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Supporting Change and Reform in Preservice Teaching in North Carolina

Educational Technology Webinar

December 1, 2015

2:00 pm – 3:00 pm



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**Welcome and
Introductions**

Features of SCRIPT-NC's 2015 Webinar Series

Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices


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Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**



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



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Logistics

Questions?
Comments?



Press “*6” to
mute or
unmute your
phone

USE THE CHAT BOX



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**What do you
REALLY think
about snow?**


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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
 - for future educators
 - for instructors



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Handouts

I	Educational Technology
Just the Facts, Ma'am	<p>Moving Beyond Screen Time: Redefining Developmentally Appropriate Technology Use in Early Childhood Education http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673r2/RAND_RR673r2.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?</p> <p>Screen Sense: Setting the Record Straight—Research-Based Guidelines for Screen Use for Children Under 3 Years Old http://www.zerotothree.org/parenting-resources/screen-sense/screen-sense_wp_final3.pdf This resource from ZERO TO THREE reviews what is known about the effect of screen media on young children's learning and development from birth to 3, and provides guidelines for screen use based on the evidence.</p> <p>Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth Through Age 8 http://www.naeyc.org/files/naeyc/PS_technology_WSS.pdf This joint position statement from the National Association for the Education of Young Children and the Fred Rogers Center 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.</p> <p>Zero to Eight: Children's Media Use in America 2013 https://www.common SenseMedia.org/research/zero-to-eight-childrens-media-use-in-america-2013 (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.</p>
	Read All About It



From: Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (2015)

All adults with professional responsibilities for young children need to use their foundational knowledge and develop the skills to make informed decisions about whether and how to use different kinds of technologies as tools to promote children's learning




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Appropriate Use of Technology with Young Children

Assignment Idea

At the very beginning of the quarter/ semester, ask students to write a statement about the use of technology in the early childhood profession. Ask them to speak to their views on a number of specific issues, including the use of technology to support learning and development across all developmental domains, to individualize, and to build family engagement.

At the end of the quarter/semester, ask students to re-write their statement about the use of technology in early childhood. Require them to incorporate footnotes to cite evidence sources.

OR

Require students to develop a 5-minute, evidence-based presentation (using PowerPoint, Prezi, etc.) that synthesizes their views on the use of technology in early childhood. Specify other types of technology the presentation should demonstrate (e.g., embedded video, images of local children).

ExchangeEveryDay

According to a nationwide survey by Common Sense Media reported in the New York Times

- 72% of children 8 or younger used a mobile device in 2013 compared with 38% in 2011
- One-third of the parents of 3-and 4- year-olds said their children liked to use more than one device at the same time
- 70% of the parents reported allowing their children, ages 6 months to 4 years, to play with mobile devices while the parents did housework, and 65% said they had done so to placate a child in public
- According to the parents, nearly half of the children younger than 1 used a mobile device daily to play games, watch videos, or use apps. Most 2-year-olds used a tablet or smartphone daily.



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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

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

Facts on Page 1



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



Read All About It – page 2

Shifting Views: Exploring the Potential for Technology Integration in Early Childhood Education Programs

Changement d'opinion: Exploration du potentiel d'intégration de la technologie dans les programmes d'éducation de la petite enfance

Beverlie Dietze, Mount Saint Vincent University, Halifax, Nova Scotia
Diane Kashin, Seneca College, King City, Ontario

Abstract

Using technology with children in play-based early learning programs creates questions for some within the Early Childhood Education (ECE) community. This paper presents how two faculty who teach in ECE-related degree programs integrated educational technology into their teaching pedagogy as a way to model to their students how it can be used to support children's play and learning opportunities. The authors identify how collegial dialogue helped them to use various technologies and social media in their teaching, which transformed their curriculum and pedagogical philosophy. The paper argues that if technology creates connections between learning in the college or university classroom and is effective practice, it is worthy of further exploration.



Readings

Page 2

FACING
THE SCREEN DILEMMA:
YOUNG CHILDREN, TECHNOLOGY
AND EARLY EDUCATION

Using Tablet Computers With Toddlers and Young Preschoolers

Eugene Geist



Page
1

Technology in Early Childhood Center – page 4



Experience how technology can enrich your classroom. See our PROFESSIONAL DEVELOPMENT →

Search by:

- Tech tools
- Settings
- Ages and stages
- Practices

<http://teccenter.erikson.edu/>



See how technology can be used effectively in our “SHOW ME” VIDEOS →

Use of Assistive Technology with Young Children

Assistive technology (AT) involves a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

