Theoretical frameworks

❖Lev Vygotsky: socio-cultural theory
Vygotsky, L. S. (1980). Mind in society: The development of higher psychological processes. Harvard university press.

❖Jerome Bruner: power of narratives
Bruner, J. S. (1990). Acts of meaning (Vol. 3). Harvard University Press.

❖Allison Druin: participatory research with children
Druin, A. (1999). The Role of Children in the Design Technology.

❖Personalisation :Luis Moll: Funds of knowledge
Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into practice, 31(2), 132-141.

Socio-material entanglements

Image from the facebook fanpage la bioguia.

Interpersonal domain

Cognition

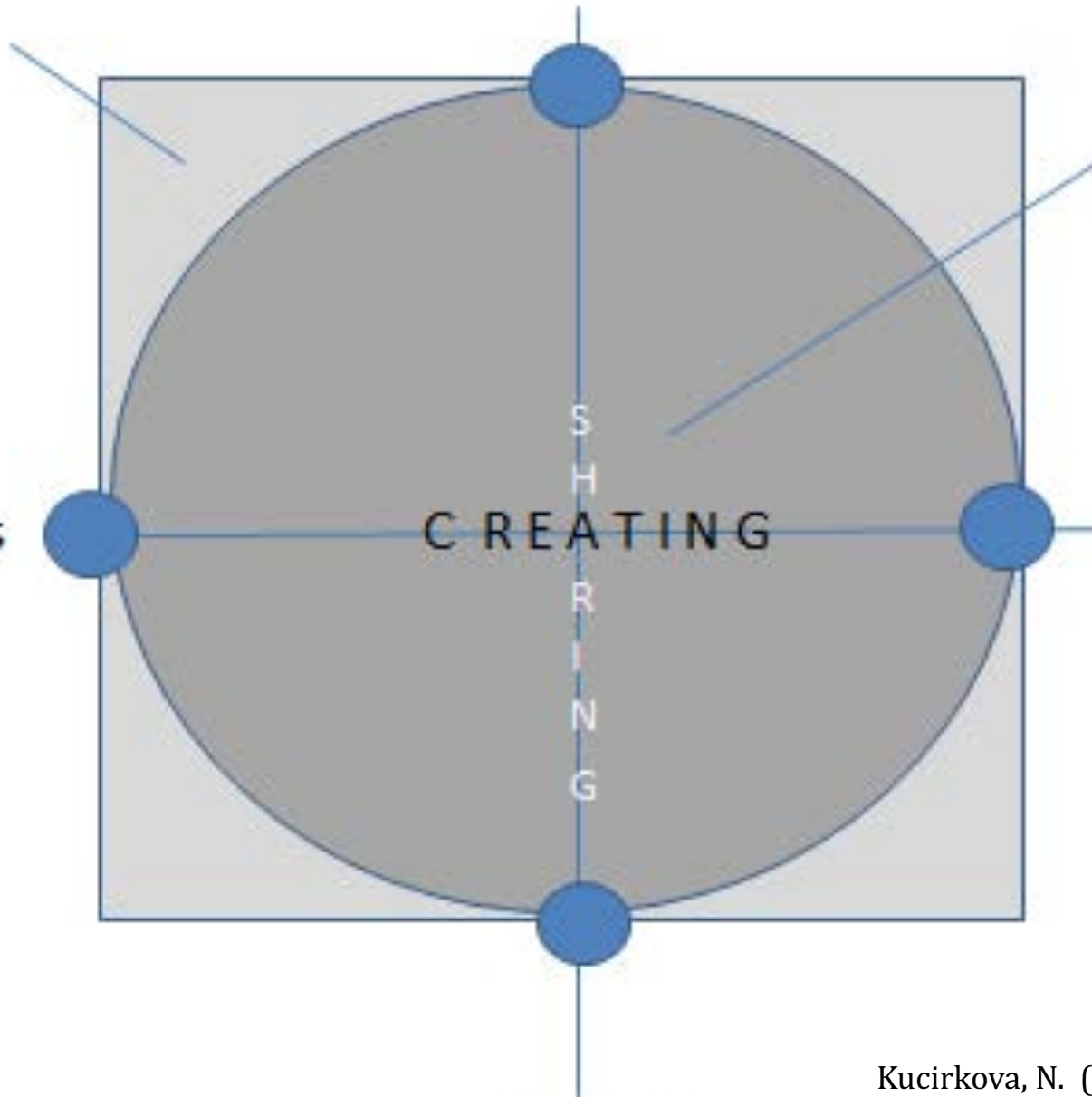Intrapersonal domain

Acts

C R E A T I N G

S H R I N G

Ideas

Affection

Kucirkova, N. (2017)
Digital Personalization in Early Childhood,
London: Bloomsbury Press.

Children's reading of narratives (print & digital)

Affective *(Dungworth, Cremin, Flewitt)*
Shared & sustained *(Littleton, Mercer, Siraj-Blatchord)*
Creative *(Craft, Cremin, Burnard)*
Interactive *(Csikszentmihalyi)*
Personalised *(Bernhard, Kucirkova, Allen et al.)*

ENGAGEMENT

Kucirkova, N., Littleton, K. & Cremin, T. (2016) Young children's reading for pleasure with digital books: six key facets of engagement, *Cambridge Journal of Education, 47 (1)* 1-18.

Possibility awareness

Playfulness

Participation

Pluralisation

Creative

Interactive

Affective

Shared

Sustained

Personalised

Craft, A. (2010). *Creativity and Education Futures: Learning in a Digital Age*. Trentham Books Ltd.

