

Abstract

An overview of research into the impact of technology use on learning and engagement for children aged 3-6 in early childhood education settings from 2009-2014 is presented. Previous efforts to synopsise the literature have not been undertaken since 2009, and thus there was a clear need for a current review of the research. The most recent overviews (2003-2009) have limitations in the form of broad age ranges (0-8years) and narrow subject areas (literacy only). Thirty peer-reviewed articles, selected from an extensive search of the literature, are organized and discussed by topic: literacy, numeracy, social interactions and engagement. Methodological concerns include sample sizes, reliability and validity of data collection tools, lack of control groups, pedagogy and basic design issues. Key findings indicate that 94% of results reported in the studies show a positive impact of technology use. A disproportionate number of studies focus on literacy.