Professional Learning Guide

Technology Integration in the Early and Elementary Years

Buffett
Early Childhood
Institute
at the University of Nebraska

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Guide Introduction and Purpose

INTRODUCTION

This professional learning guide is a companion to the professional learning video hosted by Dr. Chip Donohue in partnership with the Buffett Early Childhood Institute, "Technology Integration in the Early and Elementary Years." It is designed to support the professional learning of PreK through third grade teachers to build their foundational knowledge around using technology to support young children's learning and development. The guide is intended for professional developers and coaches to use with groups of teachers in school district, school building, and child care settings. Individual teachers can also utilize this guide to promote reflection and deepen understanding around the concepts presented in the video.

PURPOSE

In Donohue's asynchronous session, "Technology Integration in the Early and Elementary Years," he connects his expertise around children's use of technology to a foundational understanding of child development. A link to this one-hour session can be found at: https://www.youtube.com/watch?v=hXu60WYcUrM&t=34s. His ideas affirm early childhood educators, while guiding them to use technology effectively as a tool to enhance children's learning and development. Concepts that are explored include:

- Connecting effective technology use to developmentally appropriate practice
- Deepening understanding around the National Association for the Education of Young Children (NAEYC) and Fred Rogers Center's position statement
- Technology in classroom, hybrid, and remote teaching
- Developing teachers and parents as media mentors for young children

EQUITY FOCUS

Working toward equity in education involves prioritizing policies and practices that effectively promote the learning of all children. This requires addressing disparities in learning opportunities, family supports, and child outcomes. Equitable teaching and learning reduces or eliminates the predictability of who succeeds and who fails. It is dependent on changing the root causes of institutionalized racism, classism, sexism, prejudice, and bias through fundamental systemic changes in how children are taught, treated, and cared for. The vision of the Buffett Early Childhood Institute is that Nebraska will be the best place in the nation to be a baby. This vision involves a commitment to all children in Nebraska with a central focus on eliminating gaps in opportunity and achievement.

The pandemic and the rush to virtual learning solutions have revealed troubling disparities in access to technology and children's ability to participate in home learning experiences. If technology is to fulfill its promise in promoting educational equity, then schools must work to address three pressing equity issues: (1) access to a connected device (a laptop or tablet for learning), (2) a reliable and affordable broadband internet connection (for accessing and downloading materials, viewing video content, and participating in video chats and real-time instruction), and (3) technology skills-building for parents and caregivers who need basic skills to use the tools and to support their child's home learning with technology-mediated solutions. Recent experiences demonstrate that too many families and children have found themselves on the wrong side of the digital divide and effectively left out of the school experience. Hybrid models and fully online approaches to teaching and learning cannot succeed unless every child and family has equal opportunity to access, participate, contribute, and achieve.

Educators seeking to deepen understanding around Donohue's "Technology Integration in the Early and Elementary Years" session can deepen their learning and understanding by viewing the one-hour asynchronous session in focused, "bite-sized" learning segments. This professional learning guide presents opportunities to expand knowledge, reflect, and apply learning to practice. Each segment includes a focused objective and a link to the corresponding video segment, along with four categories of learning opportunities from which to choose:

- **Reflective Thinking and Group Discussion**
- **Equity Focus**
- **Optional Extension Activities**
- **Additional Resources**

The professional learning guide serves as a resource and tool for educators in a variety of roles. It has been designed to be flexible and offer educators choices based upon their own needs and interests. The suggested questions and activities in each section are open-ended and serve as a menu of options. There are several ways that this guide can be used. For example:

- **An administrator** could choose to provide their staff with a learning series about technology in the early years. They could choose to follow the full series, approaching each segment as a 20- to 30-minute professional learning session spread out over weeks or months. The administrator could also select segments that focus on content their staff needs.
- **A professional learning facilitator** could choose to conduct a full-day workshop around technology in the early years for a group of educators, using the segments of the asynchronous session and providing participants opportunities to deepen reflection around concepts, engage in focused learning discussions, and co-plan. A facilitator could choose to spread out segments of learning over weeks or months with 20- to 30-minute learning segments. Another choice could be to provide educators time to watch the full asynchronous session in its entirety, and then select specific focused discussion questions or activities to deepen learning after everyone has finished watching.
- **An individual educator** could watch each video segment independently, pausing to reflect using the discussion questions, explore additional resources, and take time to plan for integrating technology into practice.
- **A team of educators** could watch each video segment independently or as a group, pausing to reflect using the discussion questions, discuss with one another, explore additional resources, and take time to co-plan for integrating technology into practice.