Possibility awareness

Playfulness

Creative

Interactive

Affective

Shared

Sustained

Personalised

Participation

Pluralisation

UKLA
UK LITERACY ASSOCIATION

Search

Hello! Sign in / Register

Your basket is empty

News | Conferences | CPD | Awards | International | Research | Resources | Publications | Shop
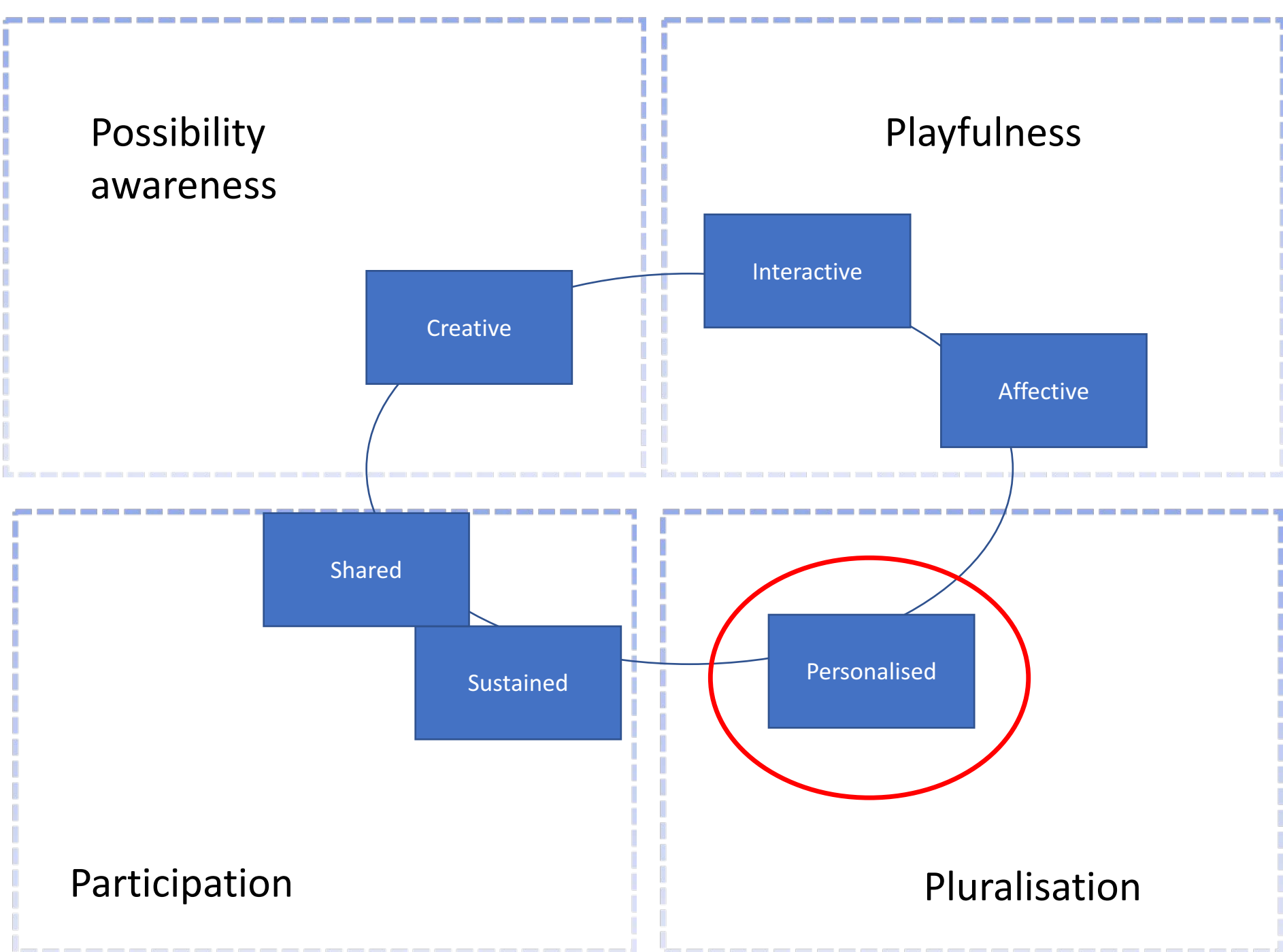
Digital Book Award Evaluation Criteria

These criteria draw on the theoretical and empirical work by Kucirkova, Littleton and Cremin, 2016 (Knowledge Transfer Partnership between BookTrust and the Open University), adopted and refined in conversation with UK primary school teachers and literacy specialists. For examples of literacy apps and information about children's digital books corresponding to these and other criteria, check the Literacy Apps guide from the National Literacy Trust and information on the UKLA Special Interest Group for children's digital books and literacy apps.

UKLA Digital Book Award Criteria ©2017. UKLA

View criteria/guidelines

Your Details

Full name

Email

LiteracyApps is a handy guide for parents from the National Literacy Trust. Get the most out of apps

