A cross-cultural exploration of early childhood educators’ beliefs and experiences around the use of touchscreen technologies with children under 3 years of age

Olga Fotakopoulou, Maria Hatzigianni, Maria Dardanou, Torstein Unstad and Jane O’Connor

ABSTRACT
This paper will discuss the beliefs and experiences of early childhood educators across three countries, England, Norway and Greece, in relation to the use of touchscreen technology with the youngest children in their settings. Building on previous research which explored parents’ perspectives, this study now extends the investigation to early childhood educators who play a key role in children’s learning and development. A detailed online survey was implemented across the three countries based on Bronfenbrenner’s ecological framework and with a focus on their teaching philosophy. Findings indicate that although there are some pertinent cultural differences, overall educators are generally confident when using technology for work/personal purposes but less so when integrating technology with very young children. Educators across all countries were not satisfied with their training. The country of origin had a significant impact on teachers’ philosophy and their views towards technology, with Norwegian educators reporting the most positive views towards using touchscreen technologies in educational settings with very young children. Macrosystemic factors in each country could be explored in future research to contribute to a deeper interpretation of similarities and differences between countries and cultural contexts.

KEYWORDS
Early childhood settings; touchscreen technology; teaching philosophy; children under 3 years; infants and toddlers; educators’ beliefs

Introduction
The ability of young children to use touchscreen devices mainly tablets or smartphones from a very young age has led to a rapid increase in the ownership and use of these devices across the world (Holloway, Green, and Stevenson 2015). Despite the updated recommendations from the American Academy of Pediatrics (American Academy of Pediatrics 2018) for very young children to limit their screen time to 1 hour per day and children under 2 years to only be engaged in interactive video calls, numerous studies
still show young children and adolescents exceeding optimal screen time recommendations (Kucirkova, Littleton, and Kyparissiadis 2018). However, very young children’s (under 3 years of age) engagement with digital devices in their early childhood settings has attracted minimal research attention. Examining early childhood educators’ beliefs and experiences around this use is imperative as this use is constantly growing and becoming part of children’s everyday lives (Chaudron, Di Gioia, and Monica 2018).

This paper aims to extend our knowledge in this field by reporting on the findings of an international online survey across three countries: England, Norway and Greece. The survey explored the attitudes and beliefs of early years’ educators around the use of touchscreen technology with children under 3 years of age. Even though the differences in use of technologies might differ greatly between the age groups of early childhood education, this study made a first attempt in explicating the variety of experiences in three diverse educational contexts aiming at shedding more light on this new phenomenon.

This study had three primary research questions:

1. What are the beliefs and experiences of early childhood educators of the three countries around the use of touchscreen technologies with children under 3 years of age?
2. Are there significant similarities and/or differences in educators’ beliefs and experiences around the use of touchscreen technologies with children from under 3 years of age between the three countries?
3. Is there a relationship between educators’ teaching philosophy and their beliefs towards digital technology across the three countries?

**Literature review and social contexts**

Research into the use of technology by children under 3 years of age is limited and the majority of studies focus on the home environment rather than early years’ settings (Gillen et al. 2018; O’Connor and Fotakopoulou 2016; O’Connor et al. 2019).

Early years educators effectively take over from parents and they are the ones who can potentially promote or prohibit children’s use of technology. A plethora of studies with older children have explored teachers’ integration of technology in their classroom and have identified external (e.g. lack of training and sufficient resources) and internal barriers (e.g. confidence) to such usage (Blackwell, Lauricella, and Wartella 2014; Ertmer et al. 2012). More recently Hatzigianni and Kalaitzidis (2018) focusing on children under 3 years of age in Australia offered a new insight into the factors impacting integration of technology into Early Childhood Education by underlining the role of the teachers’ pedagogical philosophy.

