

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Educational Technology Webinar

November 18, 2014

2:00 pm – 3:00 pm



UNC

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# Welcome and Introduction

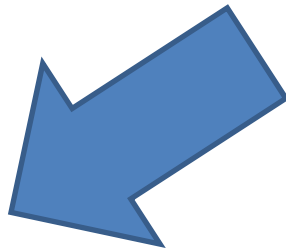


# Logistics

Questions?  
Comments?



**USE THE CHAT BOX**



Press “\*6” to  
mute or  
unmute your  
phone

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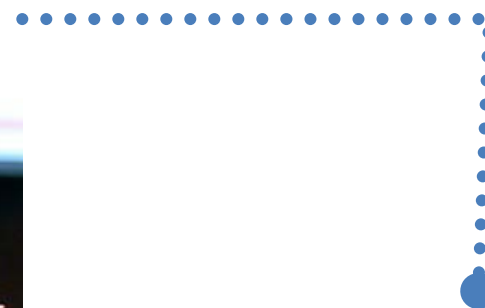
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# Who's There?



Type your name  
and affiliation into  
chat box

  
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# Today's Content

## Resources, activities, and assignments related to

- Appropriate use of technology with young children
- Assistive technology
- Developing technology skills and strategies
- Growing savvy consumers



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# Guest Presenter: Jen Benoit

Online Adjunct Professor at Vance Granville  
Community College

Online course developer and instructor at  
various colleges

Licensed in NC Elementary Education and  
Special Education



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# Special Contributor: Carilyn Raymond

Professor of Early Childhood Education  
at South Piedmont Community College  
in Monroe, NC



  
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# Handouts

Just the Facts, Ma'am

## Educational Technology

Moving beyond screen time: Redefining developmentally appropriate technology use in early childhood education  
[http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR600/RR673x2/RAND\\_RR673x2.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673x2/RAND_RR673x2.pdf)  
 This 2014 policy brief from the RAND Corporation challenges the traditional emphasis on screen time when discussing the use of technology in early childhood education. The authors argue that a more comprehensive definition of what constitutes developmentally appropriate technology use for young children should take into account the following six considerations: 1) Is it purposefully integrated to support learning? 2) Is the use solitary or taking place with others? 3) Is the activity sedentary or mobile? 4) What are the content and features of the media? 5) Are the device's features age-appropriate? 6) What is the total screen time involved?

Screen sense: Setting the record straight—Research-based guidelines for screen use for children under 3 years old  
[http://www.zerotothree.org/parenting-resources/screeen-sense/screen-sense\\_wsp\\_final3.pdf](http://www.zerotothree.org/parenting-resources/screeen-sense/screen-sense_wsp_final3.pdf)  
 This resource from ZERO TO THREE reviews what is known about the effect of screen media on young child development from birth to 3, and provides guidelines for screen use based on the evidence.

Technology and interactive media as tools in early childhood programs serving children from birth through age 5  
[http://www.naeyc.org/files/naeyc/PS\\_technology\\_W15.pdf](http://www.naeyc.org/files/naeyc/PS_technology_W15.pdf)  
 This joint position statement from the National Association for the Education of Young Children and the AHEAD is intended primarily to provide guidance to those working in early childhood education programs serving children through age 5. Although not developed as a guide for families in the selection and use of technology and their homes, the information here may be helpful to inform such decisions.

Zero to Eight: Children's Media Use in America 2015  
<https://www.common SenseMedia.org/file/zero-to-eight-2013pdf4/download> (Full report)  
<https://www.common SenseMedia.org/zero-to-eight-2013-infographic> (Infographic of results)  
 This report is based on the results of a large-scale, nationally representative survey to document children's environments and behaviors. To obtain these results, parents of children ages 0 to 8 in the U.S. were surveyed about media ranging from books/reading and music to mobile interactive media like smartphones and tablets.

