

ZMATH 2015d.00999

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iPads and mathematical play: a new kind of sandpit for young children?

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 2138-2147 (2013).

Summary: In Swedish preschools, it is the responsibility of teachers to provide learning opportunities through children’s play. Although anecdotal evidence suggests that ICT is becoming more common in preschools and that young children actively engage with ICT in play situations at home, there is little research on how ICT can contribute to playful mathematics activities. Data from a study of young children using iPads in home situations indicates that *A. J. Bishop’s* six categories of mathematical activities [“Mathematics education in its cultural context”, *Educ. Stud. Math.* 19, No. 2, 179–191 (1988; doi:10.1007/BF00751231)] can be seen in free, downloadable apps. It was also clear that features of some apps made the children respond to the apps in more playful ways.

Classification: U71 D31

Keywords: use of ICT; tablet PCs; children’s play; activities