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#KCEarlyLit  @chipdono  @TEC_Center

About Erikson Institute

Our vision is that every adult who works with young children or on their behalf will be knowledgeable, aware, skilled, and alive to the possibilities of each child’s life.
Follow Fred’s lead...Use tech “with” rather than “instead of”

We have to help give children tools, building blocks for active play.
And the computer is one of those building blocks. No computer will ever take the place of wooden toys or building blocks. But that doesn’t mean they have to be mutually exclusive.

Digital and media literacy

"Once we accept as a given that we all want to keep kids safe, it lets us move beyond a harmful-or-not paradigm to a learning-goals paradigm. That shift opens the tap to let our collective creative educational juices flow so we can identify pedagogically sound and developmentally appropriate strategies for crafting rich and rewarding learning experiences that integrate inquiry-based digital and media literacy."

Faith Rogow
Beware the either/or false dichotomy
It can be “We are family”
and “Wii are family”

It’s OK to read
and...
and even...
and enjoy them all!
Tweet this!

Technology in the early years is not all tech or no tech, either real or virtual @chipdono @TEC_Center #KCEarlyLit
The young and the digital

Were you born **digital**...born **analog**...or born BPC?

*Our narrow bandwidth of experience...*

- Born in another time
- Digital locals are teaching the digital tourists
- Confronting our technology shortcomings
- Need to use technology to learn how (and why) to use technology...
- Digital and media literacy for adults and children = disposition, knowledge, experience, skills and fluency
Follow Fred’s lead...
Meet young children where they are

Those of us who work with young children have a tremendous challenge. These children are going to grow up in a world that has problems we never even dreamed of.
Paper is not dead...yet

Digital obstacles for educators

Drowning in digital information

My desire to be well-informed is currently at odds with my desire to remain sane.
Tweet this!

Digital media literacy for teachers & teacher educators is essential for effective tech use in the early years @chipdono @TEC_Center #KCEarlyLit

What’s wrong with these pictures?
What are the concerns?

- Too much passive, non-interactive use
- Exposure to inappropriate content (violence, sexuality, lifestyle)
- Commercial messages and in-app sales aimed at children
- Negative impact on social-emotional development – socially isolating, interrupts adult-child relationship

What are the concerns?

- Displaces / replaces traditional, developmentally valuable activities like hands-on, creative, open-ended play, construction, small manipulatives...
- Reduces outdoor time, decreases physical activity / Increases obesity
- Increases sleep disruptions
- Adult media use, misuse, over use and “always on” tech – background TV
"All media is educational – so we need to be aware of what children are being educated about."

"...our time and energy working to improve what our children watch, not just how much they watch, can have a positive impact on their behavior."

"There may very well be important differences between linear media use (also known as television) and interactive media (like apps that are used on smartphones and tablets)."

"One thing children of all ages never say or never even think when they interact with passive media is, 'I did it,'" he says. "Because of course, you don't do anything when you watch a screen. But you do do things when you interact with a touchscreen device."

"There's no reason whatsoever that a caregiver can't use an app with their child. It's a great opportunity for what we call 'joint attention' — the interactions between a child and a caregiver, the back-and-forth, which is critical not just to language development, but brain development."
Follow Fred’s lead…
Always think of the children first

Please think of the children first. If you ever have anything to do with their entertainment, their food, their toys, their custody, their day or night care, their education – listen to the children, learn about them, learn from them. Think of the children first.

The World According to Mister Rogers

Do you preach…
…what you practice?

“It keeps me from looking at my phone every two seconds.”
Follow Fred’s lead…
Make impersonal technology personal

I'm not that interested in 'mass' communications. I'm much more interested in what happens between this person and the one person watching. The space between the television set and that person who’s watching is very holy ground.

Follow Fred’s lead…Embrace today’s technology to nurture young children

I went into television because I hated it so, and I thought there was some way of using this fabulous instrument to be of nurture to those who would watch and listen.
Follow Fred’s lead...  
Connect new media and child development

Fred’s instinct in the 1950s was to be excited and challenged by new media, never to be afraid or put off by it. It was the potential of new media to play a constructive role in the development and education of young children that inspired him, and he sustained this open-minded and entrepreneurial attitude to media and technology all his life.

