



«Δεξιότητες 21^{ου} αιώνα στο Νηπιαγωγείο»

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Πανεπιστήμιο Κύπρου

Κεντρική εισήγηση 2:

«Νέες πραγματικότητες, χώρος και χρόνος για παιχνίδι και μάθηση: Ο ρόλος της τεχνολογίας»

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Περίληψη

Title: New realities, spaces and times for play and learning: the changing playscapes

Research aims:

This paper examines whether the Internet of Toys (IoToys) (de)limits children's make-believe play and whether the functionality and manipulatives offered by the IoToys serve as motivational pleasure (tactile, virtual and visual) for children to engage in make-believe play.

Relationship to previous work:

The introduction of digital technology in households and their extensive use by young children, has led to two key lines of discourse: whether children's interactions with technology are play or not.

Theoretical and conceptual framework:

Combining Piagetian and Vygotskian ideas of play as a unity of cognition and social context, we consider IoToys as a motivational conduit for children's symbolic actions that leads to make-believe play.

Paradigm, methodology and methods:

Qualitative methodology was employed using observations at home when children interacting with IoToys from 5 families in England.

Ethical considerations:

We complied with EECERA and BERA ethical codes. Considerations were given to the potential intrusive nature of the researcher being present in the private lives of the families. Families were given the flexibility on what times they wanted the researcher in their homes, how long to stay and reserved the right to decide spaces the researcher could be during the visits. All observations were shared with the families who gave permission on which ones to be used.

Main findings:

Data showed that children's interaction does not limit the development of their make-believe play as they engage in imitation schemata and create imaginative situations within and beyond the intended pre-programmed functions of the IoTToy.

Implications, practice or policy:

There is a need to support parents and children to develop not only their learning skills at preschool but also at homes, whilst also maintaining an ethical approach to technology.

Βιογραφικό σημείωμα

Dr. Ioanna Palaiologou is a Chartered Psychologist of the British Psychological Society (BPS), with specialism on cognitive and developmental psychology, who was appointed as Associate Fellow of BPS in 2015. She has worked as both a university academic and child psychologist for more than 20 years and joined the School of Education (Psychology in Education), as Associate Professor (University of Bristol, UK) in December 2021.

Her main research interests focus on child development and its applicability (especially in early childhood education), ethics and the role of digital technologies on development and pedagogy. She was awarded best published paper for 2017 in the European Early Childhood Education Research Journal for her paper: 'Children under five and digital technologies: implications for early years pedagogy.'