



## Professional Learning Module

### *Intentional Use of Technology and Interactive Media in Early Learning*

#### How to Use this Resource

Today's preschoolers are growing up in a digital world surrounded by technology and the use of interactive media. Experts emphasize that the effective use of high-quality technology and interactive media with young children depends greatly on how they are used. It is essential that knowledgeable adults model beneficial behaviors and encourage young children to engage with these tools wisely and appropriately. Educators completing this module will be able to purposefully plan and implement best practices in technology by applying their knowledge of the Florida Early Learning and Developmental Standards (FELDS).

The following materials are included in the module:

- **Intentional Use of Technology and Interactive Media in Early Learning** provides information that is designed to help early learning programs thoughtfully plan for the use and implementation of technology in the classroom in ways that support and complement interaction and instruction. Two modules are introduced based on the Florida's Division of Early Learning *Best Practices for Use of Technology and Interactive Media with Young Children*.
  - **Module 1** introduces the educator to the mentioned principles, and focuses on appropriate, interactive integration of technology with the Early Learning Standards.
  - **Module 2** examines how early learning programs can extend these principles to home settings.
- **Self-Assessment** includes the opportunity for educators to reflect and consider how their classroom or program uses technology as a tool to support instruction and connect with families.
- **PowerPoint Presentations** include detailed trainer notes with classroom photos and resources of early educators demonstrating the elements of *Purposeful Planning by Enhancing Experiences* (module 1) and *How to Increase Access by Connecting with Families* (module 2).
- **Instructional Resources** are designed to be used by instructors in the classrooms to support quality teaching and learning practices.
- **Support Documents** highlight all the key concepts and resources presented throughout the module.
- **Content Resources** provide links to resources that extend the reflective practice and quality teaching and learning content presented in the modules.

**Directors:** As instructional leaders, directors are aware of the planning and practices used in the preschool classrooms, and the tools and resources that are available to support instruction. This module provides an opportunity for directors to establish a community of practice with instructors. A community of practice suggests that the director, instructors, trainers, coaches and other staff participate together in reviewing and discussing relevant educational topics. For example, after completing the self-assessment, the group can meet to discuss how to be more interactive and intentional when viewing media or using technology tools. A portion of the content is presented by the director and next steps are determined for implementation. Over time, the group meets to reflect and discuss how children are purposefully engaging with technology. The group reviews another portion of the content then plans next steps for implementation. The process continues until the all content has been reviewed and discussed. The self-assessment can be revisited to determine if all elements have been addressed or if more professional learning is needed.

**Directors, Coaches and Trainers:** There are many instructional coaches and trainers who support early educators in preschool classrooms. Through observations and conversations with instructors and directors, the coach or trainer may notice areas of instructional practices that need support. The flexibility of the resources used in each module allows coaches or trainers to choose the materials that are needed to support an instructor's specific need. For example, the self-assessment can be used as an observational tool to determine key elements that educators have in place, and identify additional

opportunities to implement technology into their programs. After observing in classrooms, a coach notices an instructor teaching rhyming words on the smart board or computer but children are not engaged. The coach can use the PowerPoint Module 1 content, support documents and videos that demonstrate the practices, then review that information with the instructor. The self-assessment can also determine how an instructor uses technology and interactive media to support and enhance relationships between families and communities. For example, if an instructor is seeking developmentally appropriate applications to share with families, the coach can use the PowerPoint Module 2 content, support documents and videos that highlight the information.

**Instructors:** [\*The Role of Technology and Interactive Media in the Education and Development of Preschool-Age Children\*](#) (“Best Practices”) document provides insight into how families and educators can support young children.