Source: CONNECT Module 5: Assistive Technology


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EZ AT

Assistive Technology EZ Resources – p. 4



**Assistive Technology (AT) Activities
for Children Ages 3-8 with Disabilities**
A Guide for Professionals and Parents

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES

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**

CONNECT Module 5 (page 4)

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

- Dilemmas
- Videos
- Evidence sources
- Activities
- Handouts

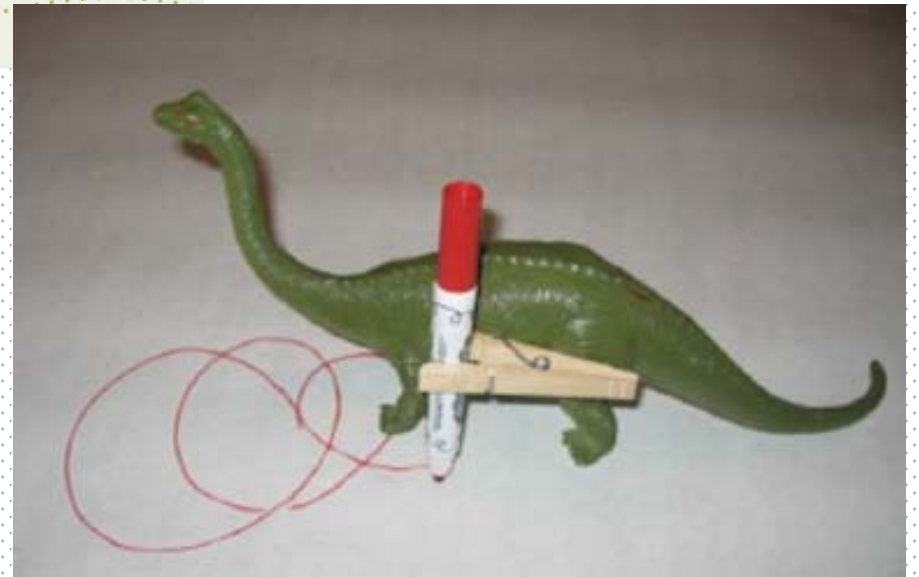


CONNECT

Module 5



This child uses a walker to move around independently on the playground and wears a helmet to protect her from a possible fall.



Squishy Books in CONNECT Module 5 (Activity 5.5a)



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

Assistive Technology Across the Curriculum

Access this Kirkwood Curriculum Map for at
<http://www.kirkwood.edu/site/index.php?p=33656>



Kirkwood Community College
Early Childhood Education

Kirkwood Community
College Curriculum Map

Early Childhood Program – ECE 103 Introduction to Early Childhood Assistive Technology (AT) Curriculum Map

Course	Assistive Tech Topic	Media	Guest Speaker	Kit /Materials	Instructional Approach	Assignment
ECE103 Intro ECE	<p>General Themes:</p> <ul style="list-style-type: none"> Working with children who are ability diverse Laws concerning AT Examples of AT Introduce: Melbaume, S.A. (2007) CARA's Kit: Creating Adaptations for Routines and Activities <p>• See page 2 for links</p>	<ul style="list-style-type: none"> Video: <i>Child Care Children with Special Needs – Video One</i>. Available from NAEYC Video: <i>Including Samuel</i>, available from Area Education Agencies or at the web site Including Samuel—see link below Videos available in Kirkwood Early Childhood Education Collection 	<p>Assistive Technology expert from local AEA or Jane Gay from University of Iowa Center for Developmental Disabilities</p>	<p>• AT Kit – Low Tech Adaptations</p> <ul style="list-style-type: none"> Creamy Crayons (easier to make marks) Stress Balls/Fidget toys Literacy Picture Cube Magnetic wand for turning pages of a book (slip paperclips on each page of the book) Large grip paint brush Commercial pencil grips and foam curlers to use as pencil grips Talk Blocks – one with a Boardmaker™ photo Key chain communication device <p>• National Early Childhood Technology Assistance Center (2005) <i>Technology and Diversity</i>: Mini bibliography of research on using assistive technology with diverse populations. See link below for article.</p> <p>• Melbaume, S.A. (2007) CARA's Kit: Creating Adaptations for Routines and Activities</p> <p>• CONNECT handouts: 5.2 Examples of AT) and/or: Handout 5.3 Examples of AT Adaptations</p> <p>• <i>AT Kits located in ERC Storage on Main Campus</i></p>	<ul style="list-style-type: none"> View Video One: <i>Child Care and Children with Special Needs</i> – Discuss benefits to children & hopes/fears of parents/teachers. What assistive tech was used? Review the laws concerning AT. See Handout 5.4 from CONNECT CARA's Kit in class activity: See CARA's Kit link on page 2 Demonstrate assistive tech using Intro AT Kit Use Handout 5.2 Examples of AT) and/or: Handout 5.3 Examples of AT Adaptations (see links on page 2) from CONNECT to discuss types of AT. Ask students which types they have seen? What other types of AT they have observed? . Students share anecdotes of their experiences with children with disabilities either in school or community settings. What assistive technology did they observe? Use Handout 5.4a Identify Appropriate Assistive Technology Equipment from CONNECT to determine the appropriate technology for each case study. What AT adaptations would be beneficial? 	<ul style="list-style-type: none"> Students look for types of assistive tech while on assigned field trips and provide examples of how the materials were used with children. Use CONNECT Handout 5.2 when looking for AT on Field Trips Written reflection about the film, <i>Including Samuel</i>. View the Samuel sections of the video. Following the video students write a written reflection about the experiences Samuel has with assistive technology Students bring news articles or websites specifically related to AT and play. Present the findings of the article or the website to the class and lead a class discussion.



