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.*

**What are the concerns?**

- Too much passive, non-interactive use
- Exposure to inappropriate content
- 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 “ECE essentials” like hands-on, creative and 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

*We tend to block off many of our senses when we’re staring at a screen. Nature time can literally bring us to our senses.*

Richard Louv

What are our goals for tech in ECE?

• Do no harm
• Acknowledge and address the concerns
• Eliminate the false dichotomy
• Explore the intersection of child development, early learning, early literacy, STEM and children’s media
• Apply the NAECY & Fred Rogers Center Joint Position Statement, DAP, Lisa Guernsey’s 3Cs, and 40 years of children’s media research
• Focus on digital media literacy
• Become media managers, mediators, mentors and makers
Digital media literacy matters

- Attitudes
- Knowledge
- Experience
- Competencies
- Leading to fluency
- DML for “4M” educators in formal and informal settings, teacher educators, trainers and parents

We are now the Jetsons...
...so we need media literacy in 2014

*Media literacy is about helping children develop the life skills they need to become thinkers and makers in the multimedia environment that is their reality...*

*It is precisely because our culture surrounds us with media that we need to model healthy and productive ways to integrate digital media technologies into our lives.*

Faith Rogow
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

Keywords

• Tools
• Intentional
• Appropriate
• Integrated
• Balanced
• Interactive
• Quality content
• Joint engagement
• Access and equity
• Professional development
• Select, Use, Integrate, Evaluate
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.
ECE “essentials” matter

- Creativity, curiosity and wonder
- Open-ended exploration
- Unstructured, active, imaginative play
- Loose parts
- Hands-on materials
- Authentic and deep engagement
- Empowering experiences
- Outdoor play and nature
- Solitary play and shared experiences
- Interactions and relationships
DAP matters

- Knowing about child development and learning and what it typical at each age and stage of early development
- Knowing what is individually appropriate – learning about each child’s interests, abilities and developmental progress
- Knowing what is culturally important – getting to know each child’s family and learning about the values, expectations and factors that shape their lives at home and in the community.
Lisa Guernsey’s 3Cs for choosing digital media

- **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?

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Lisa Guernsey’s 3Cs matter
Relationships matter

- Young children learn best in the context of interactions and relationships with attentive, responsive, caring adults
- Using media together leads to more learning
- Use media use in the context of the adult/child relationship
- Make technology a tool to strengthen relationships with adults and peers

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Relationships matter

- Focus on:
  - Joint engagement with media
  - Socially contingent / responsive interactions
  - Social-emotional development and pro-social behaviors
  - Guided play and mediated experiences
  - Parasocial relationships
- Provide a more knowledgeable other/more capable peers (Vygotsky)
Joint engagement matters

Relationships matter
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.
Creating media matters

- Young children are capable of creating their own messages and expressing themselves through media
- 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
Ellen Galinsky’s 7 essential life skills every child needs

1. Focus and self control
2. Perspective taking
3. Communicating
4. Making connections
5. Critical thinking
6. Taking on challenges
7. Self-directed engaged learning

To review...what matters?

- Tech as tools
- Being intentional
- Appropriate use
- Integration
- Balance
- Interactive media
- Quality content
- Joint engagement
- Access, equity and policy
- Professional development
- Digital media literacy
To review...what matters?

- DAP
- ECE Essentials
- The 3Cs
- Relationships
- Joint-engagement
- Context
- Creating Media
- Skills and attributes for learning
- STEM
- Healthy media diet
- Family media ecology
- Balance

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The 5Es for digital age educators

Martin Blows e-words framework

- Swap traditional practices with ICT
- Enrich
- Exchange
- Deliver learning through the use of ICT
- Enhance
- Extend
- Change the content, process and location of learning
- Enable learners to take control of their own learning
- Empower

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"Kids love technology, but they also love Legos, scented markers, handstands, books, and mud puddles. It's all about balance."
My recipe for mindful media use

- 3Cs – Content, Context, Child
- + 4Ms – Media Manager, Mediator, Mentor and Maker
- + 5Es – Exchange, Enrich, Enhance, Extend, Empower
- Make intentional choices and use appropriate tech and media
- Use tools that encourage pro-social behaviors, interactions, relationships, and joint engagement
- Follow the children’s lead – give them choices and control
- Help children progress from media consumers to creators
- Promote digital media literacy (yours and theirs)

What if?
We thought of screens as windows

- Instead of looking at the screen, could the child be looking into and through a window – a pass-through to something beyond?
- Would we think differently about window-time rather than screen-time?
- Would we be counting minutes of window-time and placing the same limits?
- How would teachers use technology differently?
- How would parents use digital windows instead of screens at home?
- What is our educational window of opportunity?

Every window – architectural or electronic – is a gateway to adventure, inquiry, fantasy, storytelling, self-discovery and learning.

David Kleeman, PlayVangelist for PlayCollective
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.