MATERIALS NEEDED

This guide has been designed for either virtual or face-to-face professional learning. Participants will need access to:

- Professional learning guide
- Optional handouts
- Notetaking tools (paper, pencils, etc.)
- Personal lesson plan book and/or curriculum materials (to reflect upon current practices and plan for changes)

If facilitating face to face, additional materials generally used for professional learning experiences will be beneficial:

- Chart paper
- Markers
- Dry-erase board
- Dry-erase board markers
- Sticky notes
- Highlighters

Setting the Stage

OBJECTIVE

Participants will be able to reflect upon their current personal views and practices around children's use of technology in the early years.

REFLECTIVE THINKING AND GROUP DISCUSSION

- What technology tools do you have access to?
- How do children use technology tools for learning?
- How do you use technology tools for teaching?

What is your personal stance on the role/value of technology for children's learning and development? Rate yourself along a continuum from 10 being "technology is a powerful positive tool for children's learning and development" to 1 being "technology has serious negative impacts on children's learning and development." Share your rating with a partner and explain.

EQUITY FOCUS

- Describe the broad concept of equity and explain the value of looking at technology and interactive media in the early and elementary years through an equity lens.
- What comes to mind when you hear the term "digital divide"?
- What access do your students have to digital technology?
- How does your students' access compare to other children their age from different racial or socioeconomic backgrounds?

OPTIONAL EXTENSION ACTIVITY

- Write one paragraph describing your use of technology with young children.
- Draw a map of your classroom showing the variety of technology and interactive media tools children can access. Use the examples found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_Examples.pdf to support and expand your brainstorming.

ADDITIONAL RESOURCE

- U.S. Department of Education, Office of Educational Technology. (2016). *Guiding principles for use of technology with early learners*. Washington, DC: Office of Educational Technology. https://tech.ed.gov/earlylearning/principles/

Part 1: Goals for PreK-6 Educators

1.1 | Introduction and Goals for PreK-6 Educators

OBJECTIVE

Participants will review the goals of the session.

REFLECTIVE THINKING AND GROUP DISCUSSION
- What are your goals for tech integration during the pandemic?
- What are your long-term goals for tech integration beyond the pandemic?

EQUITY FOCUS
- How do your goals relate to equity and access to technology learning experiences for all children?
- What are the barriers to achieving these goals?
- Do any of these barriers affect Black and Latino students more than White students?
- Which of these barriers relate to students' socioeconomic status?

OPTIONAL EXTENSION ACTIVITY
- Provide access to your school, district, or state expectations or mandates regarding technology use with young children.
  - Explore and discuss.
  - What benefits do these expectations and mandates present? What are the challenges?

ADDITIONAL RESOURCES
- *Integrating Technology into Early Learning: Checklist.* Education Development Center. https://www.edc.org/integrating-technology-early-learning-checklist
- *Technology and Young Children Online Resources.* NAEYC. https://www.naeyc.org/resources/topics/technology-and-media/resources

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Part 1 - Goals for PreK-6 educators

1.2 | Technology as a Pandemic Lifeline

OBJECTIVE

Participants will describe the positive impact of technology on people's personal and professional lives during the pandemic.

REFLECTIVE THINKING AND GROUP DISCUSSION

- What positive impact have technology and interactive media had on your personal life during the pandemic?
- What have you learned about technology and interactive media during the pandemic that will be important to your teaching in the short term? In the long term?

EQUITY FOCUS

- What technology inequalities have you noticed for your students and their families?
- For whom has technology been a lifeline? For whom has it not?
- What would need to change in order for technology to be a lifeline for all?

OPTIONAL EXTENSION ACTIVITY

- Review your lesson plans as evidence and data. Reflect upon how you have used technology in your teaching during the pandemic.
  - Identify instances where screens have helped you connect on a personal level with children and their families.
  - Identify instances where screens have been a lifeline in your practice during the pandemic.
  - Identify instances where screens and teaching through technology have presented new challenges.

ADDITIONAL RESOURCES

- *Closing the K-12 Digital Divide in the Age of Distance Learning.* Common Sense Media. https://www.commonsensemedia.org/kids-action/publications/closing-the-k-12-digital-divide-in-the-age-of-distance-learning
- Herdzina, J. (2020, May 28). *A result of the COVID-19 Outbreak: Supporting Families While Addressing Inequities.* TEC Center at Erikson Institute. https://teccenter.erikson.edu/early_childhood_educators/addressing-inequities-covid19/

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OBJECTIVE

Participants will investigate key concepts for integrating technology in early and elementary classrooms.