**Books**  
 Donohue, C. (Ed.). Technology and digital media in the early years: Tools for teaching and learning knowledge.  
 This text is a guide to the effective, appropriate, and intentional use of technology with young children. It theoretical frameworks, links to research evidence, descriptions of best practice, and resources to develop literacy knowledge, skills, and experiences for early childhood educators.

**Zeigler, H. P., & Blum, C. (2015). Instructional technology in early childhood: Teaching in the digital age.** Baltimore: Brookes.  
 Zeigler and Blum's book is organized as a problem-solving guide for pre-K and kindergarten teachers to use instructional technology to improve outcomes and ensure that children with and without disabilities are engaged. Topics addressed include integrating developmentally appropriate technology into planned activities, technology to enhance inclusion, and weaving technology into every part of the school day, including arrival and transitions.

**Articles**  
 Facing the screen dilemma: Young children, technology and early education  
<http://www.commercialfreechildhood.org/sites/default/files/facingthescreenanddilemma.pdf>  
 This guide is designed to help professionals and families to make informed decisions about whether, why, use screen technologies with young children. It provides an overview of the research on screen time and offers guidance for those who want their programs to be screen-free, as well as for those who choose to use technology in their settings.

Making and taking virtual field trips in Pre-K and the primary grades  
[http://www.naeyc.org/files/naeyc/file/201111/Kirchen\\_Virtual\\_Field\\_Trips\\_Online%201111.pdf](http://www.naeyc.org/files/naeyc/file/201111/Kirchen_Virtual_Field_Trips_Online%201111.pdf)  
 A virtual field trip (VFT) is a technology-based experience that allows children to take an educational journey to the classroom. Author Donna Kirchen highlights options for two kinds of virtual field trips: application-based, accessed on the Internet, and teacher-created VFTs.

## Resources and Activities in My Toolbox

Topic	Slide #	Toolbox Resource Used (in Landing Page)	Toolbox Example
Developing Online Resources	27	<p>The Canadian Teacher  <a href="http://www.thecanadianteacher.com/tools/assessment/">http://www.thecanadianteacher.com/tools/assessment/</a></p> <p>Online Rubric Maker  <a href="http://www.rcampus.com/indexrubric.cfm">http://www.rcampus.com/indexrubric.cfm</a></p>	<p>Online Rubric Development Forum</p> <p><i>Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Although educators tend to define the word "rubric" in slightly different ways, Heidi Andrade's commonly accepted definition is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.</i></p> <p><i>Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.</i></p> <p><u>Source</u></p> <p><u>Post #1:</u></p> <ul style="list-style-type: none"> <li>You are a teacher trying to make a rubric that will help you grade your student's writing work. Choose the grade level you are interested in/are teaching and develop a quick and simple rubric to try out the program. Use the rubric sites in the forum section OR find your own sites to develop your simple rubric.</li> <li>Also, find three pins on Pinterest that are about <u>developing</u> rubrics (how to make them) and pin them to your Online Rubric Development board.</li> <li>Share the link to your Pinterest board with the class and state why you liked these sites. (3-5 sentences)</li> <li>Include any challenges or strengths you saw in the website you used to create the rubric. If possible, share the rubric by attaching it. If not, just speak to the experience of making one. Be sure to note which website you used to try out online rubrics. (3-5 sentences)</li> </ul> <p><u>Post #2:</u> Choose a peer who does not have a response yet. Read the peer's post.</p> <ul style="list-style-type: none"> <li>Go to your peer's Pinterest board and give feedback about each resource he/she has posted. (6-8 sentences)</li> <li>Pin a pin from that person's Pinterest board onto yours and explain why you liked it.</li> </ul>



A joint position statement of 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

## Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

Television was once the newest technology in our homes, and then came videos and computers. Today's children are growing up in a rapidly changing digital age that is far different from that of their parents and grandparents. A variety of technologies are all around us in our homes, offices, and schools. When used wisely, technology and media can support learning and relationships. Enjoyable and engaging shared experiences that optimize the potential for children's learning and development can support children's relationships both with adults and their peers.