This cross-cultural study aimed at exploring educators’ views by also investigating their teaching philosophy. A basic assumption of the study was that educators face numerous challenges in their everyday practice and effectively integrating technology (or not) is one of these challenges that need to be carefully considered and examined to assist them with their critical role. The following section briefly outlines the educational context in each of the participating countries in the study. Highlighting the social and policy factors under which early childhood educators’ work and providing a relevant context assist with the interpretation of the findings of this study.
The context of technology use by 0–3 s in early years settings in the three countries

England, Norway and Greece have distinct policy and cultural contexts in relation to the use of technology in settings with young children. In England, all Early Years settings and educators of children 0–5 are required to follow the Early Years Foundation Stage Statutory Framework (2017) which comprises seven areas of learning which are mainly taught through games and play. One of these areas, Understanding the world, stipulates that children should be given opportunities to explore and find out about technology and be able to ‘select and use’ technology for particular purposes. Another area called Expressive arts and design requires that children are enabled to explore and play through ‘activities in art, music, dance … and technology’, although no specific guidance is given as to how this might be achieved in practice. Different settings tend to have their own policies on technology use and these vary considerably according to the profile of the management, staff and locality. In the wider society and in common with the other countries in this study, there is much ‘panic mongering’ around young children’s use of technology, with, for example, newspaper headlines claiming babies are becoming addicted to iPads (Ofcom 2015).

Kindergartens (age of children 1–5 years old) in Norway got a newly revised framework plan in 2017 with clearer guidelines towards the use of technology during kindergarten years (Norwegian Directorate for Education and Training 2017). Technology/digital tools is now to be incorporated into every learning area to enrich what children experience in each area. An example of this learning area is ‘Nature, environment and technology’ where technology is considered a natural addition to being outside in nature, giving the opportunity of using GPS in activities, looking at videos of flora and fauna while tracking animal prints along with children’s digital documentation of their trips (Norwegian Directorate for education and training 2017). Since kindergarten is considered a part of the children’s education (elementary education from ages 0 to 16), teachers in Norway are bound to follow the guidelines of the framework. However, the framework allows for a wide interpretation, so the educators may incorporate the guidelines, allowing for teaching autonomy. This has led to a number of different approaches to the use of digital tools in kindergartens, ranging from an adult-used documentation method to a child-centered use to enrich their learning experiences. These different approaches to the use of digital technologies are also supported by empirical research in Norway (Jacobsen, Kofoed, and Loi 2016; Rentzou 2017). Nevertheless, the Norwegian framework clearly underlines children’s active participation when using digital technologies as an important principle of the kindergarten practices.

Greece has not developed an inclusive system, where education and care are equally valued. Greece still maintains a divided system where childcare organisations (for children 0–3) are based on ‘care’ and ‘kindergartens’ (for children 4–6) are under the competence of the Ministry of Education, are compulsory for children to attend and have a strong educational focus (Gregoriadis et al. 2016; Rentzou 2017). Research related to technology with young children in Greece has mostly focused on kindergarten children (4–6) (Bratitsis 2018; Hatzigianni et al. 2018). The OECD report (Hooft Graafland 2018) on internet access for children from birth to 18 years states that Greece is behind other countries in relation to its internet access (e.g. compared to Denmark or Finland: 8). The report underlines the need for more research (Hooft Graafland 2018, 41) with our younger children including a whole section on ‘younger and more connected’ for children under 8 years of age.
Overall, the context of the three countries is quite different. It is evident that while England is facing an era of scepticism and concern, Norway appears more positive towards technological innovations whereas Greece is in a period of flux as important administrative and political issues around early childhood education have not yet been resolved.

**Methodology**

To identify the beliefs and experiences of early childhood educators across the three countries in relation to the use of touchscreen technology with very young children in their settings and explore the factors that influence their views a between-subjects (three countries) design with multiple variables was adopted. A detailed online survey based on the work of Hatzigianni and Kalaitzidis’ study (2018) was translated into the different languages, adapted to the different educational contexts and circulated via e-mail invitations and social media to Early Years educators in England, Norway and Greece. Ethics approval was obtained in each country and the online survey was anonymous.

**Participants**

A total of 273 early childhood educators working in early years settings with children under 3 years of age (not pre-schoolers) in England, Norway and Greece completed the online survey. The only criterion for inclusion was for educators to have at least some experience working with children of this specific age group. The majority of early childhood educators in the three countries were female (93.77%) (Table 1).

