Advice

• Avoid expensive “canned” technology solutions like the SMART boards. Don’t put your eggs in one basket.

• Try one before 100.

• Check reviews.

• Power your pedagogy.

• Share, PLAY, test — be a role model.

• Admins: Empower the professional.
What promise to do? Is the main purpose to build students' knowledge of content, or is it to develop skills and dispositions? Are there meta-cognitive strategies associated with the product?

What do you expect it to do? Do you expect the product to raise students' test scores? To grab students' attention? To flip your classroom? To open up dialogue? To change how students learn? To change the inquiry process? Be clear about your goals.

How was the product developed against? How was the product conceived and who designed and built the product? What classroom experience did the teacher/entrepreneur have? What research was done during the designing process? Was it piloted in schools? Is this a rapid prototype with the flexibility to change?

Will the product keep the teacher in the center of the action in class, or will it give more control to students? Will the product help or change teachers' roles? Will it meet the needs of the students, and if so, how? Does it augment teachers' performance?

What kind of class environment does it create? Does it encourage collaboration, risk-taking, and student control? What kind of software that allows kids to do practice exercises, how will classroom time be spent on that subject? Will a different kind of curriculum be created, and will hands-on projects be incorporated into class time that build on what students have practiced on computers?

Just as you would do with a personal purchase, checking Amazon reviews, Consumer Reports, Yelp, Facebook or Twitter, asking friends, do your due diligence and research to find out what other educators like and don’t like about the product. For example, some schools encountered with certain kinds of software that’s billed as adaptive, or encouraging critical thinking skills, and found that some are much better than others, and finding this knowledge can help educators root through the overwhelming number of choices, and find products that deliver what they promise.

If the product is going to be used systemically, how sustainable is it? What are the chances that the company will stop service, or start charging or raising fees? What’s the ease of adoption and use? Are there built-in ongoing improvement processes?

If so, how much does it cost, and how much time will it take? Too often new technologies are not used to their full potential, or are left completely unused. Educators should make sure they have the time and budget allotted to ensure smooth transitions, and that the principal makes professional development a priority.

This question is also quite subjective. The best product should be like electricity, Kator said — there’s no question whether you should or shouldn’t have it. It should be an intuitive need that the product fulfills, rather than having teachers tangle themselves into knots trying to find ways to use it.
class of 2025
The ABS Model for Digital Literacy
Learning
The ABS Model for Digital Literacy

ABS
Access
programming languages
Google
Wi-Fi
video games
The Wright Bros.
First flight = 112 feet
Can you name this boy?
Learning
The **ABS** Model for Digital Literacy

**Balance**
Like a healthy diet. Young children learn best by active manipulation of concrete materials.
Maslow's Hierarchy of Needs

- **Physiological:** breathing, food, water, sex, sleep, homeostasis, excretion
- **Safety:** security of: body, employment, resources, morality, the family, health, property
- **Love/Belonging:** friendship, family, sexual intimacy
- **Esteem:** self-esteem, confidence, achievement, respect of others, respect by others
- **Self-Actualization:** morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Learning
The ABS Model for Digital Literacy

**Support**
- someone to find and introduce new ideas and apps
- a human to make sure it works for you
Learning theory (DAP)
...use the best tools for the job.
A future I’d like...

- A device for every child with carefully selected apps.
- Wi-fi on the bus.
- Apps viewed as “another material.”
- Cloud-based assessment (developmental profile facebook page, for every child).
“Pillars” of the iPad
Multi-touch screen: 11 simultaneous inputs, oleophobic surface
10 hour batteries
Internet
~23,000 apps for children (and an army of programmers)
Clear, stereo speakers
Clear screen
Gyro and accelerometer, for AI
Oleophobic screen
Two cameras (eyes) and microphone (ears)
Affordable and durable: $500, no moving parts

“The iPad is the computer we always wanted.”
Ann McCormick, Founder, The Learning Company
I am an extraordinary age. These are times of stunning changes in organization, economic well-being, moral and ethical precepts, political and religious perspectives, and human self-knowledge, as in our understanding of that vast universe in which we are placed like a grain of sand in a cosmic ocean….

If I had been born fifty years earlier, we could have wondered, speculated about these issues, but we could have done nothing about them. Had we been born fifty years later, the answers would, I think, have been in. Our children will have been taught the answers most of them will have had the opportunity to even formulate the questions. By far the most exciting, satisfying and exhilarating time to be alive is the time in which we pass from ignorance to knowledge on fundamental issues; the age where we begin in wonder and end in understanding. In all of the four-billion-year history of the human family, only one generation privileged to live through that unique eternal moment: that generation is ours.” (Sagan died in 1996, too young).  http://www.goodreads.com/quotes/show/165217
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