



## Correction to: Classroom dialogue and digital technologies: a scoping review

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### Correction to: *Educ Inf Technol* (2018) 23:1995–2028

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The authors of this review [1] wish to draw the attention of readers to a correction for Section 3.3.2. The text relating to [S11], a paper by Deaney, Chapman, & Hennessy (2009) [2], is not an accurate representation of the work of the authors of this 2009 paper.

Section 3.3.2, paragraph 5, should be corrected to read:

“The multimodal nature of digital technologies, noted by 7 studies, allows for greater flexibility in the delivery of resources. For example, the IWB boasts visual, auditory, and text-based functions [S46], and the critical interplay of dialogue with visual and kinesthetic affordances of the IWB and other resources has been shown to support subject-based thinking [S11]. The use of digital technology can also have a positive impact on the pace of lessons [S19, S42, S45, S62, S72]. From a teacher’s perspective, increased pace enables teachers to display information rapidly and spontaneously [S19, S42, S62]. From the students’ perspective, students may feel that they have greater control over their learning as they may be able to dictate the speed at which they work [S72].”

The authors (Deaney, Chapman, & Hennessy) were clearly referring to properties of a specific technology and not to learners. We would like to thank the authors of the 2009 paper for pointing out the need for this correction.

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The online version of the original article can be found at <https://doi.org/10.1007/s10639-018-9701-y>

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[1] Major, L., Warwick, P., Rasmussen, I. et al. *Educ Inf Technol* (2018) 23: 1995. <https://doi.org/10.1007/s10639-018-9701-y>

[2] Deaney, R., Chapman, A., Hennessy, S., *The Curriculum Journal* (2009), Volume 20, Issue 4. <https://doi.org/10.1080/09585170903424898>

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