This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

Developing Technology Skills and Strategies for Students: Evaluating the Content of Websites (pg. 4)



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).
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		



More than Fun & Games (page 2)

This Month

MORE THAN FUN AND GAMES!

Digital Technologies and Children's Learning



Assignment/Activity

- Ask students to watch the webinar
- Discuss and agree upon the criteria for effective technology applications (e.g., promotes and/or extends learning and development, promotes social connections, supports individualizing)
- Organize students in teams based on early learning guideline domains
- Ask each team to review apps in their domain in each of three age groups
- Assemble highly rated apps in a table so everyone can use all the results

	Infant/Toddler	Preschool	K-1
Language			
Literacy			
Social-Emotional			

Developing Technology Skills and Strategies for Instructors



- Reviews of interactive media
- Monthly electronic newsletter that notes trends in children's interactive media
- Page 3

Children's Technology Review
November 2015
Volume 23, No. 11, Issue 188

3D Print Kits, p. 4
Astro Nora: Addition & Subtraction, p. 4
Bug Hunt, p. 4
CuriousWorld, p. 5
Daisy Chain*, p. 5
Dino Sight Words, p. 5
Dino Tales, p. 6
DNA Play, p. 6
DuoLingo*, p. 7
i-Loom, p. 7

Inside Out Storybook Deluxe*, p. 8
iPad Pro, p. 8
Jeremy Goes to the Fair*, p. 9
Labo Halloween Car*, p. 9
LEGO Dimensions, p. 9
Leonardo's Cat, p. 10
Mario & Sonic at the 2016 Rio Olympic Games, p. 10
Masterpiece for Osmo*, p. 10
MiPosaur, p. 11
Nighty Night Circus*, p. 11
Planes Adventures, p. 12
Police Kids Toy Car, p. 12
PowerUp Maths, p. 12

Queen Bee in Paris, p. 13
Quiver (formerly ColAR Mix)*, p. 13
Safari Tales, p. 13
Sago Mini Babies*, p. 14
Senda and The Berry Elf, p. 14

* Denotes "Editor's Choice."



Developing Technology Skills and Strategies for Instructors



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Selected Resources on Technology in Early Childhood Education

**CEELO Annotated Bibliography:
Using Technology in Early Childhood Classrooms**




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EDpuzzle

@EDpuzzle

Make any video your lesson.


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- Channels**
- EDpuzzle
 - YouTube
 - KHANACADEMY
 - LearnZillion
 - NATIONAL GEOGRAPHIC
 - TED Ed
 - Veritasium
 - Numberphile
 - CRASH COURSE
 - vimeo

Best Lesson Examples

Grade 3 Module 1 Lesson 18: Mat...
Roble Media

Grade 4 Module 1 Lesson 5: "Tina ...
Roble Media

Grade 3 Module 1 Lesson 1: "Ott...
Roble Media

Latest Created Videos

test1

Invite more students!

Members 4

▼ Due Soon

Assignment

Due

Completed



TEC Teacher Takeaway: Dr. Alexis Lauricella and Early Childhood Comprehension with Technology

[Watch as a student](#) | [Allow Skipping](#) | [Delete](#)



Add



Progress

Share

► Upcoming

Students

Questions

Export

STUDENT NAME	WATCHED	GRADE ▼	LAST SEEN	TURNUED IN	RESET
Jordi - Demo Student	✗	0 / 100	-	-	
Quim - Demo Student	✗	0 / 100	-	-	
Xavi - Demo Student	✗	0 / 100	-	-	
Santi - Demo Student	✗	0 / 100	-	-	

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Live Audience Participation

Poll Everywhere lets you engage your audience or class
in real time

[Create your first poll](#)

Takes 30 seconds. No signup required

[Watch our 2 min video](#)

Use your phone
to text a vote
now!