National
Literacy
Trust

LiteracyApps

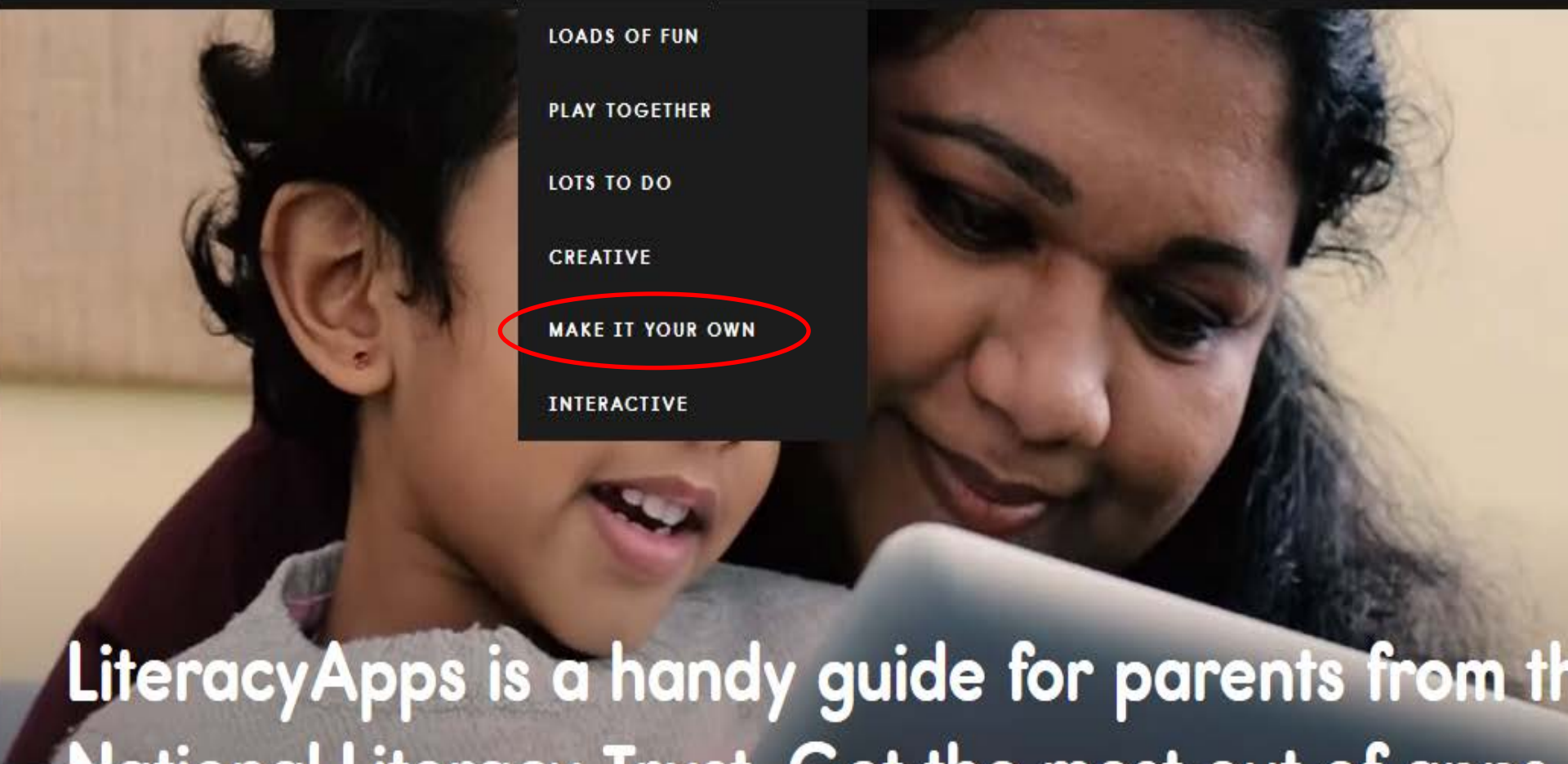ALL APPS   BY AGE   BY LEARNING   **BY FEATURES**   CHOOSING APPS   FEEDBACK

LOADS OF FUN

PLAY TOGETHER

LOTS TO DO

CREATIVE

MAKE IT YOUR OWN

INTERACTIVE

LiteracyApps is a handy guide for parents from th

Personalisation: definitions

= a nexus of practices, products and processes that have been tailored to a single human being

≠ commoditised/generic products (industry)
≠ standardised curriculum (education)

customised/localised/ relevant
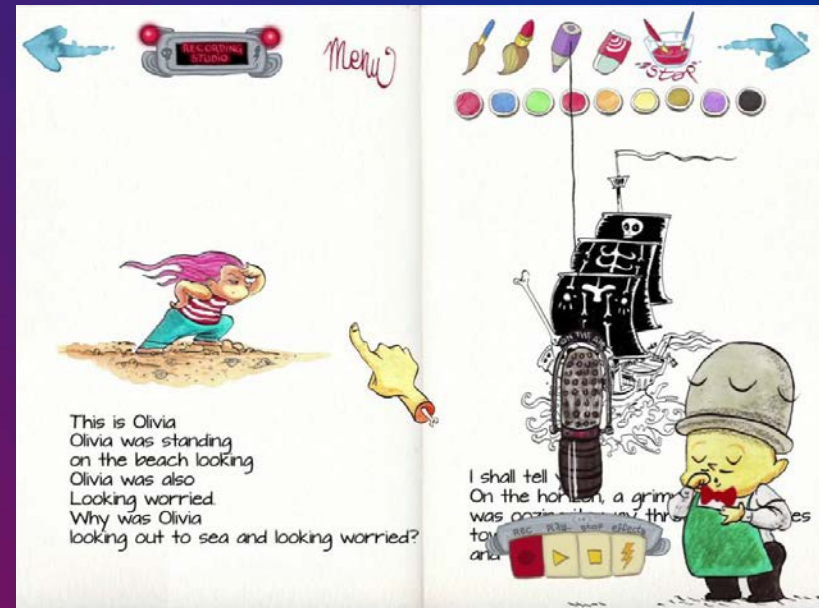
Kucirkova, N. (due in 2019) The Selfie Generation: Digital Personalization and Children's Development, Harvard University Press

The micro influences

Personalised books
THE MATERIAL

Types of personalisation in children's narrative picture-books

- Story characteristics:
*Textual (*Name of story character)
*Visual (*Photo/ drawings)
*Audio (*Voiceover, music)

- Story plot:
Choice of story endings (template)
Open-ended (no script)

- Story aesthetics:
Appearance

This is Olivia
Olivia was standing
on the beach looking
Olivia was also
Looking worried
Why was Olivia
looking out to sea and looking worried?

I shall tell
On the horizon, a grim
was oozing ... thi...
to...
an...