Maxwell King and Rita Catalano, Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

A joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College
Follow Fred’s lead...
Use digital media for early learning

Throughout the process of researching and writing this position statement, we have been guided by the legacy of Fred Rogers. By appropriately and intentionally using the technology of his day—broadcast television—to connect with each individual child and with parents and families, Fred Rogers demonstrated the positive potential of using technology and media in ways that are grounded in principles of child development.

NAEYC & Fred Rogers Center Joint Position Statement, 2012, p. 1

Keywords

- Tools
- Intentional
- Appropriate
- Effective
- Integrated
- Balanced
- Interactive
- Engaging
- Co-Engagement
- Access
- Equity
- Professional development
- Select, Use, Integrate, Evaluate
Tweet this!
Keywords of @NAEYC @FredRogersCtr joint position statement – tools, intentional, appropriate, balanced, interactive, engaging @chipdono @TEC_Center #KCEarlyLit

What do we mean by technology?
Old & new / analog & digital / low & hi-tech
What are the key messages?

• When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.

• Intentional use requires early childhood teachers and administrators to have information and resources regarding the nature of these tools and the implications of their use with children.

What are the key messages?

• Limitations on the use of technology and media are important.

• Special considerations must be given to the use of technology with infants and toddlers.

• Attention to digital citizenship and equitable access is essential.

• Ongoing research and professional development are needed.
What are the benefits?

- Additional tools for learning and development
- Can enhance children’s cognitive and social abilities
- Supports inclusive practice by providing adaptations for children with special needs in least restrictive settings

What are the benefits?

- Enhances early childhood practice when integrated into the environment, curriculum, and daily routines
- Can help educators make and sustain home-school connections
Follow Fred’s Lead...
Study child development

To become an intentional teacher you need to understand and apply child development theory and the developmentally appropriate framework.

What would Montessori, Piaget, Vygotsky, Skinner say?

The 3Cs for choosing tech tools

- **CONTENT** How does this help children engage, express, imagine, or explore?
- **CONTEXT** How does it complement, and not interrupt, children’s natural play?
- The Unique **CHILD**: How do we choose the right tech tools and experiences for each child’s needs, abilities, interests and development stage?

Digital Media and Early Learning: What We Know & What We Need to Know
Alliance for Early Learning in a Digital Age
Follow Fred’s lead...
Relationships matter most

No matter how helpful computers are as tools (and of course they can be very helpful tools), they don’t begin to compare in significance to the teacher-child relationship which is human and mutual. A computer can help you learn to spell HUG, but it can never know the risk or the joy of actually giving or receiving one.

We know relationships matter

- Young children learn best in the context of interactions and relationships with attentive, responsive, caring adults
- Media use in the context of the adult/child relationship
- Technology as a tool to strengthen relationships with adults and peers
- A more knowledgeable other/more capable peers (Vygotsky)
We know relationships matter

- Co-viewing < joint engagement with media – using media together leads to more learning
- Socially contingent / responsive interactions
- Parasocial relationships
- Social-emotional development
- Pro-social behaviors
- Guided play and mediated experiences

Joint engagement matters

Listening matters
Joint engagement & listening matter

It’s all about listening. That’s what made Fred such a gifted communicator – he was first and foremost a listener.
Hedda Sharapan

Context matters

- Children learn best in active environments when they are engaged in meaningful, interactive and social contexts
- The individual child’s development, learning and the family media ecology matter
- Providing access to quality media requires engaging parents and children at home, in school and in informal “third spaces” – libraries, museums, zoos, nature centers
- Digital age librarians and libraries
- Third spaces and the digital divide
Creating Media Matters

• Young children are capable of creating their own messages and expressing themselves through media
• Focus on intrinsic motivation rather than rewards
• Make it engaging, fun, interactive and interesting
• Give children (and their adults) control over what they use and how they use it – open ended tools for exploration
• Consuming media >> Meaning-making >> Creating media

A healthy media diet matters

All screens are not created equal

• Consider screen exposure throughout the day and across settings and contexts
• Shift from “how much they watch” to “what they watch”
• Use media “with” rather than “instead of”
• Place limits on passive use
• Avoid inappropriate content/commercial messages
A healthy media diet matters
All screens are not created equal
• Offer media experiences that:
  – Are engaging and interactive
  – Include positive interactions with others
  – Give the child control
  – Emphasize relationships
  – Invite joint engagement with media
• Advocate for a digital age definition of “screen-time” — AAP, Caring for Our Children, ECERS, QRIS, Accreditation, Teacher Preparation, ALA/ALSC...