Thanks to a rich body of research, we know much about how young children grow, learn, play, and develop. There has never been a more important time to apply principles of development and learning when considering the use of cutting-edge technologies and new

media. When the integration of technology and *interactive media* in early childhood programs is built upon solid developmental foundations, and early childhood professionals are aware of both the challenges and the opportunities, educators are positioned to improve program quality by intentionally leveraging the potential of technology and media for the benefit of every child.

*Interactive media* refers to digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children's television programming, e-books, the Internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults.

This statement is intended primarily to provide guidance to those working in early childhood education programs serving children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.

NAEYC and the Fred Rogers Center do not endorse or recommend software, hardware, curricula, or other materials.



**naeyc**

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

# Just the Facts



## Moving Beyond Screen Time

### Screen Sense: Setting the Record Straight

Research-Based Guidelines for Screen Use  
for Children Under 3 Years Old

# Guidelines for Mini-Debate

Activity designed by Carilyn Raymond, South Piedmont Community College

Topic: Computers in the Preschool Classroom

## Student Steps in the Mini-Debate Process:

You will be placed on a team in class. There will be an online "group discussion" site available to you. Please use it to correspond about your opinions and develop your draft summary. You will have 15 minutes at the start of class next week (*date*) to finalize your draft and notes.

Conduct research online for information supporting your assigned role in the debate. The mini-debate format provides a way to use this information so that real learning takes place both for the presenters and for the audience. Be sure to coordinate with your team on the following:

- Each member should select at least 1 article and they should be different from the others
- Each of you will select at least 1 fact and 1 expert opinion that supports your side of the issue – **bring this with you on (*date*) on a note card**
- Each side will have sufficient information for a 2 to 3-minute presentation
- Choose 3 "Speakers" from your team to deliver the information below.

## On *date*, we will hold the debate as follows:

Mini-Debate Sequence of Activities—Mini-debate activities include presentation by both teams. Both teams must also be prepared for a series of 3 **Crossfires** that give you the opportunity to question each other between presentations.

### Round 1

Team A Speaker 1 – 3-minute limit (make logical points for your side of the issue)

Team B Speaker 1 – 3-minute limit (your opponent makes opposing points)

Each side makes notes to prepare questions for the first **Crossfire**

Timeout – 1 minute (Create the questions for the **Crossfire**)

**Crossfire** (between **A1 & B1**) – 2-minute limit (use the questions you created from the Timeout)

### Round 2 (Repeat the instructions for Round 1)

Team A Speaker 2 – 3-minute limit

Team B Speaker 2 – 3-minute limit

Timeout – 1 minute

**Crossfire** (between **A2 & B2**) 2-minute limit

### Round 3

Timeout – 2 minutes (your team should decide only the most important points to present)

**A1** Conclusion summary; Speaker 3 – 3 minute limit

**B1** Conclusion summary; Speaker 3 – 3 minute limit

# Fun Ways with Facts



Best. Laptop. Ever.



# Read All About It



Technology and Digital  
Media in the Early Years

Tools for Teaching and

Edited by Chip Donohue

Instructional  
Technology  
in Early Childhood



Toddlers Through Preschool



## Using Tablet Computers With Toddlers and Young Preschoolers

Eugene Geist



## Making and Taking Virtual Field Trips in Pre-K and the Primary Grades

Using Technology to  
Support ALL Learners

← BACK

### Fossils

NEXT →



Scientists dig up fossils of dinosaur bones.

A T-Rex assembled and displayed at the museum.

If anything were possible, where would your class like to visit? Would the children like to tour China and learn about its people and their cultures? Maybe a trip to the planets in the solar system would interest the children more? Or perhaps an underwater adventure exploring the lives of whales? Of course, these field trips are not possible—that is, unless you plan and create a virtual field trip.

What is a virtual field trip?