Textual personalisation

Once upon a time, there was a little girl called ....

One morning, after she had got out of her bed, she had some ....

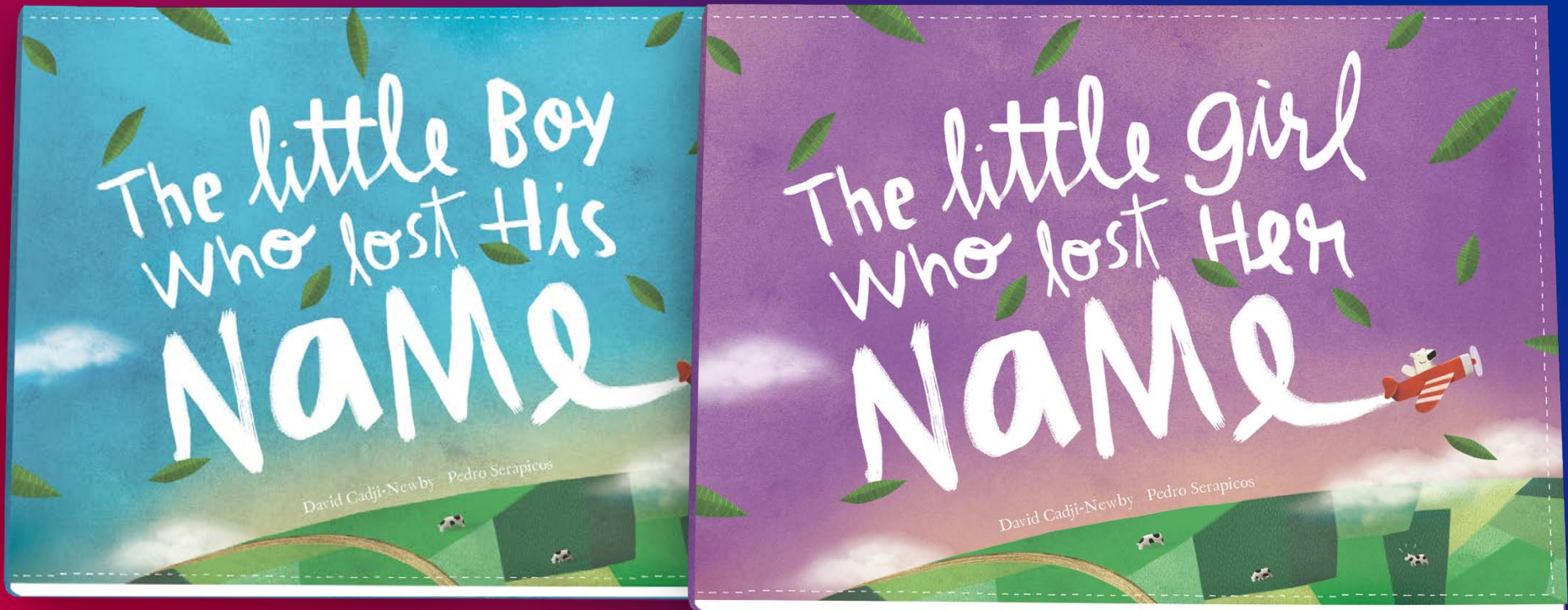and went to the park to play with her friends ....

Child's name: Natalia

Favourite breakfast food: porridge

Friends' names: Jill and Kate

Sophisticated textual personalisation

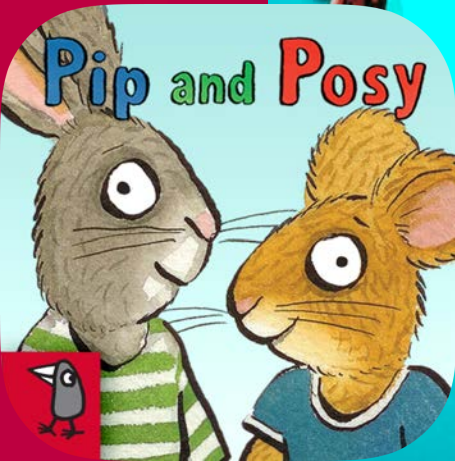# Visual personalisation in print books

Where are you Mr Lion? By Nosy Crow

Visual personalisation

Visual personalisation in digital books

Cinderella storyapp (Nosy Crow)

Customisation in print books

Customisation in digital books

Little Red Riding Hood app by Nosy Crow

Audio personalisation

HOME

Bestsellers

The Big Egg

Big Feet

The Three Little Pigs

Peppa Goes Swimming

Peppa Meets The Queen

7 Picture Books

27 Picture Books

15 Picture Books

5 Picture Books

$64.99

$16.99

$64.99

$49.99

$17.99

Me Books

Material aspects of SBR of personalised books

- 3-year-old children **learnt more new words** embedded in lab-designed printed personalised books than in closely matched non-personalised books

- Reading personalized books with 3-year old children led to more spontaneous but also more *self-referential* speech

-Kucirkova, N., Messer, D., & Sheehy, K. (2014). Reading personalized books with preschool children enhances their word acquisition. *First Language*, *34*(3), 227-243.

-Kucirkova, N., Messer, D., & Sheehy, K. (2014). The effects of personalisation on young children's spontaneous speech during shared book reading. *Journal of Pragmatics*, *71*, 45-55.

Adults personalising generic texts

❑ 'subset of decontextualized talk that is focused on elaborative reminiscing (e.g., Reese, Leyva, Sparks & Grolnick, 2010).

• More talk about child's emotions during memory talk than storybook reading or play
-Kucirkova, N. and Tompkins, V. (2014) Personalization in Mother–Child Emotion Talk Across Three Contexts, *Infant and Child Development,* 23 (2), 153–169.

