



Digital and DAP:

What ECE Faculty,
Administrators and
Trainers Need to
Know to Help
Teachers Use
Technology

Karen Nemeth, Ed.M.
Fran Simon, M.Ed.

#ECEtech

December 12, 2012

About us



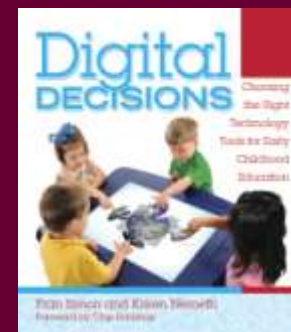
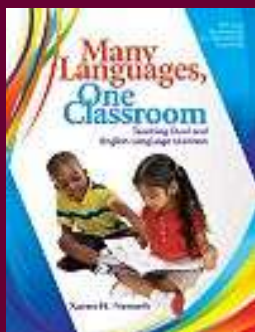
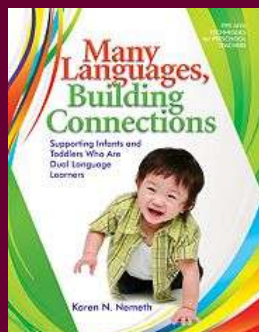
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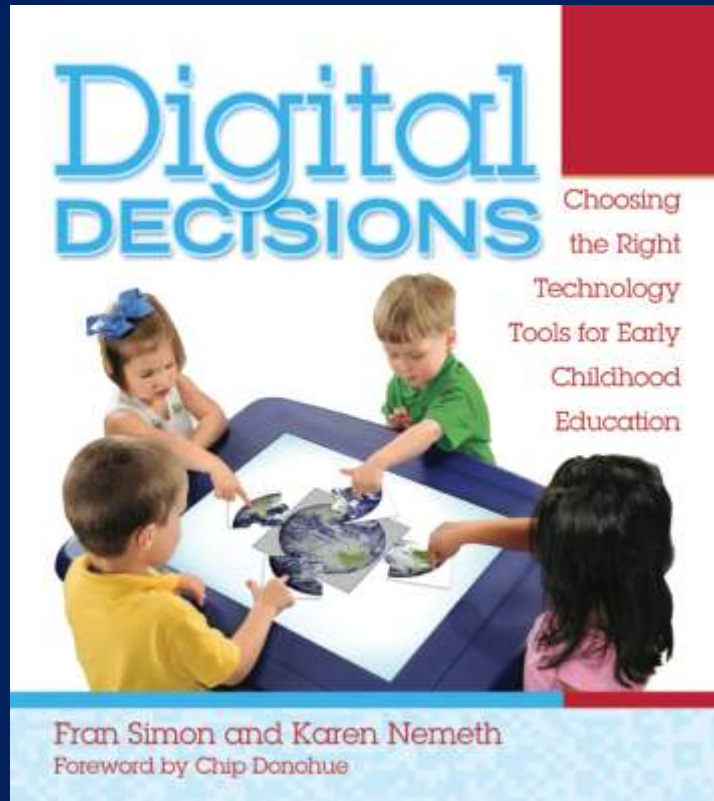
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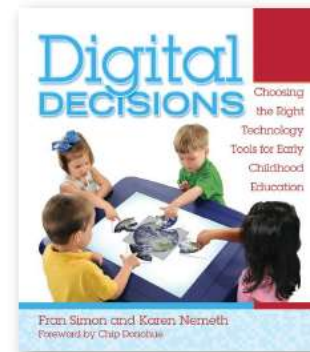


Based on...



Study Guide

Karen Nemeth, Ed.M.
Fran Simon, M.Ed.
Leah J. Mullen, M.A.



A STUDY GUIDE FOR DIGITAL DECISIONS: CHOOSING THE RIGHT TECHNOLOGY FOR EARLY CHILDHOOD EDUCATION

A tool to support the use of Digital Decisions: Choosing the Right Technology Tools for Early Childhood Education in undergraduate and graduate early childhood education courses



naeyc[®]

FRED ROGERS CENTER
for early learning and children's media
at Saint Vincent College

Presented to...

