

## Children's (re)actions in the Scaffolding Process Using Digital Technologies

**Authors :** Davoud Masoumi, Maryam Bourbour

**Abstract :** By characterizing children's actions in the scaffolding process, which is often undermined and ignored in the studies reviewed, this study aimed to examine children's different (re)actions in relation to the teachers' actions in a context where digital technologies are used. Over five months, 22 children aged 4-6 with five preschool teachers were video observed. The study brought in rich details of the children's actions in relation to the teacher's actions in the scaffolding process. The findings of the study reveal thirteen (re)actions, including Giving short response; Explaining; Participating in the activities; Examining; Smiling and laughing; Pointing and showing; Working together; Challenging each other; Problem-solving skills; Developing vocabulary; Choosing the activity; Expressing of the emotions; and Identifying the similarities and differences. Our findings expanded and deepened the understanding of the scaffolding process, which can contribute to the notion of scaffolding and help us to gain further understanding about scaffolding of children's learning. Characterizing the children's (re)action in relation to teacher's scaffolding actions further can contribute to ongoing discussions about how teachers can scaffold children's learning using digital technologies in the learning process.

**Keywords :** children' (re)actions, scaffolding process, technologies, preschools

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