## Selected Resources on Technology in Early Childhood Education

### Essential Resources

- Fred Rogers Center for early learning and children's media at Saint Vincent College – [www.fredrogerscenter.org](http://www.fredrogerscenter.org)
- NAEYC – [www.naeyc.org](http://www.naeyc.org)
- TEC Center at Erikson Institute – [www.teccenter.erikson.edu](http://www.teccenter.erikson.edu)
- Technology and Young Children Interest Forum – [www.techandyoungchildren.org/index.shtml](http://www.techandyoungchildren.org/index.shtml)
- Listserv – [ECETECH-L@lists.maine.edu](mailto:ECETECH-L@lists.maine.edu)
- Diigo Group – <http://groups.diigo.com/group/ecetech>
- Research, Selected Bibliography on Technology & Young Children – [www.techandyoungchildren.org/research.html](http://www.techandyoungchildren.org/research.html)
- ECETech Wiki – <http://ecetech.wikispaces.com/>

# What's App With That? Selecting Educational Apps for Young Children With Disabilities

*Ms. Roberts has just been given a new iPad™ for her preschool classroom. She immediately begins to explore all the wonderful apps (computer applications) she can download for free and use with her children. seem to be no better than flashcards and worksheets. While colorful and interesting, these apps may help Michael stay on task, but the flashcards and worksheets did not seem developmentally appropriate. Ms. Roberts is concerned whether*

## Using Assistive Technology to Support Individual Learners

### EZ AT 2

#### Simple Assistive Technology Ideas for Children Ages Birth to Three



**A Guide for Increasing Young Children's Participation in Daily Activities and Routines**

### Handout 5.3

## Examples of Assistive Technology Adaptations

Adaptations for young children often involve modifications of existing toys, learning materials, or other everyday items. These adaptations can serve a wide variety of purposes so that children can participate in all types of learning opportunities. Below are some examples of adaptations for self-help, toys and play areas, communication and literacy, and mobility and positioning.

### 1. Self Help



A zipper pull makes dressing easier for a child. You can buy zipper pulls or make one using a key chain as seen here.



Non slip shelf liner can be used to stabilize objects, such as a plate or bowl during mealtime.



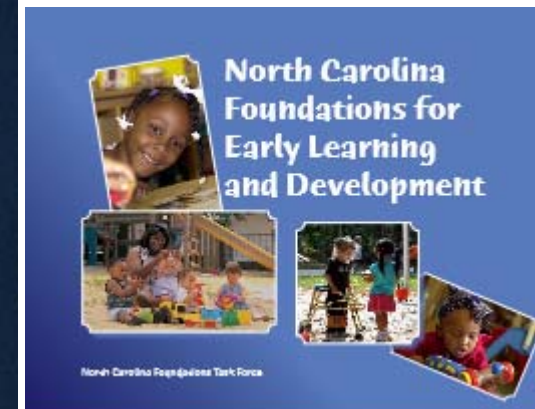
A child can use a bath mitt to more easily participate in bathing. Washing with a bath mitt could be easier than holding onto a wash cloth. Bath mitts can also be used to assist in grasping objects. Secure Velcro to the object and the bath mitts will cling to the Velcro.

# CONNECT Module 5

- Dilemmas
- Videos
- Evidence sources
- Activities
- Handouts



# Squishy Books in CONNECT Module 5 (Activity 5.5a)



**How many domains can you connect this form of assistive technology to?**



# Technology + Physical Activity/Movement

Use the chat box to share activities or assignments that illustrate how to use technology to promote physical activity and movement



# Questions?



  
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# Multiple Ways to Approach Educational Technology



Teacher-Student-Technology

  
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[Photo Source](#)



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# Roadblocks During This Course

**Technology level  
of student**

**Current level  
student may want to  
or be teaching**

**Technology level  
of instructor**

**Background of  
instructor**



**Wide expanse of  
technology and  
applications**

**Accessibility of  
technology**

**Constant new  
technology that  
outdates your course  
quickly**

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[Photo Source](#)