- 25% Faculty
- 25% PD providers or consultants
- 25% Early/primary programs Administrators
- 10% Tech coordinators
- A smattering of researchers, policy

Designed for the intended audience.

Agenda

Foundation: Guidance

NAEYC Position Statement

DAP and common sense



Practical Considerations

Tools

Evaluation

Decisions



Implications for teaching teachers

Practical solutions

Ideas

Resources



Do your classes
look like this?

-OR-



Do they look
like this?

Are you prepared to prepare teachers?

It is not about the technology.

This is about teaching teachers to be
intentional and DAP
in a digital World.

Early educators do not have to use technology

Your job is to offer guidance to help teachers
make decisions about if, how, and when to use it,
and...

If they do decide to use tech-- Your task is to prepare teachers to align it with DAP



Using a
variety
of tools

In
various
settings

For all
domains
and
content

To
support
their
work

To
connect
with
families

For
ongoing PD
and
networking

Poll

**Where does technology fit in your
teacher education efforts?**



Poll

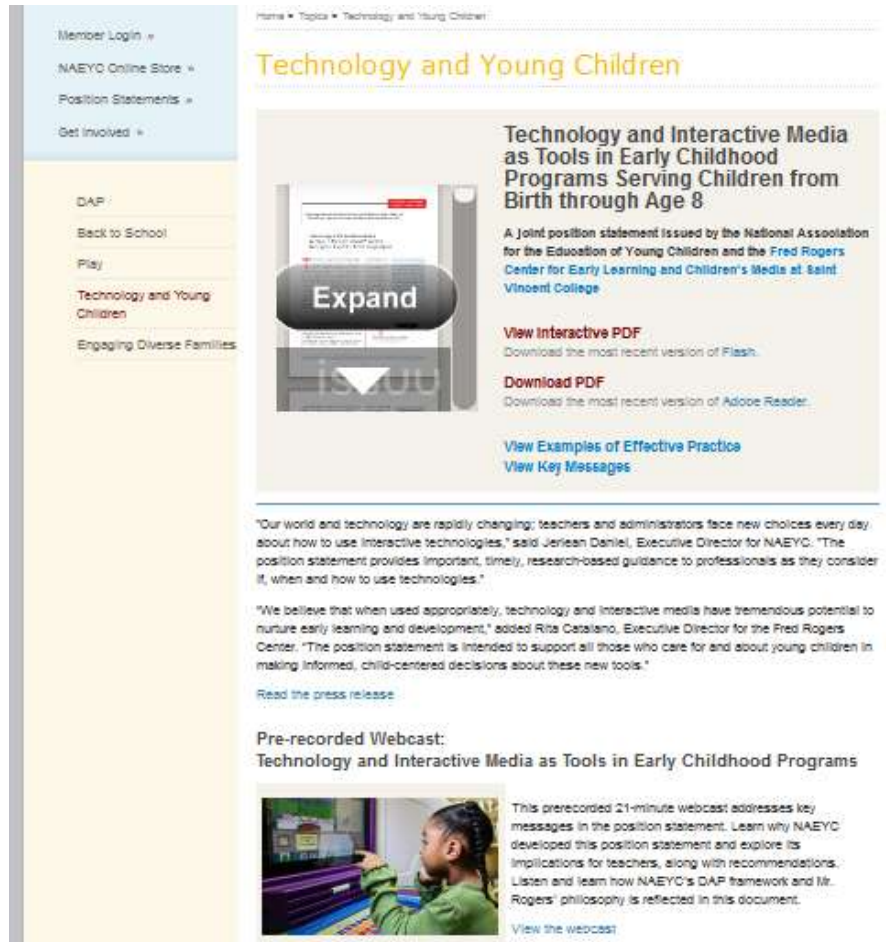
Your concerns about technology?





