About Erikson Institute

Our vision is that every adult who works with young children or on their behalf will be knowledgeable, aware, skilled, and alive to the possibilities of each child’s life.
A road map for our journey today

- Explore big ideas, best practices and future directions
- Define “Digital Media Literacy” for educators
- Acknowledge and address the concerns
- A provocation: Screens as windows, mirrors, magnifying glasses
- Learn about the NAEYC/Fred Rogers Center Position Statement
- Identify what we know and what matters most
- Reflect on what is essential

Digital media literacy matters

- Attitudes
- Knowledge
- Experience
- Competencies
- Leading to fluency
- Resulting in intentional and appropriate use
- DML is essential for adults who work with, or on behalf of, young children, parents and families
Our digital media literacy matters

Digital literacy is... The ability to use information and communication technology to find, evaluate, create, and communicate information
American Library Association’s Digital Literacy Task Force

Media literacy is the ability to access, analyze, evaluate, communicate, and act using all forms of media.
NAMLE

What is your level of digital readiness?
How does your digital fluency and readiness inform and impact your work with professionals and families?

Follow Fred’s lead... Use tech “with” rather than “instead of”
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.
Acknowledge the concerns

- Too much passive, non-interactive use
- Exposure to inappropriate content
- Commercial messages and in-app sales aimed at children
- Negative impact on social-emotional development – socially isolating, interrupts adult-child relationship

- Displaces / replaces “ECE essentials” like hands-on, creative and open-ended play, construction, small manipulatives...
- Reduces outdoor time
- Decreases physical activity / Increases obesity
- Increased behavioral issues and attention problems
- More aggression / desensitization to violence
- Increased sleep disruptions and fatigue
Can the screen be a window, mirror and magnifying glass?

A provocation...

- Imagine
  - A child looks through a window for a view of something beyond
  - A child looks into a mirror that reflects his/her interests
  - A child uses the screen as a magnifying glass to explore the world

- Would we count minutes of window time, mirror time or magnifying glass time and place the same limits as we do with screen time?
- How would teachers use technology differently?
- How could parents use digital windows, mirrors and magnifying glasses?
- We need to reflect on and explore our educational window of opportunity?

Every window – architectural or electronic – is a gateway to adventure, inquiry, fantasy, storytelling, self-discovery and learning. David Kleeman, SVP, Global Trends, Dubit LTD

What are our goals for tech in ECE?

- Do no harm
- Acknowledge and address the concerns
- Eliminate the false dichotomy
- Explore the intersection of child development, early learning, early literacy and children’s media
- Connect the dots between the NAEYC and Fred Rogers Center Position Statement and reports from HighScope, Zero to Three and RAND
- Apply the Position Statement, DAP, Lisa Guernsey’s 3Cs, and 40 years of children’s media research
- Focus on digital media literacy – ours and theirs
What are our goals for educators?

- Know what matters and apply what they know
  - Child development theory
  - Developmentally appropriate practices framework
  - Influence of family, culture and community
  - NAEYC & Fred Rogers Center Joint Position Statement
  - Best practices in teaching and learning
- Become mindful media mentors for young children, parents and families

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

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

9/29/15
When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.

Child development theory matters

- Know about child development and early learning and what is typical at each age and stage
- Know what is individually appropriate
- Understand the family context
- Know what is culturally relevant and appropriate

DAP matters

Digitally literate educators who are grounded in child development theory and developmentally appropriate practices have the knowledge, skills, and experience to select and use technology tools and interactive media that suit the ages and developmental levels of the children in their care, and they know when and how to integrate technology into the program effectively.

NAEYC & FRC Joint Position Statement

ECE “essentials” matter

- Creativity, curiosity and wonder
- Open-ended exploration
- Unstructured, active, imaginative play
- Loose parts and hands-on learning
- Authentic and deep engagement
- Outdoor play and nature
- Solitary and shared experiences
- Interactions and relationships
Lisa Guernsey’s 3Cs matter

• **CONTENT** How does this help children engage, express, imagine, or explore?

• **CONTEXT** How does it complement, and not interrupt, children’s natural play?

• The Unique **CHILD** How do we choose the right tech tools and experiences for each child’s needs, abilities, interests and development stage?

• ...and let’s add one more C - **CONNECTIONS**

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Content matters

• Hands-on / Minds-on / Bodies-on – Active engagement, interactive, meaningful, tools for inquiry and problem solving

• Supports and encourages pro-social behaviors and positive social and emotional development

• Child controlled with guided exploration

• Appropriate images, language, and content

• Supports teacher’s goals for learning and development

• Accommodates children of different abilities and needs

• Culturally appropriate and inclusive

• Child can save, revisit, revise, print and share
Context matters

- Children learn best in active environments when they are engaged in meaningful, interactive and social contexts.
- The individual child’s development, learning and the family media ecology matter.
- Providing access to quality media requires engaging parents and children:
  - at home
  - in Head Start, early childhood programs, family child care, schools, family resource centers, pediatricians’ offices and public health programs
  - in informal “third spaces” – libraries, museums, zoos, nature centers

Creating media matters

- Young children are capable of creating their own messages and expressing themselves through media.
- Give children (and their adults) control over what they use and how they use it.
- Consuming media > Meaning-making > Creating media

3Cs – Content, Content, Child + Connection + Creation
Relationships matter
• Young children learn best in the context of interactions and relationships with attentive, responsive, caring adults
• Co-viewing >> joint engagement with media – using media together leads to more learning
• Media use to encourage pro-social behaviors and promote healthy social and emotional development
• Use technology as a tool to strengthen relationships with adults and peers

Joint engagement matters
Social emotional learning matters

“...the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make positive decisions”

Social-emotional skills are those that enable children to become socially responsible citizens

Social-emotional skills such as self-awareness, self-discipline, persistence, and empathy are as vital as cognitive skills measured by IQ and achievement tests.

CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies.

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making
Social competence matters


1. Resolves peer problems on his or her own
2. Very good at understanding other people’s feelings
3. Shares materials with others
4. Cooperates with peers without prompting
5. Is helpful to others
6. Listens to others point of view
7. Can give suggestions and opinions without being bossy

Galinsky’s 7 essential life skills matter

1. Focus and Self Control
2. Perspective Taking
3. Communicating
4. Making Connections
5. Critical Thinking
6. Taking on Challenges
7. Self-Directed, Engaged Learning
Research matters


- *Young children’s screen time: The complex role of parent and child factors.* Lauricella, Wartella & Rideout

- *iPads in Kindergarten: Investigating the Effect of Tablet Computers on Student Achievement.* Blackwell

- *Sesame Street Is Just as Effective as Head Start - and Much More Diverse Than Most Preschools.* Wong, The Atlantic

- *Skype Me: Socially Contingent Interactions Help Toddlers Learn Language.* Roseberry, Hirsh-Pasek & Golinkoff

Curation matters

The 4 Pillars of Apps Design & Content

- **Active participation** – Hands-on and minds-on learning that require deep mental effort and not just quick reaction times or mindless swiping

- **Sustained engagement** – Activities and immediate feedback that are related to learning goals, and do not distract from children’s understanding of the content

- **Meaningful connections** – Relate to children’s interests or prior knowledge

- **Social interaction** – Encourages conversation, cooperation, and even competition with other people to deepen learning. Provides characters who socially respond to children’s input, and that children feel connections to.

*Putting Education in “Educational” Apps: Lessons From the Science of Learning,* 2015
Hirsh-Pasek, K., Zosh, J.M., Golinkoff, R.M., Gray, J.H., Robb, M.B., & Kaufman, J.
Psychological Science in the Public Interest, 16: 3-34.
Technology to support practice matters

How we use tech to support early childhood practice matters

- Integration of curricula and assessments via technology is enabling practitioners to better track child progress and individualize instruction
- Video and traditional software are the most common PFCE technologies
- Effective PD use a variety of video technologies to communicate with practitioners, model behavior, and critique practice
- Administrators play a key role in either encouraging or hindering practitioners use of technology

Technology is a tool – a means for practitioners to more effectively and effectively achieve the ultimate goal of improving child outcomes.

Uses of technology to support early childhood practice
Office of Planning, Research and Evaluation, ACF, 2015

Technology use matters

Tech in the lives of educators and programs matters

- Increased awareness – Familiarity with the NAEC/Fred Rogers Center joint position statement increased from 25% in 2012 to 52% in 2014
- Increased access but not use – Educators reported more access to whiteboards and tablets. No difference in the frequency of use of these devices since 2012
- Increased PD and support – 10% increase in educators who reported receiving PD in tech use, but no difference in frequency of programs supplying tech PD. Increase in financial support, access and support finding appropriate technology
- Decreased attitudes – Less positive attitudes toward the value of tech in ECE related to individualized learning, critical thinking, higher order thinking skills and content knowledge

Technology in the Lives of Educators and Early Childhood Programs: Trends in Access, Use, and Professional Development from 2012-2014
Fred Rogers Center, NAEYC, Center for Media in Human Development
Policy matters
Tech and Young Children: US Department of Education Elevates Need for Guidance and PD

- Educators and parents need succinct, research-based messages about what works best.
- Teachers and leaders need professional development on how to skillfully integrate technology into their teaching.
- The app marketplace needs markers of quality informed by the science of child development.

Lisa Guernsey, New America

To review...what matters?
- Position statement
- Child development
- DAP
- ECE essentials
- The 3Cs
- Content
- Context
- Creating media
- Relationships
- Joint engagement
- Social and emotional learning
- Research
- Curation
- Practice
- Use
- Policy

having said that...
If everything matters...
...what matters most?

• 3Cs
• 4Ms
• Relationships

Lisa Guernsey’s 3Cs matter

• Content
• Context
• Child
The 4Ms for digital age educators

1. Manager
2. Mediator
3. Mentor
4. Maker

Advice from teachers for teachers

Yeliz Zurawic
Erin Stanfill
What is essential is invisible to the eye

The closer we get to know the truth of that sentence, the closer I feel we get to wisdom, That which has real value in life is very simple. Very deep and very simple!

It happens inside of us – in the “essential invisible” part of us, and that is what allows everyone to be a potential neighbor.
What is essential is invisible to the eye

Mindful Media Use
...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.

3C & 4M educators turn screens into windows, mirrors and magnifying glasses
TEC Curation – Favorite Resources

TEC Curation – Our Connections