More about me

I’m a digital immigrant.

I’m an early childhood professional first, technologist second.

I don’t enjoy change (and sometimes resist it), but I’m learning how to be more flexible in today’s society.
Workshop Agenda

Content
• Tech Use and Integration in Early Childhood Programs
• Tech Tools Used to Support Family Engagement and a Healthy Family Media Ecology
• Choosing Quality Children’s Media

Training
• Amanda’s Best Practices
• Hands-on Play Time and Content Summary
• Group Presentations

Building Our Learning Community

This is a safe space to discuss ideas, take risks, and make new discoveries.

Use Technology Tools
• Today’s Meet – Link: 
  https://todaysmeet.com/TNCCRR_Tech_Training_Through_Tech_Play
  http://today.io/P36g
• Twitter #TNCCR&R
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
What have you seen in the field?

Turn and talk

Share a thought or story on Today’s Meet: http://today.io/P36g

Considerations for EC Programs

Use and integration

• Active, hands-on, engaging and empowering
• Intentional
• Do not replace traditional activities
• Evaluation and reflection
Special Considerations

Infants and Toddlers

• Limited amount
• Context of social interactions and relationships
• Make connections to world outside the device

Is this also a type of integration?
Use and Integration

- Developmental and educational goals
- Opportunities for critical thinking, problem solving and creativity
- Enhance communication and collaboration
- Build relationships
- Access to new content
- Interdisciplinary
- Throughout the classroom
- In daily routines

http://fg.ed.pacificu.edu/cldc/bestpractices.html

Learning Goals

Opportunities for critical thinking, problem solving and creativity
Developmental and educational goals

http://fg.ed.pacificu.edu/cldc/bestpractices.html
Social Emotional

Enhance communication and collaboration
Build relationships

What are your thoughts?

Turn and talk
Share a thought or story your impressions about these two videos on Today’s Meet: [http://today.io/P36g](http://today.io/P36g)
Information and Knowledge

Access to new content
Interdisciplinary

Environment

Throughout the classroom
In daily activities
What are your thoughts?

Turn and talk

Share a thought or story your impressions about these two videos on Today’s Meet: [http://today.io/P36g](http://today.io/P36g)

---

TN Early Learning Standards

- Social Emotional Development
- Language and Early Literacy
- Mathematics
- Science
- Social Studies
- Creative Arts
- Physical Development and Health

*How does it connect to the position statement?*
Language and Early Literacy

Interactive Whiteboards

Resources

Mathematics

Math Problems with Educreations App

Facebook Page

Subscribe via Email
Science

http://fg.ed.pacificu.edu/cldc/microscopes.html

Social Studies

http://mpowerstech.edublogs.org/2014/12/18/mrs-leshers-class-shares-in-spanish/
Social Studies

http://mpowertech.edublogs.org/2014/12/18/celebrating-the-holidays-at-ea/

Social Studies

http://mpowertech.edublogs.org/2014/12/18/sharing-december-holidays-with-singapore/
Creative Arts

https://www.youtube.com/watch?v=CseZabRV-Mw&list=PL53E50FB0DDCF1510&index=1

Physical Development and Health

http://www.cde.state.co.us/resultsmatter/1mmvideoseries.ipadsinearlychildhood
Tools to Evaluate Tech Integration

Pennsylvania Digital Media Literacy Project

- Utilizes key points from NAEYC and Fred Rogers Center joint position statement
- Sections: Select, Use, Integrate, and Evaluate

Why Teachers Use Technology
Supporting Appropriate Use and Integration

- Start with intentionality
- Teaching and learning goals
- Enhance and add another dimension
- Creativity and risk taking
- Reflect and evaluate
- Additional resources

Tech Tools Used to Support Family Engagement and a Healthy Family Media Ecology

Amanda Armstrong, M.S.
TEC Center at Erikson Institute

@AArmstrong_CD @TEC_Center #TNCCR&R
Family Engagement in Early Childhood

What is Family Engagement?

Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature

- Early childhood education programs encourage and validate family participation in decision making related to their children’s education.
- Consistent, two-way communication is facilitated through multiple forms and is responsive to the linguistic preference of the family.
- Families and early childhood education programs collaborate and exchange knowledge.
What is Family Engagement?