Foundation

NAEYC/FRC Joint Position Statement on Technology in ECE CLASSROOMS



The screenshot shows a website page with a left sidebar and a main content area. The sidebar contains links: 'Member Login', 'NAEYC Online Store', 'Position Statements', 'Get Involved', 'DAP', 'Back to School', 'Play', 'Technology and Young Children' (highlighted), and 'Engaging Diverse Families'. The main content area has a breadcrumb trail 'Home > Topics > Technology and Young Children' and a title 'Technology and Young Children'. Below the title is a large graphic with the word 'Expand' and a downward arrow. To the right of the graphic is the title 'Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8' and a paragraph: 'A joint position statement issued by 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'. Below this are links: 'View Interactive PDF' (Download the most recent version of Flash), 'Download PDF' (Download the most recent version of Adobe Reader), 'View Examples of Effective Practice', and 'View Key Messages'. Further down is a quote from Jerlean Daniel, Executive Director for NAEYC, and another quote from Rita Catalano, Executive Director for the Fred Rogers Center. Below the quotes is a link 'Read the press release'. Then, a section titled 'Pre-recorded Webcast: Technology and Interactive Media as Tools in Early Childhood Programs' features a video player showing a young child interacting with a tablet. To the right of the video is a paragraph: 'This prerecorded 21-minute webcast addresses key messages in the position statement. Learn why NAEYC developed this position statement and explore its implications for teachers, along with recommendations. Listen and learn how NAEYC's DAP framework and Mr. Rogers' philosophy is reflected in this document.' and a link 'View the webcast'.



<http://www.naeyc.org/content/technology-and-young-children>

Poll

**What do you know about the NAEYC
/Fred Rogers Center Position
Statement on Technology in ECE?**



Technology should **enhance**,
not replace


- creative play
- exploration
- physical activity
- outdoor experiences
- conversation, and
- social interactions



This is not rocket science

It is developmentally appropriate
practice...applied to concepts and practices
using technology.

A Tech tool is:
Just another
material in the ECE
toolkit.

The background of the slide is a close-up, slightly blurred image of a clock face. A prominent red arrow is visible, pointing towards the word 'OVERDUE' which is printed in large, bold, purple capital letters on the clock's face. The clock's numbers and hands are also visible but out of focus.

Time limits: Guidelines and expectations must be based on variables like age, objectives, and type of interaction.

How Much Time?

Recommendations from *Digital Decisions*

Type of Experience	Approximate Length of Time
Laptime co-viewing One child alone or up to three children in a group with an adult close by, if not directly involved	No more than 10 minutes for infants and toddlers, and up to 20 minutes for older children
Teacher-directed activities (group time, small-group time)	No more than 20 minutes
Child-initiated activities (free play, choice time) using open-ended, creative tools	No limit—as long as interest is sustained and learning is evident
Child-initiated activities (free play, choice time) using commercially available software, apps, or websites that are skill or concept oriented	No more than 20 minutes



Investments in technology tools are wasted
without investments in **professional
development and research.**



Practical Considerations for teacher educators

“Preservice and professional development should include in-depth, hands-on technology experiences, ongoing support, and access to the latest technology and interactive media.”

New Research and Reports:

Giving our Children a Fighting Chance: Poverty, Literacy and the Development of Information Capital

S. Neuman & D. Celano

http://www.amazon.com/Giving-Our-Children-Fighting-Chance/dp/0807753580/ref=sr_1_1?s=books&ie=UTF8&qid=1354599882&sr=1-1&keywords=susan+neuman

Pioneering Literacy in the Digital Wild West: Empowering Parents and Educators

*By Lisa Guernsey, Michael Levine, Cynthia Chiong
and Maggie Severns*

[http:// http://gradelevelreading.net/wp-content/uploads/2012/12/GLR_TechnologyGuide_final.pdf](http://gradelevelreading.net/wp-content/uploads/2012/12/GLR_TechnologyGuide_final.pdf)



**Early Childhood
Technology Collaborative**

Findings from the “2012 Early Childhood Technology Today National Survey”

Survey conducted by The Early Childhood Technology Collaborative (ECTC):
Lilla Dale McManis, Ph.D. from Hatch Early Learning, Karen Nemeth, Ed.M.
from Language Castle, and Fran Simon, M.Ed. from Engagement Strategies.

educators speak out

about technology

N = 685

384 teachers

156 administrators

Use technology

The Teachers' Role

in guiding instruction with technology

Question: When using these technologies with the children in your class, which type of activities are most likely to be happening?

