Agenda

• **Planning** to integrate Technology: Foundation

• **Evaluating** digital products

• **Using** technology meaningfully

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**Planning to integrate Technology: Foundation**


June 6, 2012

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[Our ECE Technology Bible](http://www.naeyc.org/content/technology-and-young-children)
Takeaway

You don’t have to use technology. If you do use tech tools intentionally, you will find they are not always the best choice.

Takeaway

Adults need technology “play time” AND formal professional development to understand the implications of the tools.

Takeaway

Tech for infants and toddlers: Laptime and floortime with the youngest children might include technology, but in very limited doses and ONLY with an adult.
**Takeaway**

**Time limits**: Guidelines and expectations should consider variables like age, objectives, and type of interaction.

**Digital literacy learning** should be woven into the fabric of the day, not time set aside for “computer time”.

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**How Much Time? Recommendations from Digital Decisions**

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Approximate Length of Time</th>
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</thead>
<tbody>
<tr>
<td>Laptop co-viewing</td>
<td>No more than 10 minutes for infants and toddlers, and up to 20 minutes for older children</td>
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<tr>
<td>One child alone or up to three children in a group with an adult close by, if adult directly involved</td>
<td></td>
</tr>
<tr>
<td>Teacher-directed activities (group time; small group time)</td>
<td>No more than 20 minutes</td>
</tr>
<tr>
<td>Child-initiated activities (free play, choice time) using open-ended, creative tools</td>
<td>No limit—we long as interest is sustained and learning is evident</td>
</tr>
<tr>
<td>Child-initiated activities (free play, choice time) using commercially available software, apps, or websites that are Skill or concept oriented</td>
<td>No more than 30 minutes</td>
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**Digital Literacy Basic Skills Self-Assessment**

- I can turn on, turn off, open, exit, and close programs.
- I understand and use the function of the mouse and/or touchpad.
- I know what an icon is and what to do with it.
- I know how to drag, copy, and paste.
- I know how to open up multiple programs at a time and move quickly between them.
- I know how to use the on-screen help for most programs and applications.
- I know how to download and install programs.
- I know how to search for a file on my computer.

Takeaway

**Equity:** Include technology that enhances dual language learning, represents diversity, and allows access for children with disabilities.

Takeaway

Investments in technology tools are wasted without investments in professional development. Research will inform ongoing investments (or not!)

We need bridges from position statement to programs

Evaluating products and tools
Be selective

Bad news – most Early Learning apps, Websites, and software...

• have moderate entertainment
• have low production value
• have low educational value
• are redundant
• are rote/skill based

Be selective

What to look for

Apps and websites that:

• fit your philosophy
• fit the needs and interests of the children
• provide feedback, not praise
• offer challenges through “leveled” experiences
• offer more than rote direct instruction
  • offer a range of experiences
  • offer high interactivity
• value learning over entertainment
• do not include commercial temptations or inappropriate content

From Digital Decisions

Decisions about using software: Level 1 - Basic pedagogical decisions

• What are the objectives?
• Is this the right tool for the objective?
• Does it extend other activities?
• Is it interactive? Is the interaction meaningful?
• Does it fit in with my project/theme/study?
• Does it work with the curriculum?
• What is my role using this software?
Decisions about using software: Level 2 – A question of balance

Is the software for:
- A large group, small group, or for individual children?
- Teacher-directed or child-initiated activities?
- Open-ended or skill-focused?
- Short periods of time or deeper exploration?

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Decisions about using software: Level 3 – Usability and instructional design

Is the software:
- Flashy, distracting, overwhelming or just enough appealing graphics and sounds to engage, but not distract?
- Free of ads or enticements for children?
- Deemed safe by trusted resources?
- Easy for children to navigate independently?
- Provide feedback to guide children?
- Interactive with meaning or just fun?

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Make it as natural as possible:
Put technology throughout the room

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True Technology Integration

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Opportunities to foster relationships with children and adults

Make sure adults are available to support learning

Opportunities for Autonomy

Integrate technology throughout choices
Integrate technology throughout the day

Integrate technology throughout special events

Integrate technology when children go home

Support Networks

How can we keep the momentum alive?

Set up internal & external support networks

Best practice in the classroom

Daily Routines

- Plan technology use along with ordinary day-to-day, project to project planning
- Examine the group’s learning objectives and make choices that fit
- Examine each child’s objectives and make choices that fit
- Work with children to review their choices in all areas of the room throughout the week

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Technology Use in Early Childhood Education:
Who, what, when, where and how...

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