❑ distancing talk' (e.g., Sigel, Stinson, & Kim, 1993; Van Kleeck, 2008)

• Print books versus eBooks with eighty-six 3- and 5-year-old children, parents who used more distancing comments had highest story comprehension scores.
Hassinger-Das B, Mahajan N, Metz R, Ramsock, K., margulis, K. Hirsth-Pasek, K., Golinkoff, R. & Parish-Morris, J. (2016) Shared book-reading in the digital age: Examining differences in traditional and tablet books. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. April, 2016.

Social aspects of SBR of personalised books

- Positive *shared* parent-child interaction when reading digital personalised books at home

-Kucirkova, N., Messer, D., Sheehy, K. and Flewitt, R. (2013) Sharing personalized stories on iPads: a close look at one parent-child interaction, *Literacy,* 47, 3, 115-122.

- Less hierarchical parent-child interaction

-Kucirkova, N., Sheehy, K. & Messer, D. (2015) A Vygotskian perspective on parent-child talk during iPad story-sharing, *Journal of Research in Reading,* 38 (4), 428-441.

- Teachers' versus designers' perspectives

-Kucirkova, N. & Flewitt, R. (2018) The future-gazing potential of digital personalisation in young children's reading: views from education professionals and app designers, Early Child Development and Care. DOI: https://doi.org/10.1080/03004430.2018.1458718

Benefits about digital features (y-axis)

Benefits about personalised features (x-axis)

DESIGNERS:
Benefits for parents: "superpowers"
Benefits for children: "Magical"

Multiple reading options
Confidence
Creativity

Imagination
Motivation
Engagement
Adaptive reading support

A profitable business model

- An opportunity to create a new revenue stream by monetising existing IP
- Print on demand models minimise production costs
- Valuable customer data

Examples:
- Kid Hero Stories
- My Very Own Name Storybook
- That's My Storybook
- Put Me in the Story
- My World and I
- Mr Glue Stories
- Make My Book stories
- You Star Novels
- Etc.

www.wonderbly.com

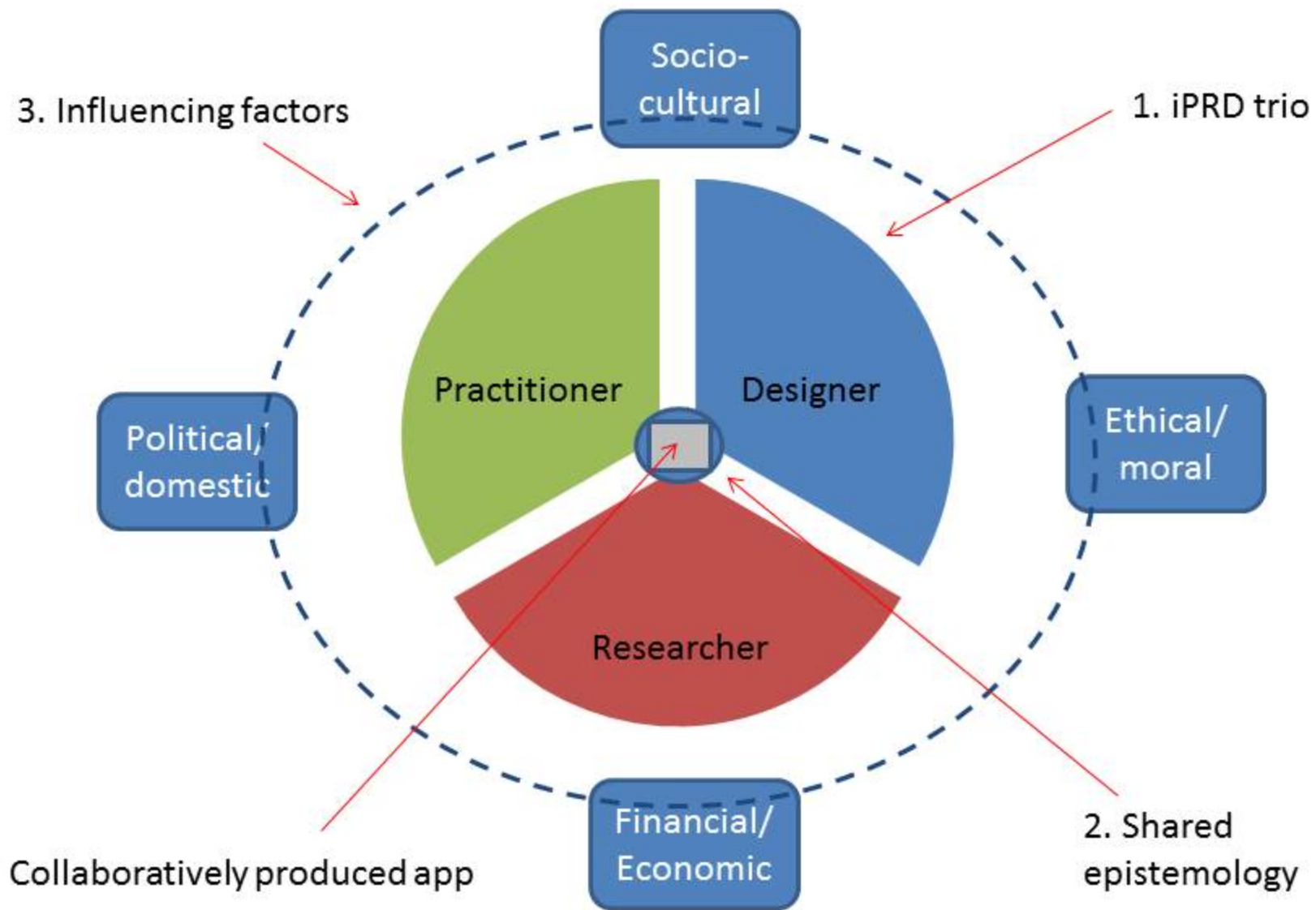# Increasing amount & type of personalisation

Prescriptive or Participatory?

