

Learning with Digital Media in Early Childhood Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

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Office location:

Office hours:

Course Description

Although infants and very young children do not learn from digital media such as television and media, there is evidence that preschool-aged children can. Young children can learn basic literacy skills, mathematics skills, and develop interest in science from engaging with digital media. Instructional practices can enhance learning from media. Specifically, young children's learning is enhanced when adults co-view or co-engage with young children in ways that foster sustained attention to aspects of media that are intended to promote learning.

This course is designed to:

- Increase participants' knowledge of the evidence of media's impacts on learning and practices they can use to enhance learning from media;
- Provide opportunities for participants to see interactions that reflect evidence-based practices for joint engagement with media;
- Gain practice with instructional mediation of viewing of educational videos or educational game play; and
- Support reflection on how participants can integrate technology into their teaching practice in ways that will enhance young children's school readiness.

Objectives

Participants will be able to:

1. Develop an understanding of the features of digital media that can support learning in early childhood.
2. Develop an understanding of the kinds of joint adult-child interactions with digital media that can enhance children's learning from digital media.
3. Identify the potential of particular digital media for promoting learning goals in literacy, mathematics, or science by engaging with it and by observing children engaging with it.
4. Gain practice with teaching moves that can augment children's learning from media.
5. Plan a lesson sequence that integrates activities with videos.

Grading

Participation/Professionalism	10%
Claims, Evidence, and Reasoning Summaries Assignments	15%
Video Analyses Assignments	25%
Common Sense Media Review Assignment	25%
Field Site Visit Assignment	25%

Expectations

Participation/Professionalism (10%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

In-Class Activities (30%: Grading complete/incomplete)

In-class activities may consist of, but are not limited to, discussions, observations, idea-sharing and generation, and planning exercises. Some class activities are designed as quick checks of your understanding, engagement, and application of course information. Other class activities require you to work in pairs or small groups, and present findings to the rest of the class. You are expected to participate in all in-class activities.

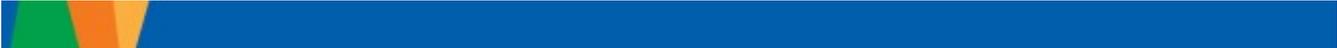
Weekly Assignments (15% for Claims, Evidence, and Reasoning Summaries Assignments; 25% each for the Video Analyses, Common Sense Media Review, and Field Site Visit Assignment: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and eLearning activities. Assignments vary and may include reflection, action logs, and practice using skills in your daily life.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

Brief Descriptions of the Assignments:

- **Claims, Evidence, and Reasoning Summaries:** This task is designed to check your understanding of the material related to the course.
- **Video Analyses:** This task is structured to help you reflect on principles for organizing learning as reflected in the videos that are part of class.

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- Common Sense Media Review: As part of this task, you will complete a review of a video game or television program for children using the format provided by Common Sense Media (<http://www.commonsensemedia.org/learning-ratings>). The review will be conducted in two phases, one prior to interacting with children (based on a review of playing or viewing oneself), and one after participating in the field site,
 - Field Site Visit: You are expected to attend the field site, film at least one lesson, and annotate the video to describe children's interactions with technology. Instructors will track your progress as you complete each activity.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the _____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with _____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Course Schedule

Session	Topic	Readings and Assignments
1	<p>Course Introduction</p> <p>Introductions, Objectives, and Course Overview</p> <p>Technology and You</p> <p>Course Objectives</p> <p>Topics of Concern in Technology</p> <p>Assignments Overview</p>	<p>Readings</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (HHS/ACF/OHS). (2015). <i>Getting started with the Head Start Early Learning Outcomes Framework</i>. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf</p> <p>HHS/ACF/OHS. (2015). <i>Head Start Early Learning Outcomes Framework</i>. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf</p> <p>Stout, H. (2010, October 15). Toddler's favorite toy: the iPhone, New York Times, p. ST1.</p> <p>National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2011). Technology in early childhood programs serving children from birth through age 8 (Draft Position Statement). Washington, DC and Latrobe, PA.</p> <p>Assignments</p> <p><i>LDM S1 Assignment Self-Introductions Video</i></p>

Session	Topic	Readings and Assignments
2	<p>Views on Digital Media Usage</p> <p>Different Viewpoints</p> <p>Guidance for Preschool Educators</p> <p>Appropriate vs. Effective Uses of Digital Media</p>	<p>Readings</p> <p>Anderson, D. R. (1998). Educational television is not an oxymoron. <i>American Academy of Political and Social Science</i>, 557, 24–38.</p> <p>Espinosa, L. M., Laffey, J. M., Whittaker, T., & Sheng, Y. (2006). Technology in the home and achievement of young children: Findings from the early childhood longitudinal study. <i>Early Education and Development</i>, 17(3), 421–441.</p> <p>Assignments</p> <p>None for this session.</p>