VIDEO HIGHLIGHTS

- *"When one enters a new domain of knowledge, one initially encounters a crowd of new ideas. Good learners are able to pick out those which are powerful."*
  Seymour Papert, 1980

- *"The concept of 'screen time' has become meaningless in a world where screens bring entertainment, learning, discovery, communication, play, creation and more."*
  David Kleeman, Dubit

- *"Mobile technology has made us the first generation of parents to be physically far from our grown children, but we have the capacity to be psychologically closer."*
  Warren Buckleitner, Dust or Magic Institute & Fred Rogers Center

- *"Kids' enthusiasm for digital activities presents a great 'hook' for teachers and busy parents to manage their responsibilities, but if educators and parents themselves do not become technically proficient, the full range of digital possibilities—and the access to new technological tools—will effectively be reserved for the more privileged."*
  Michael H. Levine, Noggin

REFLECTIVE THINKING AND GROUP DISCUSSION

- Which quote resonates with you most and why?
- Guiding questions for small or large groups, focused on "Avoid the false dichotomy" (slide 10).
  - What is your core belief about the use of technology and interactive media with young children?
  - How does the "false dichotomy" perspective impact your core belief?
  - What guidance does this perspective provide about how to integrate media and technology in your classroom?
  - What will you change about your practice based upon this "false dichotomy" perspective?

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- **Reflect upon the quote:**

  "We have to help give children tools, building blocks for active play. And the computer is one of those building blocks. No computer will ever take the place of wooden toys or building blocks. But that doesn't mean they have to be mutually exclusive."

  Fred Rogers,1985 (Included in a Fred Rogers Center blog post, Beyond Screen Time by David Kleeman, February 14, 2013. http://www.fredrogerscenter.org/blog/beyond-screen-time/

  - How does this relate to the "avoid the false dichotomy" concept?
  - How does this relate to your own personal stance about technology in the early years?

EQUITY FOCUS

- How do your students' families feel about screen time?
- Are there differences in families' perspectives based upon their cultural or economic backgrounds?
- How can you provide guidance for young children's use of technology while being respectful and responsive to families' points of view?

OPTIONAL EXTENSION ACTIVITY

- Divide participants into four groups, one for each quote from the Video Highlights section. Assign one quote to each group and ask them to discuss what their assigned quote means and why this lesson is important for educators to keep in mind. Provide time for each small group to share out to the full group.

ADDITIONAL RESOURCE

- Livingstone, S. & Kucirkova, N. (2018). *Why the very idea of 'screen time' is muddled and misguided. Parenting for a Digital Future.* https://blogs.lse.ac.uk/parenting4digitalfuture/2018/02/28/why-the-very-idea-of-screen-time-is-muddled-and-misguided/

1.4 | NAEYC and Fred Rogers Center Position Statement: Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

OBJECTIVE

Participants will analyze how their current technology understanding and practice relate to the position statement.

VIDEO HIGHLIGHT

Follow the directions provided on slide 12:

- Review the list of keywords below.
- Select three that resonate with you.
- Write two to three sentences about why they are important and what you do to demonstrate them in your teaching practice.

Keywords (Slide 11)

- Tools
- Intentional
- Appropriate
- Integrated
- Interactive
- Quality content
- Joint engagement
- Access and equity
- Professional development
- Select, use, integrate, evaluate
- Become a media curator and mentor

"Early childhood educators always should use their knowledge of child development and effective practices to carefully and intentionally select and use technology and media if and when it serves healthy development, learning, creativity, interactions with others, and relationships."
NAEYC & Fred Rogers Center (2012), p. 5.

REFLECTIVE THINKING AND GROUP DISCUSSION

- Share with a partner, small, or large group the keywords that resonated with you, why they are important, and how you demonstrate them in your teaching practice.
- What are the beliefs about children and child development that underlie this position statement?
- How do these beliefs connect to your own beliefs about young children?
- What new questions do you have now that you have explored the position statement on technology and interactive media?
- How does developmentally appropriate practice with technology look in your classroom?

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EQUITY FOCUS

- Read the section on page 4 of the position statement, "Issues of equity and access remain unresolved" and answer the following guiding questions (https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf):
  - What new insights do you have in regard to issues of equity and access to technology?
  - In consideration of what you learned through the position statement, what are your next steps in regard to equity and access?
    - In your classroom?
    - In your interactions with students?
    - In partnering with families?
    - In connections with the community?

