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TEACHING, LEADERSHIP, AND
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A STUDY OF YOUNG CHILDREN'S METAKNOWING TALK: LEARNING
EXPERIENCES WITH COMPUTERS (217 pp.)

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This research project was undertaken in a time of increasing emphasis on the exploration of young children's learning and thinking at computers. The purpose of this study was to describe and interpret the characteristics of metaknowing talk that occurred during learning experiences with computers in a kindergarten community of learners.

This study involved a kindergarten class that included 12 boys and 11 girls and a head teacher. Classroom participant observation was the primary source of data collection. Data were gathered in the naturalistic context in both their regular classroom and in a technology-rich classroom. Learning experiences with computers were audio or video recorded to generate detailed data and later transcribed. Data analysis was guided by the grounded theory approach (Strauss & Corbin, 1998), and *ATLAS.ti* qualitative data analysis software was used for coding and memo-writing.

The grounded theory investigation resulted in two broad categories and nine subcategories of young children's metaknowing talk, which embodied contextual and conditional factors influencing purposeful metaknowing talk and further social interactions during learning experiences with computers. According to the findings young children's metaknowing talk contributes to the development of social interactions that support the children's individual and shared understanding of

learning tasks with technology. The influence of the metaknowing talk appeared in diverse forms according to the specific setting of the learning activities situated within the broader context of the whole class.

Implications of the findings include the importance of research focus on young children's language reflecting their early development of sociocognitive competence and the importance of purposeful classroom discourse in one's own and others' beliefs and intentions, which lead students to reflect on and articulate their mental states and processes while they participate in learning activities with computers.