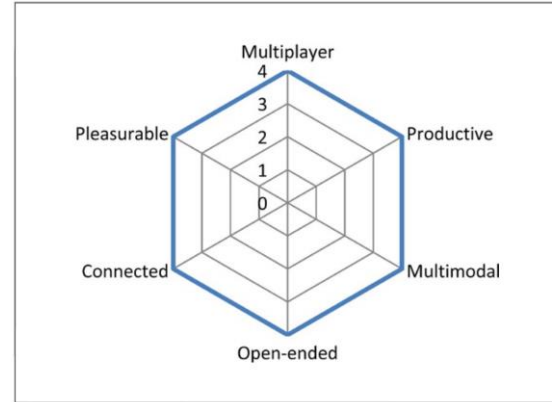
Haynes, C. (2016). Evaluating Apps and New Media for Young Children: A Rubric. Available from Never Shushed Blog: <https://nevershushed.com/media-mentor-resources/>



**Figure 2**  
**SpellingCity App Map**



**Figure 5**  
**Minecraft App Map**



**Rowsell, J., & Wohlwend, K.**

**(2016).** Free play or tight spaces? Mapping participatory literacies in apps. *The Reading Teacher*, 70(2), 197-205.

# Annotated Bibliography

**schamuhn @ualberta.ca**

1

Deborah Schamuhn Kirk • MLIS Candidate, University of Alberta • September 2017

## YOUNG CHILDREN, iPADS, AND EMERGENT LITERACY: AN ANNOTATED BIBLIOGRAPHY PREPARED FOR THE 2017 YRL CONFERENCE

Note: Research is always ongoing; this list should not be seen as exhaustive.

Ariss, D., & Bar-Am, O. C. (2016). Mothers helping their preschool children to spell words: A comparison between interactions using the computer vs. pencil and paper. *International Journal of Child Computer Interaction*, 7, 15-21. doi:10.1016/j.ijcci.2016.03.001

Stresses the importance of home setting to children's emerging literacy; focuses on spelling as a predictor of early literacy. Observed nature of parental scaffolding (support) changed depending on writing tool: "when using the computer, mothers' supported their children through a more complete and independent mental process" (19).

Beschorner, B., & Hutchison, A. (2013). iPads as a literacy teaching tool in early childhood.

*International Journal of Education in Mathematics, Science and Technology*, 1(1), 16-24.

Argues importance of considering ways tablets "can be used in a developmentally appropriate manner with young children" (p. 16) and examines the use of iPads by 4-5 year olds in a preschool setting. Pivotal study, often referred to in later research.

Booker, J. L. (2015, April 4). The evolving role of children's librarians, a talk with Little eLit's Amy Koester. *The Huffington Post*. Retrieved from [http://www.huffingtonpost.com/jordan-llloyd-booker/the-evolving-role-of-child\\_6586178.html](http://www.huffingtonpost.com/jordan-llloyd-booker/the-evolving-role-of-child_6586178.html)

Blog post. Summarizes and includes link to 38 minute video interview with former editor of website Little eLit. Outlines reasoning for "why children's librarians in this digital age should become 'media messiahs' for their communities."

Dzurant, M., Doolley, K., Garrahan, S., & Knight, L. (2015). *IPads in the early years: Developing literacy and creativity*. London: Routledge/Taylor & Francis Group.

Scholarly book. Examines relationship between iPads and literacy development of young children in Australia, as well as other topics relating to iPads in early learning contexts.

Duranti, Cohen, B., & Goldsmith, A. Y. (2016). Digital media and young children: Children & Literature: *The Journal of the Association for Library Service to Children*, 14(2), 38-39.

2-page snapshot of current research relating to digital media and young children.

# References

- Aram, D., & Bar-Am, O. C. (2016). Mothers helping their preschool children to spell words: A comparison between interactions using the computer vs. pencil and paper. *International Journal of Child-Computer Interaction*, 7, 15-21. doi:10.1016/j.ijcci.2016.03.001
- Beschorner, B., & Hutchison, A. (2013). iPads as a literacy teaching tool in early childhood. *International Journal of Education in Mathematics, Science and Technology*, 1(1), 16-24.
- Dezuanni, M., Dooley, K., Gattenhof, S., & Knight, L. (2015). *iPads in the early years : Developing literacy and creativity*. London: Routledge/Taylor & Francis Group.
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- Kervin, L. (2016). Powerful and playful literacy learning with digital technologies. *Australian Journal of Language and Literacy*, 39(1), 64-73.

# References, cont'd

Kucirkova, N. (2014). iPads in early education: Separating assumptions and evidence. *Frontiers in Psychology*, 5(715), 1-3. doi:10.3389/fpsyg.2014.00715

Kucirkova, N. (2016). iRPD—A framework for guiding design-based research for iPad apps. *British Journal of Educational Technology*, 1-13. doi:10.1111/bjet.12389

Merchant, G. (2015). Keep taking the tablets: iPads, story apps and early literacy. *Australian Journal of Language and Literacy*, 38(1), 3-11.

Neumann, M. M., & Neumann, D. L. (2015). The use of touch-screen tablets at home and pre-school to foster emergent literacy. *Journal of Early Childhood Literacy*, 0(0), 1-18. doi:10.1177/1468798415619773

Rowell, J., & Wohlwend, K. (2016). Free play or tight spaces? Mapping participatory literacies in apps. *The Reading Teacher*, 70(2), 197-205.

Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading. writing research: Multidisciplinary inquiries into the nature of writing series*. Norwood, N.J.: Ablex Pub. Corp.

The background of the slide features a close-up, slightly blurred image of a white surface, likely a table or a large sheet of paper. On this surface, there is a colorful alphabet chart with letters A through Z, each accompanied by a small, vibrant illustration (e.g., a flower for 'A', a bird for 'B', a sun for 'C'). In the lower-left foreground, several drawing tools are visible: a pink pencil, a yellow pencil, a grey pencil, and a pink eraser. The overall lighting is soft, and the colors are bright and cheerful.

# Thanks for coming!

[schamuhn@ualberta.ca](mailto:schamuhn@ualberta.ca)