# How Can You Break Through?

Cultivate the mindset  
of growth in the area  
of technology



*Stay current*



Utilize technology in more than  
one course

  
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[Photo Source](#)

# How Can You Break Through?

**PRACTICE  
WHAT  
YOU  
TEACH**



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[Photo Source](#)

# Foundational Skills

Demonstrate knowledge, skills and concepts related to technology and computers

Microsoft  
Office  
Suite

Internet  
Research  
Skills

Exposure  
and Use of  
Technology



  
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# Word Project

- Demonstrate knowledge, skills and concepts related to technology and computers
- Use current and emerging technologies to improve and integrate curriculum, instruction and learning among diverse learners
- Develop activities across the developmental domains that incorporate the use of technology and provide adaptations for all children



# PowerPoint/Multimedia Project

**Microsoft Multimedia Project  
POWERPOINT  
EDU 271**



**Problem:** You need to design a multimedia Powerpoint presentation to be used for one of the following scenarios:

- Your school is having an Open House for prospective parents and you want to give them some information about either your classroom (if you are the teacher) or your school in general (if you are an administrator)
- You are presenting a lesson to your elementary-high school class (your choice of grade). You want to include an engaging and interesting lesson.

**Instructions:**

1. Read the project instructions, review the rubric, and look at any examples of PowerPoint Presentations you can find on the internet before you begin.
2. Include the following information in your presentation:  
*Note: You may invent any information for this brochure, but try and be as realistic as possible.*
  - At least 16 slides
  - At least 5 different transitions
  - Title slide with name, course name, and assignment/topic title
  - Footer with notes for each slide about what you are going to say
  - At least one graphic/picture per slide
  - Use of different fonts and color
  - Use of different effects
  - Add one video and/or audio
  - Add one vertical caption to a picture on the slide
  - Add one chart or graph
  - Add one Smart Art usage
  - Use at least one quotation
  - Bulleted lists to group related material
  - BONUS: Add audio of yourself on one slide captured by podcast (Google how to do this)
3. Save with the filename: First and Last Name Multimedia Presentation (For example: Brenda Linn Multimedia Presentation). Upload to TaskStream.

Updated Spring 2014 EDU 271

- *Demonstrate knowledge, skills and concepts related to technology and computers*
- *Use current and emerging technologies to improve and integrate curriculum, instruction and learning among diverse learners*
- *Develop activities across the developmental domains that incorporate the use of technology and provide adaptations for all children*

# Growing Savvy Consumers of Technology



## Becoming a Savvy Consumer of Technology

**Challenge:** You have been asked by the director of your childcare facility to research a topic for the next staff meeting. You will be working with another teacher in your classroom (another colleague in this course) to put together a list of five websites that give a variety of information and strategies in that topic area. You will want to find some excellent resources that you will be presenting to the staff (other classmates) so they can learn and grow from your research.

You get to choose from the following topics:

- Appropriate Screen Time for Children Age Five and Under
- The Role of Technology in Early Childhood Classrooms
- Use of Technology to Support Young Dual Language Learners
- Assistive Technology (five different examples)
- Effect of Technology on Physical, Social and Emotional Development of Young Children
- Concrete vs Abstract Thinking with Technology and Young Children
- Advice for Parents and Families About Technology
- Using Technology to Enhance Science and Math in the Early Childhood Classroom
- Using Technology to Assess in Preschool Classrooms

### Instructions:

1. Working with your partner from class, choose a topic and relay the topic to the instructor.
2. Together, read and discuss *6 Criteria for Websites*: [http://libraries.dal.ca/using\\_the\\_library/evaluating\\_web\\_resources/6\\_criteria\\_for\\_websites.html](http://libraries.dal.ca/using_the_library/evaluating_web_resources/6_criteria_for_websites.html).
3. Then, together find five websites that address your topic **AND also meet all six criteria**. Use the chart below to keep track of whether the websites you are considering meet the six criteria or not.
4. Once you have identified five websites that meet the criteria, create a one page annotated bibliography (see sample below).
5. Finally, explain how becoming savvy online is critical to your growth as an educator.