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Poll Question:


Social emotional word wall


How will my audience respond?

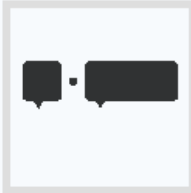
- Multiple Choice
- Open Ended
- Q&A/Brainstorm
- Clickable Image

Your audience can respond with anything.
You can set more advanced options later.

 Text Wall

 Word Cloud

 Cluster

 Ticker

Add a poll: ProTip™

What's your favorite color? Red, Blue, or Green

Watch the tutorial on creating polls Cancel **Create** →

Try it Now

Social emotional word wall

When poll is active, respond at **PollEv.com/connectme**

No responses received yet. They will appear here...

PollEv.com/connectme

Summary: Two Tech Tools for Instructors

Two Tech Tools for Instructors to Encourage Active Learning

Handout now available on:

<http://scriptnc.fpg.unc.edu/educational-technology>

TOOL / Description	Pros	Cons
<p>Edpuzzle https://edpuzzle.com</p> <p>Crop a video, explain it with your own voice and embed quizzes within videos.</p>	<ul style="list-style-type: none"> ⊗ Free ⊗ Easy to use ⊗ Students can check their knowledge or get some guidance on what to observe while watching a video ⊗ Upload your own video or use existing videos from Youtube, Ted talks, etc. ⊗ Can embed within LMS (if you do not need to track learner data) ⊗ No need to reinvent the wheel: Copy, use, adapt video lessons that have already been created by others 	<ul style="list-style-type: none"> ⊗ To track learner data, students will have to register with the Edpuzzle site and enter an assigned code for each video lesson ⊗ No partial voiceovers – you must either record an audio track for the entire video or none at all
<p>Pollevr anywhere https://www.pollevranywhere.com</p> <p>Create and display questions including Q&A and multiple choice polls. Questions can be presented directly from the web or embedded in a PowerPoint or LMS. Audience responses are displayed in real-time. Great for classroom participation, or gathering opinions from the class.</p>	<ul style="list-style-type: none"> ⊗ Free (for up to 40 participants in any one poll) ⊗ Easy to use ⊗ More than just multiple choice polls – e.g., word cloud, brainstorming, clickable image, etc. ⊗ Can embed within LMS ⊗ Different options (web, mobile, Twitter) to respond to questions ⊗ Different options to present the poll depending on whether you are using it in a seated class or in an online class / out of class assignment 	<p>Based on the free account limitations:</p> <ul style="list-style-type: none"> ⊗ Only 40 responses are captured per poll ⊗ No learner data tracking



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IDEAS
that Work



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Questions?




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Ed Tech → Math, Science, & Social Studies

Get details from the Ideas and Strategies for Incorporating *Foundations* handout

USE *FOUNDATIONS* AND TECHNOLOGY TO SUPPORT COGNITIVE DEVELOPMENT (AKA MATH, SCIENCE, THINKING/REASONING)



It's important for early childhood professionals to understand that repetitive drills on a computer are no more effective or developmentally appropriate than repetitive drills with flash cards. A good way to make those points is with the video *Tech Teacher Takeaway: Comprehension and Technology* (<http://teccenter.erikson.edu/show-me-videos/tec-teacher-takeaway-comprehension-and-technology/>) in which Dr. Alexis Lauricella discusses the importance of using technology to

extend and support learning, as well as the importance of assessing the pace and processing of the information being presented to young children. Consider following this introduction with an activity or assignment that require students to identify effective ways to use technology to extend learning related to math, science, or social studies. For example, using Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment, ask students to think about ways in which they might use technology to support the developmental indicators for older preschoolers.

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Ed Tech → Infants & Toddlers

- Go to the Technology in Early Childhood Center (page 4)
- Click on Topics
- Select 0-2 years from the Ages and Stages category to find resources like the webinar to the right



Making Sense of Technology with Infants and Toddlers

Rachel Barr and Claire Lerner share research on technology and media with children under 3 years along with practical tips in this webinar.

