Using Technology to Build and Sustain Relationships with Students, Children, and Families
Family engagement
Where can I learn more?
How Can I help my college students learn and apply these ideas?

Practice: Ask students, using the DAP guidance on engaging in reciprocal partnerships with families, the tips in this article, and other evidence sources, to plan a family-educator conference. Consider using a persona to provide insights about the family and the age, interests, and learning considerations for the child.
How Can I help my college students learn and apply these ideas?

Family Support in Virtual Learning

Interview with Tamara Smith-Moore
ASSISTANT PROFESSOR, KINDERGARTEN-THIRD GRADE TEACHER

Appreciation for Family Diversity. One point Tamara makes in this video is the importance of fully understanding how unique each family is. After watching the video, ask students to discuss different strategies they might use to support a family with different characteristics (e.g., no family member available during the day when children are learning virtually, home language other than English, single parent supporting several children).
How Can I help my college students learn and apply these ideas?

Episode 8: Noah and Pop-Pop Go to Preschool

Backwards Brainstorming:
Sarah and Randy share examples of how they are supporting Noah’s engagement in preschool learning. Watch the video and ask students to discuss all the ways in which Noah’s teacher has worked to maintain those connections.
How Can I help my college students learn and apply these ideas?

Zoom Circles and Google Hangouts for Parents: Teachers as Essential Conduits to Relationship-Building

What else? Iheoma Iruka offers suggestions for how to build connections among family members. Divide students into online groups or virtual chat rooms to brainstorm strategies for supporting different kinds of families, e.g., families with home languages other than English, families without internet access, families who say they don’t have time to connect?
Connecting with college students
“Online classes are not fix and forget”

We need to teach content AND connect with our students. It’s an ongoing process!
Online courses require deliberate attention to all three potential relationships in the course:
Top 5 Tips

1. Be predictable and clear.
2. Be authentic and human.
3. Plan with connections in mind.
4. Use tech tools to engage and connect.
5. Keep it “simple and sustainable.”
Where can I learn more?
Using Technology to Build and Sustain Relationships with Students, Children, and Families

THANK YOU FOR COMING!
What topics would you like to learn more about?

Add your topic ideas and questions in the chat!
Find all the materials from today’s webinar here

https://scriptnc.fpg.unc.edu/scriptnc-2021-webinar-using-technology-build-relationships-students-children-families
Explicit and Intentional: Building Emphasis on Culture, Race, and Equity into Early Childhood College Courses

**Tuesday, April 20, 2021  2:00 – 3:00 PM EST**

Explicit emphasis related to supporting the full and equitable potential of children who are diverse in terms of culture, race, language, ability, opportunity, and life circumstances is now called for by national publications, standards, competencies, and position statements. The challenge for early childhood instructors is how to authentically and intentionally infuse new evidence and practices in courses and field experiences. This session will highlight effective strategies for taking action to address culture, race, and equity as part of activities, experiences, and assignments.

Presenters: Cathy Collie-Robinson and Marye Vance (Durham Technical Community College, North Carolina) and the SCRIPT-NC team

Register Now: [https://tinyurl.com/script-equity](https://tinyurl.com/script-equity)
Give Us Your Feedback

https://unc.az1.qualtrics.com/jfe/form/SV_cOALZYIlfja2

WWMK
Credits

Thanks to Alison Macdonald of “Not Time for Flashcards” for her example.

Thanks to Tamara Smith-Moore of Shippensburg University for her video.

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