Facilitator's Guide

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Videos

Stream from http://resourcesforearlylearning.org/educators_pd/
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Introduction

This professional development training module is designed to help you lead educators in using best practices to integrate media and technology into the early learning curriculum. It is one of several modules developed for early childhood educators by the Department of Early Education and Care of the Commonwealth of Massachusetts.

This training meets the guidelines for Continuing Education Units (CEUs) as outlined by the Massachusetts Association for the Education of Young Children (MassAEYC).

For more information about this professional development training module, visit http://resourcesforearlylearning.org/educators_pd/.

About this Guide

This Facilitator's Guide provides instructions and narrative for delivering a video-based training for early childhood educators. You'll find an agenda, learning goals, preparation suggestions, talking points, activities, and handouts. You'll also find general tips and resources to help you facilitate the training. Use these materials with the accompanying videos to lead family child care and center- and school-based educators in an engaging, content-rich training.

Note: **To view the videos referenced in this guide, go to http://resourcesforearlylearning.org/educators_pd/. Select** *"Integrating Media and Technology into Curriculum."* **Be sure you have access to the videos prior to and while leading this training.**

Learning Goals

After participating in this training, educators will be able to:

- Summarize the best practices for using media and technology to support children's learning.

- Tell how to select, use, integrate, and evaluate technology and media tools.

- Identify ways to support children's viewing and use of media and technology.

- Recognize how to help children reflect on and make connections between what they see in media and their own experiences.

- Apply new knowledge to current practices.

Agenda

Introduction	15 minutes
Integrating Media and Technology into Curriculum	5 minutes
Select Media with Intention	15–20 minutes
Support Children's Viewing	15–20 minutes
BREAK (optional)	5–10 minutes
Help Children Reflect and Make Connections	15–20 minutes
Try It	15–20 minutes
Wrap Up	15–20 minutes
Total Time	**90–120 minutes**

Preparation

Before leading this training, you should:

- Watch the videos and get to know the best practices.

- Read through the training module. Become familiar with the talking points so that you can share them in a natural, conversational way.

- Obtain and test the technology you need to share the videos with participants and make sure you have a reliable Internet connection during the training.

- Gather any props or materials needed for the Try It activity.

- Rehearse and fine-tune your presentation to "make it your own." Time yourself to make sure you are within the allotted time.

- Create a handout packet with copies of the following for each participant:
    - Self-Assessment
    - Learning Log
    - Try It
    - Best Practices
    - Learning Guidelines and Standards
    - Training Evaluation

- Consider working with a partner the first time you lead this training. You can learn from and support each other when preparing, practicing, and facilitating. After the training, you can reflect on participants' evaluations together.

Facilitation Tips

Whether you're a new or experienced facilitator, these tips can help your training run smoothly.

- Arrive early to prepare the training room for optimal learning.

    o Place handout packets where participants check in.

    o Have pens or pencils and paper on every table.

    o Check your technology setup to make sure the videos play without problems.

- Create a space that is inviting and comfortable.

    o Play soft music as people arrive.

    o Greet participants with a smile and a handshake. A personal introduction helps set the stage for collaboration and learning.

- Invite partner or small group discussion.

    o Before the training begins, invite educators to identify a partner—people learn best when they have a chance to talk about what they are learning or thinking.

    o Allow a few minutes for partners to introduce themselves to each other.

    o During the training, provide opportunities for partner interaction.

- Keep participants engaged.

    o Follow the "ten-two rule" as you present the training: Speak for no longer than ten minutes at a time and then provide participants at least two minutes of interaction or activity.

    o Avoid simply reading the talking points that have been provided. Become familiar with each point so that you can keep the training engaging, fluid, and conversational.

Icebreaker Ideas

When working with a group of educators who may or may not know each other, it's a good idea to provide a few moments to "break the ice." This allows people to relax, laugh, move, and get to know each other (and you). Below are just a few ideas you can use to begin a training session.

That's Me!

Read a statement aloud to the group. Ask participants to stand up, raise a hand in the air, and shout *That's me!* if the statement applies to them. It's fun to see which statements apply to all participants and which do not apply to any. Statements might include:

- *I teach at a family child care.*

- *I have worked with children for five years or more.*

- *I was born in Massachusetts.*

- *I write down the funny things that kids say.*

- *I laugh out loud at least once a day.*

- *I check Pinterest at least once a week.*

- *I have no idea what Pinterest is.*

- *I believe that there is no problem that good chocolate can't solve.*

You can come up with your own statements or invite a few participants to come up with statements. When they say their statement aloud, others (including you) can reply, *That's me!*

Weave a Web

Holding onto a ball of yarn, share your name and an interesting fact about yourself with participants. Keep the end piece as you toss the ball of yarn to a participant. Ask the participant to share his or her name and a personal fact, and hold onto the yarn as they toss the ball to another participant. Continue until everyone has had a turn and the "web" is complete.

