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Exploring the use of iPads in the documentation of visible teaching and learning: a case study of a Grade 3 Reggio Emilia inspired classroom

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Abstract

This is a research report on an ethnographic study which sought to explore the use of iPads in the documentation of visible learning in a Reggio inspired school. It is common to say children are always curious about technological devices particularly, iPads. There is little literature on how effective such devices are in children's' learning. This research sought to make a contribution to the understanding of digital technology in these terms within a Reggio Emilia inspired primary school classroom environment in terms of the use by both teachers and leaners. Visible teaching and learning are key theoretical concepts in the Reggio Emilia approach to learning. This research investigated how digital technologies, particularly iPads, contribute in the documentation of visible teaching and learning for young children. The scope of the research covered how learning is made visible using iPads, and what value the introduction of iPads adds in the documentation of visible learning. The research was aimed at exploring if and how using iPads would engage learners and give them the opportunity to document their thinking and learning so as to make it visible. This study will contribute to the available literature on the pedagogical use of iPads in a Reggio Emilia context, in particular in relation to the documentation of visible teaching and learning. The results showed that iPads afforded learners with complex ways in which they could document their learning. With the introduction of iPads there was a high level of participation from learners. iPads offered learners multiple forms of representation of their thinking.