Session	Topic	Readings and Assignments
3	<p>Effectiveness of Digital Media</p> <p>Evaluating Educational Technology Educational Television</p> <p>Arguments For / Against Educational Television</p>	<p>Readings</p> <p>Anderson, D. R. (1998). Educational television is not an oxymoron. <i>American Academy of Political and Social Science</i>, 557, 24–38.</p> <p>Espinosa, L. M., Laffey, J. M., Whittaker, T., & Sheng, Y. (2006). Technology in the home and achievement of young children: Findings from the early childhood longitudinal study. <i>Early Education and Development</i>, 17(3), 421–441.</p> <p>SuperWhy! Site http://www.pbs.org/parents/superwhy/program/index.html</p> <p>The Role of Research at Sesame Street (video): http://video.pbs.org/video/2165237027</p> <p>Toulmin, S. (1958). <i>The uses of argument</i>. New York: Cambridge University Press. http://en.wikipedia.org/wiki/Stephen_Toulmin (Section on “The Toulmin Model of Argument”)</p> <p>Assignments</p> <p><i>LDM S3 Assignment Evaluating Educational Technology</i></p>

Session	Topic	Readings and Assignments
4	<p>Trends and Features of Digital Media</p> <p>Technology at Home</p> <p>Ideas and Themes in Digital Media</p> <p>Features of Effective Television</p> <p>Video Activity: SuperWhy Episode</p>	<p>Readings</p> <p>Gladwell, M. (2002). <i>The tipping point: How little things can make a big difference</i>. Boston, MA: Back Bay Books. Chapter 3.</p> <p>Linebarger, D. L. (2006). <i>Teaching language and literacy on television</i>. Philadelphia, PA: Annenberg School for Communication, University of Pennsylvania.</p> <p>Search for SuperWhy! episodes online (https://www.youtube.com/user/PBS/search?query=superwhy)</p> <p>Assignments</p> <p><i>LDM S4 Assignment Video Analysis</i></p>
5	<p>Using Digital Media in Math and Science Learning</p> <p>Integrating Technology</p> <p>Digital Media in Early Math Learning</p> <p>Digital Media in Early Science Learning</p> <p>Activity: Analyzing the SID Curricular Activity System</p>	<p>Readings</p> <p>Clements, D. H., & Sarama, J. (2011). Early childhood mathematics intervention. <i>Science</i>, 333, 968–970.</p> <p>Clements, D. H., & Sarama, J. (2008). Experimental evaluation of the effects of a research-based preschool mathematics curriculum. <i>American Educational Research Journal</i>, 45(2), 443-494.</p> <p>Sid Games found at PBS Kids Lab http://pbskids.org/lab/show/sid/</p> <p>Sid Activities from PBS Kids Lab http://pbskids.org/lab/show/sid/#filter-activity-platform</p> <p>Assignments</p> <p><i>LDM S5 Assignment Review Common Sense</i></p>

Session	Topic	Readings and Assignments
6	<p>Co-Viewing and Joint Media Engagement</p> <p>Role of Social Partners</p> <p>Practicum Planning Activity</p>	<p>Readings</p> <p>Takeuchi, L., & Stevens, R. (2011). The new coviewing: Designing for learning through joint media engagement. New York, NY and Seattle, WA: The Joan Ganz Cooney Center at Sesame Workshop and LIFE Center.</p> <p>Richert, R. A., Robb, M. B., & Smith, E. I. (2011). Media as social partners: The social nature of young children's learning from screen media. <i>Child Development</i>, 82(1), 82–95.</p> <p>Games from PBS web site. http://pbskids.org/electriccompany/</p> <p>Video “Getting Kids to Talk about Science” (downloadable) http://cct.edc.org/rtl/videos/getting-kids-talking-about-science</p> <p>Assignments</p> <p><i>LDM S6 Assignment Practicum Project</i></p>
7 - 9	<p>Practicum and Common Sense Media Assignments</p> <p>(No Class Meetings)</p> <p>Participants use this time to complete their practicum assignment and revise Common Sense Media Review.</p>	<p>Readings</p> <p>None for these sessions.</p> <p>Assignments</p> <p><i>Complete Practicum Assignment.</i></p> <p><i>Complete Common Sense Media Review Assignment.</i></p>

Session	Topic	Readings and Assignments
10	<p>Final Session</p> <p>During this final class students will share videos from their field experiences and discuss the ways that their experiences related to the big ideas from the class.</p> <p>As the class watches the videos they can be encouraged to write notes about what they are watching and how it relates to the topics covered in class</p>	<p>Readings</p> <p>None for this session.</p> <p>Assignments</p> <p><i>Final revisions of all assignments should be handed in during this final session.</i></p>