Two Truths and a Lie

Ask participants to jot down two truths and one lie about themselves or their work with children. For example:

- *I speak Japanese.*

- *I am related to Davy Crockett.*

- *I have three sets of twins in my program this year.*

Form participants into small groups of three or four people. Have each person in the group read their statements aloud and ask the rest of the group to guess which statement is not true.

Four Corners

Post a word from a set of four related words in each corner of the room, such as:

- *lion, bear, eagle, deer*

- *desert, beach, mountain, city*

- *sushi, salad, enchilada, pizza*

- *hybrid, convertible, truck, Mustang*

Ask participants, *Are you a hybrid, convertible, truck, or Mustang?* Direct participants to move to the corner of the room with which they most identify. Ask participants, now in small groups in their corners, to share with one another why they chose that corner and how it represents their interests, so that they can discover common attributes they may share. Have each small group pick one person to share the group's common attributes with the larger group. Repeat the process with another set of four words as many times as you like.

People Bingo

Photocopy and distribute the "bingo card" below. Invite participants to find people who match a fact listed on the card and have them sign off on that fact. Each person can sign off on only one fact. Explain that when a participant has obtained five signatures in a row (horizontally, vertically, or diagonally), he or she should shout *Bingo!* and introduce the people who signed his or her card to the rest of the group.

People Bingo

Has traveled outside the U.S.	Likes pineapple on pizza	Has lived in MA for more than 10 years	Knows how to juggle	Has never been on a plane
Can speak a foreign language	Has 3 or more brothers	Likes to camp	Has been scuba diving	Reads the Sunday paper
Likes to scrapbook	Has a summer birthday	F R E E S P A C E	Likes to garden	Can say the alphabet backwards
Likes math	Does crossword puzzles	Owns a cat	Has been to Alaska	Likes to run
Likes thunderstorms	Has watched a meteor shower	Is afraid of snakes	Knows how to sew	Can play basketball

Training

Introduction   (15 minutes)

Welcome Participants to the Training

- Introduce yourself and share your background and experience.

- Announce the length of the training (1½–2 hours) and note other logistics, such as break times, restroom location, and so on.

- Review the agenda and explain the structure of the training.

    o Participants will watch an overview video and then three short videos that explore best practices in creating a learning environment.

    o After each video, participants will briefly discuss the main points and reflect on what they have learned.

    o Participants will also have the opportunity to share and reflect on their own practices.

- Share the learning goals and objectives. Participants will:

    o Explore the best practices for using media and technology to support children's learning.

    o Examine how to select, use, integrate, and evaluate technology and media tools.

    o Learn how to support children's viewing and use of media and technology.

    o Discover how to help children reflect on and make connections between what they see in media and their own experiences.

    o Apply new knowledge to current practices.

- Introduce the Learning Log.

    o The Learning Log includes questions to help participants identify best practices and distill the important points made in each video. The *viewing questions* reinforce ideas from the videos. The *reflection questions* help educators draw connections to their own experiences.

    o The Learning Log can also be used to jot down notes, questions, and ideas.

- Consider doing an icebreaker activity to get participants "warmed up" and ready to learn and interact. (See Icebreakers Ideas for suggestions.)

- Ask each participant to identify a partner to work with during the training and encourage them to share ideas. (You can offer small group discussions if you prefer.)

Complete the Self-Assessment

Educators grow and hone their skills by continually identifying their own strengths and training needs and reflecting on their own practices.

- Invite participants to complete the first half of the Self-Assessment to help them discover the skills they already possess and to identify those they would like to work on.

- Explain that toward the end of the training, participants will complete the second half of the Self-Assessment to measure their growth and learning.

Integrating Media and Technology into Curriculum   (5 minutes)

Introduce the Topic

Media and technology (videos, online games, educational children's television and web programs, applications or "apps," whiteboards, software, tablets, computers, and handheld devices, just to name a few) can be valuable tools in the learning environment. When used intentionally with children, these tools can help extend and support active, hands-on, creative, and authentic engagement—individually, with those around them, and beyond. Media and technology should be used to enhance the curriculum and can be integrated naturally into the learning environment. Today, educators will learn best practices that will help them integrate media and technology into their early learning curriculum. They will learn how to select media and technology carefully, strategies to help guide children's engagement, and ways to help children reflect and make connections between what they view and their own lives—in and out of the learning environment.

