The use of Information and Communication Technology (ICT) by preschool and kindergarten educators.

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Abstract

This study examined preschool and kindergarten educators’ perceptions of the use of Information and Communication Technology (ICTs) in their programs and the extent to which these perceptions are related to factors such as educators’ beliefs and experiences with ICTs. The study also investigated the factors that caused the disparity of ICT integration among educators.

Research Design

A qualitative research design method was chosen for this study, as it is less reliant on the direction of the information the researcher intends to gather. The study consisted of a series of open-ended questions, followed by a series ofAX coding, and this was presented in a "visual picture of the theory generated" from the data. (Gagnier & Nagar, 2019, p. 4). The study also examined the factors that caused the disparity of ICT integration among educators.

Methodology

The study was a qualitative research design method, which allowed the researcher to arrive at a theory based on the "interrelationship of the categories". By integrating the codes (as identified in the previous step) in the first phase, where the initial categories of themes were identified from the data, transcripts, short handwritten notes, and Variables charts that the data, or whether more data was needed. When the researcher arrived at an understanding of the responses as a whole, they shared ICT-related obstacles they faced. The data were analyzed using a grounded theory approach, as this was suggested by (Creswell & Plano Clark, 2012, p. 207). The study was conducted in two phases: open and axial coding. In the first phase, the initial categories of themes were identified from the data, and all data sets were reviewed using codes (as identified in the previous step) to see if they fit the data, or whether more data was needed. When the researcher arrived at an understanding of the responses as a whole, they shared ICT-related obstacles they faced. The study was conducted in two phases: open and axial coding. In the first phase, the initial categories of themes were identified from the data, and all data sets were reviewed using codes (as identified in the previous step) to see if they fit the data, or whether more data was needed. When the researcher arrived at an understanding of the responses as a whole, they shared ICT-related obstacles they faced. The study was conducted in two phases: open and axial coding. In the first phase, the initial categories of themes were identified from the data, and all data sets were reviewed using codes (as identified in the previous step) to see if they fit the data, or whether more data was needed. When the researcher arrived at an understanding of the responses as a whole, they shared ICT-related obstacles they faced.

Results and Discussion

The data indicated that all the educators believed that Information and Communication Technology (ICT) have a purpose in their practice, and pointed out that their decision to use ICTs was dependent on their perceptions of the ICTs' applicability and effectiveness in their programs. However, some educators perceived the use of ICTs in their programs as being more beneficial than others. For example, one educator perceived the use of ICTs as being beneficial in their program, while another perceived the use of ICTs as being detrimental to their program. In this context, the study investigated the factors that caused the disparity of ICT integration among educators.

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Introduction

Information and Communication Technology (ICT) are forms of technology that “are widely seen as enhancing learning” (Livingstone, 2012, p. 9). The authors of this study explored how ICTs are used in early childhood education, and how educators have different perceptions of ICT integration in their programs. The study was conducted in two phases: open and axial coding. In the first phase, the initial categories of themes were identified from the data, and all data sets were reviewed using codes (as identified in the previous step) to see if they fit the data, or whether more data was needed. When the researcher arrived at an understanding of the responses as a whole, they shared ICT-related obstacles they faced.