Responses:

Teacher Directed

Child Directed w/ Teacher Guidance

Child Directed

Tablets



Desktops/Laptops



Hand-Held Devices



Multi-Touch Tables





Interactive white boards



Laptops



iPads, tablets, and Smartphones




Multitouch tables

Intentional

- Plan technology use as just another option like books, crayons, blocks etc.
- Examine the learning objectives and make choices that fit the curriculum
- Consider balance for each child and the group



Decisions about using technology: Basic pedagogical decisions

- 
- What are the objectives?
 - Does it extend other activities?
 - Is it interactive?
 - Is the interaction meaningful?
 - Does it fit in with the project/study?
 - What is the teacher's role?
 - **Is this tool the best tool for the purpose?**

Decisions about using technology: Balance

2

- 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?

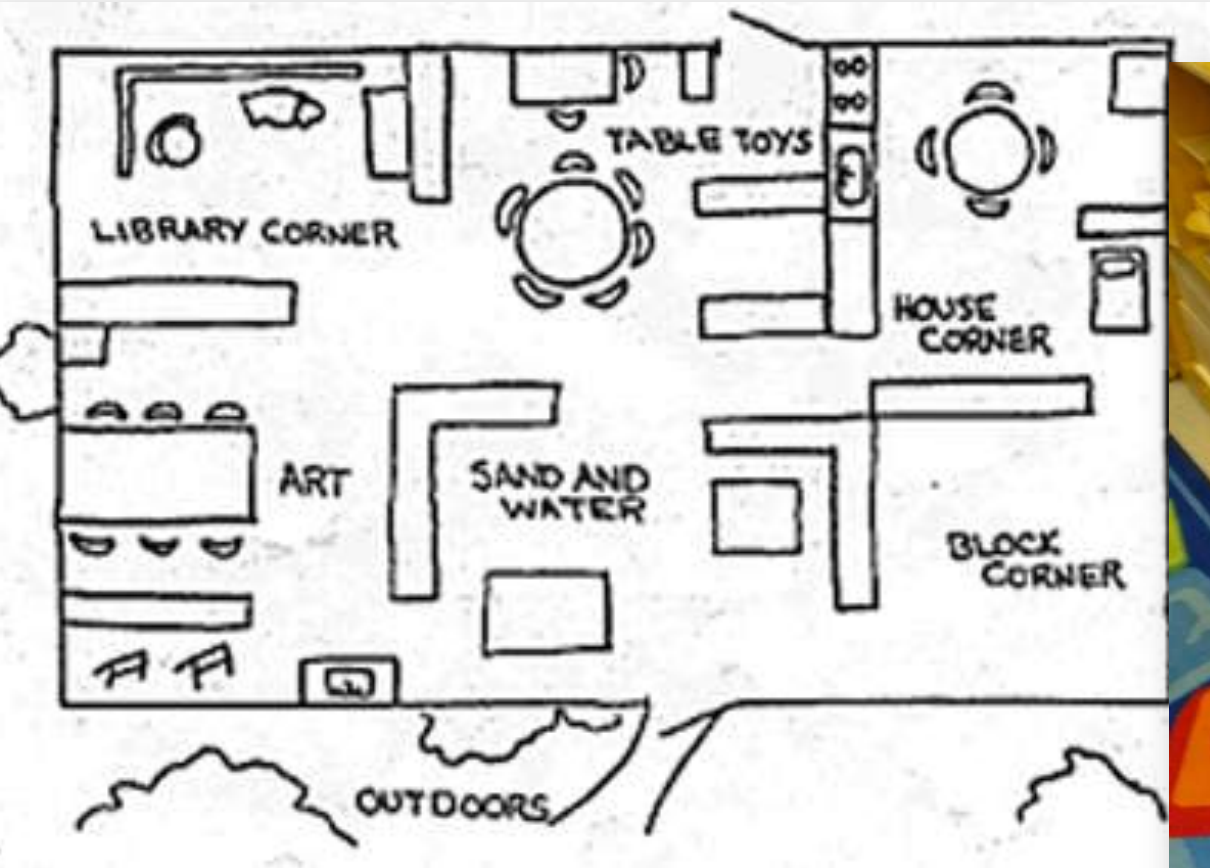
From Digital Decisions

The Commonsense Approach to Developmentally Appropriate Evaluation of Software, Websites, and Apps Developed for Young Children

ALL Software, Websites, and Apps MUST...	SOME Software, Websites, and Apps SHOULD...	Specifically
Be age appropriate		The activities challenge children without frustrating them and are built upon a sound understanding of the abilities of the suggested age range.
	Allow children to control navigation or the paths they take through the experience	The software responds to the child's on-screen decisions and clicks by allowing a different outcome or path through the experience. Children can move from task to task without adult assistance.
Provide clear on-screen instructions and prompts		For preliterate children, provide verbal instructions or sounds that are prompts. All on-screen written instructions for emerging readers are written simply and clearly and on grade level.
	Offer expanding complexity	Some apps are designed specifically to do one thing and one thing only. Apps for a multi-touch device are often single task. There are some online experiences that offer more complex activities and tasks along with less complex applications.
Allow children to use the software with or without adult guidance		Children should be able to initiate and use the software or website independently.



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



