Our plan for the session

• Opening remarks and setting the context – Chip
• Brief reflections on the themes, topics and big ideas – Warren, Kate and Luisa
• Conversations with the contributing authors
• Large group Q & A
• Closing remarks and final reflections – Chip
The Contributing Authors

- Ed Greene
- David Kleeman
- Alice Wilder
- Hedda Sharapan
- Roberta Schomburg
- Warren Buckleitner
- Michael Robb
- Alexis Lauricella
- Faith Rogow
- Lisa Guernsey
- Michael Levine
- Karen N. Nemeth
- Howard P. Parette
- Craig Blum
- Kate Highfield
- Mark Baily
- Bonnie Blagojevic
- Brian Puerling
- Angela Fowler
- Tamara Kaldor
- Luisa M. Cotto
- Cen Campbell
- Carisa Kluver
- Amanda Armstrong

Inspired by Fred Rogers

- Many of the contributing authors were inspired by the legacy of Fred Rogers and his approach to the technology of his day.

- Like Fred, they always consider what is best for the child’s development and learning first, and share a commitment to using technology as a tool to support relationships, social-emotional development, and pro-social behaviors.
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.*

**What matters most?**

- Relationships matter
- The 3Cs – Content, Context and Child matter
- Creating media matters
- DAP and ECE “essentials” matter
- Digital media literacy matters
- Learning beyond the screen matters
From the Joint Position Statement

When the integration of technology and interactive media in early childhood programs is built upon solid developmental foundations, and early childhood professionals are aware of both the challenges and the opportunities, educators are positioned to improve program quality by intentionally leveraging the potential of technology and media for the benefit of every child.

What Would Maria Montessori Say?

The constructivism framework has cast a wide net over teaching, learning, and app design. It is well named—a child “constructs” his or her own knowledge internally throughout the lifecycle. The core ideas go back to Switzerland, where Johann Pestalozzi (1746–1827) and his student Friedrich Fröhbel (1782–1852)—who coined the word kindergarten—cleared the theoretical brush so that Maria Montessori’s (1874–1952) could begin designing classroom techniques. The giant of constructivism, however, was Jean Piaget (1896–1980), who defined different stages of development, along with the notions of assimilation, accommodation, and equilibration. These ideas heavily influenced the open classrooms of the 1970s, and such ideas as whole language, LOGO, Scratch, and the Maker movement today.

Warren Buckleitner
Editor, Children’s Technology Review
Stepping into STEM with Young Children

Early Childhood educators have long recognized the importance of integrated approaches to learning, with a sound understanding that children’s learning doesn’t occur in neat, segregated curriculum boxes. This integrated approach is increasingly a priority for educators working with older children, with the STEM areas suggested as being of national importance for 21st Century learners. In recent years engagement in STEM with young children is also increasing. In the United States this has in part been prompted by President Obama’s 2009 ‘White House Initiative: Educate to Innovate’, while internationally the promotion of 21s Century learning skills along with the development of new curriculum and learning frameworks have provided the impetus.

Kate Highfield
Lecturer: Mathematics, Science and Technology
Institute of Early Childhood, Macquarie University

Tech Tools to Strengthen Community

“Even though advances in technology have expanded our notion of communities, we should always start by creating a culture of collaboration and communication within our immediate circles, which includes our classrooms, families, and neighborhoods, before expanding them outward. This will ensure that new connections beyond your geographical locations are meaningful and relevant.”

Luisa Cotto
Manager, Engagement and Communications
United Way of Miami-Dade
Tech Tools to Strengthen Community

Bronfenbrenner’s Ecological System Theory (Berk & Roberts, 2009, p.28)
Conversations with Contributing Authors

The contributing authors in the room will briefly introduce themselves and describe the topic of their chapter.

Move around the room to listen in and join the conversation around the topics, issues and big ideas they wrote about and you are most interested in.

I’Il keep track of the time.

We’ll debrief as a large group with comments and questions from the authors and participants.
Tech and Social-Emotional Development
Learning from Fred Rogers

While I’m struggling along with everyone else to find ways that early childhood professionals can use technology appropriately, I try to keep in mind something else I learned from Fred: “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 of the joy or actually giving or receiving one.” I keep that in mind so I myself don’t get so fascinated by what the technology can do that I forget what it can’t do.

Hedda Sharapan
Director of Early Childhood Initiatives, The Fred Rogers Company

Blending and balancing...

Perhaps it is the blending and balancing of interactive technology and interactions with others that offers the most promise for effective and appropriate uses of technology in the early years – closely connecting Fred Rogers’ approach with our emerging understanding of appropriate and intentional use of digital media to support early learning.

Chip Donohue
Dean of Distance Learning and Continuing Education
Director, TEC Center
Senior Fellow and Advisor, Fred Rogers Center
Technology and interactive media are tools that can promote effective learning and development when they are used intentionally by early childhood educators, within the framework of developmentally appropriate practice to support learning goals established for individual children.

What is essential is invisible to the eye

Mindful Media Use Matters

...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.