



Technology for Today's Toddlers and Beyond © Emerson Academy Classroom Practice Involving Technology Tools and Interactive Media

PROGRAM COMPONENTS:

Our early years computers and technology curriculum is heavily guided by the progressive yet age-appropriate recommendations of the world's largest organization working on behalf of young children, the National Association for the Education of Young Children (NAEYC).

We incorporate the use of computers and technology into our curriculum as a means of complimenting academic and extra-curricular activities and accounting for differences in learning style. Today's children are growing up in a very technologically advanced society and demonstrate early on a great aptitude and affinity for using technology – at Emerson Academy we embrace this potential as we do all other aspects of the child, and encourage them to **safely and responsibly explore digital technologies such as interactive media, digital cameras, video, ebooks and desktop/tablet/laptop computers as one more outlet for them to develop and demonstrate their creativity and learning.**



Please review this parent and educator info sheet for more details on how we are embracing technology, and using it to give your child an enriched learning experience - *we're not playing!*

Theory	Classroom Practice
<p><i>Toddler Classrooms (18-30 months)</i></p> <p>During the earliest years, toddlers interact primarily with people. Their interactions with toys are usually in the context of human interaction as well. They need to freely explore, manipulate, and test everything in the environment. Increasingly in today's world, this includes the exploration of technology tools and interactive media. Children of this age are drawn to touch-screen animations and controls. Technology tools that toddlers use must be safe, sturdy, and not easily damaged. When technology is used, it must be in the context of conversation and interactions with an adult.</p>	<ul style="list-style-type: none"> • Allow children to explore digital materials in the context of human interactions, with an adult as mediator and co-user. As with shared book reading, use shared technology time as an opportunity to talk with children, use new vocabulary, develop fine motor skills, and model appropriate use. • No passive screen time. Use technology as an active and engaging tool when appropriate to provide infants and toddlers with access to 2D and 3D interactive images of their families and friends, animals and objects in the environment, and a wide range of diverse images of people and things they might not otherwise encounter (photos of children from other countries, for example). • Use technology to reinforce French language learning through interactive and multi-modal imagery associated with auditory stimuli. • Incorporate assistive technologies as appropriate for children with various learning styles, special needs, and/or developmental delays. • Make digital audio or video files to document children's progress.

Theory	Classroom Practice
<p><i>Casa Classrooms (3-6 years)</i></p> <p>During the preschool years, young children are developing a sense of initiative and creativity. They are curious about the world around them and about learning. They are exploring their ability to create and communicate using a variety of media (crayons, felt-tip markers, paints and other art materials, blocks, dramatic play materials, miniature life figures) and through creative movement, singing, dancing, and using their bodies to represent ideas and experiences. Digital technologies provide one more outlet for them to demonstrate their creativity and learning.</p>	<ul style="list-style-type: none"> • Provide opportunities for children to begin to explore and feel comfortable using “traditional” mouse and keyboard computers to use Websites or look up answers with a search engine. Begin to teach children about cyber safety • Arrange play experiences for children to construct and explore their ideas about how technology works. Allow children to explore touch screens loaded with a wide variety of developmentally appropriate interactive media experiences that are well designed, support classroom learning and enhance feelings of success. • Capture photos of Montessori work or artwork that children have created; videotape dramatic play to replay for children. Record children’s stories about their drawings or their play; make digital audio or video files to document their progress. • Include language-translation software and keyboard adaptations for French language. • Celebrate children’s accomplishments with digital media displayed on a digital projector or on a classroom Website. • Incorporate assistive technologies as appropriate for children with various learning styles, special needs , and/or developmental delays. • Explore digital music and storytelling with children. Read and co-create digital books with photos of the children’s play or work; attach digital audio files with the child as the narrator. Share e-books with a small group of children. • Use digital microscopes and other science materials to capture images and store them on a computer. • Search digital files for photos of places, people, animals, or objects and converse with children about what they are finding. • Use video-conferencing software to communicate with families and children in other places. • Provide access to photographs and experiences children may not otherwise encounter (a visit to the crayon factory, for example, or images of people and places not represented in their environment).
Theory	Practice
<p><i>Early Elementary (6-8 years)</i></p> <p>It is during the early school-age years that children begin to use the tools of their society with competence. In our culture, that typically means learning to read and write, calculate, and investigate. Children use books, touch screens, writing instruments, and tools for studying scientific and social concepts. As digital technologies increasingly become the tools that older children and adults use in their work and home lives, younger children seek to emulate this usage, first through imitation and representational play and then later through mastery of the tools for their own self-expression and learning. New web-based technologies allow the child to be the producer of the technology, adding to the appropriateness, motivation, and usability of technology tools.</p>	<ul style="list-style-type: none"> • Explore a wide range of quality interactive media experiences, on a variety of platforms. These include literacy software, games, and technologies that go beyond drill and practice and foster creativity while reinforcing classroom lessons and developing hand-eye coordination. • Use Web 2.0 tools for writing, collaboration, and playful experimentation. • Incorporate assistive technologies as appropriate for children with various learning styles, special needs , and/or developmental delays. • Use language-translation software and keyboard adaptations for French and Spanish language learners. • Provide geometry software that allows children to explore the concept of shape by stretching, bending, shrinking, or combining images. • Use interactive digital games as a way to explore math, reading, social studies, and science concepts. • Provide digital microscopes and other digital tools for investigation. Use Word, Excel, PowerPoint and other programs to document and present findings. • Encourage children to become proficient in using digital cameras, scanners, recorders, and editing software. • Use technology tools to connect with other children in their communities or globally using e-mail, blogs, or video conferencing. • Record children’s stories about their art projects, activities, and interactions; make digital audio or video files to document their progress and share with family/friends.