**Research tool**

A thorough online survey was created with Qualtrics and consisted of three main parts following the Bronfenbrenner and Ceci’s (1994) ecological systems model. Bronfenbrenner’s model was adapted for educators as represented in Figure 1.

In this study, educators are in the centre of the model and of the ‘microsystem’, the first inner circle (survey questions around demographics and personal characteristics of the participants). The second circle, ‘the mesosystem’ explored educators’ digital skills and beliefs around digital technology. The questions for this second part had been adapted with permission from Van Deursen, Helsper, and Eynon (2014). The mesosystem is also related to workplace conditions, professional development, relationships with colleagues and leadership practices. Interrelationships between the mesosystem and the exosystem were explored by investigating teachers’ pedagogical beliefs and philosophical stances, which are both personal and influenced by the sociocultural context. In this third part of the survey, questions around teachers’ philosophical views were included. The 80 survey questions were adapted to be culturally relevant in each

| Table 1. Distribution of sample in the three countries. |
|----------------|----------------|----------------|----------------|
|                | England | Norway | Greece | Total |
| Number of respondents | 68      | 122    | 83     | 273   |
| % Female         | 100%    | 93.3%  | 88%    | 93.77% |
country. Despite its richness and detail, the survey did not include any questions relevant to the macrosystem or chronosystem of the model and this is recognised as a limitation of the study.

Questions included a combination of multiple choice, Likert type items and some open-ended questions to allow subjects more flexibility. The mean value of the internal consistency of the tool in three countries was found, $a = 0.87$ (Cronbach). Participants were invited via email to complete the survey. Information letters about the study and informed consents were also online for them to access and accept. The same survey with some adjustments could also be utilised to explore the views and beliefs of teachers who work with older children.

**Procedure**

Participants were invited via email to complete the survey. Information letters about the study and informed consent forms were also online for them to access and accept. The project had gained ethical approval from the Ethics Committees of all the Universities involved.
Results

Data were entered in IBM SPSS v24 and descriptive and inferential statistics were obtained (Figure A1 in the Appendix). In the first part of the on-line questionnaire, personal characteristics including age, gender, qualifications, current position, years of experience and technology at their workplace were explored.

The age range of participants varied from 18 to 60 years with the majority of educators from the three countries being 31–40-year olds and 41–50 with a lower percentage being 23–30, 51–60 and 18–22 years of age (see Table A1, Appendix). Additionally, the majority had 0–5 years of experience with children 0–3 years of age, followed by 6–10, 16–20 and more than 20 years (see Table A2, Appendix). Furthermore, qualifications of educators were relatively high, especially in Norway and Greece where 75.4% and 56.7% respectively reported a bachelor’s degree. In Greece and England, a significant number (21.7% and 11.8% respectively) held a postgraduate degree. The highest percentage of participants holding a professional qualification were in England.

Educators reported on the different forms of technology they use in their workplace on a weekly basis (see Tables A3, A4, A5 and A6 in the Appendix). Twenty-nine percent of educators in Greece use mobiles/smartphones for 1–2 hours per week with only 16% in Norway and 5.9% in England respectively. Twenty-one percent of educators in England use their computers and laptops with children for 1–2 hours per week, whereas in Norway it is the 8.5% and in Greece 17.6%. Furthermore, 13.3% in Greece use their computers and laptops for 3–5 hours and 10.6% in Norway for more than 5 hours. A relatively low percentage of educators in the three countries (8.4% in Greece, 6.4% in Norway and 7.4% in England) use whiteboards and similar robotics (8.4% in Greece, 15% in Norway and 7.4% in England).

Educators were also asked about the hours of technology training they had received in the last 5 years (see Table A7, Appendix). A considerable percentage of participants (26.5% in England, 14.8% in Norway and 22.4% in Greece) had received no training at all and the majority had attended less than 20 h of training. Overall, the evaluations of educators in relation to the training they have received were relatively low with the majority giving a neutral response (see Table A8, Appendix).

