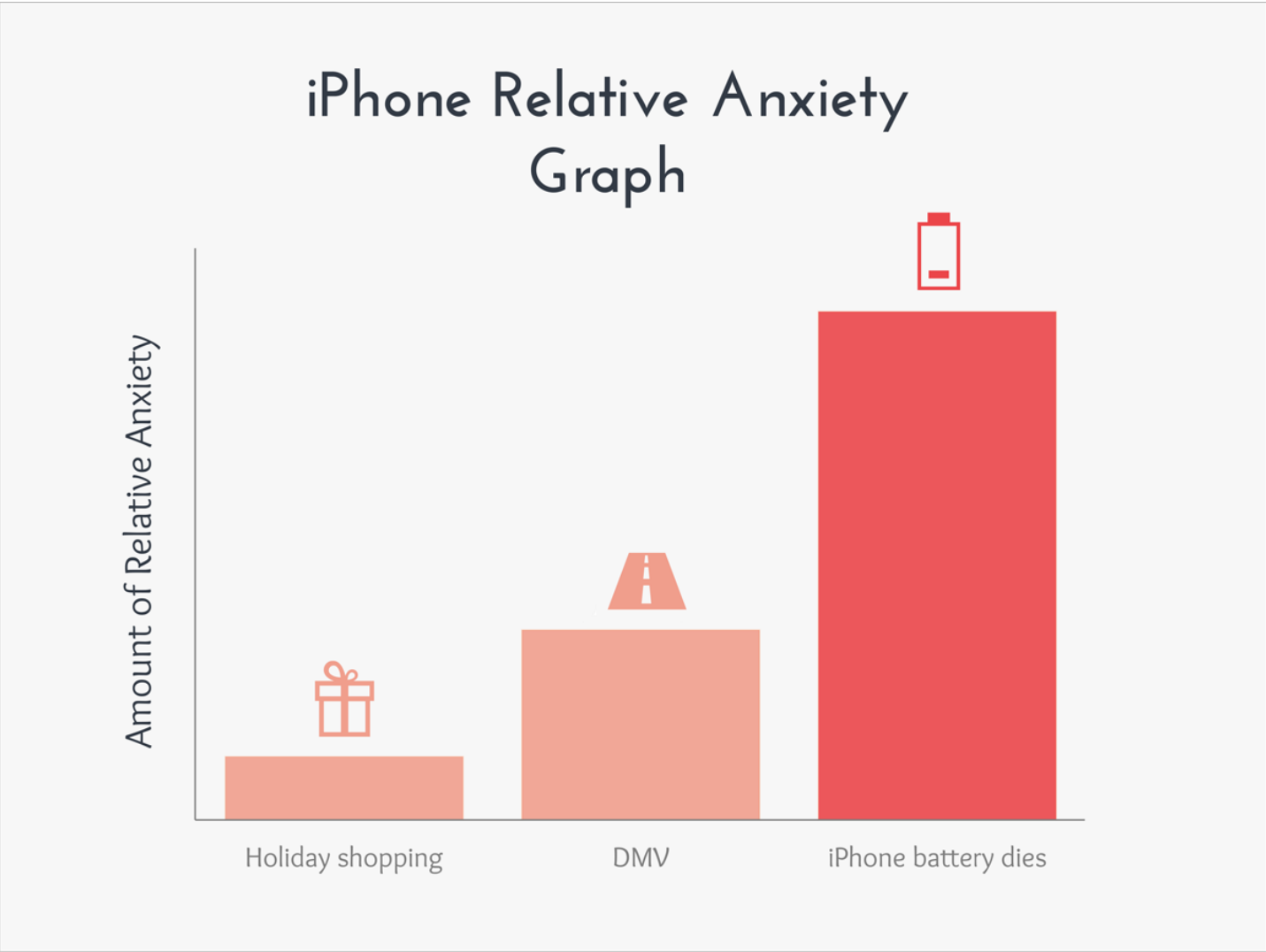


Technology and Early Learning

Kristi Dominguez & Nina Ballew


Can you relate?



GOALS

What are you hoping to take-away this evening?

Where are you?



Absolutely no
technology!
My child can't
touch it until
they're 12!

I have no
problem with
technology.

“

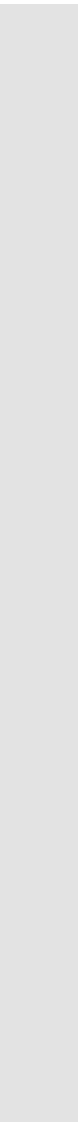
Yes, kids love
technology, but
they also love Legos,
scented markers,
handstands, books,
and mud puddles. It's
all about balance.

—K.G., first-grade teacher

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"During the earliest years, infants and toddlers interact primarily with people. Their interactions with toys are usually in the context of human interaction as well."

-NAEYC & Fred Rogers Center 2012, 4



Thoughts? Wonders?

How do we see this tying in to technology use?

What could it look like?

- Allow children to explore digital materials in the context of human interactions, with an adult as mediator and co-player. As with shared book reading, use shared technology time as an opportunity to talk with children, use new vocabulary, and model appropriate use.



What could it look like?

- Avoid passive screen time. While some parents may claim that baby videos calm an otherwise fussy child, there is little research to suggest that infants and toddlers learn from watching videos. If infants are distressed, they need the comfort of a caring adult, not an electronic toy.



What could it look like?

- Use technology as an active and engaging tool when appropriate to provide infants and toddlers with access to images of their families and friends, animals and objects in the environment, and a wide range of diverse images of people and things they might not otherwise encounter (photos of children from other countries, for example).



Research

NAEYC & Fred Rogers Center 201

Long Term Vision

Develop... "digitally literate educators who . . . have the knowledge, skills, and experience to select and use technology tools and interactive media that suit the ages and developmental levels of the children in their care, and . . . know when and how to integrate technology into the program effectively."

For early childhood educators and the field, the takeaways about what matters most include:

Early Childhood Essentials

- Technology use should not displace or replace imaginative play, outdoor play and nature, creativity, curiosity and wonder, solitary and shared experiences, or using tools for inquiry, problem solving, and exploring the world.





Relationships

- A child's use of media and technology should invite and enhance interactions and strengthen relationships with peers, siblings, and parents.

Co-viewing and Active Parent Engagement

- Using media together improves learning. Talking about what the child is seeing and doing, and connecting what is on the screen with real-life experiences, builds language skills and vocabulary, encourages interactions, and strengthens relationships.

Content, Context, and Quality

- The quality of what children watch on screens is more important than how much they watch.

Media Creation

- Young children are moving from being media consumers to media creators. New digital tools provide the opportunity for making and creating at their fingertips.



Family Engagement

- In the digital age, technology tools can improve communication between home and school, making it easier to exchange information and share resources. Engaging families improves outcomes for children.

Adult Habits

- As the primary role models for technology and media use, adults should be aware of and set limits on their own technology and media use when children are present and focus on children having well-rounded experiences, including moderate, healthy media use.

Social and Emotional Learning

- Technology should be used in ways that support positive social interactions, mindfulness, creativity, and a sense of initiative.

Media mentors

- Young children need trusted adults who are active media mentors to guide them safely in the digital age.

When is Technology Appropriate?

Does it ...

1. Create a sense of worth?
2. Create a sense of trust?
3. Spark curiosity?
4. Have the capacity to foster you to look and listen carefully?
5. Encourage the capacity to play?
6. Allow for moments of solitude?