Introduce and View the Video

Introduce the overview video featuring Eleonora Villegas-Reimers, Associate Professor of Education at Wheelock College. Use this brief video to set the stage for a discussion of best practices in integrating media and technology into curriculum.

"Integrating Media and Technology   (approx. 2 min)
into Curriculum"

Select Media with Intention   (15–20 minutes)

Introduce the Best Practice

As Professor Villegas-Reimers says in the overview video, "Technology today—it's everywhere. And the classroom environment needs to prepare the child to lead in today's world. So bringing media into the classroom in an intentional and controlled way is actually a good thing." Media and technology, when selected and used thoughtfully, are valuable tools educators can use to help support young children's social, emotional, physical and cognitive development.

- **Think about the learning goals**. Use media to enhance the existing curriculum or extend the reach of the teacher. What concepts and content do you want children to learn? What dispositions (e.g., motivation, engagement, attention, self-regulation) do you want to reinforce? How will the media and/or technology support these goals?

- **Preview and evaluate media and/or technology**. Make sure that the content is accurate, that it is developmentally appropriate for young children, and that it is related to the learning goals you have designed.

- **Select media and/or technology that will help children make connections to their peers or to their community**. (e.g., connecting by video chat or e-mail with children in a different area of the world or of the country, taking photos and posting on a classroom blog for families, etc.).

- **Plan ahead**. Consider screen time recommendations. A joint position statement of The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College in 2012 recommends that children under the age of two have no screen time and that children ages two and older should have their screen time limited to one to two hours a day. (Screen time applies to all media and technology, both in and out of the learning environment.) Identify media length and setting (e.g., whole segment or clip? home viewing or in class?) Practice with the equipment and cue up the relevant portions you will be viewing.

Introduce and View the Video

Tell participants that in this video, they will see how educators engage children with media and technology in a thoughtful and intentional way.

Ask participants to look for effective strategies used by the educators in the video. Use these questions to guide their viewing:

"Select Media with Intention"   (approx 3 min)

- *What factors do the educators consider when selecting media?*

- *How do the educators use media and technology to enhance children's learning experience?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed…* rather than *I liked…*

- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Review

Share and expand on key points covered in the video. Use the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

Why is it important to be intentional when selecting media?

- Media is an educational tool that can be useful in supporting and expanding children's learning, but is only effective when it is selected thoughtfully and intentionally and used appropriately. Educators should never use media or technology to replace active play, exploration, educator instruction, or interactions with other children.

What kinds of questions should educators ask themselves when selecting media?

- Will the media support the learning goals? (e.g., Does it enhance and extend the curriculum? Does it introduce or explain concepts? Will it get children excited about an activity they will be doing?) For example,

  - A unit of study on weather could be enhanced with an online game that teaches about rain, wind, thunder, and lightning, or with an exploration of a local weather map where children can see the radar screen.

  - A time-lapse video showing how a bean plant grows may improve children's understanding of plants and other living things.

- Will the media or technology expose children to things they cannot experience in person (e.g., animals, plants, activities, people, places)? For instance, if children are learning about animals and animal homes, an educator could use a video clip that shows what a rabbit burrow looks like underground.

- Can the technology help children document, revisit, and share their experiences? For example,

  - Educators might record children engaging in a science exploration and then use the video clip to help children reflect on what they learned.

- o   A child could use a digital camera, phone, or tablet, to take a picture of what he or she built at the block center and then, with help, upload the photograph and e-mail it to his or her family.

- Does this media help children make connections to their peers or to their community? (e.g., establishing e-mail "pen-pals" with children in another program, taking photographs and e-mailing them to families, etc.).

What other things should educators think about when selecting media?

- Consider screen time recommendations for young children.

- o   A joint position statement of The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College in 2012 recommends that children under the age of two have no screen time and that children ages two and older should have their screen time limited to two hours a day. (Screen time applies to all media and technology, both in and out of the learning environment.) Read more at http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf.

- Consider the setting. Can the media be sent home for parents and children to view or will the viewing happen only at the program? Will the whole class or a small group of children view it?

- Consider running time. Will children watch an entire show or a brief clip? Make sure the media selection is long enough to inform and engage, but not so long that children get restless or bored. If the selection is too long for one viewing, split it into two and show the second part later in the day or week.

- Consider the content. Is it developmentally appropriate and age appropriate for children? Will it support children's learning or confuse them?

View Again (optional)
Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect
Help participants make the connection between what they have learned and what they do in their own programs. Ask them to answer the *reflection questions* in the Learning Log.