Programmatic or Personalized?

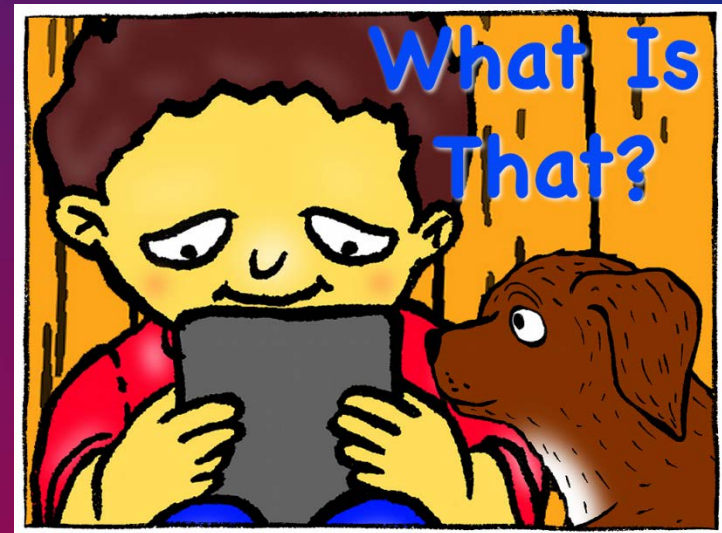# New trends in children's publishing industry

- Digitally connected reading (e.g. Kindoma)

- Augmented reality apps (e.g. Toontastic)

- Digital library systems (e.g. RM Books)

- Textual Tinkerability (e.g. MiT Books)

- Personalised reading systems (e.g., iRead)

Kucirkova, N., Ng, I. & Holtby, J. (2017). *From mirrors to selfies: protecting children's data for personalised learning and future growth*, London: University College of London, Institute of Education.
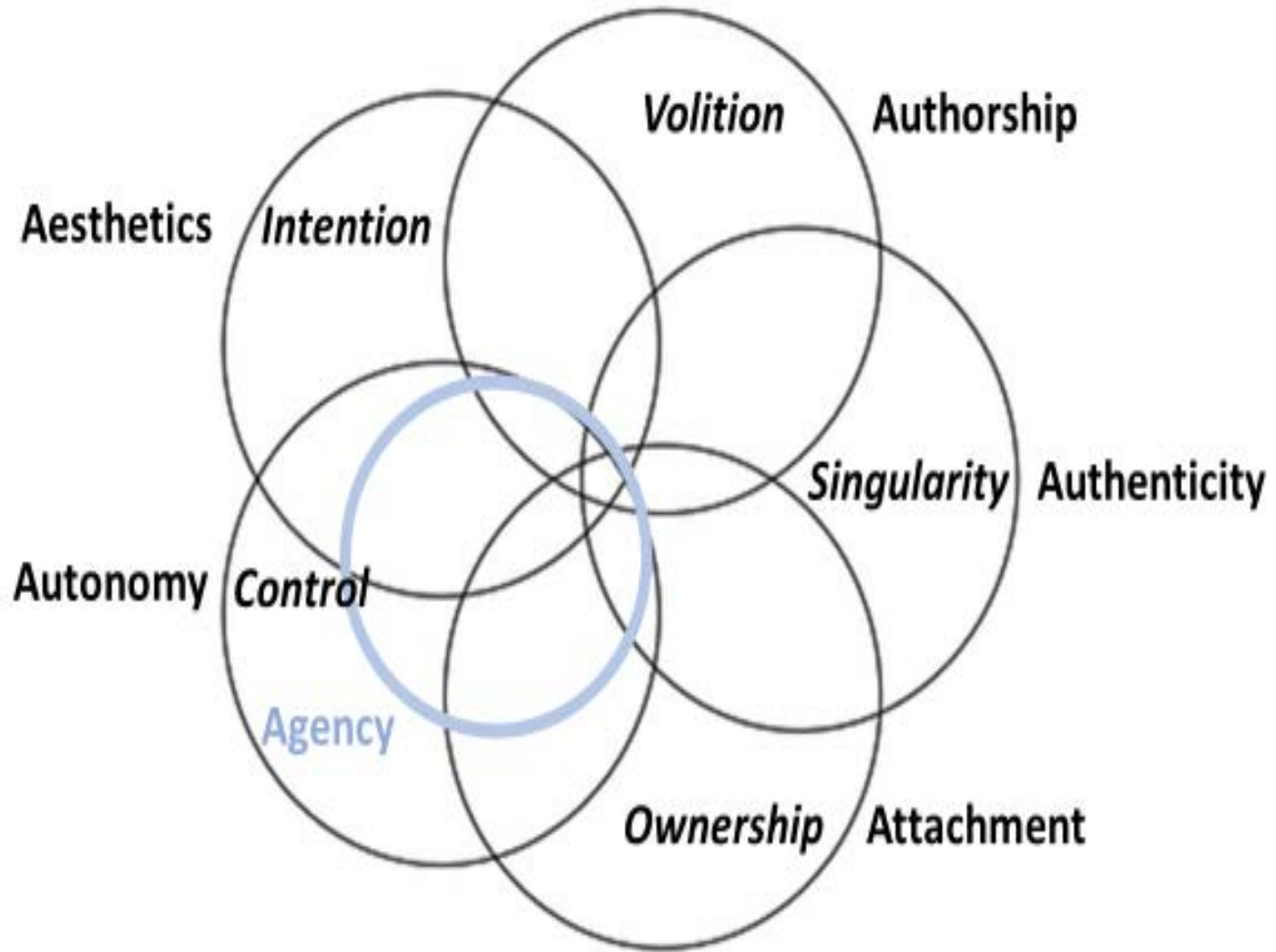
3. Influencing factors

1. iPRD trio

Socio-cultural

Practitioner

Designer

Political/domestic

Ethical/moral

Researcher

Collaboratively produced app

Financial/Economic

2. Shared epistemology

Kucirkova, N. (2017). iRPD—A framework for guiding design-based research for iPad apps. *British Journal of Educational Technology*, *48*(2), 598-610.

