

Agenda

- **Planning** to integrate Technology: Foundation
- **Evaluating** digital products
- **Using** technology meaningfully

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What does NAEYC say about technology?

Planning to integrate Technology: Foundation

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Our ECE Technology Bible

What are the main messages in the position statement?

<http://www.naeyc.org/content/technology-and-young-children>

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Does NAEYC say we have to use technology?



Takeaway

You don't have to use technology. If you do use tech tools **intentionally**, you will find they are not always the best choice.

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How do we know the implications of technology tools?



Takeaway

Adults need technology "play time" AND formal professional development to **understand the implications** of the tools.

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Yikes! We should have babies using technology?




Takeaway

Tech for infants and toddlers: Laptime and floortime with the youngest children **might include technology**, but in very limited doses and **ONLY with an adult**.

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How much time using tech?

Takeaway

Time limits: Guidelines and expectations should consider variables like age, objectives, and type of interaction.


About as much as any other manipulative or material

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How Much Time? Recommendations from *Digital Decisions*

Type of Experience	Approximate Length of Time
Laptime co-viewing One child alone or up to three children in a group with an adult close by, if not directly involved	No more than 10 minutes for infants and toddlers, and up to 20 minutes for older children
Teacher-directed activities (group time, small-group time)	No more than 20 minutes
Child-initiated activities (free play, choice time) using open-ended, creative tools	No limit—as long as interest is sustained and learning is evident
Child-initiated activities (free play, choice time) using commercially available software, apps, or websites that are skill or concept oriented	No more than 20 minutes

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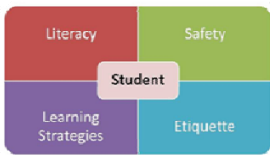


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Should we have computer lessons?

Takeaway


Digital literacy learning should be woven into the fabric of the day, not time set aside for “computer time”.



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Digital Literacy Basic Skills Self-Assessment

I. Hardware and Software Skills	Got It	Need to Learn
I can log on, log off, open, use, and close programs.		
I understand and use the functions of the mouse and/or touch pad.		
I know what an icon is and what to do with it.		
I know how to drag icons and files.		
I know how to open up multiple programs at a time and move quickly between them.		
I know how to use the on-screen help offered in most programs and applications.		
I know how to download and install programs.		
I know how to search for a file on my computer.		



<http://bit.ly/DigilitECTeach>

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How do we ensure equity?



Takeaway

Equity: Include technology that enhances dual language learning, represents diversity, and allows access for children with disabilities.

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How will we know what to do?



Takeaway

Investments in technology tools are wasted without investments in **professional development**.
Research will inform ongoing investments (or not!)

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We need bridges from position statement to programs



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How will we know what's good?




Evaluating products and tools

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Be selective

Bad news – most Early Learning apps, Websites, and software...

- have moderate entertainment
- have low production value
- have low educational value
- are redundant
- are rote/skill based



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What makes quality interactive media?

What to look for

Apps and websites that:


- fit your **philosophy**
- fit the **needs and interests** of the children
- provide **feedback, not praise**
- offer **challenges** through “leveled” experiences
 - offer **more than rote** direct instruction
 - offer a **range** of experiences
 - offer high **interactivity**
 - value **learning** over entertainment
 - **do not include commercial temptations or inappropriate content**




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From Digital Decisions

The Commonsense Approach to Developmentally Appropriate Evaluation of Software, Websites, and Apps Developed for Young Children

ALL Software, Websites, and Apps MUST...	SOME Software, Websites, and Apps SHOULD...	Specifically	
Be age appropriate		The activities challenge children without frustrating them and are built upon a sound understanding of the abilities of the suggested age range.	
Provide clear on-screen instructions and prompts	Allow children to control navigation or the paths they take through the experience	The software responds to the child's on-screen decisions and clicks by allowing a different outcome or path through the experience. Children can move from task to task without adult assistance.	
Allow children to use the software with or without adult guidance	Offer expanding complexity	For preliterate children, provide verbal instructions or sounds that are prompts. All on-screen written instructions for emerging readers are written simply and clearly and on grade level. Some apps are designed specifically to do one thing and one thing only. Apps for a multitouch device are often single task. There are some online experiences that offer more complex activities and tasks along with less complex applications.	
		Children should be able to initiate and use the software or website independently.	

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Decisions about using software: Level 1- Basic pedagogical decisions

- What are the objectives?
- Is this the right tool for the objective?
- Does it extend other activities?
- Is it interactive? Is the interaction meaningful?
- Does it fit in with my project/theme/study?
- Does it work with the curriculum?
- What is my role using this software?

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Decisions about using software: Level 2 – A question of balance

Is the software for:

- A large group, small group, or for individual children?
- Teacher-directed or child-initiated activities?
- Open-ended or skill-focused?
- Short periods of time or deeper exploration?

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Decisions about using software: Level 3 – Usability and instructional design

Is the software:

- Flashy, distracting, overwhelming or just enough appealing graphics and sounds to engage, but not distract?
- Free of ads or enticements for children?
- Deemed safe by trusted resources?
- Easy for children to navigate independently?
- Provide feedback to guide children?
- Interactive with meaning or just fun?

But what EXACTLY Does Tech INTEGRATION mean?

True Technology Integration

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Make it as natural as possible:
Put technology throughout the room

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Integrate technology throughout

the day

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Integrate technology throughout

special events

Integrate technology

when children go home

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Support Networks

How can we keep the momentum alive?

Set up internal & external support networks

erikson TEC Center <http://bit.ly/ECETechResources>

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Best practice in the classroom

But what EXACTLY should teachers do?

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How can we ensure intentionality?

Daily Routines

- Plan technology use along with ordinary day-to-day, project to project planning
- Examine the group's learning objectives and make choices that fit
- Examine each child's objectives and make choices that fit
- Work with children to review their choices in all areas of the room throughout the week

Intentional

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- Live "webinar style" online chats

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Take the Early Childhood Technology Today Teacher's Voice Survey

Technology Use in Early Childhood Education:

Who, what, when, where and how...

That's what we want to know. Don't you?

Help us find out. Take the surveys, and pass this on!

Early Childhood Technology Collaborative

www.ECEtech.net/surveys

How can we get more info from data?

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