Support Children's Viewing   (15–20 minutes)

Introduce the Best Practice

Media and technology, when used appropriately, can support children's academic learning in many areas, such as in early literacy, language development, mathematics, and science. Adults can maximize the benefits of media by engaging with children while they are viewing.

- **Prepare children before viewing by teaching new concepts or helping them access what they already know**. *(We've been learning about water and how it can change. Yesterday, we noticed that one of the puddles on our sidewalk disappeared! Talk to your partner about what you think happened to that water.)*

- **Set a clear purpose for viewing**. Tell children what you want them to learn from viewing. *(We're going to watch a video about the water cycle. Watch to see what happens to the puddle in the video.)*

- **Promote active viewing**. Leave the lights on when viewing video, engage with what is on the screen by pointing out or asking questions about important objects or events; elaborate or annotate; and allow for questions or discussion. Create a dialogue with children while they are engaging with media or technology. (*There's a puddle on screen just like the one we saw outside yesterday! What do you notice about this puddle that is the same or different from the one we saw yesterday?*)

- **Encourage group discussion**. Break students into small groups for discussion or discuss as a larger group.

- **Facilitate multiple exposures in multiple contexts**. Offer many opportunities to view media (such as at learning centers or during small groups**)** and consider circulating media or sharing links for home viewing.

Introduce and View the Video

Tell participants that in this video, they will see how educators guide and support children's use of media and technology.

Ask participants to look for effective strategies used by the educators in the video. Use these questions to guide their viewing:

"Support Children's Viewing"   (approx 3 min)

- *How do the educators prepare children to interact with media and technology?*

- *How do the educators support children's active viewing?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed…* rather than *I liked…*

- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Review

Share and expand on key points covered in the video. Use the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

What can an educator do to prepare before children view media?

- Watch the video in advance. (You may want to watch it several times.) If you know the content, you can better formulate questions to guide children's viewing.

- Prepare children by introducing what they will see. *(Today, we'll see a video of children on an outdoor scavenger hunt. They are looking for things outside. They're doing exactly what you're going to be doing on your outdoor scavenger hunt.)*

- Tell children what you want them to learn from viewing the video and what follow-up activities will take place. *(Today, we're going to watch a video about ramps. I'm going to ask you to tell me which items roll down the ramp.)*

What are some ways to support children's active viewing?

- Keep the lights on to help children actively engage with what they are seeing.

- Pause the video to ask questions about what children are seeing, thinking, and wondering. *(Let's look at this scene a little longer. Did the apple roll or slide down the ramp? Did the heavier ball or the lighter ball roll down the ramp faster?)*

- Invite children to think about ways they can explore similar content in the real world. *(We watched the children in the video race a light ball and a heavy ball down the ramp to see which one went fastest. Would you like to try that?)*

- Encourage partner and group discussion by asking children to talk about what they are thinking and wondering about the video. *(I wonder how long it takes an ice cube to melt. Tell your partner what you're wondering about.)*

- When sharing a video with music, encourage children to sing and dance along.

- When sharing a story, have children think about the characters, the setting, and the plot.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they have learned and what they do in their own programs. Ask them to answer the *reflection questions* in the Learning Log.

Break (optional)   (5–10 minutes)

Help Children Reflect and Make Connections   (15–20 minutes)

Introduce the Best Practice

Effective use of media and technology helps children connect what they have seen in the video to experiences they are having in their learning environment or elsewhere. In this way, the media or technology either models or reflects what children are learning.

- **Invite children to answer questions** or elaborate on ideas that were presented before viewing. *(Before we watched, I asked you to tell me which items rolled down the ramp. What did you find out?)*

- **Help children make connections to their own experiences**. Explain and discuss how the ideas they see on screen connect to their own experiences in and out of the learning environment. *(Did you ever see a building being built? How was it similar to what you saw in the video?)*

- **Choose follow-up activities that connect to a hands-on or real-world experience**. *(In the online game you played, you built a house for a dog. If you were going to build a house for our class pet, what kinds of materials would you use to make sure it was sturdy?)*

Introduce and View the Video

Tell participants that in this video, they will see educators model how to guide children in reflecting and making connections between what they see and their real-world experience.

"Help Children Reflect and Make Connections"   (approx. 3 min)

Ask participants to look for effective strategies used by the educators in the video. Use these questions to guide their viewing:

- *What strategies do the educators use to help children reflect?*

- *How do the educators help children make connections between on-screen and off-screen activities?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed…* rather than *I liked…*

- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Review

Share and expand on key points covered in the video. Use the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

Why do children need to reflect and make connections after viewing media?

