

## **The digital literacy and multimodal practices of young children (DigiLitEY)**

### **WG 2 Young children's digital literacy and multimodal practices in early years settings, schools and informal learning spaces**

#### **Summary of Meeting 2**

**19-20 October 2015, Tallinn, Estonia**

The second meeting of Working Group 2 in Tallinn centered on three different strands: (a) the summary report on digital literacy in official policy documents, prepared during the interval between the first and second meeting of the Action (June-September 2015); (b) the preparation of an extensive review of literature/research on issues related to the objectives of the Group; and, (c) the identification of participants' interests as those might lead to the identification of areas of inquiry.

Discussion on the policy draft report centered on issues relating to difficulties deriving from the lack of singular definition of digital literacy across documents and educational settings. As pointed out, this difficulty is intensified because digital literacy rarely appears across participating countries, while a variety of terms is being used not only in different countries, but also by different organizations in a given country. The Group thus appeared to agree on the following as future steps of action:

- The utilization of a shared definition of digital literacy and/or the consideration of other terms that help inform understandings thereof, as this might be informed by key documents like the Action White Paper on digital literacy.
- The updating of the report through additional rounds of searches that will be conducted at regular intervals (February 2017 and February 2018); and, the conduct of a more focused round of review as per the definition of digital literacy adapted by the Action (February 2018-February 2019).
- The publication of a final report to include key messages for policymakers by the end of the Action (April 2019).

In preparation of an extensive review of literature/research, participating members discussed the themes and objectives of the Group to identify keywords for initial searches. They also agreed on the need to synthesize from recent empirical studies that yet cover an adequate period of time when technology and digital literacy has been increasingly visible in the early years. It was thus decided to consider studies published during the period 2000-2015 in peer-reviewed journals. Participating members also discussed issues relating to the organization of the review.

The third discussion strand of the meeting emerged from participating members' experiences, as time was devoted to sharing their research interests and possible inquiry questions. This framed the discussion on how work could be developed to further the objectives and theme of WG2. Two goals were identified as important for the Group. First, a short-term goal would be to scaffold collaboration among group members for the publication of original work (conducted by individual group members) in themed issues and/or edited volumes. Second, a long-term goal would be to utilize individual

member expertise and research interests in order to identify gaps in research relevant to the WG2 theme and come up with new project ideas for which funding could be potentially sought. It was decided that this may be attempted after the completion of the WG comprehensive review of literature. In terms of the content of conversation, teachers' role and professional identity emerged as central for the integration of digital literacies in early years settings and informal spaces. Group members agreed that teachers' beliefs about digital literacy (e.g., fears, experiences, cultural capital, aspirations), as well as more general, established beliefs over teaching and learning are worth examining. Group members suggested the examination of the relation between technology/digital literacy and non-digital literacy, while the concept of multiliteracy might prove useful for integrating technology/digital literacy across subject-areas. It was thus decided that interested group participants proceed with an interview-based inquiry to collect data from different participating countries.

Apart from these strands, the Group had an opportunity to listen from David Poveda (co-chair of WG5) and Jackie Marsh. David Poveda presented the objectives and actions of WG5 (focused on methodologies, and thus necessary to collaborate with each of the other WGs) and put forth particular suggestions on how to foster communication among WGs. In the discussion with Jackie Marsh, group members raised issues relating to:

- The identification of group members and the need to make connections among people outside groups
- The facilitation of communication among groups
- The pros and cons of membership in one or two groups
- The need for and limitations of developing platforms to share and coordinate work within and across WGs.