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Storybook apps as a tool for early literacy development

Smeets, D.J.H.

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Author: Smeets, Daisy Johanna Hendrika

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Storybook Apps as a Tool for Early Literacy Development

by Daisy Smeets

1. We should nuance the statement that children are made readers on the laps of their parents (Emilie Buchwald) considering that storybook apps allow children to ‘read’ stories on their own.
2. Media environments do not cause learning, cognitive processes by the reader do, but instructional technologies can serve as powerful aids to human cognition (Mayer, 2003).
3. When video-effects such as motion pictures and zoom shots are used in the right way, electronic versions of picture storybooks may be preferred over their printed counterparts in kindergarten age.
4. Computer-based vocabulary instruction can be just as effective as a parent’s or teacher’s extra-textual word meaning explanation.
5. Interactive storybook apps should stimulate children to *make* rather than *take* meaning.
6. The majority of storybook apps available today are not equipped to meet the auditory processing demands of children with severe language impairment (SLI).
7. To preserve the educational quality of electronic storybooks, software-developers need help from educators in creating e-books.
8. That young children can ‘read’ storybook apps independently, does not mean that adults have become superfluous.
9. It is a common fallacy to mix up storybook apps with cartoons.
10. With storybook apps costing less than a third of the price of a printed storybook, recession may not affect children’s emergent literacy skills.
11. Tell me and I’ll forget, show me and I may remember, involve me and I’ll understand (Chinese proverb).
12. A good teacher is one who makes herself progressively unnecessary (Thomas Carruthers).
13. A library filled with storybook apps is a responsible parent’s best friend before supper.