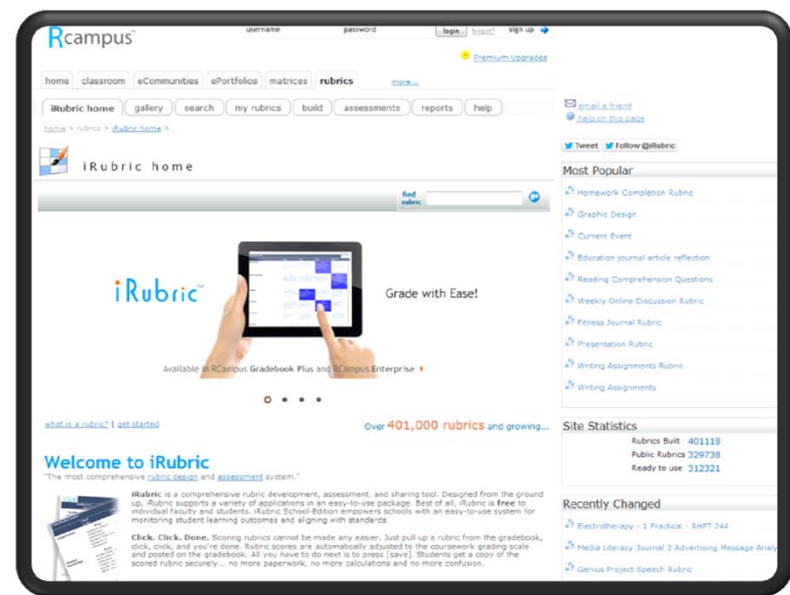
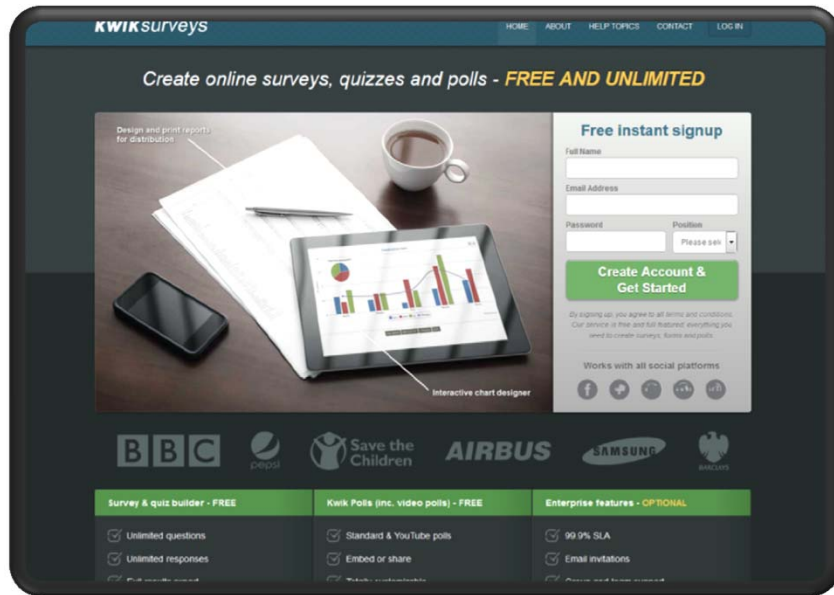
	Website 1 URL:	Website 2 URL:
Criterion 1: Authority		
Criterion 2: Purpose		
Criterion 3: Coverage		
Criterion 4: Currency		
Criterion 5: Objectivity		
Criterion 6: Accuracy		



# Online Rubric and Survey Development

*Use current and emerging technologies to improve and integrate curriculum, instruction and learning among diverse learners*

*Relate appropriate technological choices to teaching, learning, assessment and evaluation*



