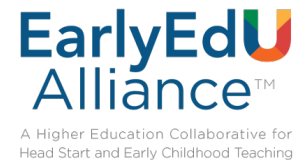


Using Interactive Media In Early Learning



Overview

This module will focus on practices to:

- Select and use interactive media with young children in early childhood settings.
- Interact with children as they use media to help meet learning goals.



By the end of this module, you should be able to:

- Describe criteria for selecting media in early childhood programs.
- Evaluate interactive media for use in early childhood programs.
- Demonstrate effective interactions with children who are engaging with media.

Intentional Teaching Framework



Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Evaluating Media



Technology and Me

- Ask your partner to recall a memory of a key encounter with media (e.g., television or computer program, website, or game) as a young child and **why** it was memorable.
- Introduce your partner to the group.
- Share your partner's media experience.

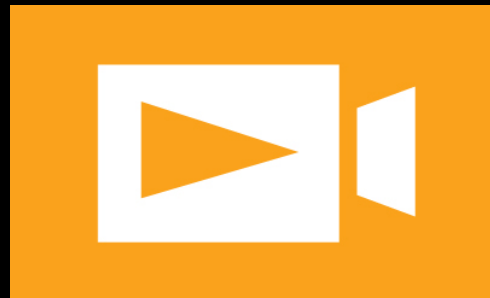


- What did you learn from engaging with this media?
- What have you seen young children learn from media?
- How and why did the learning happen?

Teachers in the Lead



In early childhood settings, teachers are often the ones who will **select** the media for children, **use** it in their classroom, **integrate** it in the program, and **evaluate** its success.



VIDEO: Teachers in the Lead

Young Children and Media Today

Many children birth to age 8 are using some media:

- Three-fourths of children have access to mobile devices at home.
- The number of children who've used mobile devices went from **38 percent in 2011 to 72 percent in 2013.**

Issues of Equity



Young children today need to develop **technology-handling** skills the same way they need **book-handling** skills.

Your Criteria for Using Media



Food for thought: What should we consider when making decisions about interactive media in early education?

Guidance on Using Media



- Make decisions informed by knowledge.
- Choose challenging and achievable goals.
- Be intentional.

Joint Position Statement

“Technology and interactive media **are tools that can promote effective learning and development when they are used intentionally** by early childhood educators, within the framework of developmentally appropriate practice, to support learning goals established for individual children.”

(NAEYC and Fred Rogers Center, 2012, p. 5)



Integration

- Think of technology you use every day to accomplish something.
- Write a brief paragraph describing how you use the technology. Imagine that the reader has no experience with this technology.

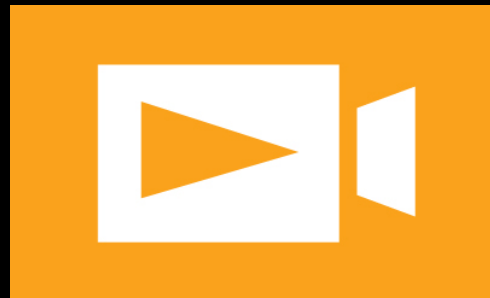


VIDEO

Integrating Technology

Think about these questions as you watch the video:

- Why do the speakers integrate technology into their curriculum?
- What does it mean to:
Structure the technology to support children...Wherever they are developmentally?



VIDEO: Integrating Technology
(Excerpt from Real to Reel: Building Blocks)



Video Debrief

What did you notice?

- Integrating technology in the curriculum gives children another way to learn concepts.
- You can use technology to individualize according to children's needs.

Possible Uses of Digital Media



- Drawing
- Digital forms of block games that build early reading skills
- Storytelling
- Manipulating objects

Infants and Toddlers



In general, recommendations for media use are:

- Interactions with adults
- Age-appropriate content
- Limited time

Infants Learn from Caregivers

- Infants learn most effectively through **responsive interactions with caregivers.**
- From 12 to 24 months, children can begin learning some language from screens but still learn better from interactions.

Consider Amount of Time



Early childhood educators must balance opportunities for learning with the potential for misuse and overuse of media.