Ed Tech → Social-Emotional Development

Screen Time Is Making Kids Moody, Crazy and Lazy

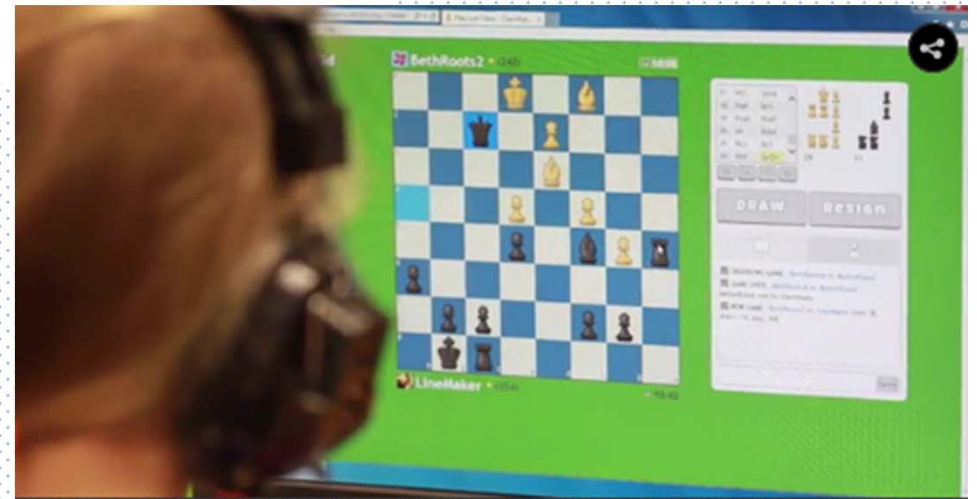
6 Ways electronic screen time makes kids angry, depressed and unmotivated.

Like 330k

Hunter Elementary students play chess with Nigerian school

Activities/Assignments:

- Ask students to identify ways in which educational technology can be used to support connections among children (i.e., activities for pairs or small groups)
- Same as above but consider how to use the technology to individualize for a child who learns differently or a dual language learner



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Ed Tech → Child Development

Technology impacts on children's motor skill development ¶

June 27, 2013, midnight ¶



Tess Pape and Harrison Clarke develop their fine motor skills by using a pair of scissors to cut up magazines at the Naracoorte Early Learning Centre. ¶
[See your ad here](#) ¶

IN the future children might not have the arm strength and coordination to hold a pen to write stories and draw pictures on paper. ¶

Child development experts are worried an increased exposure to technology is causing a decline in handwriting skills which is putting children at risk of lagging behind in achieving key developmental and educational milestones. ¶

Generation of iPad children who cannot hold a pencil: Playing with touch-screen devices means youngsters are struggling to learn basic motor skills

- More children are struggling to use pencils, pens and crayons
- Government guide encourages young children to 'recognise technology'
- Some nurseries have spent millions on iPads, smartboards and cameras
- Experts claim overexposure to gadgets at a young age is dangerous

A number of classroom teachers are generating headlines like these, which suggest possible activities or assignments.

- Ask students to find and summarize any evidence to support these reports
- Ask students to identify ways in which educational technology could support fine motor development for infants/toddlers, preschoolers, or early elementary students

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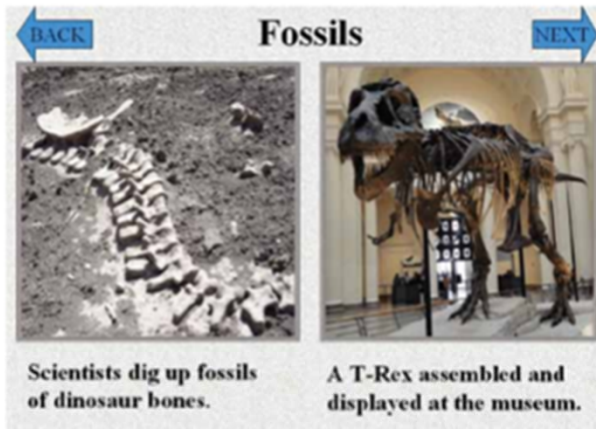
Ed Tech → Social Studies

Activity/ Assignment –

- Ask students to design a virtual field trip that addresses a key social studies concept in your state early learning guidelines
- Be sure to require to specify how they could individualize the field trip to support children who are dual language learners or who learn differently.

Dennis J. Kirchen

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



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?

A virtual field trip (VFT) is a technology-based experience that allows children to take an educational journey without leaving the classroom (Cox & Su 2004). These multimedia presentations bring the sights, sounds, and descriptions of distant places to learners (Kleim & Tutill 2003). Virtual field trips vary in complexity. They can range from a single PowerPoint or video presentation to a multimediated virtual experience integrating photos, videos, text, audio, video conferencing, and Internet resources.