- Early childhood education programs and families place an emphasis on creating and sustaining learning activities at home and in the community.
- Families create a home environment that values learning and supports programs.
- Early childhood education programs create an ongoing and comprehensive system for promoting family engagement by ensuring that program leadership and teachers are dedicated, trained and receive the supports they need to fully engage families.

From the Position Statement

*Technology tools offer new opportunities for educators to build relationships, maintain ongoing communication, exchange information and share online resources with parents and families. Likewise, parents and families can use technology to ask questions, seek advice, share information about their child, and feel more engaged in the program and their child’s experiences there.*
What are your thoughts?

Turn and talk

What are some approaches you're seeing programs use to communicate with families?

Share a brief description on Today’s Meet:
http://today.io/P36g

Technology and Early Childhood Programs

What types of digital tools are accessible to children in the program?

Do you know the types of digital tools that are accessible to the families?
Engaging Families in Your Program

What is the program’s philosophy on family engagement?
- What is the staff’s perception of families and the community?
- What does family connection and communication look like?
- What is the program’s expectation of families?
- What are the families’ expectations of the program?

Engaging Families in Your Program

Consider:
- Enhance what the program is already doing
- Getting to know the families & the community
- Families' barriers and challenges for engagement
- Tools available to families
- Multiple opportunities for engagement
- Family liaisons
- Leadership and teacher support
Steps for Engagement

- Bringing families in the program and the program to the families
- Building family presence in the program
- Engaging families at home

*Cultivating quality, meaningful, and authentic relationships are key.*

**Bringing Families in the Program**

Communication: convey information to families in a way they understand

- Translation and language tools (*i*translate)
- Texts

---

2/25/2015
Bringing Families in the Program

Communication: convey information to families in a way they understand
- Blogs and websites
- Social media

Documentation: portray information that families comprehend
- Photos and digital photo frames
- Videos and audio recordings
- Reporting systems
- Apps
Bringing Families in the PreK Classroom

How do you use technology to strengthen the home school connection?

Bringing Families in the Program

- Tech Playdates
- Have information available for families from events:
  - Family nights
  - Family workshops
Engaging Families Outside the Programs

• Access to resources to extend learning at home – classroom site and online sources

• Utilize community services
  – library, community centers

• Provide ideas for activities to extend the learning at home
  – Text messages home to build early literacy skills at home and provide social-emotional support for families
Building Digital Media Literacy

Have program staff and families evaluate their own digital media literacy?

Can they see the potential of developing their digital media literacy together?

Digital Media Literacy

- Attitudes
- Knowledge
- Experience
- Competencies

That lead to fluency
Attitudes

• Parent’s feelings and thoughts about technology and media
• What is their foundation and basis?
• Programs should create a safe space where parents (and professionals) can share their feelings, ideas, beliefs, and thoughts
• Feeling and thought goals – what is shifting?

Knowledge

• Specific tools and types of media
• Family members’ use of technology and media
• Appropriate use and integration for children
• Technology and media’s impact on children
• Balance
• Examine concerns and affordances
Experiences

• Range in time period
• Vary by tool and media
• Positive, negative, or indifferent
• Personal and as a parent
• Provide experiential growth and learning

Competency

• Ability and skill
• Confidence to figure it out – problem solve
• Projects, workshops, and playtime
• Changes over time and by tool
Fluency

- Comfortable and confident
- Navigate technology and media easily
- Effective strategies with different tools for various contexts
- Foundational understanding and knowledge

Promoting a Healthy Family Media Ecology

- Behavior... it starts with the parents and caregivers
- Understanding the children
- Tools and content
- To integrate or not integrate
- Access and excess
- Learning community
Behavior

- Family members model technology use for children
  - Parents TV viewing habits impact children's TV view habits
  - Children mirror digital tech behavior from adults, siblings, peers, extended family
- Consistency

A Child's Observation

A mother asks her son about his thoughts on “screen break.”
What are your thoughts?

Turn and talk

What are your thoughts about this child’s comment?

