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Making Decisions about Technology for Early Childhood Educators

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Overview

ICT - Information and Communication Technology

Adult Skills - Two types of skills

- Self – Assessment
- Planning

Integration of Technology in the Early Childhood Program

- Considerations for Young Children
- New paradigm
- Decision making tools

Check in

- *What are you thinking about in terms of technology in your programs?*
- *What are the considerations or issues for adults?*
- *What are considerations or issues for children?*
- *What is your vision for technology use?*
- *Share with your neighbor*

ICT –*Two Skill Areas of Proficiency for professionals who work with young children*

PROFESSIONAL SKILLS

CLASSROOM INTEGRATION

Professional Skills

- *Communication*
- *Research*
- *Websites*
- *Presentations*
- *Administration*
- *Integration choices*

Professional Skills

"Comfortable with computers" often means

- Emailing
- Getting news
- Social media

But not:

- online platforms
- utilization of software
- technical research skills

Classroom Integration

ECE teachers and professionals need to know enough about child development, and technology use by young to be able to make the best decisions for the classroom

Classroom Integration

Teachers need the tools and knowledge to make decisions about the use of technology with young children.

Classroom Integration

Effective integration of technology (both assistive and instructional) into the early childhood classroom is negatively impacted by teachers' skills, beliefs and perceived barriers