OPTIONAL EXTENSION ACTIVITY

- Write two to three paragraphs articulating your own position statement about the use of technology and interactive media in the early and elementary years. Use evidence to support your position. Share your statement with colleagues, as a parent letter, at a parent meeting, and with your students.
- Use the jigsaw approach to investigate the section in the position statement titled Principles to Guide the Appropriate Use of Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 from the joint position statement (https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf):
  - Assign each small group one or two principles to investigate and explain to the full group.
  - If facilitating in person, have each group create an 11x17 poster for their principle. Provide time for participants to engage in a gallery walk and/or full group discussion sharing their posters.
  - If facilitating virtually, create a shared interactive document (such as Padlet) with a noted space for each principle. Provide time for each group to share their ideas and for others to view what they added to the shared document.

ADDITIONAL RESOURCES

- *Child Development 101 from Media Literacy in Early Childhood Report.* Technology in Early Childhood (TEC) Center, Erikson Institute. https://teccenter.erikson.edu/publications/media-literacy-report/
- Donohue, C., & Schomburg, R. (2017). Technology and Interactive Media in Early Childhood Programs: What We've Learned from Five Years of Learning, Research and Practice. *Young Children*, 72(4), pp. 72-74. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/12_KeyMessages_Technology.pdf
- National Association for the Education of Young Children & Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College

(2012). *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, Washington, DC: NAEYC; Latrobe, PA: Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. https://www.naeyc.org/resources/topics/technology-and-media/resources

- *Screen Sense: What the Research Says About the Impact of Media on Children Under 3 Years Old*. Zero to Three. https://www.zerotothree.org/resources/series/screen-sense

- *The Power of Technology*. NAEYC. https://www.youtube.com/watch?v=qQDzn8f7LDo

- *Webinar: Technology and Interactive Media in Early Childhood Programs*. NAEYC. https://www.youtube.com/watch?v=GZGA_bhyFB0

OBJECTIVE

Participants will determine how technology practices with young children are connected to developmentally appropriate practices.

VIDEO HIGHLIGHT

Follow the directions provided on slide 19:

- Take a few minutes to think about how your knowledge of child development theory and developmentally appropriate practice informs your integration of technology into your teaching practices and the classroom.
- Make a quick list of your early childhood and elementary "essentials"—those non-tech experiences you consider most important and "non-negotiable" for the children in your classroom.

REFLECTIVE THINKING AND GROUP DISCUSSION

- Share your list of early childhood and elementary "essentials" with a partner, small, or large group.
- What is the connection between your use of technology with young children and the ideas Donohue shared about developmentally appropriate practice?
- What does it look like when a teacher utilizes technology with developmentally appropriate practices?

EQUITY FOCUS

- NAEYC provides 3 Core Considerations of DAP (developmentally appropriate practice) that highlight three areas of knowledge educators use to inform instructional decision making: (1) knowing about child development and learning, (2) knowing what is individually appropriate, and (3) knowing what is culturally important. https://www.naeyc.org/resources/topics/dap/3-core-considerations
  - Revisit your early childhood and elementary "essentials" with a focus on number 3. What can you add to your early childhood and elementary "essentials" list to highlight what is culturally important to your students?

OPTIONAL EXTENSION ACTIVITY

- Access NAEYC's 10 Effective DAP Teaching Strategies found at https://www.naeyc.org/resources/topics/dap/10-effective-dap-teaching-strategies. Brainstorm a list of ways you can utilize each strategy when teaching with technology.

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- **Reflect upon the quote:**

   "Let's not get so fascinated by what the technology can do that we forget what it can't do…It's through relationships that we grow best and learn best."

   Fred Rogers

   - Brainstorm and compare two lists: "What can technology do?" and "What can technology not do?"
   - How does this quote connect to the idea of technology and developmentally appropriate practice?
   - How does this relate to your own personal stance about technology in the early years?

ADDITIONAL RESOURCES

- *Effective Classroom Practice: Preschoolers and Kindergartners.* NAEYC. https://www.naeyc.org/resources/topics/technology-and-media/preschoolers-and-kindergartners
- *Effective Classroom Practice: School-Age Children.* NAEYC. https://www.naeyc.org/resources/topics/technology-and-media/school-age-children
- *Key Messages of the NAEYC/Fred Rogers Center Position Statement on Technology and Interactive Media in Early Childhood Programs.* NAEYC and the Fred Rogers Center. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/12_KeyMessages_Technology.pdf

OBJECTIVE

Participants will generate ideas on how to use technology with young children in classroom, hybrid, and remote teaching environments.