Technology use and educators’ confidence

Educators in England and Greece were asked whether they integrate technology in developmentally appropriate ways with infants/toddlers in their room. Half of the English educators responded positively and less than half of the Greek practitioners answered that they do not. There was no statistically significant relationship between the country and the integration of technology in developmentally appropriate ways. Educators in Norway were not asked this question as it was not ecologically valid for their education system and practice. Additionally, early years practitioners in Greece and England were asked whether they use technology to document children’s learning. A different pattern of responses was collected from Greece and England; the majority of English educators responded that they used technology to document children’s learning whereas the majority of educators in Greece responded that they do not. The relationship between country and use of technology was found statistically significant ($x^2 = 6.36, p = .010$).
An analysis of variance revealed that educators’ country of origin had an impact on their confidence to use technology for personal/work reasons ($F^2 = 5.69$, $p^2 = 0.04$) with educators in Greece reporting higher levels of confidence ($M = 7.06$) followed by the English ($M = 7.00$) and Norwegian educators ($M = 5.96$). Interestingly, the country was also proved to have a statistically significant impact on how confident the educators considered themselves with the use of technology with young children ($F = 11.67, p = 0.00$). In this instance, Norwegian educators reported significantly higher levels of confidence ($M^4 = 7.26$), with Greek ($M = 6.06$) and English ($M = 5.56$) educators following.

Linear regression analysis was used to test if the training hours significantly predicted participants’ ratings of confidence in every participating country. The assumptions relating to multicollinearity were met; the independent variables (country and training hours) were not found highly correlated with each other. The results of the regression for England indicated that the predictor explained 6.9% of the variability in levels of confidence (Adjusted $R^2 = .069$); the overall association between the training hours and levels of confidence was not significant, $F (1, 34) = 3.582, p = .067$. It was found that training hours did not significantly predict levels of confidence ($\beta = .309, p = .067$). The results of the regression for Greece indicated that the predictor explained 22.1% of the variability in levels of confidence (Adjusted $R^2 = .221$); the overall association between the training hours and levels of confidence was significant, $F (1, 48) = 14.890, p = .000$. It was found that training hours predict significantly the levels of confidence ($\beta = .487, p = .000$) for the Greek educators. The results of the regression for Norway indicated that the predictor explained 4.3% of the variability in levels of confidence (Adjusted $R^2 = .043$); the overall association between the training hours and levels of confidence was significant, $F (1, 117) = 6.345, p = .013$. It was found that training hours did not significantly predict educators’ levels of confidence ($\beta = .227, p = .013$). Overall, training did not appear to have a significant impact on educators’ confidence across the three countries. This is a significant finding but also a logical one taking into account the lack of substantive training educators have received across all three countries and their low appreciation of it.

**Educators’ philosophy**

Educators’ philosophy, image of the child and related view on digital technology were explored via four statements (adapted from Arthur et al. 2012) which were rated on a five-point Likert scale (strongly agree to strongly disagree). A Kruskal–Wallis test was conducted to explore the relationship among the different pedagogical statements and the country of origin. Table A9 (Appendix) shows the results of the Kruskal–Wallis test revealing statistically significant results for two out of the four philosophical positions about innocence of children ($x^2 = 46.382, p = .000$) and their world infused with technology ($x^2 = 25.469, p = .000$) (the two opposite philosophical views) between the three countries.

Overall, educators from England appeared to be more cautious and sceptical about technology in comparison to their colleagues in Norway. Playing freely outside and traditional play were considered more advantageous than digital play. Looking at the rest of the statements, a larger number of Norwegian educators agreed with the view that children are young explorers, integration of developmentally appropriate technology and better chances for job opportunities in the future resonated with them. These two statements are more aligned with constructivism and social constructivism (Piaget; Vygotsky
and Reggio Emilia theories). Greek educators seemed to be somewhere in the middle, closer to their English colleagues. Finally, almost the same number of educators in the three countries (just over half of them) agreed with the postmodern view around children’s rights and the importance of respecting their choices.

