

The Attitudes of Teachers Toward Pre-K Students Reading Digital Picture Books on Screen

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Introduction

- The integration of **digital picture books** into early childhood education is rapidly increasing, shaping new paradigms of literacy learning. According to **Bus et al. (2020)** and **Hirsh-Pasek et al. (2015)**, digital media influences emergent literacy through interactive and multimodal features. However, teacher perspectives significantly shape the educational effectiveness of these tools.
- In Oklahoma and across the U.S., the need to understand **teacher attitudes** toward digital content in Pre-K settings is urgent. Barriers such as **limited training**, **technological access**, and **screen-time skepticism** (Plowman & McPake, 2013; Ertmer & Ottenbreit-Leftwich, 2013) may hinder meaningful implementation despite the growing presence of digital tools in literacy instruction.

Study Goal and Objectives

Aim:
To explore how preschool teachers perceive and use digital picture books in early literacy development.

Research Questions:
How do teachers view the educational value of digital picture books for Pre-K students?
What influences their attitudes toward integrating digital picture books in classrooms?
How do these attitudes affect their strategies for engaging students during digital reading sessions?

Theoretical Framework

This study is grounded in **Vygotsky’s Sociocultural Theory** (1978) and **Postmodernism, Constructivism & Feminism**



Methodology

Approach: Qualitative multiple-case study (Creswell & Poth, 2018)
Participants: Pre-K teachers in Oklahoma, selected through **purposive and snowball sampling**.
Data Collection:
➤ **Semi-structured interviews** with one teacher (iterative cycles)
➤ **Qualtrics surveys**
➤ **Focus group discussions**

Discussion of Results

Preliminary findings reveal that:

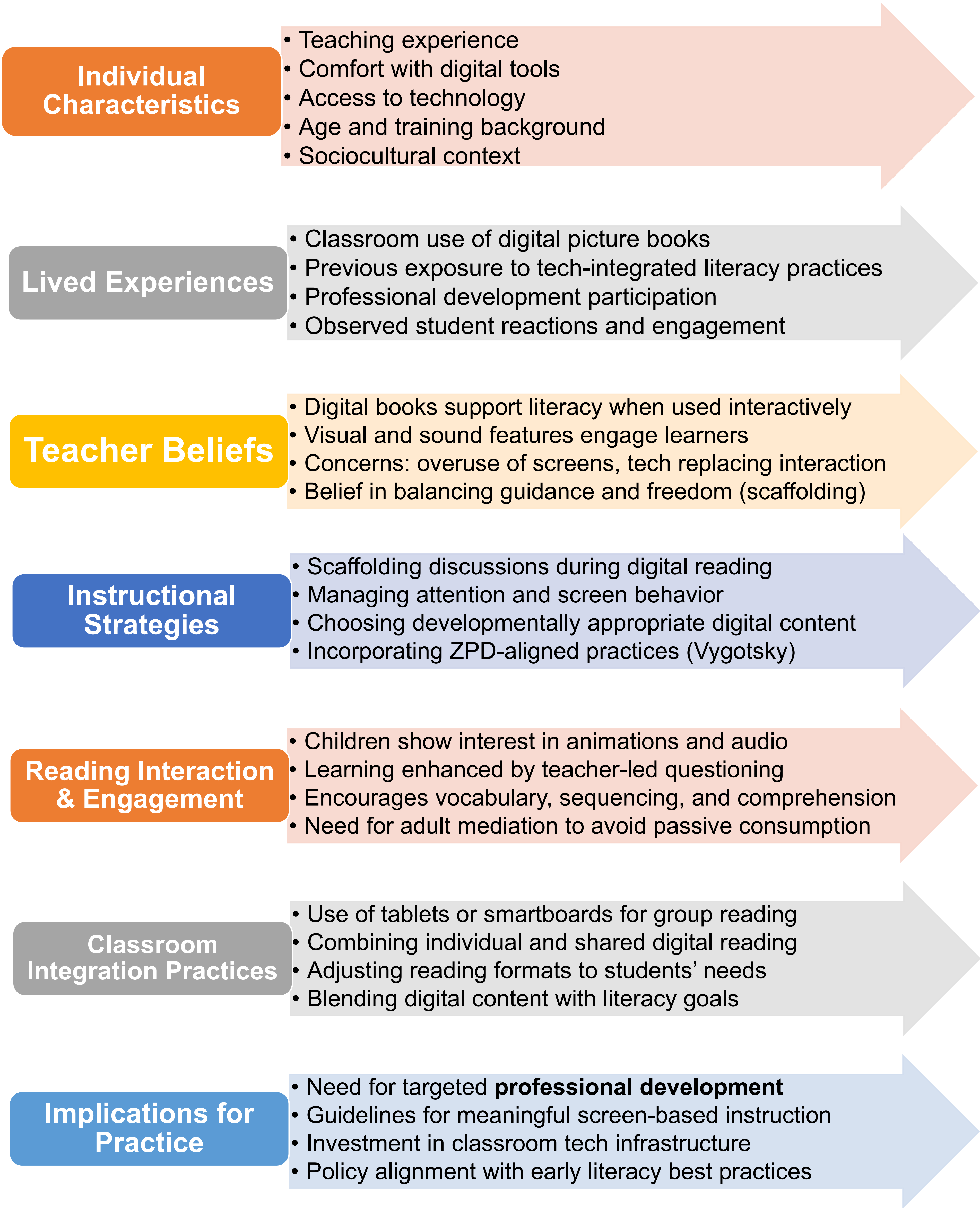
- Teachers who **believe in the educational value** of digital books adopt **scaffolded reading strategies** and encourage digital engagement.
- Barriers include** technological inconsistency, screen-related behavior management, and insufficient professional development.
- Many educators appreciate how digital picture books support interactive, engaging storytelling aligned with early literacy goals.

"Kids are drawn to the animations, but it's the teacher's voice and interaction that anchor the learning."(Interview excerpt)

- Invest in **ongoing professional development**
- Develop **guidelines for screen-based reading**
- Support classroom integration of digital tools with practical strategies



<https://docs.google.com/document/d/1ySuZMNhx0qgVsZ0RV8eGRgfKPD34F68CMClaySErRsQ/edit?usp=drivesdk>



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