REFLECTIVE THINKING AND GROUP DISCUSSION

- Slide 20 shows children's use of technology along a continuum: consuming media to meaning making to creating media to digital storytelling.
  - Revisit your list of ways that you use technology in your classroom. Where do they fall on this continuum?
  - How does this conceptualization relate to Bloom's Taxonomy: remember, understand, apply, analyze, evaluate, and create? How can we utilize technology to promote children's meaningful engagement and higher-level thinking skills?
- What insights do you have about how to build and strengthen relationships with children through the use of technology and interactive media?
- What resonates with you about the statement made on slide 24, "Early childhood and elementary educators are not unequipped but often feel ill-equipped to select and use new technology and digital media for young children… and for delivering technology-mediated hybrid and remote teaching."
  - How do you feel about selecting new technology and digital media for young children?
  - How do you feel about delivering technology-mediated hybrid and remote teaching?
  - How can you lean on what you know about great teaching and learning to promote your own confidence?
- **Reflect upon the quote:**

  "No matter how helpful computers are as tools (and of course they can be very helpful tools), they don't begin to compare in significance to the teacher-child relationship which is human and mutual. A computer can help you learn to spell HUG, but it can never know the risk or the joy or actually giving or receiving one."

  Rogers, F. (1994). You Are Special: Words of Wisdom from America's Most Beloved Neighbor. New York: Penguin Books, p. 89.

  - How does this quote connect to the tips for navigating classrooms, hybrid, and remote teaching?
  - How does this relate to your own personal stance about technology in the early years?

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EQUITY FOCUS

- Look at your class list. Identify which students have the opportunity to engage with technology in the higher-level activities of the continuum in connection with Bloom's Taxonomy:
  - Consuming media = knowledge level
  - Meaning making = understand
  - Creating media = create
  - Digital storytelling = creating using high levels of thinking and creativity
- Which students' activities are more in the lower-level activities of the continuum: consuming media and meaning making? Is there a relationship between the types of activities children engage in and their cultural, racial, linguistic, or socioeconomic groups? Based upon this information, what do you think you want to start, stop, or continue doing?
- Look at your class list. Reflect upon the relationships you have with each student and the interactions you have with them around technology. Is there a connection between the students you have strong relationships and positive interactions with and their cultural, racial, linguistic, or socioeconomic groups? Based upon this information, what do you think you want to start, stop, or continue doing?

OPTIONAL EXTENSION ACTIVITY

- Review the technology tools on slide 21. Review your upcoming lesson plans. Select an activity on your plan that can be enhanced by providing children an opportunity to utilize one of these tools.

ADDITIONAL RESOURCES

- *Promoting Social-Emotional Skills During Virtual Learning.* Barton Lab at Vanderbilt University. https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/10/02135735/Virtual-Learning.pdf?fbclid=IwAR1Mwh3KXnVfSDsEIdeDk-utQXHkJCvvuBG8IkN0sYQNIzcGEvS_vrAQyFY
- *Technology and Young Children Online Resources.* National Association for the Education of Young Children. https://www.naeyc.org/resources/topics/technology-and-media/resources

Summary – Tips for Navigating Classroom, Hybrid, and Remote Teaching in PreK-6

OBJECTIVE

Participants will apply learning about technology in PreK-6 to their own classroom, hybrid, and remote teaching practices.

VIDEO HIGHLIGHT

Follow the directions provided on slide 30:

- Review the tip: "Bring the 'real you' to teaching in every mode—be authentic and let children hear your voice and feel your presence."
- Jot down two to three sentences about what you do to bring the "real you" to your classroom and remote teaching.

REFLECTIVE THINKING AND GROUP DISCUSSION

- Share the two to three sentences you jotted down about what you do to bring the "real you" to your classroom and remote teaching with a partner, small, or large group.
- Based upon these tips, what do you think you want to start, stop, or continue doing?
- What skills or resources are we missing? How will we acquire these?
- What are the next steps? Who will do what by when?