A series of linear regression analyses were performed to estimate the relationship among the different pedagogical statements and educators’ confidence with the use of technology with young children (Table 2). A statistically significant impact of their confidence was found in relation to their belief that (a) children are innocent and need our care and protection ($\beta = .299$, $p = .000$), (b) children are young explorers and need to build their confidence ($\beta = -.170$, $p = .019$) and (d) children grow up in a world infused with technology and they need to start using technology as soon as possible ($\beta = -.191$, $p = .008$).

Furthermore, a multivariate regression was performed to estimate the relationship among the different pedagogical statements and hours of use of technology weekly. The results showed no statistically significant impact of the hours of use weekly and educators’ pedagogical philosophy.

### Discussion and conclusion

This study provides useful cultural insights in what is happening in early childhood settings where children and educators spend a large part of their day. Consistent with previous studies (Hatzigianni and Kalaitzidis 2018; Kerckaert, Vanderlinde and van Braak 2015; Palaiologou 2014) educators’ personal confidence with technology was high and not associated with their training. Educators’ confidence was also statistically significantly associated with their cultural and educational context (not applicable in the previous Australian study) and their philosophy (consistent with the Australian study).

Microsystemic (e.g. gender, age, experience, qualifications) and mesosystemic factors (e.g. use/type of devices, children’s home use) did not appear statistically significant in influencing educators’ beliefs and experiences around the use of technology with very young children in all three countries. However, a significant relationship with a macrosystemic factor, the country of origin, and a mesosystemic dimension, teachers’ philosophy, were found to have an impact on educators’ confidence and use of technology. Country and philosophy were more important than training or hours of technology usage. Norwegian educators had the highest confidence in using technology with the youngest children and appeared more positive towards the integration of digital technologies in their settings.

Going deeper in the macrosystemic system and consistent with the contextual issues described for each country, Norwegian educators appeared less worried, more progressive in their educational views and not afraid to admit that technology use early on might open more job opportunities for children in the future. As the recently implemented Norwegian Framework for kindergartens (Norwegian Directorate for Education and Training

### Table 2. Regression analyses predicting impact of confidence of educators with the use of technology with young children on educators’ pedagogical approaches.

| Pedagogical approaches | $F$ | Sig | $R$ Square | Standardized coefficient | Beta | Sig |
|------------------------|-----|-----|------------|--------------------------|------|-----|
| a6                     | (1,191) = 18.782 | .000 | .085       | -.299                   | .000 |     |
| b7                     | (1,189) = 5.599   | .019 | .024       | -.170                   | .019 |     |
| c8                     | (1,189) = .638    | .327 | -.002      | -.058                   | .425 |     |
| d.9                    | (1,188) = 7.142   | .008 | .031       | -.191                   | .008 |     |
underlines kindergartens’ digital practices as a part of the everyday activities, Norwegian educators are obligated to follow the framework and integrate digital technology in their daily activities. On the other hand, technology is highly integrated in the Norwegian society, and therefore, in the Norwegian way of life as a whole (Myklebust and Talmo 2018). Both cultural factors like the focus on children’s active participation and on their everyday experiences are particularly strong in the Scandinavian pedagogy. In addition, the availability of touchscreen technology offered to all children enrolled in kindergarten, may positively influence Norwegian educators’ philosophy in relation to the use of touchscreen technology with very young children. Norwegian educators also reported the highest rates of confidence when integrating technology with very young children compared to the educators of the other two countries. It is evident that their positive stance towards technology (mesosystem) and the supportive framework (macrosystem) play a vital role in their confidence to experiment and embrace digital technologies early on. Norwegian educators showed more progressiveness than educators from the other two countries in relation to the implementation of technology in their everyday practices, as shown by recent research in Norway (Fjørtoft, Thun, and Buvik 2019).

