Chapter 8
Exploring Transformative Pedagogies Integrating Innovative Mobile Learning Approaches in Early Childhood Education

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ABSTRACT

This book chapter explores the expanding landscape of mobile learning within early childhood education, investigating creative techniques that harness technology's potential to augment young children's learning experiences. As mobile devices become more common in educational settings, it is critical to investigate and promote creative pedagogies that are developmentally appropriate and meet the special requirements of early learners. This chapter will provide an overview of cutting-edge research and practices, providing insights into the design, implementation, and effect of novel techniques in mobile learning for early childhood education.

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INTRODUCTION

The use of novel mobile learning methodologies in early childhood education has emerged as a critical topic of investigation, with the goal of revolutionising how young children interact with instructional content (Smith, 2018). This chapter explores the dynamic landscape of mobile learning in early childhood education, emphasising the need for innovative pedagogies that use technology to improve young learners' learning experiences (Jones & Brown, 2020). As mobile devices become more widespread in educational settings, the emphasis shifts to exploring and advocating for developmentally appropriate pedagogies (Hirsh-Pasek et al., 2019). Educators may match technology with the unique needs of early learners by using creative ways, resulting in a more immersive and effective educational journey for children.

Mobile technology has grown at an unparalleled rate, infiltrating all parts of life, including educational settings. The use of mobile devices in early childhood education has grown in popularity, driving the development of unique pedagogical approaches to improve learning experiences for young children. The purpose of this literature review is to look into the growing landscape of mobile learning in early childhood education, examining creative strategies that exploit technology's potential to enrich and support young learners' learning journeys. Mobile technology has grown at an unparalleled rate, infiltrating all parts of life, including educational settings. The use of mobile devices in early childhood education has grown in popularity, driving the development of unique pedagogical approaches to improve learning experiences for young children. The purpose of this literature review is to look into the growing landscape of mobile learning in early childhood education, examining creative strategies that exploit technology's potential to enrich and support young learners' learning journeys. Children actively construct knowledge through social interactions and participation with their environment, according to Vygotsky's socio-cultural theory of learning. As a result, mobile learning becomes a dynamic tool for enabling such interactions and improving young children's learning experiences (Vygotsky, 1978). This viewpoint emphasises the significance of identifying the socio-cultural components of learning, with mobile devices serving as channels for collaborative and interactive educational experiences that correspond with the developmental needs of young children.

Among the numerous technological breakthroughs, the use of mobile devices in early childhood education gives an intriguing path for educators and researchers to investigate (Johnson, 2017). Understanding the transformative potential of technology in education, namely augmented reality (AR) and virtual reality (VR), holds promise for building engaging and dynamic learning environments for young children (Adams, 2020; Lee & Wong, 2021). This chapter aims to provide a complete