EQUITY FOCUS

- One of the listed tips is "bring the 'real you' to teaching in every mode—be authentic and let children hear your voice and feel your presence."
  - Using an equity lens, how can you encourage children to bring the "real them" to every learning mode?
  - What are the barriers to bringing their "real them" and what are ways to overcome those barriers?
  - How does this approach connect to culturally responsive practices as defined by the following characteristics?
    - Awareness of your own cultural perspectives
    - Appreciation and respect for other cultures
    - Identification and use of cultural resources
    - Willingness to learn from the cultural perspectives of others
    - Flexibility

OPTIONAL EXTENSION ACTIVITY

- Complete a graphic organizer to prompt brainstorming as participants review the tips for navigating classrooms, hybrid, and remote teaching in PreK-6. Provide

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an opportunity for teachers to reflect and list ideas before sharing with a partner, small group, or whole group.

- Based upon these tips, what are you doing now?
- Based upon these tips, what is something new you will try?

ADDITIONAL RESOURCES

- Coulombe, M. (2020). *Building Community in a Virtual Pre-K Classroom.* Edutopia Early Childhood Education. https://www.edutopia.org/article/building-community-virtual-pre-k-classroom

- Lieberman, A. (2020). *Pre-K, Remote Learning, and Parent Engagement: How Two San Antonio Schools are Navigating Reopening.* New America. https://www.newamerica.org/education-policy/edcentral/sanantonio-covid/

- *Guiding principles for use of technology with early learners.* U.S. Department of Education, Office of Educational Technology. https://tech.ed.gov/earlylearning/principles/

- Muskin, M. (2020). *7 Tips for Managing Distance Learning in Preschool.* Edutopia Online Learning. https://www.edutopia.org/article/7-tips-managing-distance-learning-preschool

PART 2: Goals for Media Mentors

2.1 | Introduction to Media Mentorship

OBJECTIVE

Participants will reflect upon their current personal views and practices around technology in the elementary and early years.

REFLECTIVE THINKING AND GROUP DISCUSSION

- Define media mentors.
- What does a media mentor do?
- Why do children and families need them?
- How are teachers and media mentors similar? How are they different?

EQUITY FOCUS

- Review the "Issues of equity and access remain unresolved" section on page 4 of the NAEYC and Fred Rogers position statement, Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf.
    - How do these issues relate to the concept of media mentorship?
    - What are the benefits of acting as a media mentor with families in targeting improvement with these issues?
    - What are the challenges?

OPTIONAL EXTENSION ACTIVITY

- Write two paragraphs explaining what being a media mentor means to you.

ADDITIONAL RESOURCES

- Donohue, C. (2017). Digital Age Family Engagement: The Role of Media Mentors. *Exchange.* March/April, 12-15. dcf.wisconsin.gov/files/ccic/pdf/articles/digital-age-family-engagement.pdf
- Donohue, C. (Ed.). (2017). *Family Engagement in the Digital Age: Early Childhood Educators as Media Mentors.* New York: Routledge and Washington, DC: NAEYC.
- Donohue, C. (2020). Fred Rogers: The Media Mentor We Need to Navigate the Digital Age. Donohue, C. (Ed.). (2020). *Exploring Key Issues in Early Childhood and Technology: Evolving Perspectives and Innovative Approaches.* New York: Routledge.

OBJECTIVE

Participants will be able to discuss ways they can function as a media mentor for their students and their families.

VIDEO HIGHLIGHT

Follow the directions provided on slide 36:

- Think about the list of screen time concerns we just reviewed.
- Reflect on the most frequent concerns you hear.
- Consider how screen time and screen use have changed during the pandemic and think about ways you can help families use tech positively.

REFLECTIVE THINKING AND GROUP DISCUSSION

- Share your list of most frequent screen time concerns, how screen time and screen use have changed during the pandemic, and how you can help families use tech positively.
  - What have you learned through these sessions that you can share with families or colleagues to alleviate concerns?
  - To support families to use tech positively, what helpful information can you provide about developmentally appropriate practice?
- Revisit slide 32, "The role of a media mentor is to…" Brainstorm as a group what you can do to:
  - Help children, parents, and families get the most out of their technology for living, learning, and working
  - Address screen time concerns, but avoid using messages about the harmful effects of technology use with young children that scare or shame parents—especially right now
  - Help parents become screen wise
  - Identify promising and evidence-based practices
  - Encourage digital wellness and living well with media
  - Connect parents to community resources for early learning and tech—the ecology of early tech includes libraries, children's museums, out-of-school programs, faith-based programs, and more

EQUITY FOCUS

- How can you act as a media mentor for families with attention and respect to families' personal or cultural values?
- How can a media mentor be a technology partner with families through listening, being responsive to what is important to individual families, and providing media mentorship that connects to and supports their family values?