QR Codes



- “Quick-Response codes”
- Similar to barcodes that can be read using cameras on mobile devices and a QR code reader
- Link to websites, documents, photos, videos, or other information stored on the Internet or other network database.

<http://bit.ly/QRC2012>

Opportunities to foster relationships with children and adults







<http://bit.ly/VoiceThread12>



**Make sure adults
are available to
support learning**



Opportunities for Autonomy





farm



blocks



dress up



books



shapes



dinosaurs



barbies



legos



abc rainbows



gears



read the room

Integrate technology throughout choices



Integrate technology throughout



the day

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Integrate technology throughout

special events

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Skype



PowerPoint



Evernote



Integrate technology

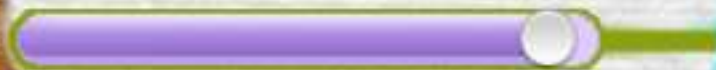
when children go home

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Ask your child to run as
fast as a racehorse!

Ready!

Pictures Left: 3





So, Vivi and the monkey RAN away
as fast as they could!

Support Networks



Set up internal & external support networks

<http://bit.ly/ECETechResources>

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ECE Tech Resources

<p>NAEYC/FRC Technology Position Statement</p> <p>http://www.naeyc.org/content/technology-and-young-children</p>	<p>TEC Center at Erikson Institute</p> <p>http://teccenter.erikson.edu</p>
<p>Fred Rogers Center for Early Learning and Children's Media</p> <p>http://www.fredrogerscenter.org</p>	<p>National Association for Media Literacy Education</p> <p>http://name.net/</p>
<p>CommonSense Media</p> <p>http://commonsensemedia.org/</p>	<p>Joan Ganz Cooney Center</p> <p>http://www.joanganzcooneycenter.org</p>
<p>Early Childhood Tech Network</p> <p>http://ecetech.net</p>	<p>NAEYC Technology and Young Children Interest Forum</p> <p>http://www.techandyoungchildren.org</p>
<p>Children's Technology Review</p> <p>http://childrenstech.com/</p>	<p>Brian Puerling</p> <p>http://bpuerling.yolasite.com</p>
<p>Gail Lovely: Suddenly It Clicks</p> <p>http://suddenlyitclicks.com/selecting-apps.php</p>	<p>Early Education and Technology Conference</p> <p>http://www.eetconference.org</p>

“WHAT ARE THE BEST APPS?”