Access, equity & policy matter
Early childhood can bridge the digital divide
• Aim High
• Boost the Workforce
• Tap Hidden Assets
• Connect to Information & Others
• Investigate

• Leverage ECE
• Bridge the divide
• Don’t increase it
• Define digital access

http://earlyed.newamerica.net/

www.rand.org/pubs/perspectives/PF110.html
Curation matters
Key questions for analog curators in the digital age

At the intersection of early literacy and digital media

- When is a digital format better than print?
- How do digital formats blur traditional roles of content creators, librarians, educators and early readers?
- What are the legal, ethical, cultural, and sociological issues in reading in digital formats?
- Do digital formats erase (or enhance) the digital divide?
- If the content was first published as a print book, does making it digital enhance the reading experience?

Digital Content: Training Future Librarians, ALSC blog, 9/14/2013
Dr. Marianne Martens, Kent State University

Tweet this!
What matters – 3Cs, relationships, joint engagement, creating media, healthy diet, access, equity, policy, curation @chipdono @TEC_Center #KCEarlyLit
Follow Fred’s Lead…
Keep the child inside you alive…
Let the children catch your enthusiasm

The child is in me still…and sometimes not so still.

Where would any of us be without teachers – without people who have passion and love it right in front of us? What would any of us do without teachers passing on to us what they know is essential about life?

Follow Fred’s lead…
Be fearlessly authentic

My hunch is that if we allow ourselves to give who we really are to the children in our care, we will some way inspire cartwheels in their hearts.
We all got to be who we are today with the help of many other people. Nobody can successfully manage in the world without the investment of others.

Follow Fred’s fearless lead… Be a mindful media manager, mediator and mentor

Tweet this!
Follow Fred’s lead – be a mindful media maker, manager, mediator and mentor for young children, parents and families @chipdono @TEC_Center #KCEarlyLit
The recipe for media mentors

- Choose only the highest quality ingredients
- Combine research, theory and developmentally appropriate practice
- Stir in opportunities for interactions and pro-social behavior
- Blend in relationships and mix in lots of joint engagement with media
- Fold in the 3Cs of quality media – Content, Context, Child
- Bake in your understanding of the reciprocal influence of parents, families, culture and community on children’s media use
- Top with digital media literacy for children, parents and educators
- Don’t forget to add the secret ingredient – you!

…Computers can be useful machines, especially when they help people communicate in caring ways with each other…

Fred Rogers, Dear Mister Rogers, Does It Ever Rain in Your Neighborhood?
Feeling alone? Incompetent? Too far behind? Don’t know where to begin? Conflicted about tech and young children?

You have guidance for confronting your digital obstacles and taking advantage of the opportunities so that you can support young children in their multi-screen, multi-touch world.

- Reflect on what you know about child development and early learning
- Identify your best practices in teaching and with technology
- Apply Developmentally Appropriate Practice
- Follow the NAEYC/FRC Joint Position Statement
- Look to Mister Rogers

What is essential is invisible to the eye

The closer we get to know the truth of that sentence, the closer I feel we get to wisdom, That which has real value in life is very simple. Very deep and very simple!

It happens inside of us – in the “essential invisible” part of us, and that is what allows everyone to be a potential neighbor.
What is essential is invisible to the eye

Mindful Media Use

...Let’s not get so fascinated by what the technology can do that we forget what it can’t do...It’s through relationships that we grow best and learn best.

TEC Curation – Favorite Resources
TEC Curation – Trusted Sources

www.teccenter.erikson.edu

Photos courtesy of Google Image Search, Fred Rogers Center, Fred Rogers Company, Erikson Institute, NAEYC, Early Learning Community at Pacific University, Ravenswood Elementary School, University of Maine Center for Community Inclusion and Disability Studies, Cassandra Mattoon and Erin Crowell