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OPTIONAL EXTENSION ACTIVITY

- Revisit slides 34-35, remote learning and screen time concerns.
  - Keep in mind that it is good practice to share ideas with families about what they can do (rather than telling them what not to do).
  - Utilize the list of concerns to craft a parent letter, a PowerPoint presentation, or a family engagement activity that provides advice and insight about what they can do to minimize these concerns.
  - What ongoing opportunities do you have to share, revisit information, and listen to families' questions/concerns? Media mentorship works best when touch points are ongoing.

ADDITIONAL RESOURCES

- *"At-Home" Teaching and Learning in PreK-3rd Grade.* National P-3 Center. https://nationalp-3center.org/wp-content/uploads/2020/03/PreK-3rd-At-Home_24Mar2020_FINAL.pdf
- *Distance Learning Guide.* The LEGO Foundation. https://www.legofoundation.com/en/learn-how/knowledge-base/distance-learning-guide/
- *Tips for Practitioners.* TEC Center. teccenter.staging.wpengine.com/wp-content/uploads/2020/06/TEC-MediaLiteracy-PractitionerTips.pdf

PAUSE HERE

✓ Think about the list of screen time concerns we just reviewed
✓ Reflect on the most frequent concerns you hear from the parents of the children in your class.
✓ Consider how screen time and screen use have changed for children, parents and families during the pandemic and think about ways you can help families use tech positively.
✓ When you are ready, continue the presentation to learn about ways you can help parents become more screenwise... during the pandemic and beyond.

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OBJECTIVE

Participants will plan ways to partner with families, providing children with media mentor support both at home and school.

VIDEO HIGHLIGHTS

Quotes (Slides 41 and 42)

- *"Enjoy Screens. Not too much. Mostly with others."*
  Anya Kamenetz
- "*Our focus should be on living well with media rather than opposing or restricting it.*"
  Dr. Michael Rich

Follow the directions provided on slide 45:

- Reflect on ways your use of technology has changed since March—personally and professionally.
- Think about steps you can do to minimize the risks and maximize the potential.

REFLECTIVE THINKING AND GROUP DISCUSSION

- What opportunities do you have to help parents move from screen worried to screen wise? What new opportunities can you create?
- Revisit slide 40. Brainstorm a list of concrete examples in each of the four categories that you currently do in the classroom (or new examples to try) with technology. Write these ideas down to share with families along with the visual:
  - Engages
  - Promotes creativity
  - Encourages discovery
  - Can be explored together

EQUITY FOCUS

- Avoid assumptions. Avoid "telling" families about the use of technology with young children. Focus instead on reciprocal dialogue, back-and-forth exchanges between teachers and families where both are viewed as experts.
  - Focus first on asking families questions to learn their thoughts about children's use of technology.
  - When providing suggestions, ask families what will work best for them and their family.

SLIDE 37

SLIDE 38

SLIDE 39

SLIDE 40

SLIDE 41

OPTIONAL EXTENSION ACTIVITY

- Revisit slides 39-44. These are focused on what parents can do.
  - Brainstorm how you can share this information with families.
  - Develop resources (regular short notes that provide tips, a formal parent letter, a family night presentation, etc.) to share the content on these slides.

ADDITIONAL RESOURCES

- *Media and Young Minds.* American Academy of Pediatrics. https://pediatrics.aappublications.org/content/138/5/e20162591
- Robb, M. (2020). *Screen Time in the Age of the Coronavirus.* Common Sense Media. https://www.commonsensemedia.org/blog/screen-time-in-the-age-of-the-coronavirus

Digital wellness at home matters

Our focus should be on living well with media rather than opposing or restricting it.

Dr. Michael Rich
The Mediatrician
Boston Children's Hospital

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Help parents put what we do know (so far) into action

✓ **Joint engagement** – Use media together to enhance learning
✓ **Language learning** – Children learn language from other people, not screens, so make tech use language-rich
✓ **Social emotional learning** – Look for interactive media that invites interactions with others

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Help parents put what we do know (so far) into action

✓ **Displacement** – Focus on tech experiences that enhance not replace
✓ **Physical activity & sedentary behavior** – Use tech to encourage active play and time outside
✓ **Sleep disruptions** – Manage screen use before bedtime
✓ **Family well-being** – Strive for balance, define a balanced media diet and learn how to live well with media

Minimize the risks and maximize the potential

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PAUSE HERE

The role of a media mentor is to guide children, parents and families safely through the digital age. And we all know that this has been made more difficult by the pandemic.