Create to understand …

The 5As of personalisation

Kucirkova, Natalia. *Digital personalization in early childhood: Impact on childhood*. Bloomsbury Publishing, 2017.

Focus on Agency

- The child → Children as authors

- Other children → Communities of authors

- Teachers → Teachers as writers

- Parents → Parents as story authors

- The technology provider → Professional authors

Front screen of Our Story when downloaded

Creating a new story: the Create mode

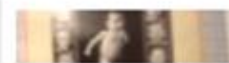# Sharing options of a finished story: Use mode
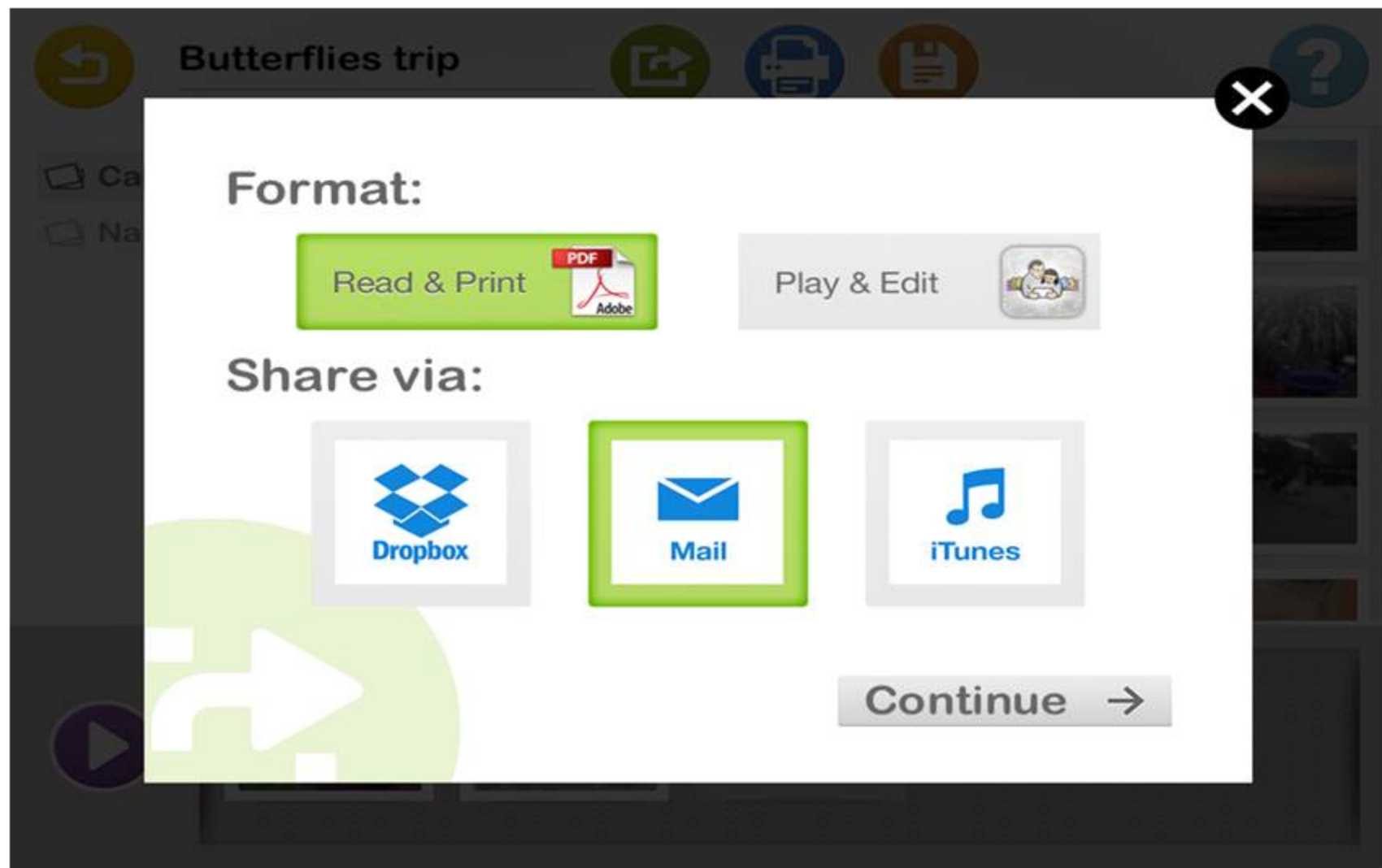
Enabling and capturing children's voices

Kucirkova, N. (2016) Personalisation: a theoretical possibility to reinvigorate children's interest in storybook reading and facilitate greater book diversity, *Contemporary Issues in Early Childhood*, *17*(3),1-16.

Critten. V. & Kucirkova, N. (2015) Digital Personal Stories: A Case Study of Two African Adolescents, with Severe Learning and Communication Disabilities, *Journal of Childhood & Developmental Disorders, 1*(7), online.

Kucirkova, N., Messer, D., Critten, V. & Harwood, J. (2014) Story-making on the iPad when children have complex needs: two case studies, *Communication Disorders Quarterly, 36* (1), 44-54.

Kucirkova, N., Messer, D. and Whitelock, D (2012) Parents reading with their toddlers: The role of personalization in book engagement. *Journal of Early Childhood Literacy*, *13* (4), 445-470.