- Young children learn best when they make connections to their own lives. If they can connect what they are learning to something they already know, it helps the new learning "stick."

What strategies can be used to help children reflect on what they have seen?

- Ask questions that prompt children to reflect, such as:

    o *What did you notice?*

    o *Why do you think that happened?*

    o *How do you think we can do that?*

    o *What do we know now about _____ that we didn't know before?*

    o *What are you still curious about?*

- Model your own reflection so children understand what it sounds like. *(I noticed that the marble rolled all the way into the tube after it rolled down the ramp. I didn't know that the marble would roll so far.)*

How can educators help children make connections between on-screen and off-screen activities?

- Ask children to answer questions or comment on the questions that were asked before viewing. *(What did we learn about ramps? Did we learn anything that might help us figure out what will rolls and what slides?)*

- Help children remember what they saw and then make connections to their own experiences. *(Why did the ice melt in the video? How did we get our frozen paint to melt?)*

- Choose follow-up activities that connect to hands-on experiences. *(We've seen what happens when the children in the video experiment with force and make a bowling game with their ramp. Let's experiment with force and make a bowling game with our ramp to see what happens!)*

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they have learned and what they do in their own program. Ask them to answer the reflection questions in the Learning Log.

Try It   (15–20 minutes)

The Try It activity helps educators plan how to apply new ideas to their own early childhood program. Ask participants to work in groups of four and direct their attention to the Try It handout in their packets.

Media Watch

Participants will watch a video and plan how to integrate it into their curriculum.

- Screen the short video *Between the Lions* "Chicks and Salsa" at http://resourcesforearlylearning.org/educators.

- Invite small groups to think about how they could integrate this video into their program.

- Ask them to consider what learning goals this video could support.

- Then, ask them to think about when and how they might use this video.

- Have them list ideas of how to set a clear purpose for viewing and where they might pause to ask questions or talk about what they notice.

- Ask them to list ways they could help children make a connection between what they have seen and a real-world experience.

Wrap Up   (5–10 minutes)

- Invite participants to complete the second half of the **"Self Assessment"** and then measure their growth and learning.

- Ask participants to look over their notes from the training and jot down three things that they want to remember from today in their Learning Log.

- Invite partners or small groups to meet and share their three "keepers." Then ask a few participants to share their "keepers" with the larger group.

- Thank participants for attending. Remind them to revisit the video or get activity ideas at Resources for Early Learning: http://resourcesforearlylearning.org/

- Encourage them to fill out and return the Training Evaluation.

Glossary

developmentally appropriate practice: practice that builds on the typical characteristics of development of specific age groups

interactive media: media that facilitates active and creative use by young children and encourages social engagement with other children and adults (includes software programs, applications or "apps," broadcast and streaming media, some children's television programming, e-books, the Internet, and other forms of content)

non-interactive media: media that leads to passive viewing and over-exposure to screen time for young children; is not a substitute for interactive and engaging uses of digital media or for interactions with adults and other children (includes certain television programs, videos, DVDs, and streaming media)

Self-Assessment

Name: _____   **Date:** _____

Before the training: Place a ✓ in the box that best represents your current comfort level.
After the training: Place a ✓ in the box that best represents your new comfort level.

1 = Very uncomfortable 2 = Uncomfortable 3 = Neutral 4 = Comfortable 5 = Very comfortable

	Before					After				
	1	2	3	4	5	1	2	3	4	5
General **I am comfortable with my ability to . . .**										
Use media and technology to support children's academic learning.										
Effectively integrate media within my required curricula.										
Select Media with Intention **I am comfortable with my ability to . . .**										
Select media that will support curricular goals.										
Use technology and media in intentional and developmentally appropriate ways.										
Select media that is appropriate in terms of content, children's experiences, and opportunities for engagement.										
Support Children's Viewing **I am comfortable with my ability to . . .**										
Prepare children by developing background knowledge and concepts.										
Set a clear purpose for viewing or listening.										
Promote active viewing that allows children to think and discuss.										
Help Children Reflect and Make Connections **I am comfortable with my ability to . . .**										
Help children make connections between what they see in the video and what they experience in their own lives.										
Choose follow-up activities that connect to hands-on or real-world experience.										