✓ Reflect on the ways your use of technology has changed since March – personally and professionally – for living, working and staying connected during the pandemic.
✓ Think about steps you can do to "minimize the risks and maximize the potential" for yourself and for the children, parents and families in your class, and jot a few down to come back to later.
✓ When you're ready, continue with the presentation and review 14 tips you can share with them as a media mentor.

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2.4 | Summary – Tips for Media Mentors

OBJECTIVE

Participants will investigate tips for media mentors to apply in their interactions with students and their families.

VIDEO HIGHLIGHT

Quote (Slide 48)

• What is essential is invisible to the eye – *"Let's not get so fascinated by what the technology can do that we forget what it can't do…It's through relationships that we grow best and learn best."*

Fred Rogers Cited by Hedda in the Fred Rogers Company Professional Development Newsletter, May, 2012

REFLECTIVE THINKING AND GROUP DISCUSSION

• Investigate the tips. What resonates with you?

• After engaging in these sessions focused on technology in the early and elementary years, what have you learned that will enhance your use of technology and support your students' learning through technology?

• Take a few minutes to reflect upon the following questions and share your ideas with a small or large group.

- How do I rate my own readiness to be a media mentor?
- What can I do to get started?

EQUITY FOCUS

• One of the tips provided guides us to connect "this real" with "that real"— share photos, tell stories, and talk about shared experiences from before, during, and now that we're together again.

- How does this approach connect to culturally responsive practices as defined by the following characteristics?
  o Awareness of your own cultural perspectives
  o Appreciation and respect for other cultures
  o Identification and use of cultural resources
  o Willingness to learn from the cultural perspectives of others
  o Flexibility

OPTIONAL EXTENSION ACTIVITY

• Investigate your lesson plans. Integrate these tips into your lesson plans to enhance the use of technology and media in your students' daily activities.

SLIDE 46

SLIDE 47

SLIDE 48

SLIDE 49

- International Society for Technology in Education, *ISTE Standards for Educators.* https://www.iste.org/standards/for-educators
- Zero to Three (2018). *Choosing Media Content for Young Children Using the E-AIMS Model.* https://www.zerotothree.org/resources/2533-choosing-media-content-for-young-children-using-the-e-aims-model

Final Reflections

OBJECTIVE

Participants will determine ways to implement learning around technology in the early years in their work with children and families.

REFLECTIVE THINKING AND GROUP DISCUSSION
- List and discuss the most impactful ideas you learned about the use of technology in the early years.
- Share what you will integrate into your practice.

EQUITY FOCUS
- Brainstorm key ideas to keep in mind in regard to equity and access to technology in the early years.
  - Consider ways you can advocate for access to tech tools and quality internet connections for children and families.
  - Stretch your thinking beyond access to equity in teaching and learning. How to engage children of all abilities, cultures, races, and socioeconomic groups in technology in meaningful ways that promote high-level thinking.
    - Consider Donohue's continuum of moving "from consuming media to meaning making to creating media to digital storytelling."

OPTIONAL EXTENSION ACTIVITY
- Create a technology in the early years action plan. In your plan, include ways you can promote tech in your classroom and with families that are:
  - Active, not passive or sedentary
  - Interactive, not isolating
  - Inclusive, not exclusive
  - Enhancement, not displacement
  - Meaning making, not meaningless
  - Creation, not just consumption
  - Tools for learning and teaching
  - Lifeline for social and emotional connections, not disconnections

ADDITIONAL RESOURCES
- Center on Media and Child Health, Boston Children's Hospital. http://cmch.tv/
- Common Sense Media. https://www.commonsensemedia.org
- Edutopia. https://www.edutopia.org/
- Fred Rogers Center for Early Learning and Children's Media. https://www.fredrogerscenter.org
- HealthyChildren.org, The AAP Parenting Website. https://healthychildren.org/English/Pages/default.aspx
- Joan Ganz Cooney Center at Sesame Workshop. http://www.joanganzcooneycenter.org/
- NAEYC, National Association for the Education of Young Children. https://www.naeyc.org/
- Technology in Early Childhood (TEC) Center, Erikson Institute. http://teccenter.erikson.edu/
- Zero to Three. https://www.zerotothree.org/

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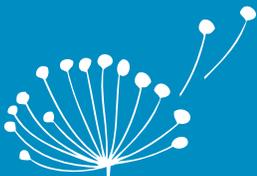
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