On the other hand, English educators who participated in this study were more concerned around the use of technology and trusted traditional modes of play more than digital play. They did not think of the future and issues of employability possibly because of the very young age of the children. Standing a better chance for finding a job in the future was more of a concern for Greek educators, but again not as high on their agenda as for their Norwegian colleagues, even though the unemployment rates in Greece are among the highest in Europe (Organisation for Economic Co-operation and Development [OECD] 2019). However, a limitation of this study is that the survey did not explore in depth macrosystemic or exosystemic factors (e.g. legislations, regulations, policies, etc.) for each country and this would be an important line of research for future studies.

Educators’ philosophy is also worth further exploration as recommended by previous studies (Hatzigianni and Kalaitzidis 2018; Lynch and Redpath 2014; Lindahl and Folkesson 2012; House 2012). Overall, in this study constructivist approaches (statements 2 and 4), appeared to be the most eminent views. The ‘postmodern’ view (statement 3), a strong belief in children’s rights, was also more strongly evident than the ‘romantic’ view (statement 1) which conceptualises children as passive and always needing to be protected by adults. However, including a larger number of and more detailed theoretical questions would be beneficial in future studies. More elaboration around educators’ philosophy, pedagogical approaches and perceptions of childhood would more efficiently clarify links with their confidence and views on the use of digital technology. Professional learning and development programs around integrating technology in everyday practice would also benefit from incorporating discussions around philosophical and pedagogical orientations (Underwood and Dillon 2011).

Conclusion – Implications

This study contributes a cross-cultural perspective to the global debate around how best to integrate technology in settings for use with the youngest of children. The findings contribute to building stronger, equitable, ethical and inclusive communities where all children’s rights are respected and supported and where educators feel empowered to
introduce pedagogical transformations (e.g. the Norwegian context). Though a positive stance towards technology is now evident in the different countries, macrosystemic factors should provide further support for educators to build their digital competences. Finally, educators’ philosophy and their view on children is a significant factor influencing their pedagogy but also their technological practices. For educators, identifying and reflecting on their personal philosophies is a critical step towards a deeper understanding of their technological beliefs. In order to overcome any limitations posed by the use of an online survey, we conducted in-depth interviews with educators from the three countries that due to the word limit could not be reported here.

Notes

1. For the purposes of this paper, the term ‘touchscreens’ is used to refer to hand held digital devices such as tablets and smartphones which have a touch controlled interface. The term also includes interactive whiteboards which are widely used in early years settings.
2. The result of the ANOVA formula, the F-statistic (also called the F-ratio), allows for the analysis of multiple groups of data to determine the variability between samples and within samples (Dancey and Reidy 2011).
3. To determine whether any of the differences between the means are statistically significant, we compared the p-value to our significance level (0.05) to assess the null hypothesis. If the p-value is less than or equal to the significance level, you reject the null hypothesis and conclude that not all of population means are equal and consequently you adopt the alternate hypothesis (Dancey and Reidy 2011).
4. Means of samples of the groups are presented.
5. The standardized beta coefficient compares the strength of the effect of each individual independent variable to the dependent variable (Freedman 2009).
6. Young children are innocent and need our care and protection as much as possible at this age – starting using technology from such a young age might be harmful.
7. Young children are young explorers and need to build their confidence by taking initiatives and be creative – they can start using technology if it is integrated in their everyday routines/activities and it is developmentally appropriate.
8. Young children have rights and practitioners should respect and support these rights. If children are interested in these technologies practitioners should respect this and let the children use technology.
9. Young children grow up in a world infused with technology and they need to start using technology as early as possible so they progress with their education and stand a better chance for finding a better job in the future.

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Maria Hatzigianni http://orcid.org/0000-0001-9378-2598

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Appendices

Figure A1. Flowchart showing all the statistical analyses performed to explore the research questions of the study.