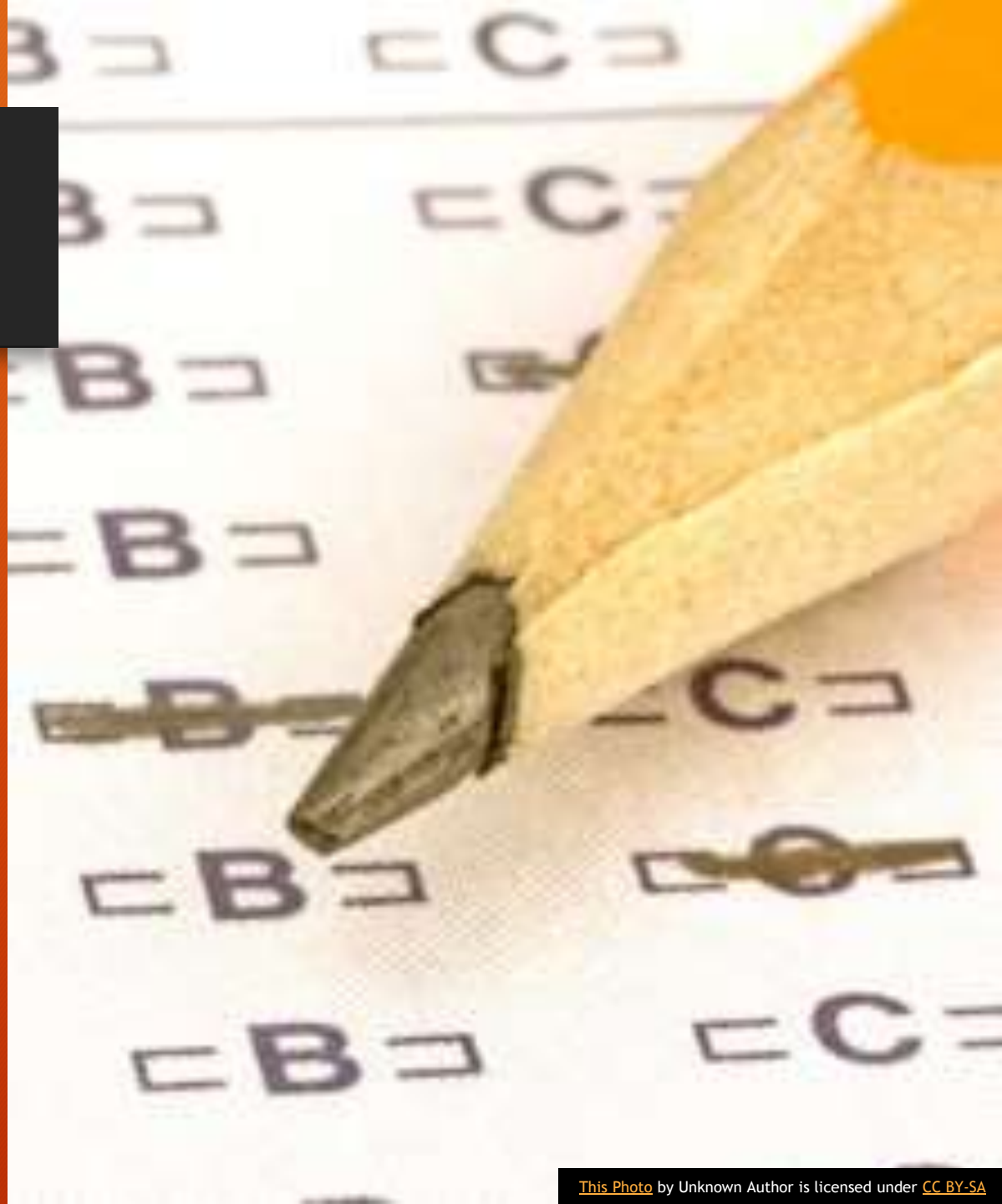
Classroom Integration

If we are to reach for a vision of teachers “who will be able to meet the needs of future generations” then educational programs for early childhood educators must include a level of technical training sufficient to appropriately integrate technology into the classroom (Jacobs, 2001, p. 127)

Brandman's ECE Technology Dispositions

- Self-Efficacy and Resourcefulness
- Communication & Collaboration
- Digital Citizenship
- Research based decision making
- Content & Curriculum
- Assessment

Self-Assessment



What does it mean?

How comfortable or uncomfortable are you with technology?

What have you learned about yourself that influences your views on gaining skill in technology?

What does this mean for your program or career?

Barriers to Learning and Integrating Technology

LACK OF SKILL, EXPERIENCE, ACCESS AND SELF-EFFICACY

INADEQUATE TRAINING

LACK OF FUNDING

LACK OF SUPPORT

BUT, THE MORE CONFIDENCE THE TEACHERS HAD, THE LESS THEY *PERCEIVED* BARRIERS AND THE MORE EASILY THEY INTEGRATED TECHNOLOGY

Wholistic Training Strategies

Look at the whole person

Address attitudes, beliefs and feelings as well as skills and knowledge

Promote self-efficacy and positive attitudes

Implications for leaders

- Develop specific ICT skill goals
- Embed technology throughout administrative and communication tasks
- Scaffold skills
- Make time for intensive training on specific software and skills
- Opportunities for hands-on skill in integrating technology

Integration of Technology into the Early Childhood Program

Issues
Technology and Young Children

- Old school – no screens

(NAEYC Position Paper)

Because of legitimate concerns about the impact of "screen time" on young children's development

Issues
Technology and Young Children

New Paradigm – Use technology to further developmental and learning goals

- Not all screens are created equal
- Equity and Access
- DAP

(NAEYC Position Paper)

Principles – Integrating Technology in ECE programs

- Do No Harm
- DAP
- Digital Literacy for Adults
- Communication
- Limitations
- Research needed

Principle 1 – Do no harm

Above all, do no harm.

"Technology and media should never be used in ways that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or *intimidating to children."* This includes undue exposure to violence or highly sexualized images (NAEYC 1994; AAP 2009)."

Principle 2 - DAP

Sooo….DAP is still the Queen

Developmentally appropriate teaching practices guide decisions about selecting and integrating technology.

"It's through relationships that we grow best—and learn best." Fred Rogers

Effective interactions with technology and media for young children should be:

- active, hands-on, playful
- engaging and empowering, give the child control
- one of many options to support learning
- Support creativity, exploration, pretend play, active play, and outdoor activities
- Enhance children's cognitive and social abilities.
- Enhance a child's relationship to self, others and the world.
- Be accessible

Principle 3 - **Adults need to be digitally literate - know enough to**

have confidence in integrating technology

make decisions about appropriateness

Use professional judgment

Respond to individual needs

Principle 3 – Decision Makers

- Professional judgment is required to determine if and when a specific use of technology or media is appropriate. Best practice in early childhood education *requires* that teachers are the ***decision makers*** when it comes making a decision about integration of technology, or any other curricular component. This is so they can appropriately respond to the individual needs related developmental readiness, linguistic backgrounds, etc.

Principle 3 – Decision Makers

Applications, devices and programs should be selected by educated decision makers. Claims of manufacturers and developers are not enough unless they are research-based, verified and developmental appropriateness is assessed. Questions of cost, durability, and adaptability should be considered.

Principle 4 - Communication

Technology can be leveraged as tools for access and communication.

- *Strengthen home school connections*
- *Enhance practice*
- *Support dual Language Learners*
- *Provide equity for children with special needs*

Principle 5 -*Limitations should be set*.

Consider public health recommendation on screen time. Keep in mind the total time the child spends in front of screens, both at home and in the early childhood setting. In particular, it is recommended that ***infants and toddlers*** have **no passive screen time.**

Principle 8

More research is needed.

Planning

- *What are you thinking about in terms of technology in your programs?*
- *What are the considerations or issues for adults?*
- *What are considerations or issues for children?*
- *What is your vision for technology use?*
- *Next Steps*

References and Resources

- Link to Resources