Share a brief description on Today’s Meet:
http://today.io/P36g

Behavior

• Observe family’s use and its technology and media culture
• Unique for each family
• Parents and caring adults
  – Demonstrate interest in children’s tech use through dialogue and questions
  – Help children navigate use of digital platforms
Understanding the Child

- Child's interest
- Tendencies and behaviors
- Needs, age, and developmental stage
- Particular technology interest

Tools

- Intentionality
- Choose the best technology by examining:
  - Parenting goals
  - Learning opportunities
  - Children
  - Affordances of device
Content

- Appropriate images, language, and design
- Support children's learning and development
- Accommodates children of different abilities and needs
- Engaging and motivating without being distracting
- Balance of windows and mirrors
- Scaffolded
- Celebrates diversity and culture

Digital Media Content

What’s your Favourite Food?

tickletapapps.com
To Integrate or Not Integrate

- Diverse tools, different affordances
- Meaningful, interactive, and social contexts
- Joint media engagement
- Build on family activities – involve important others
- Use indoors and outdoors
- Connect digital to other experiences

Children and Nature
What are your thoughts?

Turn and talk

What did you notice about the Doodlecast example and/or the child's comment about nature and technology?

Share a brief description on Today's Meet:
http://today.io/P36g
Access
• New content
• Support inquiry
  – Learning is meaningful for children
  – Stimulates new ideas and hypotheses
  – Supports authentic problem situations that require strategic thinking
  – Opportunities to demonstrate learning and understanding

Excess
• Parent involvement
• Technology locations in the home environment
• Guidelines for family media use through certain events or times of day – involve children
  • It’s okay to say no
Learning Community

• Connect with parents and educations
• In-person events and online tools
• Curate a list of reliable resources
• Start a group and have weekly/monthly check-ins using online platforms (social media, Today’s Meet, Zoom, Google Hangout) or text tools (GroupMe)

Engaged Families = Empowered Program Community

With technology becoming more prevalent as a means of sharing information and communicating with one another, early childhood educators have an opportunity to build stronger relationships with parents and enhance family engagement.
• 1,463 parents of children age 8 and under
• May 20 – June 12, 2013
Uses of Mobile Media

<table>
<thead>
<tr>
<th>Activity</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play games</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Use apps</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Watch video</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>Watch TV shows</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Read books</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Any of these activities</td>
<td>38%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Table 1: Use of Mobile Media for Specific Activities, over Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play games</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Watch video</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Use other apps</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Note: Mobile media includes smartphones, iPad Touches, tablets, or other devices.

Table 1: Amount of Time Spent Using Mobile Media, over Time

Parenting in the Age of Digital Tech

Center on Media & Human Development, Northwestern U.

- National survey [English & Spanish] of 2,326 parents
- Children aged eight years old and younger

Table 1: Parents’ Opinions about Media’s Effects

<table>
<thead>
<tr>
<th>Activity</th>
<th>Television</th>
<th>Computers</th>
<th>Mobile Devices</th>
<th>Video Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills</td>
<td>38</td>
<td>25</td>
<td>59</td>
<td>9</td>
</tr>
<tr>
<td>Math skills</td>
<td>36</td>
<td>17</td>
<td>53</td>
<td>9</td>
</tr>
<tr>
<td>Spelling skills</td>
<td>56</td>
<td>14</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Attention span</td>
<td>27</td>
<td>42</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>Creativity</td>
<td>47</td>
<td>23</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>Social skills</td>
<td>33</td>
<td>30</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Behavior</td>
<td>22</td>
<td>36</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>Sleep</td>
<td>10</td>
<td>19</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Physical activity</td>
<td>19</td>
<td>58</td>
<td>9</td>
<td>57</td>
</tr>
</tbody>
</table>

* Mobile devices were defined as “touch on smartphones and tablets.”

http://cmhd.northwestern.edu/?page_id=265
Lisa Guernsey’s 3Cs

- 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 developmental stage?

What is your balance of windows and mirrors?

More Mirrors in the Classroom
Kids Like Us – Jane Fleming, et al.