WGBH

eec Department of Early Education and Care

Learning Log

Select Media with Intention

View
In the video:

- *What factors do the educators consider when selecting media?*

- *How do the educators use media and technology to enhance children's learning experience?*

Reflect
In your program:

- *How do you integrate media and technology into your curriculum?*

- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

Support Children's Viewing

View
In the video:

- *How do the educators prepare children to interact with media and technology?*

- *How do the educators support children's active viewing?*

Reflect
In your program:

- *What strategies do you use to support children's viewing?*

- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

Help Children Reflect and Make Connections

View

In the video:

- *What strategies do the educators use to help children reflect?*

- *How do the educators help children make connections between on-screen and off-screen activities?*

Reflect

In your program:

- *What strategies do you use to help children reflect and make connections after viewing media?*

- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

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Try It

Media Watch

Integrate a video clip into your curriculum.

Watch the short video *Between the Lions* "Chicks and Salsa" at
http://resourcesforearlylearning.org/educators.

1. *How might this video clip be used in conjunction with the learning goals in your learning environment?*

2. *Would you use this as before or after a hands-on experience?*

3. *How could you set a clear purpose for viewing?*

4. *Where would you pause to ask children questions or talk about what you are noticing?*

5. *How would you help children make a connection between what they have seen and a real-world experience?*

Best Practices

Media and technology (videos, online games, educational children's television and web programs, applications or "apps," whiteboards, software, tablets, computers, and handheld devices, just to name a few) can be valuable tools in the learning environment. When used intentionally with children, these tools can help extend and support active, hands-on, creative, and authentic engagement—individually, with those around them, and beyond. Media and technology should be used to enhance the curriculum and can be integrated naturally into the learning environment. Today, educators will learn best practices that will help them integrate media and technology into their early learning curriculum. They will learn how to select media and technology carefully, strategies to help guide children's engagement, and ways to help children reflect and make connections between what they view and their own lives—in and out of the learning environment.

Select Media with Intention

As Professor Villegas-Reimers says in the overview video, "Technology today—it's everywhere. And the classroom environment needs to prepare the child to lead in today's world. So bringing media into the classroom in an intentional and controlled way is actually a good thing." Media and technology, when selected and used thoughtfully, are valuable tools educators can use to help support young children's social, emotional, physical and cognitive development.

- **Think about the learning goals**. Use media to enhance the existing curriculum or extend the reach of the teacher. What concepts and content do you want children to learn? What dispositions (e.g., motivation, engagement, attention, self-regulation) do you want to reinforce? How will the media and/or technology support these goals?

- **Preview and evaluate media and/or technology**. Make sure that the content is accurate, that it is developmentally appropriate for young children, and that it is related to the learning goals you have designed.

- **Select media and/or technology that will help children make connections to their peers or to their community**. (e.g., connecting by video chat or e-mail with children in a different area of the world or of the country, taking photos and posting on a classroom blog for families, etc.).

- **Plan ahead**. Consider screen time recommendations. A joint position statement of The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College in 2012 recommends that children under the age of two have no screen time and that children ages two and older should have their screen time limited to one to two hours a day. (Screen time applies to all media and technology, both in and out of the learning

environment.) Identify media length and setting (e.g., whole segment or clip? home viewing or in class?) Practice with the equipment and cue up the relevant portions you will be viewing.

Why is it important to be intentional when selecting media?

- Media is an educational tool that can be useful in supporting and expanding children's learning, but is only effective when it is selected thoughtfully and intentionally and used appropriately. Educators should never use media or technology to replace active play, exploration, educator instruction, or interactions with other children.

What kinds of questions should educators ask themselves when selecting media?

- Will the media support the learning goals? (e.g., Does it enhance and extend the curriculum? Does it introduce or explain concepts? Will it get children excited about an activity they will be doing?) For example,

    o A unit of study on weather could be enhanced with an online game that teaches about rain, wind, thunder, and lightning, or with an exploration of a local weather map where children can see the radar screen.

    o A time-lapse video showing how a bean plant grows may improve children's understanding of plants and other living things.

- Will the media or technology expose children to things they cannot experience in person (e.g., animals, plants, activities, people, places)? For instance, if children are learning about animals and animal homes, an educator could use a video clip that shows what a rabbit burrow looks like underground.

- Can the technology help children document, revisit, and share their experiences? For example,

    o Educators might record children engaging in a science exploration and then use the video clip to help children reflect on what they learned.

    o A child could use a digital camera, phone, or tablet, to take a picture of what he or she built at the block center and then, with help, upload the photograph and e-mail it to his or her family.

- Does this media help children make connections to their peers or to their community? (e.g., establishing e-mail "pen-pals" with children in another program, taking photographs and e-mailing them to families, etc.).

What other things should educators think about when selecting media?

- Practice using the technology and cue up the media being used.