The VFT learning experience does not replace reality but serves to expose children to experiences they typically cannot have (Cox & Su 2004).

There are two types of VFTs. *Predeveloped VFTs* are available on various Internet sites and cover a wide range of subjects for different grade levels (see "Selected Predeveloped Virtual Field Trip Sites"). Despite their convenience, predeveloped VFTs have some inherent drawbacks. Since they are already designed, they often cannot be edited or modi-

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Images courtesy of the author.

A study guide for this article is available online at www.naeyc.org/jc.

naeyc 2, 3

Ed Tech → Health, Safety, & Nutrition

Challenge students to identify fun ways promote physical activity and movement using technology




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Ed Tech → Math, Science, & Cognitive Development

Get details from the Ideas and Strategies for Incorporating *Foundations* handout

Here's another example of how to use *Foundations* and technology to support cognitive development.

- Divide students up into teams of 4. Ask each group to designate a recorder.
- Provide the following instructions.
You have the opportunity to take a group of 14 preschool age children on a walk in the woods on a beautiful, sunny day. How many math and science concepts will you be able to teach using only the naturally occurring materials you find on the walk?
- Give the groups five minutes to complete their lists. Survey the group to find out who “wins” (i.e., has the longest list of concepts). Ask that group to read their list so all participants can “certify” that the answers are solid.
- Technology can be a wonderful resource for extending learning with help from technology. If, for example, a group of children went for a walk in the woods they might find leaves of very different colors from the same tree. They could then use a computer or iPad to learn more about why the leaves from the same tree might be different colors in the fall. To arrive at that answer, they might also need to look at web sites that help to identify the type of tree their leaves came from. Ask each team to select five concepts from their list that would lend themselves to using technology to learn more. Debrief by asking each team to share a couple concepts and examples of how they might use technology to extend learning about that concept.



Ed Tech → Child, Family, & Community

Get details from the Ideas and Strategies for Incorporating Formative Assessment handout

CONNECTING THE DOTS: TECHNOLOGY AND FORMATIVE ASSESSMENT. One section of Colorado's Results Matter Video Library focuses on using technology for authentic assessment (http://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology.htm#top). The fourteen free, downloadable video clips in this section provide



illustrations of different ways in which technology can be an integral and effective part of the formative assessment process.

Consider using the videos in this collection to support learning about and use of a formative assessment process. Here are some examples of how that might work.

- Remind students of the components of a formative assessment process (graphic organizer above; additional information at

<http://scriptnc.fpg.unc.edu/formative-assessment>).

- Show students *Using Technology to Enhance Instruction and Family Engagement* <http://www2.cde.state.co.us/media/resultsmatter/RMSeries/UsingTech-InstructionAndFamilyEngagement.asp>
- Ask students to identify the components of a formative assessment process that were discussed or demonstrated in the video clip.
- Discuss how the use of technology supported the effectiveness of the formative assessment process. Ask students to discuss whether they would be comfortable using technology in this way. If they would not, discuss steps that could be taken to support increased comfort.



Ed Tech → Child, Family, & Community

Get details from the Ideas and Strategies for Incorporating the DEC Recommended Practices handbook

RE-CONCEPTUALIZING THE FAMILY NEWSLETTER ASSIGNMENT

1. Ask students to identify a group of families to work with for the duration of the quarter/semester (e.g., the families in a particular classroom, program, or organization).
2. Ask students to survey those families to learn about the following:
 - What are topics related to early childhood learning and development about which the families would like more information?
 - In what ways do the families prefer to receive information (e.g., phone messages, text messages, email messages, etc.)?

To gather this information, encourage students to use different forms of technology, e.g., develop an online survey, send out text messages, etc. Make sure that students take into account aspects of family diversity like preferred language.

3. Using what has been learned from the survey, ask students to develop and share a newsletter that addresses areas of family interest. The newsletter should be delivered using the technology methods prioritized by the families.
4. Before sending out the newsletter, identify a mechanism for getting feedback on the newsletter. Ask for input in categories that include content, usefulness, quality, and appearance.



