What are the goals for technology in early childhood education?

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What are the goals for ICT in ECE?

• To what degree should efforts to integrate technology into early childhood education focus on building technology literacy skills versus using technology to build skills in academic areas such as mathematics and reading?

• What should the goals be for ensuring sufficient access to technology? What should the goals be for ensuring that technology is used effectively?

• What considerations should be given to differences by income or demographic divides in the goal-setting process?
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.*  
Fred Rogers, 1985

**What are the goals for ICT in ECE?**

- Eliminate the false dichotomy
- Do no harm
- Explore the intersection of child development, early learning and children’s media
- Focus on the whole child – whole teacher & parent
- Apply the NAEYC & Fred Rogers Center Joint Position Statement, DAP, Lisa Guernsey’s 3Cs, and 40 years of children’s media research
What are the goals for ICT in ECE?

- Preach what we practice and practice what we preach
- Define what we know and what we still need to learn
  - Interactions, relationships and joint engagement matters
  - Context matters
  - Content matters
  - Creating media matters
- Inform the research agenda and encourage teacher research
- Identify and share best practices – “show me”
- Agree on a new definition of “screen-time”

What are the goals for ICT in ECE?

To what degree should efforts to integrate technology into early childhood education focus on building technology literacy skills versus using technology to build skills in academic areas such as mathematics and reading?

- Accept that technology is a tool – one of many tools for learning and teaching
- Focus on digital media literacy for analog educators and parents and “born digital” young children
Digital media literacy is the goal

- Attitudes
- Knowledge
- Experience
- Competencies
- Leading to fluency
- Being “born digital” is not the same as being digital

What are the goals for ICT in ECE?

21st century learners need 21st century teachers and parents

- Develop media managers, mediators, mentors and makers who act as “learning guardians”
- Move children from being media consumers to creators
- Develop technology fluency that contributes to early literacy and STEM learning
What are the goals for ICT in ECE?

• Identify the kinds of learning skills and dispositions we want to foster – focus, self-control, self-direction, curiosity, perspective taking, critical thinking, taking on challenges...

• Identify what young children need to know and be able to do – use tech tools to observe, explore, discover, inquire, make connections, communicate, collaborate, solve problems...

What should the goals be for ensuring sufficient access to technology? What should the goals be for ensuring that technology is used effectively?

What considerations should be given to differences by income or demographic divides in the goal-setting process?

• Increase access and strive for equity
• Promote effective, appropriate and intentional selection, use, integration and evaluation
• Invest in innovative approaches to professional development
• Include formal and informal educators in the conversation
Take action

• Recognize the urgency – children already know...parents want to know...teachers are supposed to know...
• Begin with the educators (formal and informal)
• Identify digital media literacy as an essential literacy for 21st century teaching and learning
• Integrate DML across the continuum of EC teacher preparation and professional development
• Use technology to help educators learn how to use technology

What is essential is invisible to the eye

“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 or actually giving or receiving one.”