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Learning in new perspectives – entanglement of children, teachers and digital technology

Research question:
How do children and adults learn when an aesthetic activity is explored by means of digital technology?

Findings
The findings surprised us in a way we could not imagine in advance. Our intention of the project was to focus intra-actions of children and digital technology. But, the technology and the Digital Laboratory Centre (DLC) were identified as obstacles to the children’s activities. The two touch screens (50”) were locked so new apps could not be installed. Instead, we were referred to the preinstalled apps, which did not have the creative focus we had panned to work with. The touch screens could be set to horizontal and vertical mode, but they could not lower to the height of the children. Therefore pallets for the children to stand on were ordered from the digital project management. Only a few days before the activity was to take place in DLC, we learned that the app could not be installed. We decided to postpone the children visit and instead carry out the activity with our 42 preschool teacher students and 20 iPads with the installed chosen app, Toontastic 3D. The results show that the children together with the digital technology are strongly bound to each other during the activities. In these entangled becoming actions is reliant both for the children and the technology. Also, the spectrum of action possibilities increases during the process.

Conclusion
The learning outcome of the project has lead to increasing work developing the Digital Laboratory Centre. Towards a more child centred environment, both out of children’s and preschool teachers perspective.

References