Do you have a balance of technology and media content in which your children can see themselves in the characters as well as learn information from a different perspective?
Quality Media Environments

- Intentional selection and guidance
- Build connections with important others
- Promote interaction and engagement on and outside of the device
- Place of discovery, thinking, risk-taking, and fun

Tablet Accessories

Cases
- Gripcase: https://gripcase.com/
- Biggrips: http://biggrips.com/
- Otterbox: http://www.otterbox.com/

Stylus
- ECE Stylus Selection: http://www.childrenstech.com/
- YouTube Video: http://youtu.be/DL7dMxXHeK4
Sources of Finding Content

• App Review Sites
• App Rubrics
• Articles
• Presentations
• Scholarly Journals

App Review Sites

• List individual children's apps with reviews
• Considerations
  – May or may not state quality measurement system
  – Reviewer background and experiences
  – Length of business
  – Reputation/Credibility/Reliability
  – Personal identification and/or connection
  – Notification of free apps
  – May offer advice for parents and/or educators
App Rubrics

- Rubrics, Evaluation Forms, Frameworks, Scales, Guides
- Template for measuring quality on any app
- Organization or Individual
- Considerations
  - Quality Measurement System
  - Reviewer Background and Experiences
  - Details within Categories
  - Reputation/Credibility/Reliability
  - References to Pedagogies or Models

App Articles and Presentations

- Individual(s)
- Present recommendations for evaluating children’s apps and media
- Considerations
  - Authors’ background
  - Type of Publication
  - Reputation/Credibility/Reliability
  - Experiences
Scholarly Articles

- Case Study
- Literature Review
- Technology Research
- Considerations
  - Academic background
  - Purpose of research
  - Age groups and the scale
  - Time period
  - Limitations

What are your thoughts?

Share some of your favorite resources that examine children's media on Today's Meet: http://today.io/P36g
Digital Media Content

- Developmentally appropriate images, language, and design
- Support children’s learning and teaching goals
- Accommodates children of different abilities and needs
- Culturally appropriate and inclusive
- Opportunities for co-creation, joint media engagement and collaboration

Digital Media Content

- No in-app purchases or advertisements
- Save and share with others
- Repeatable
- Feedback
- Give children control
Let’s Have a Play

Examine some children’s apps as a group

Approaches to Selecting Apps

• Make app evaluation a part of technology framework
• Learn the perspective of app review sites, rubric sources, and authors
• Consider Lisa Guernsey’s 3 C’s – content, context, and child
• Technology Playdates – show and share with professionals and parents
My Work

- Conducted 50+ presentations/workshops/trainings on this topic
- Audience: formal and informal educators, parents and caregivers, graduate students, undergraduate students, teacher educators, trainers
Challenges

- Controversial topic
- The field's either/or idea—false dichotomy
- Participants’ feelings, attitudes, and experiences
- Language
- Culture

Opportunities

- Always changing
- Creative ways to engage in conversation
- Everyone is a learner
- Everyone has something to offer
- Enriching moments
- Building relationships
**Best Practices**

- Child-centered approach
- Facilitator
- Create a safe environment for discussion
- Encourage risk taking
- Promote play and collaboration
- Curate examples
- Refer to developmentally appropriate practice
- Customized jargon

---

**Your Turn!**

2 Activities – Up to 3 minute presentations

1. App Evaluation
   - Walk us through the app
   - What are the affordances and limitations?
   - Give an example of if and how it can be used to support children's learning and development.

2. Summarize content
   - Review chapter and gather key points
   - Translate these points into an example
   - Connect it to a video example you saw today
Share some of your favorite (or not so favorite) apps for children

List your apps on Today’s Meet: http://today.io/P36g

Making Digital Choices that EMPOWER

• Examine ways technology enhances children’s learning and development
• Merge devices with other hands-on experiences
• Play with digital tools
• Open PLN to include professionals and parents
• Watch young children’s responses to tools
• Establish a framework for digital choices
• Research ways to build knowledge
Remember

- Children 1st, Technology 2nd
- Support holistic and healthy growth and development
- Relationships are key
- Balance technology with other experiences
- Adults need time to play
- Curate quality resources and learning tools
- Build professional learning community

Continue Connecting

Today’s Meet
- Available until 03-12, 5:30 pm UCT
- Save, print, and share

Upcoming Webinar
- Media Manager, Mediator, Mentor & Maker: 4 Key Roles for Educators in the Multi-Screen, Multi-Touch Digital Age
- Focus on building your learning community

http://today.io/P36g
TEC Curation – Favorite Resources

TEC Curation – Trusted Sources