We could tell you, but we won’t

There are hundreds (and growing) of “best apps” lists and matrices to evaluate, but knowing how to evaluate is the best skill teachers can learn.



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



according to Simon & Nemeth

The “best” app is the one that fits:

- The (planned or emergent) objectives
- The (special) needs of the learner(s)
- The setting

And, of course, it must meet standards of quality...

Software, apps, websites designed for children

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?



Fran's Formula:
Balance between teacher-directed and
child-initiated
(Take it or leave it)

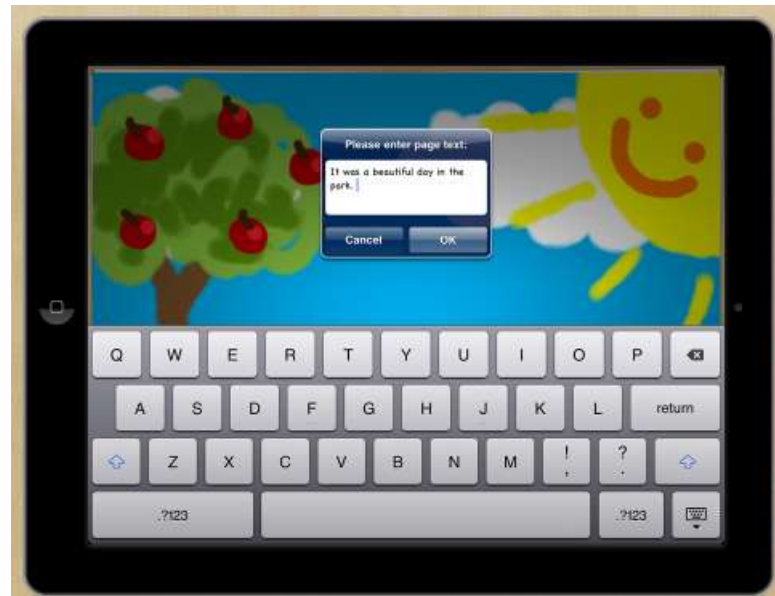
80% / 20%

...But, really, it depends on the formal
approach or philosophy AND the
curriculum being implemented

What can you do with...

Cookie Doodle?

MyStory?





Implications

For teaching teachers

Digital Literacy Basic Skills Self-Assessment

I. Hardware and Software Skills	Got It	Need to Learn
I can log on, log off, open, use, and close programs.		
I understand and use the functions of the mouse and/or touch pad.		
I know what an icon is and what to do with it.		
I know how to drag icons and files.		
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 offered in most programs and applications.		
I know how to download and install programs.		
I know how to search for a file on my computer.		



<http://bit.ly/DigilitECTeach>

Top Tips for Teacher Educators

If you teach a technology class or workshop

Teach students/teachers:

- how to use tech with children to create and consume
- to make decisions based on DAP, common sense, and indicators of quality
- using examples of best practice



- High quality applications designed for children
- Research & creation software that may/may not be designed for children
- Communication tools

- Give them time and reason to explore
- Ensure they have the tools they need for hands-on learning

Top Tips for Teacher Educators

If you teach a methods or general education class

Expect students/teachers to:

- use technology to complete their coursework
- complete real life assignments whenever possible
- Share their knowledge



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Digital Decisions

for active preschool classrooms.

Practical technology ideas, tools, and advice by early childhood educators, specifically for early childhood educators.



It's here!

A site for tech-curious and tech-savvy early childhood educators! Learn more



What is this Site?

A membership community for reliable information about technology in early education.

[Learn More](#)

Who We Are

Karen Hemmelt, Ed.D., and Fran Drake, M.Ed. — early learning experts with a passion for helping educators use technology to achieve their goals.

[Learn More](#)

Our Mission

We designed ECEtech.net to give early childhood educators an easy online resource for reliable information about technology implementation.

[Learn More](#)

Stay Informed

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