Ed Tech → Child, Family, & Community

Activity/Assignment:

- Ask students to read *Diverse Families and Media: Using Research to Inspire Design* (page 1)
- Challenge students to take up each of the design challenges
 - *Fostering collaborative learning experiences among siblings*
 - *Designing for family language learning*
 - *Connecting and learning across different physical settings*
 - *Designing for the whole family by connecting to heritage culture*
 - *Creating opportunities for on-the-go family learning with mobile technology*



Diverse families and media:

Using research to inspire design

A casebook & design guide

Anders Larsson
Soren Spalding
Bilana Prosser
Karin Woodruff Taylor

Fall 2013



The Joan Sussman Cooney Center at Sewanee Workshop

Resources and Activities in My Toolbox



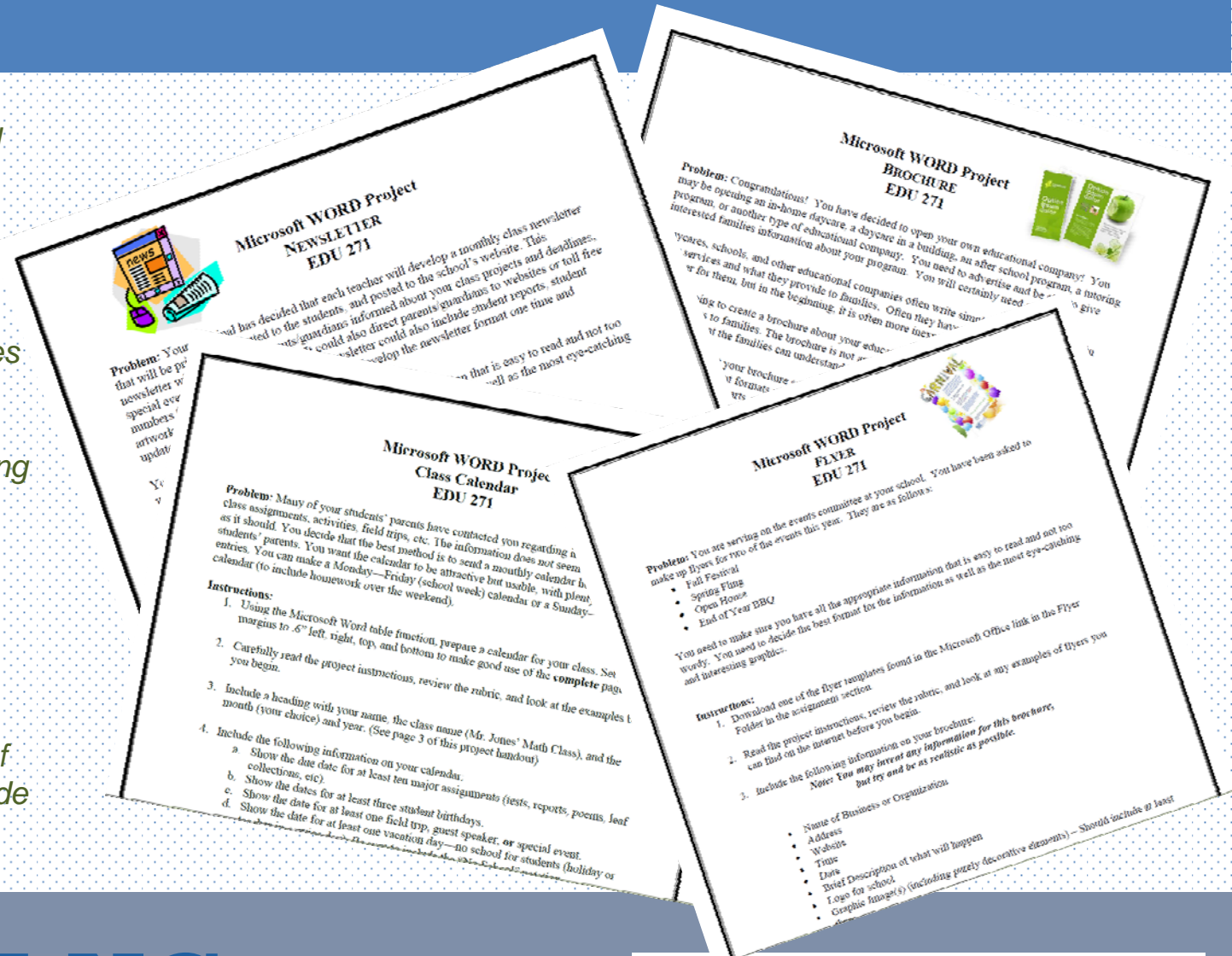
Topic	Slide #	Toolbox Resource Used (* in Landing Pad)	Toolbox Example
Developing Online Resources	27	<p>The Canadian Teacher http://www.thecanadianteacher.com/tools/assessment/</p> <p>Online Rubric Maker http://www.rcampus.com/indexrubric.cfm</p>	<p>Online Rubric Development Forum</p> <p><i>Rubrics 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>Post #1:</p> <ul style="list-style-type: none"> 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. 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. Share the link to your Pinterest board with the class and state why you liked these sites. (3-5 sentences) 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) <p>Post #2: Choose a peer who does not have a response yet. Read the peer’s post.</p> <ul style="list-style-type: none"> Go to your peer’s Pinterest board and give feedback about each resource he/she has posted. (6-8 sentences) Pin a pin from that person’s Pinterest board onto yours and explain why you liked it.