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# Online Teaching Resources

*Identify and use appropriate/suitable Internet sites and resources to enhance instruction and learning*

*Demonstrate the use of a computer to produce instructional materials and use the children's software to support and enhance the learning of all young children*

[www.teacherspayteachers.com](http://www.teacherspayteachers.com)

The screenshot shows the Teachers Pay Teachers website. At the top, there is a navigation bar with "About Us | Blog | FAQs & Help", a search bar, and links for "Log In | Not a member? Join for Free | Cart". The main content area features a large banner for "An OPEN MARKETPLACE" with the tagline "Where Educators Buy, Sell & Share Original TEACHING RESOURCES". To the left of the banner is a sidebar with filters for "FEATURED", "GRADES", "SUBJECT", and "PRICES". Below the banner is a section titled "OUR TEACHER-AUTHORS" which displays eight circular profile pictures of authors, each with a "Meet" link and their name and location.

**Teachers Pay Teachers** About Us | Blog | FAQs & Help

All Categories SEARCH Log In | Not a member? Join for Free | Cart

**FEATURED**

- Thanksgiving
- Autumn
- English Language Arts
- Social Studies - History
- Not Grade Specific
- Free Downloads
- On Sale This Week

**GRADES**

- Pre - K - K
- 1 - 2
- 3 - 5
- 6 - 8
- 9 - 12
- Other

**SUBJECT**

- English Language Arts
- Math
- Science
- Social Studies - History
- Arts & Music
- Foreign Language
- Specialty
- Holidays/Seasonal

**PRICES**

- Free
- Under \$5
- \$5 - \$10
- \$10 and up

**OUR TEACHER-AUTHORS** See All

- saul**  
Innovative Purposeful Learning
- Meet **Saul Ruiz**  
Amarillo, TX
- Meet **Hannah Wyss**  
Minonk, IL
- Meet **Mrs Bees Room**  
NV
- Meet **The Teaching Files**  
Stephenville, TX
- Meet **Inspired by Evan Autis...**  
Anna, OH
- Meet **Bargains Galore Store**  
Binghamton, NY
- Meet **Janice Malone**  
Galloway, NJ
- Meet **Jeanna Norman**  
Lake Butler, FL

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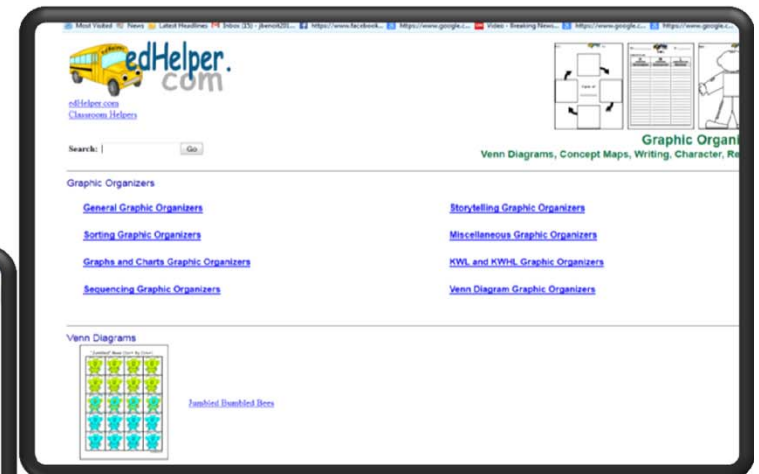
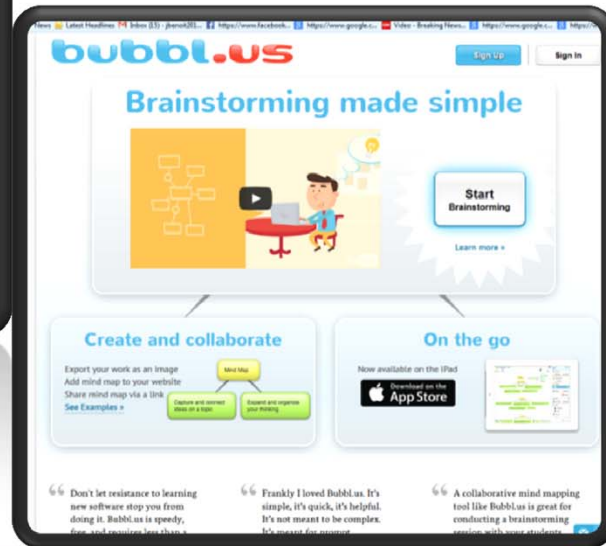


