

## **Considering how children engage with provided technologies in early childhood settings**

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With technologies becoming more and more common in children's lives, educators attempt to navigate what and how to provide devices in ways that support children's play and learning. Some educators are reluctant to incorporate technologies in their classroom, fearing negative consequences (Robert-Holmes, 2013), with one often-cited criticism is technologies reduce children's creativity and imaginative play (Smirnova, 2011). When an iPad is provided for the children's use, educators turn to educational apps but find many are structured with no ability for the child to be creative or deviate from the set script (Goodwin & Highfield, 2012). When open-ended apps are provided, children control the device, displaying their agency and their enthusiasm and interest in technologies (Price, 2014) This then encourages their play and learning. It also moves children from consumers of digital technologies to creators of technologies (Moore & Adair, 2015). This study investigates technology provision from the children's view and explores how they accepted or manipulated the situation in order to meet their play needs.

Also considered is how the increase in technologies in children's lives is impacting their play themes and the required play props. In this consideration are the non-working technologies (Bird, forthcoming), that are often broken or no longer working devices provided for children's play. In particular, how children engage with what is provided and then exhibit their imaginative abilities in order to achieve the kinds of play they want to engage in will be contemplated. Play with these devices can assist children to become confident users of technologies, competent digital citizens and children who expand the possibilities around technologies in early childhood.

## References

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