



## Instructional Technology in Early Childhood: Teaching in the Digital Age

By Howard P. Parette, Jr. and Craig Blum

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Instructional technology in early childhood classrooms: Helping all children learn. Baltimore, MD: Brookes. Google Scholar. Parette, H. P., & Blum, C. (April 2013b). Effective teaching using technology in the UDL-supported early childhood classroom. Presentation to the Council for Exceptional Children 2013 Convention and Expo, San Antonio, TX. Google Scholar. Parette, H. P., Peterson-Karlan, G. R., & Blum, C. (2013d). Integrating technology in early childhood classrooms. Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. Google Scholar. Rose, D. H., Gravel, J. W., & Domings, Y. M. (2011). Children in the early childhood years benefit most by real life social interactions. Research and Statistics. The US Department of Education reports: - 67% of children between ages 2 and 5. Technology in Early Childhood: Finding the Balance recommends that parents spend a little time at the computer with their young child and then head outside for fun in the fresh air. Teachers and parents should always supervise computer time carefully. www.scholastic.com/using\_technology.htm. "Does Exposure to Digital Technology Really Harm Preschoolers?" Preschool Matters: A Publication of the National Institute for Early Education Research. www.nieer.org/psm/index.php?article. Early Connections: Technology in Early Childhood Education. Author: Howard P. Parette Jr. Instructional Technology in Early Childhood. Language: This book should contain text in eng. Pages: 280. He teaches several technology courses, including a unique course Technology for Young Children with Disabilities designed for early childhood majors. Dr. Blum is an Associate Professor at Illinois State University. His research is on technology use in early childhood classrooms, response to intervention, and positive behavior support. April L. Mustian, Ph.D., is Assistant Professor of Special Education at Illinois State University. She received her doctorate in Special Education at the University of North Carolina at Charlotte. heard when studying digital technology and early childhood: In addition to children, these actors include teachers, nurses, directors/principals, educational administrative, technology designers and companies, and naturally, parents and other guardians. To conclude, the combination of digital technology and early childhood is a multiperspective and multivoiced phenomenon. This diversity is also reflected in the. This paper examines the current use of interactive whiteboards in the teaching and learning of children aged three to seven years in Wales, UK. It considers both teachers' and children's reflections regarding the use of this novel technology. How children learn with ICT in Early Childhood Education. Maximise formative assessment measures to determine capabilities in ICT. Select developmentally appropriate ICT tools for learning. Apply evidence based ICT teaching strategies to develop ICT capability. Facilitate child progression in ICT capability. You will learn how to establish a starting point for a young child's ICT learning so that you can build on it by employing research based teaching strategies in early childhood to harness the potential of technology in Early Childhood Education. Teacher Takeaways. Understand the role of ICT in Early Childhood Education. Maximise formative assessment strategies in ICT activities, tasks and projects. Select developmentally appropriate ICT tools.

Videos, apps, web-based games, SMART boards—how can you use instructional technology options like these to strengthen teaching and learning in your early childhood program?— Quick-reference charts that lead teachers step-by-step through the EXPECT IT-PLAN IT-TEACH IT approach Detailed classroom vignettes Screenshots and photos of key technology applications Specific examples of enhancing instruction with technology Learning objectives at the start of every chapter \*Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. A joint position. statement of NAEYC & the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College, adopted January 2012. Children in the early childhood years benefit most by real life social interactions. Research and Statistics. The US Department of Education reports: - 67% of children between ages 2 and 5. Technology in Early Childhood: Finding the Balance recommends that parents spend a little time at the computer with their young child and then head outside for fun in the fresh air. Teachers and parents should always supervise computer time carefully. www.scholastic.com/using\_technology.htm. "Does Exposure to Digital Technology Really Harm Preschoolers?" Preschool Matters: A Publication of the National Institute for Early Education Research. www.nieer.org/psm/index.php?article. Early Connections: Technology in Early Childhood Education. What role does technology play in early childhood education? Most parents and educators want the children in their care to be prepared for the future. There is no question that technology is poised to shape the lives of our children in ways we can't predict. Technology is important in the early childhood of kids because it's useful in supporting learning in children's life and acquiring basic technology skills early to ensure that they are ready for their future life. Modern students are digital natives. They are increasingly advanced users of technology and schools have to offer an adequate level of education and thanks to that empower students with the skills they need to succeed in the upcoming future - Creativity, Critical Thinking, Communication, and Collaboration.