

Technology Education in Early Childhood

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There is growing recognition of the importance of technology education in early childhood education. The basis for people's interest in technology is established during childhood. Therefore, to evoke children's interest in technology, a focus of technology education for young people is to encourage them to observe technology and the technological implementations which surround them. The studies presented in this section highlight early childhood technology education from different viewpoints, whilst sharing the common feature of presenting the versatility of technological activity in early childhood educational settings.

In the first article in this section, "Technology content and concepts in preschool teaching", van Otter and colleagues present the first phase of the collaborative, practice-based project, which focuses on preschool teachers' experiences of technology related situations in preschool. With an aim of developing a model for sustainable collaboration between preschool teachers and researchers, four qualitatively different ways in which the participating teachers experienced technology are presented, as well as insight into their views of the use of subject specific concepts.

In the second article, "Outdoor learning in early childhood education", Lindfors and colleagues present a narrative literature review of ten pertinent articles relating to the connection between outdoor learning and craft, design and technology education. From their review, they identified six categories consisting of both challenges and opportunities. Through these categories, the potential of outdoor learning environments to enable transformative, multimodal experiences in terms of imagination and play is presented. Further categories which were identified related to children's all-around development, their well-being, the use of nature as a resource, and teachers as mediators and organisers of learning.

In the third article in this section, "Designerly play and the mud pool - Using designerly play as a lens to view young children experiencing Forest School", Olliff-Cooper and colleagues describe the philosophy of Forest School experiences through the presentation of outcomes from the third phase of an 18-month project with pupils aged 5 to 7 years. Specifically, they corroborate the findings of Lindfors and colleagues in terms of the potential to positively effect well-being and extend this discussion in terms of fostering children's designerly capabilities.

In the final paper in this section, "Investigative activities as a basis for integrating pre-primary craft, technology and science education", Yliverronen and colleagues present an initial set of investigative activities that create the integrative basis for pre-primary craft, technology, and science education. They further expand on these activities using a pedagogical example. The three activities form an integrative, holistic learning project, supporting children to understand their natural and man-made environments and become active creators within these environments.