Table A1. Age groups of participants.

| Age groups | England | Norway | Greece |
|------------|---------|--------|--------|
| 18–22      | 5 (7.4%) | 2 (1.7%) | 1 (1.2%) |
| 23–30      | 8 (11.8%) | 36 (29.8%) | 11 (13.3%) |
| 31–40      | 14 (20.6%) | 46 (38%) | 28 (32.5%) |
| 41–50      | 16 (23.5%) | 30 (24.8%) | 32 (38.6%) |
| 51–60      | 8 (11.8%) | 7 (5%) | 5 (4.8%) |

Table A2. Years of experience with children 0–3 years old.

| Years | England | Norway | Greece |
|-------|---------|--------|--------|
| 0–5   | 13 (19.1%) | 61 (50%) | 14 (16.5%) |
| 6–10  | 14 (20.6%) | 30 (24.6%) | 15 (17.6%) |
| 11–15 | 24 (35.3%) | 31 (25.4%) | 49 (57.6%) |

Table A3. Use of Mobile/smartphone with children at the workplace.

| Hours per week | England | Norway | Greece |
|----------------|---------|--------|--------|
| 0 h = no use   | 55.9% | 56% | 31.3% |
| 1–2            | 5.9% | 16% | 28.9% |
| 3–5            | 1.5% | 12% | 4.8% |
| More than 5   | 2.9% | 16% | 7.2% |
### Table A4. Use of computers/laptops with children at the workplace.

| Hours per week | England | Norway | Greece |
|----------------|---------|--------|--------|
| 0 h = no use   | 39.7%   | 46.8%  | 32.5%  |
| 1–2            | 17.6%   | 8.5%   | 20.5%  |
| 3–5            | 0%      | 4.3%   | 13.3%  |
| More than 5    | 8.8%    | 10.6%  | 6.0%   |

### Table A5. Use of whiteboards with children at the workplace.

| Hours per week | England | Norway | Greece |
|----------------|---------|--------|--------|
| 0 h = no use   | 52.9%   | 68.1%  | 61.4%  |
| 1–2            | 7.4%    | 6.4%   | 8.4%   |
| 3–5            | 1.5%    | 2.1%   | 1.2%   |
| More than 5    | 4.4%    | 17%    | 1.2%   |

### Table A6. Use of robotics with children at the workplace.

| Hours per week | England | Norway | Greece |
|----------------|---------|--------|--------|
| 0 h = no use   | 52.9%   | 84.2%  | 61.4%  |
| 1–2            | 7.4%    | 15%    | 8.4%   |
| 3–5            | 1.5%    | 1.2%   | 1.2%   |
| More than 5    | 4.4%    | 12.5%  | 1.2%   |

### Table A7. Hours of technology training received in the last 5 years.

|               | England | Norway | Greece | Total |
|---------------|---------|--------|--------|-------|
| None          | 18 (26.5) | 18 (14.8) | 19 (22.4) | 55    |
| Less than 20 h| 20 (29.4) | 84 (68.9) | 27 (31.8) | 131   |
| 20–60 h       | 3 (4.4)   | 15 (12.3) | 9 (10.6)  | 27    |
| 60–100 h      | 1 (1.5)   | 5 (4.1)   | 4 (4.7)   | 10    |
| More than 100 h| 0        | 0       | 5 (5.9)   | 5     |
| Total         | 42       | 122     | 64      | 228   |

### Table A8. Satisfaction of educators with the training they have received.

| Country | England | Greece | Norway | Total |
|---------|---------|--------|--------|-------|
| Overall, I am satisfied with the training I have received till now | | | | |
| Not at all true of me | 14 | 16 | 12 | 42 |
| Not very true of me | 5 | 10 | 26 | 41 |
| Neither true nor untrue of me | 9 | 28 | 35 | 72 |
| Mostly true of me | 11 | 9 | 39 | 59 |
| Very true of me | 2 | 1 | 6 | 9 |
| Total | 41 | 64 | 118 | 223 |

### Table A9. Kruskal–Wallis test results on philosophical positions grouped by country.

| Children are innocent | Children are young explorers | Children have rights | World infused with technology |
|-----------------------|------------------------------|----------------------|------------------------------|
| Chi-Square            | 46.382                       | 3.061                | 1.693                        | 25.469                       |
| df                    | 2                            | 2                    | 2                            | 2                            |
| Asymp. Sig.           | .000                         | .216                 | .429                         | .000                         |