Additional Resources from Jen Benoit




Activities, assignments, forums, and resources related to educational technology. Go to SCRIPT-NC (<http://scriptnc.fpg.unc.edu/resource-search>), then click on Educational Technology

- 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*

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

The screenshot shows the KWIKsurveys website. At the top, it says "KWIKsurveys" and has navigation links for HOME, ABOUT, HELP/TOPICS, CONTACT, and LOGIN. The main heading reads "Create online surveys, quizzes and polls - FREE AND UNLIMITED". Below this, there is a promotional image of a desk with a laptop, a tablet, and a smartphone. The laptop screen displays a bar chart. To the right of the image is a "Free instant signup" form with fields for Full Name, Email Address, Password, and Position. A green button says "Create Account & Get Started". Below the form, it states "Works with all social platforms" and lists icons for Facebook, Twitter, LinkedIn, and YouTube. At the bottom, there are logos for BBC, pepsi, Save the Children, AIRBUS, and SAMSUNG. A table lists features: "Survey & quiz builder - FREE" (Unlimited questions, Unlimited responses), "Kwik Polls (inc. video polls) - FREE" (Standard & YouTube polls, Embed or share), and "Enterprise features - OPTIONAL" (99.9% SLA, Email invitations).

The screenshot shows the iRubric website. At the top, it says "Rcampus" and has navigation links for home, classroom, eCommunities, ePortfolios, matrices, rubrics, and more. Below this, there is a search bar and a "Find rubric" button. The main heading reads "iRubric home" and "Grade with Ease!". Below this, there is a promotional image of a hand holding a tablet displaying a rubric. To the right, there is a "Most Popular" list of rubrics: Homework Completion Rubric, Graphic Design, Current Event, Education journal article reflection, Reading Comprehension Questions, Weekly Online Discussion Rubric, Fitness Journal Rubric, Presentation Rubric, Writing Assignments Rubric, and Writing Assignments. Below this, there is a "Site Statistics" section: Rubrics Built: 40118, Public Rubrics: 329738, Ready to use: 312321. At the bottom, there is a "Recently Changed" section with links to "Eudirotherapy - 1 Practice - RMP7 244", "Media Literacy Journal 3 Advertising Message Anal", and "Genius Project Speech Rubric".

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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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Educational Technology

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on educational technology to support the inclusion of children with disabilities and children who are culturally and linguistically diverse.

Approved Course Description

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology.

Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.



Visit the SCRIPT-NC website

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

to find

2015 landing pad






2015 activities and assignments

Chih-ing's technology applications (2015)

Jen Benoit's toolbox

2015 (and 2014) PowerPoints and recording

ACCESS RESOURCES:

- **Evidence-based resources that can be incorporated into Educational Technology to support the inclusion of children that are culturally, linguistically, and ability diverse**
-  **Resource Handout (updated December 2015)**
- **Ideas and Strategies for Incorporating:**
 -  **Foundations (i.e., NC's state early learning guidelines) into Educational Technology**
 -  **Formative Assessment in Educational Technology**
 -  **DEC Recommended Practices in Educational Technology**
-  **Technology Tools for Instructors**
- **Resources and Activities in My Toolbox: Activities and Assignment Ideas for Educational Technology (from 2014 webinar)**
- **Webinar Recording and PowerPoint Slides: 2014**

Give Us Your Feedback



https://unc.az1.qualtrics.com/SE/?SID=SV_1RjFLcwrh0O4wcZ

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2016 SCRIPT-NC Webinar Series: Registration Now Open!!



Each of the five webinars in the 2016 series will focus on cross-course issues, which is a different approach from the 2015 series where we focused on a specific course for each webinar.

https://unc.az1.qualtrics.com/SE/?SID=SV_dgsazI2P3C5lnbT


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Email Us Your Assignments for a Makeover by January 8

Shadow Liner Mascara Brows

 Knowledge Application


 Alignment to Personnel Prep Standards


 Focus on Diversity


Ready for a makeover?
Upload Your Assignment to
scriptnc@unc.edu

Clear All Retrace Before/After Share Save/More

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Technology

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




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