



THE NATIONAL CENTER ON
Quality Teaching
and Learning



Teacher Time
Webinars for Head Start Preschool Teachers

FOLLOW-UP

MORE THAN FUN AND GAMES!

DIGITAL TECHNOLOGIES AND CHILDREN'S LEARNING

FRIDAY, NOV. 14, 2014

Thank You!

We're so glad you were able to join us for another Teacher Time. Let's continue to learn from each other! Send your ideas, questions, and strategies to ncqtl@uw.edu and we'll include them on Teacher Time.

Looking Ahead

Don't miss the next Teacher Time, **Friday, Dec. 12, 2014, 3 p.m. EST (12 noon PST)**, when we'll talk about simple, exciting ways to enhance science learning in your classroom.

Presentation Summary

This month we explored safe (and fun!) ways to use technology in the classroom. Just as young children need to learn "book-handling" skills, they need opportunities to develop the "technology-handling" skills associated with early digital literacy (National Institute for Literacy, 2008). Teachers ensure that high quality books are available in their classrooms; this means we also need high quality and appropriate technology choices.

The challenge for early childhood educators is to choose technology that maximizes children's learning opportunities. Remember:

- Not all digital media have true educational value and managing screen time is essential.
- Select digital technology that will contribute to a child's development.

When choosing effective technology and media look for:

- Hands-on activities
- Interesting, engaging, and fun elements
- Appropriate scaffolds for learning
- Components that promote joint engagement

What are appropriate and effective uses in the classroom?

Digital media should:

- Address the child's learning goals
- Match the child's developmental level and needs
- Provide a different opportunity to practice a skill
- Provide an opportunity to highlight abilities of the child

Try It Out

During this segment, we saw a PBS Kids game in action (**Peg + Cat “Bubble Bath”**). We also discussed joint media engagement (JME)—people using media together. Along with this follow-up document you’ll find the form that was used with the game. It offers ways to plan for using technology in your classroom.

Resources

Fred Rogers Center Checklist (The Pennsylvania Digital Media Literacy Project): http://www.fredrogerscenter.org/media/resources/Tech_Integration_Checklist_-_Final.pdf

PBS Kids: <http://pbskids.org/peg/games/bubble-bath>

Next Gen Math!: <http://www.nextgenmath.org/videos>

ECLKC Front Porch Link: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2012.html>

NAEYC position statement: <http://www.naeyc.org/content/technology-and-young-children>

Behavior Management Minute

Transition Tip

Have a fun motivating item or activity, such as blowing bubbles. Start the activity when a few children are ready. This reinforces the children who are ready to go, and motivates the others to come over.

Resiliency & Wellness

Thinking Like a Resilient Person

Ian Thorpe, a renowned Australian swimmer, was slated to win all of the gold medals in his first Olympics (Sydney 2000). But in the 400m he came in second and was left with the silver medal. Straight after coming out of the pool, his speech focused on:

- Thanking his parents, friends, coach, and the public.
- Saying he was happy, as he had done all he could.
- Listing the specific techniques he had to practise for the next competition
- Congratulating the winner.
- Saying that he looked forward to the next race.

Let’s look at how he was resilient. He acknowledged his support network, was happy with his performance, and congratulated his opponent. He was not only able to focus on what he did well, but was already thinking about ways to improve in the next opportunity for success! Can you think of ways to follow his example?



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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