- Consider the setting. Can the media be sent home for parents and children to view or will the viewing happen only at the program? Will the whole class or a small group of children view it?

- Consider running time. Will children watch an entire show or a brief clip? Make sure the media selection is long enough to inform and engage, but not so long that children get restless or bored. If the selection is too long for one viewing, split it into two and show the second part later in the day or week.

- Consider the content. Is it developmentally appropriate and age appropriate for children? Will it support children's learning or confuse them?

Support Children's Viewing

Media and technology, when used appropriately, can support children's academic learning in many areas, such as in early literacy, language development, mathematics, and science. Adults can maximize the benefits of media by engaging with children while they are viewing.

- **Prepare children before viewing by teaching new concepts or helping them access what they already know**. *(We've been learning about water and how it can change. Yesterday, we noticed that one of the puddles on our sidewalk disappeared! Talk to your partner about what you think happened to that water.)*

- **Set a clear purpose for viewing**. Tell children what you want them to learn from viewing. *(We're going to watch a video about the water cycle. Watch to see what happens to the puddle in the video.)*

- **Promote active viewing**. Leave the lights on when viewing video, engage with what is on the screen by pointing out or asking questions about important objects or events; elaborate or annotate; and allow for questions or discussion. Create a dialogue with children while they are engaging with media or technology. (*There's a puddle on screen just like the one we saw outside yesterday! What do you notice about this puddle that is the same or different from the one we saw yesterday?*)

- **Encourage group discussion**. Break students into small groups for discussion or discuss as a larger group.

- **Facilitate multiple exposures in multiple contexts**. Offer many opportunities to view media (such as at learning centers or during small groups**)** and consider circulating media or sharing links for home viewing.

What can an educator do to prepare before children view media?

- Watch the video in advance. (You may want to watch it several times.) If you know the content, you can better formulate questions to guide children's viewing.

- Prepare children by introducing what they will see. *(Today, we'll see a video of children on an outdoor scavenger hunt. They are looking for things outside. They're doing exactly what you're going to be doing on your outdoor scavenger hunt.)*

- Tell children what you want them to learn from viewing the video and what follow-up activities will take place. *(Today, we're going to watch a video about ramps. I'm going to ask you to tell me which items roll down the ramp.)*

What are some ways to support children's active viewing?

- Keep the lights on to help children actively engage with what they are seeing.

- Pause the video to ask questions about what children are seeing, thinking, and wondering. *(Let's look at this scene a little longer. Did the apple roll or slide down the ramp? Did the heavier ball or the lighter ball roll down the ramp faster?)*

- Invite children to think about ways they can explore similar content in the real world. *(We watched the children in the video race a light ball and a heavy ball down the ramp to see which one went fastest. Would you like to try that?)*

- Encourage partner and group discussion by asking children to talk about what they are thinking and wondering about the video. *(I wonder how long it takes an ice cube to melt. Tell your partner what you're wondering about.)*

- When sharing a video with music, encourage children to sing and dance along.

- When sharing a story, have children think about the characters, the setting, and the plot.

Help Children Reflect and Make Connections

Effective use of media and technology helps children connect what they have seen in the video to experiences they are having in their learning environment or elsewhere. In this way, the media or technology either models or reflects what children are learning.

- **Invite children to answer questions** or elaborate on ideas that were presented before viewing. *(Before we watched, I asked you to tell me which items rolled down the ramp. What did you find out?)*

- **Help children make connections to their own experiences**. Explain and discuss how the ideas they see on screen connect to their own experiences in and out of the learning

environment. *(Did you ever see a building being built? How was it similar to what you saw in the video?)*

- **Choose follow-up activities that connect to a hands-on or real-world experience**. *(In the online game you played, you built a house for a dog. If you were going to build a house for our class pet, what kinds of materials would you use to make sure it was sturdy?)*

Why do children need to reflect and make connections after viewing media?

- Young children learn best when they make connections to their own lives. If they can connect what they are learning to something they already know, it helps the new learning "stick."

What strategies can be used to help children reflect on what they have seen?

- Ask questions that prompt children to reflect, such as:

  - *What did you notice?*

  - *Why do you think that happened?*

  - *How do you think we can do that?*

  - *What do we know now about _____ that we didn't know before?*

  - *What are you still curious about?*

- Model your own reflection so children understand what it sounds like. *(I noticed that the marble rolled all the way into the tube after it rolled down the ramp. I didn't know that the marble would roll so far.)*

How can educators help children make connections between on-screen and off-screen activities?