Kucirkova, N., Messer, D. and Whitelock, D. (2010) Sharing personalised books: a practical solution to the challenges posed by home book reading interventions, *tLiteracy Information and Computer Education, Journal (LICEJ), Vol1 (1)*.

Kucirkova, N., Messer, D., Sheehy, K. and Flewitt, R. (2013) Sharing personalized stories on iPads: a close look at one parent-child interaction. *Literacy, 47* (3), 115-122.

Kucirkova, N. (2016) *Digital personal stories: bringing together generations and enriching communities* In Becky Parry, Cathy Burnett & Guy Merchant (Eds): Literacy, Media and Technology: Past, Present and Future, London: Bloomsbury (pp. 129-143).

Pedagogical principles

- **Teachers' agency = empowerment combined with competence**

- **Well-designed materials + modelled practice**
- **Co-construction of implementation, design-based approaches**

Kucirkova, N. (2014) *iPads and tablets in the classroom: Personalizing children's stories*, UKLA Minibook 41. ISBN: 978-1-897638-90-3.

Kucirkova, N. (2017) How can digital personal(ized) books enrich the language arts curriculum?, *The Reading Teacher, 71*(3), 275-284.

Flewitt, R.S., Kucirkova, N. and Messer, D. (2014) Touching the virtual, touching the real: iPads and enabling literacy for students with learning disabilities. The Australian Journal of Language and Literacy Special Issue, 37(2), 107-116.

Kucirkova, N. (2014) iPads in early education: separating assumptions and evidence. Frontiers, Educational Psychology, (5), 1-3. doi:
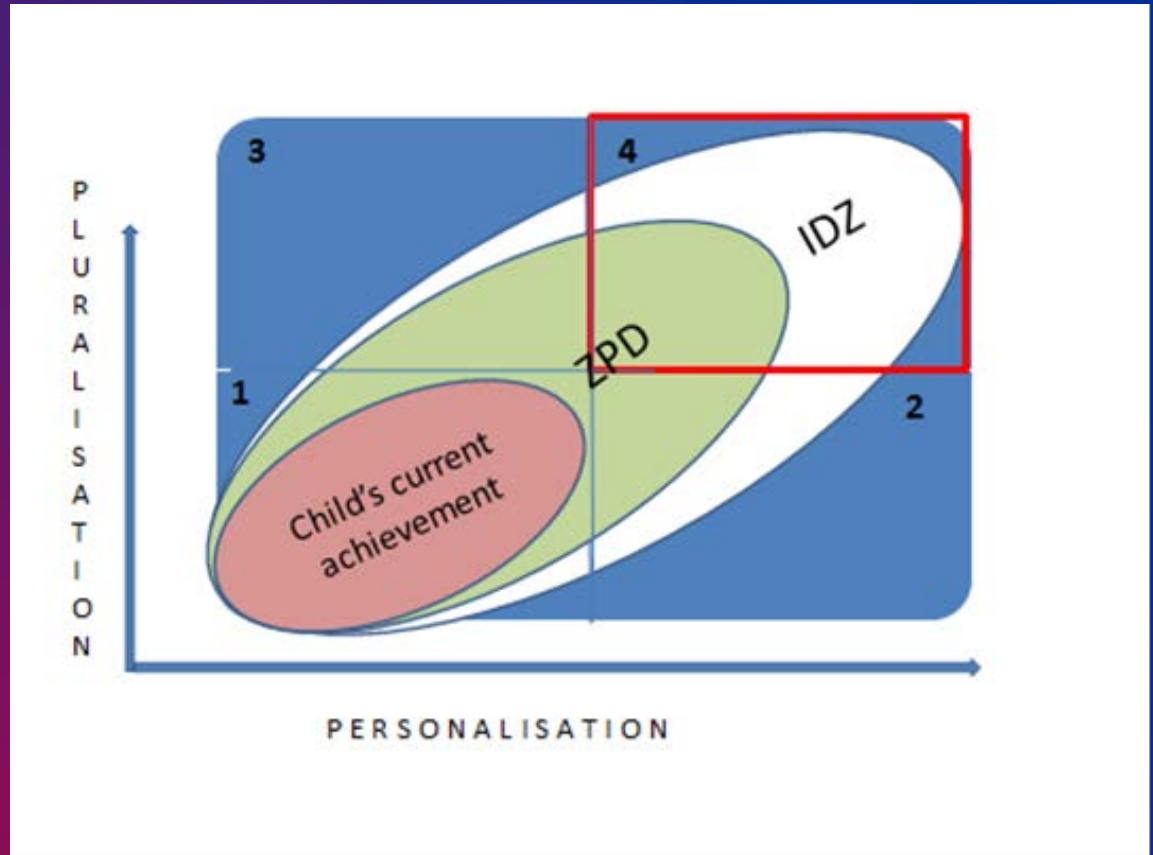
PLURAL

PERSONAL

Kucirkova, N. & Littleton, K. (2017) Developing personalised education for personal mobile technologies with the pluralisation agenda, *Oxford Review of Education (April issue)*

Questions for design & pedagogy

- How can we reduce the risks of commercialised personalisation (motivation/attention to self)?
- How can the tool appropriately challenge the child?
- How can personalisation be a platform upon which children not only develop their skills, but also build reciprocity?
- How can personalisation bring in another dimension to shared conversations?
- How can we engage children in generative activities as opposed to consumer oriented activities?

Thank you

✉ n.kucirkova@ucl.ac.uk

✏ @NKucirkova

⚛ Blogs: The Conversation, Huffington Post

📖 Research articles OA at IOE Depository

📄 MOOC: Childhood in the Digital Age

🧪 Children's personalized stories at UCL

🏠 www.natalia-kucirkova.com