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	Nota di contenuto	Introduction -- 1 Digital childhoods across contexts and countries -- Section 1 Social affordances across time and space in digital contexts -- 2 How families use of video communication technologies during intergenerational SKYPE -- 3 Digital bridges between home and preschool: Theorising conceptually inclusive practice in digital environments -- 4 Digital participation among children in rural areas -- 5 Producing contexts for young children's digital technology use: Web searching during Adult-Child interactions at home and preschool -- Section 2 Emotionality, play and digital engagement -- 6 Electronic Gaming: Associations with self-regulation, emotional difficulties and academic performances -- 7 Children's collaborative learning in science scaffolded by iPads -- 8 Digital play and learning in the home: Families' perspective -- 9 Rules of Engagement: Family rules on young children's access to and use of technologies -- 10 Hacking Toys and Remixing Media: Integrating maker literacies into early childhood -- Section 3 Societal tools for thinking, learning and communicating differently -- 11 Supporting whole child development in the digital age -- 12 Digital narratives and young children -- 13 Teaching visual arts

with digital technologies -- 14 Learning literacy: Engaging with print and digital texts in the first year of school -- 15 Digital tools to support children's speech and language skill -- 16 Digital games in the early childhood classroom: Theoretical and practical considerations -- 17 From play to interplay: A young child's use of multiple technologies in the social organisation of a pretend telephone conversation.

Sommario/riassunto	This book highlights the multiple ways that digital technologies are being used in everyday contexts at home and school, in communities, and across diverse activities, from play to web searching, to talking to family members who are far away. The book helps readers understand the diverse practices employed as children make connections with digital technologies in their everyday experiences. In addition, the book employs a framework that helps readers easily access major themes at a glance, and also showcases the diversity of ideas and theorisations that underpin the respective chapters. In this way, each chapter stands alone in making a specific contribution and, at the same time, makes explicit its connections to the broader themes of digital technologies in children's everyday lives. The concept of digital childhood presented here goes beyond a sociological reading of the everyday lives of children and their families, and reflects the various contexts in which children engage, such as preschools and childcare centres.