Opportunity to Individualize



Teachers can use digital media specifically with:

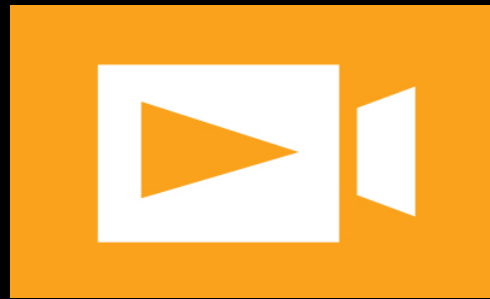
- Dual language learners
- Children with special needs
- Children who need extra motivation



Adaptation Using Technology

Think about these questions as you watch the video:

- What were the steps for introducing technology to support a child's learning?
- How did the teaching team use media to meet a specific child's needs?



VIDEO: Adaptation Using Technology



Video Debrief

What did you notice?

- The teaching team tried several modifications and found success using an iPad.
- They were able to offer activities at the child's ability level, then gradually increase her skill until she could write her name.



Criteria for Media Use

- Thinking about your experiences, knowledge of child development, and information from this module, write a list of key points to consider in choosing media for an early childhood classroom.
- Find a partner and share lists.

Using Media Together

What Is Co-Viewing?

“**Joint media engagement (JME)** refers to spontaneous and designed experiences of people using media together. JME can happen anywhere and at any time when there are multiple people interacting together with media. Modes of JME include viewing, playing, searching, reading, contributing, and creating, with either digital or traditional media...”

(Stevens & Penuel, 2010)

(Takeuchi & Stevens, 2011, p. 9)

Why Co-Viewing?

Joint media engagement **ties technology to other aspects of a child's life.**

When a teacher, parent, or sibling talks to a child about a shared media experience and encourages a child to expand on it, opportunities for learning grow.



Joint Media Engagement

- Write down an experience of shared media use that helped you learn.
- What was the mode of engagement?
- How did social partners help you learn?
- Find a partner and share.

Possible *Talk Moves*

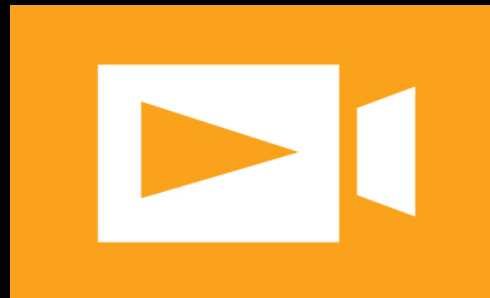
- **Point out screen activity** that is central to the program's learning goals.
- **Have conversations** that connect children's lives to what is on screen.
- **Check understandings** by asking children what they think and to talk about it.
- **Provide or focus on language** related to the media activity.



Spelling “Pig”

Think about these questions as you watch this classroom video:

- What does the teacher do as she interacts with the child?
- How does the child respond?
- What else could the teacher do that would be effective?



VIDEO: Spelling "Pig"



Video Debrief

What did you notice?

- The teacher directs the child's focus to the learning goal, spelling *pig*, by asking questions.
- The child is engaged and responds to the questions and does the activity.
- The teacher could ask open-ended questions.

Bringing It All Together

Professional Development

Educators can grow in their use of digital media if they have opportunities to:

- **Keep learning about emerging technologies** and their successful use in children's learning.
- **Share experiences with using media** in their programs.

Family Engagement



- Ask parents to share about their child's media use.
- Explain to families how and why their children are using interactive media to meet their learning goals.

Key Points for Families

When children are using screen media:

- Interact with them to enhance their learning.
- Choose video chats as one effective form of interactive media for children 2 years and older.



Conversations with Families

Form small groups and discuss:

- What are key points to share with families as they make decisions about media and their children?
- What do you want to find out from families?
- How can you communicate that you want to work together?



**SESSION
SUMMARY**

- Select and use interactive media intentionally in early childhood programs.
- Interact with children using media to extend their learning.
- Engage parents to partner with teachers to support children's effective media use.



ASSIGNMENT

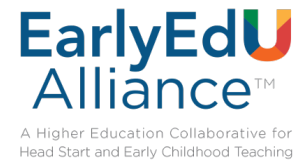
Review of Interactive Media

- Pick a digital game for young children that you want to try and review.
- Try out the game.
- Write a reflection about your experience playing it and the learning potential of the game.



Interacting Together

1. Choose media that you are introducing in your program or one that children are already using, and make a plan to interact with children who are using it.
2. Film yourself interacting with children while they use media.
3. Review and reflect on the experience.



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