Welcome!

Using Technology and Media Effectively to Support Informal Learning

Wednesday, October 21, 2020

Audio
All attendees have been muted

Chat
All Attendees and Panelists Chat log will be shared

Q&A
Up vote audience questions
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Meghan Davis
Global VP Marketing, bibliotheca

Monitoring chat and questions
John Parris from EDC
Kelly Knutson from bibliotheca
Who Are We?

Education researchers at the Center for Children and Technology at EDC

| Design, implement, and study the effectiveness of educational tools, especially digital ones |
| Develop guides and frameworks for curating high-quality resources and effective implementation |
| Work spans STEM, literacy, and computational thinking |
| Focus on underserved communities |
Common Areas of Work

- Informal settings
- Intergenerational learning
- Transmedia literacy
Our Work at CCT

Technology tools have great potential to support young children with their learning. When making decisions about how to use digital tools in the early elementary classroom, researchers and other education experts recommend that you keep in mind these five ideas:

1. Consider your goals for your children and use the technology to help meet these goals
2. Use technology to support peer-to-peer, teacher-child, and family relationships and communication
3. Encourage collaboration and communication among children as part of the technology use experience
4. Look for opportunities that allow children to be creative with digital tools, not just consumers of digital content
5. Include culturally responsive materials that connect to the diversity of cultures and values in your class

Math Topics

Preschool children are learning math all the time! This guide explains the math topics found in PEG-CAT. You also will find tips to help your child recognize and practice these math concepts as she or he watches videos and plays digital games, and tips to help you and your child do hands-on activities together.

Ordinal Numbers and Counting

Counting is probably the most common way your preschooler uses numbers. You count to know how many, how much, and how far. You can count to figure out how many people there are on the bus, or how many fingers you have.

Ordinal numbers tell you about the position of something or someone (what order they are in)—like the floors in a building: first (1st), second (2nd), third (3rd) and fourth (4th) or, when watching a race, you can discuss who came in 1st, 2nd, and 3rd place.

Patterns

A pattern contains a repeating unit, and can be described by a rule. Patterns let you predict what comes next. You can use objects, sounds, and movements to make different kinds of patterns. Here are a few examples of patterns:

- pattern: a red cube (A), a yellow cube (B), a red cube (A), and a yellow cube (B)
- pattern: clap (B), stomp (A), clap (B), stomp (A)
- pattern: truck (A), bike (B), truck (A), bike (B)
Why Are You Here?

| To improve library programming and partnering in a digital age (not just during emergency remote learning) |
| To consider frameworks and guidelines for: |
| Selecting and using digital tools for your informal learning settings |
| Implementing programs at scale using best practices for digital integration |
| Measuring impact |
What specific actions can librarians take to better help children and families to engage with informal learning?
Pause & Reflect

Think about your own context!

How can/do you:
- Use tech to impact learning?
- Maximize reach by considering implementation scaling options?
- Incorporate digital tools based on community-informed needs?
- Train staff and support patrons on new digital tools?

Consider post-pandemic times…
- What are libraries doing now? What’s new and different?
- What will stay and what will evolve as a result of this “opportunity”?
- What opportunities haven’t even been thought about yet?
How can Technology Support Learning?

- **Reinforce** formal learning (practice, communication, and bridging contexts)
- **Scale up** effective instruction
- **Engage** children/families in new ways
- **Differentiate** instruction (reach struggling and advanced learners)
The Challenge

Sifting through options:
As of 2015, there were over 80,000 educational apps in Apple’s app store.

Start by Considering the 3 C’s of active rather than passive tech use

Content  Context  Child
Content

- Encourages active play and creativity
- Uses engaging stories, connects activity to a plot
- Diversity of graphics, learning styles, and languages
- Variation in levels of difficulty with feedback
- Not too distracting! (bells and whistles)
Context

- Your learning goals
- Your space (access levels, storage, collaboration)
- Improved instructional core (positive shifts in educator, learner, content interaction)
- Safety measures
Child

- Consider individual child interests and needs
- Set expectations and build positive tech habits
- Remember. Seek child-child & adult-child interaction (Joint Media Engagement)
Can you talk a bit about the intersection of play and learning for children?
How do we develop learning goals that are collaborative and outcomes-based?
Measuring Impact and Continuous Improvement

What outcomes are you interested in?

| Learning, usability, attitudes and beliefs, behavior change, reach/access…
| Choose SMART outcomes (Specific, Measurable, Actionable, Relevant, Time-bound)

Outcomes dictate research and evaluation tools/methods:

| Assessments, surveys, interviews, observations…

Outcomes dictate use and communication of results:

| Communicating impact to funders
| Refining, revising, improving programming
Should we be worried about technology overload and increased screen time?
Remember!

Technology should not replace play or other interactive activities — use it as a launching point!

Audience Q&A
Recap: How to Curate

Evaluate resources using the 3 C’s

Set a goal, who do you need to talk to... build a plan... gain support... keep informed

Remember: keep specific needs and context in mind — resources can be high quality and poorly implemented
Visit edc.org

Resources for the COVID-19 Crisis

Our learning and health resources can help during the COVID-19 pandemic. They cover topics such as virtual classrooms, interactive audio instruction, coping with anxiety, and more.

For practitioners
edc.org/early-ed-tools

For families
go.edc.org/early-ed-tools-fam
Learn from libraries around the world

Catch up on-demand and join the discussion live with global leaders: bibliotheca.com/events

Oct 22: Work Break: Revisit the Classics (tomorrow!)
Professor Michael Sugrue, Ph.D., an expert on the Great Books, shares insights for libraries and answers audience questions live

Oct 27: Munich (DE) and Lejre (DK)
European libraries bring a fresh perspective on evolving experiences for both users and staff with the latest technology

Nov. 12: Informal Learning & Libraries
Gina Millsap of Topeka Shawnee moderates a discussion with educational researchers with an eye on library + technology
If you could give just one tip or piece of advice for all the librarians out there, what would it be?
Help shape the future of our digital events!
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