- Ask children to answer questions or comment on the questions that were asked before viewing. *(What did we learn about ramps? Did we learn anything that might help us figure out what will rolls and what slides?)*

- Help children remember what they saw and then make connections to their own experiences. *(Why did the ice melt in the video? How did we get our frozen paint to melt?)*

- Choose follow-up activities that connect to hands-on experiences. *(We've seen what happens when the children in the video experiment with force and make a bowling game with their ramp. Let's experiment with force and make a bowling game with our ramp to see what happens!)*

Glossary

developmentally appropriate practice: practice that builds on the typical characteristics of development of specific age groups

interactive media: media that facilitates active and creative use by young children and encourages social engagement with other children and adults (includes software programs, applications or "apps," broadcast and streaming media, some children's television programming, e-books, the Internet, and other forms of content)

non-interactive media: media that leads to passive viewing and over-exposure to screen time for young children; is not a substitute for interactive and engaging uses of digital media or for interactions with adults and other children (includes certain television programs, videos, DVDs, and streaming media)

View the self-paced video workshop at http://resourcesforearlylearning.org/educators.

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Learning Guidelines and Standards

This professional development training module is aligned to Massachusetts standards and guidelines.

Massachusetts Quality Rating and Improvement System (QRIS)

Center and School Based:

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 3** Staff engage children in meaningful conversations, use open-ended questions and provide opportunities throughout the day to scaffold their development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions.

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 4** Staff utilizes teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills.

Family Child Care:

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 4** Educators engage children in meaningful conversations, as age and developmentally appropriate, use open- ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions; Educators utilize teaching strategies that ensure a positive learning environment, engage children in learning and promote critical thinking skills.

National Association for the Education of Young Children (NAEYC)

Guidelines for Developmentally Appropriate Practice:

- **(2) Teaching to enhance development and learning C** Teachers take responsibility for knowing what the desired goals for the program are and how the program's curriculum is intended to achieve those goals. They carry out that curriculum through their teaching in ways that are geared to young children in general and these children in particular. Doing

this includes following the predictable sequences in which children acquire specific concepts, skills, and abilities and by building on prior experiences and understandings.

- **(2) Teaching to enhance development and learning D** Teachers plan for learning experiences that effectively implement a comprehensive curriculum so that children attain key goals across the domains (physical, social, emotional, cognitive) and across the disciplines (language literacy, including English acquisition, mathematics, social studies, science, art, music, physical education, and health).

- **(2) Teaching to enhance development and learning E** Teachers plan the environment, schedule, and daily activities to promote each child's learning and development.

- **(2) Teaching to enhance development and learning E.1** Teachers arrange firsthand, meaningful experiences that are intellectually and creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement. They do this by providing a rich variety of materials, challenges, and ideas that are worthy of children's attention.

- **(2) Teaching to enhance development and learning F.3** To extend the range of children's interests and the scope of their thought, teachers present novel experiences and introduce stimulating ideas, problems, experiences, or hypotheses.

- **(2) Teaching to enhance development and learning F.6** To enhance children's conceptual understanding, teachers use various strategies, including intensive interview and conversation, that encourage children to reflect on and "revisit" their experiences.

- **(2) Teaching to enhance development and learning H** Teachers know how and when to use the various learning formats/contexts most strategically.

- **(2) Teaching to enhance development and learning H.2** Teachers think carefully about which learning format is best for helping children achieve a desired goal, given the children's ages, development, abilities, temperaments, etc.

- **(2) Teaching to enhance development and learning J.1** Teachers incorporate a wide variety of experiences, materials and equipment, and teaching strategies to accommodate the range of children's individual differences in development, skills and abilities, prior experiences, needs, and interests.

- **(3) Planning curriculum to achieve important goals D** Teachers make meaningful connections a priority in the learning experiences they provide children, to reflect that all learners, and certainly young children, learn best when the concepts, language, and skills they encounter are related to something they know and care about, and when the new learnings are themselves interconnected in meaningful, coherent ways.

- **(3) Planning curriculum to achieve important goals D.2** Teachers plan curriculum experiences to draw on children's own interests and introduce children to things likely to

interest them, in recognition that developing and extending children's interests is particularly important during the pre- school years, when children's ability to focus their attention is in its early stages.

Training Evaluation

Thank you for your participation. Please indicate your impressions of the training below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training met my expectations.					
I will be able to apply what I have learned.					
The trainer was knowledgeable.					
The training was organized and easy to follow.					
Participation and interaction was encouraged.					
The handouts were pertinent and useful.					

1. How would you rate this training overall?

Excellent   *Good*   *Average*   *Poor*

2. What was most beneficial to you in this training?

3. What suggestions do you have to improve this training?

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