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# Graphic Organizers

**Demonstrate the use of a computer to produce instructional materials and use the children's software to support and enhance the learning of all young children**



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# Other Ideas...

**Individual  
Technology  
Goals**

**Picture  
in Moodle  
and/or email**

**Flipping the  
Classroom**

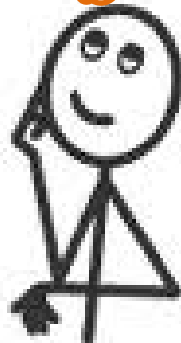
**Excel  
Gradebook**

**Technology  
Teacher  
Interview**

**Assistive  
Technology**

**Pinterest**

**Skype Call  
And/or  
Online Help  
Session**



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# Questions?



  
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## Landing Pads

### Resources for Faculty

#### Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 290 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>



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# Creating Your Personal Resource List

[FPG Home](#) | [FPG Directory](#) | [FPG News](#)

## Educational Technology Landing Pad of Resources

These resources can be used to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, linguistically, and ability diverse.

[Just the Facts](#) | [Read About It](#) | [See For Yourself](#) | [Find Online](#)

### JUST THE FACTS MA'AM

#### **Moving beyond screen time: Redefining developmentally appropriate technology use in early childhood education**

This 2014 policy brief from the RAND Corporation challenges the traditional emphasis on screen time when discussing the use of technology in early childhood education. The authors argue that a more comprehensive definition of what constitutes developmentally appropriate technology use for young children should take into account the following six considerations: 1) Is it purposefully integrated to support learning? 2) Is the use solitary or taking place with others? 3) Is the activity sedentary or mobile? 4) What are the content and features of the media? 5) Are the device's features age-appropriate? 6) What is the total screen time involved?

 [FULL TEXT](#)

#### **Screen sense: Setting the record straight—Research-based guidelines for screen use for children under 3 years old**

This resource from ZERO TO THREE reviews what is known about the effect of screen media on young children's

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## Moving beyond screen time: Redefining developmentally appropriate technology use in early childhood education

Author(s) or Presenter(s): RAND

Publication Date: 2014

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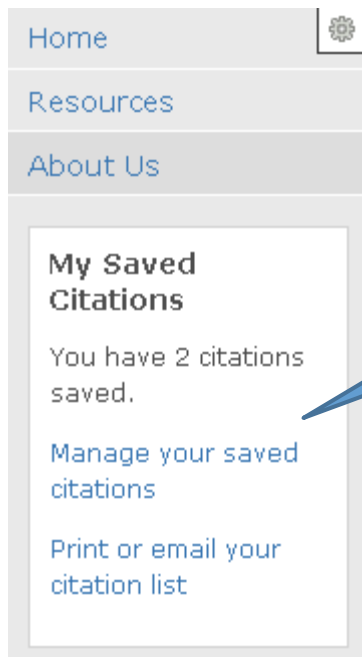
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# Upcoming Webinars

Co-sponsored by  and 

**December 2, 2:00- 3:00 pm EST.**

**Child Guidance**

(Note: Re-scheduled from May 15)



## COMING SOON

### **SCRIPT-NC 2015 webinar series**

- Increased emphasis on activities & assignments
- Increased examples of how to connect content to state early learning guidelines/standards/foundations
- Increased emphasis on using formative assessments



# Technology

<https://www.youtube.com/watch?v=9-NuTXFSaRo>



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