**This paper*

key terms: ((tablet) OR (e-book) OR (iPad)) AND (preschool*) AND ((emergent literacy) OR (phonological awareness) OR (concepts about print) OR (print concepts)).

Selection Criteria

The studies selected for inclusion in this critical review were required to include preschool children (within age range of 3-5 years), use of touch-screen tablets (regardless of the type of application), and at least one measure of emergent literacy (phonological awareness, concepts about print, alphabet knowledge or literate language). No limitations were placed on the research design.

Data Collection

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on tablet devices, the studies found different results regarding the effect of print versus e-book formats. Specifically, Masataka (2014) found that the emergent literacy skills of the children who used e-books improved more than those who used print books whereas Willoughby and colleagues (2015) found print and e-books similarly increased the emergent literacy skills of the children who used them. Certain

Couse, L.J. & Chen, D.W. (2010). A tablet computer for young children? Exploring its viability for early childhood education. *Journal of Research on Technology in Education, 43*(1), 75-98.

Masataka, N. (2014). Development of reading ability is facilitated by intensive exposure to digital children's picture book. *Frontiers in Psychology, 5,* 396. doi: 10.3389/fpsyg.2014.00396

Michael Cohen Group & U.S. Department of Education (2011). *Young children, apps and iPad.* New York, NY: Michael Cohen Group. Retrieved from http://mcgrc.com/wp-content/uploads/2012/06/ipad-study-cover-page-report-mcg-info_new-online.pdf

Neumann, M. (2014). An examination of touch screen