



FRED ROGERS CENTER

for early learning and children's media
at Saint Vincent College

Media touchpoints: A new framework for the
creation, selection, and use of children's media

NAEYC Annual Conference
November 4, 2011



Panel Members

Chip Donohue, Moderator

Director of Distance Learning, Erikson Institute & Senior Fellow, Fred Rogers Center

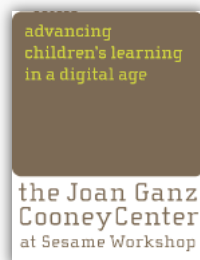
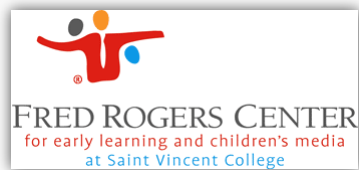
- **Rita Catalano**
Executive Director, Fred Rogers Center
- **David Kleeman**
President, American Center for Children and Media
- **Michael Robb**
Director of Education and Research, Fred Rogers Center
- **Miranda Barry**
Senior Director, Sesame Learning (current) Executive Vice President, Creative (former)
- **Ellen Wartella**
Al-Thani Professor of Communication, Psychology, Human Development & Social Policy
Director, Center on Media and Human Development, Northwestern University
PNC Grow Up Great-Fred Rogers Center Endowed Senior Fellow



Presentations

- **Rita Catalano** – Background on the framework
- **David Kleeman** – A Framework to Define Quality in Children’s Digital Media (video)
- **Michael Robb** – ELE as a tool for developing media literacy for educators and parents
- **Miranda Barry** – Take a Giant Step: a Blueprint for Teaching Young Children in a Digital Age
- **Ellen Wartella** – What does the research tell us?

Contributors





Follow Fred's Lead



“...Computers can be useful machines, especially when they help people communicate in caring ways with each other....”

Dear Mister Rogers, Does It Ever Rain in Your Neighborhood?



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Background on the Framework

Rita Catalano, Executive Director, Fred Rogers Center

www.fredrogerscenter.org



MISSION

Staying true to the vision of Fred Rogers, and emulating the guiding principles of his life's work, the mission of the Fred Rogers Center is to advance the fields of early learning and children's media by acting as a catalyst for communication, collaboration, and creative change.



Signature Programs

- Demonstrate the continuing relevance of Fred Rogers' legacy of research-based, child-centered programs serving young children and their caregivers
 - Fred Rogers Center Early Learning Environment™
 - Center Fellows—Senior and Early Career
 - Fred Forward Conference Series



Positive Potential of Technology and Digital Media

- NAEYC-Fred Rogers Center Joint Position Statement
- Framework for Quality



“Please think of the children *first*. If you ever have anything to do with their entertainment, their food, their toys, their custody, their day or night care, their health care, their education—listen to the children, learn about them, learn from them. *Think of the children first.*”

The World According to Mister Rogers





Supporting the Caregivers

- Early Childhood Educators
- Families
- Media Creators



Framework for Quality

- Meaningful guidance for educators, families, and media creators on how to identify quality in the content and the context of use across the wide spectrum of digital media
 - Anchored by core principles of child development
 - Non-product-specific
 - Serving and linking the three caregiver sectors



Challenges

- Expanding range and reach of digital media in the lives of young children and their caregivers
- Need for common understanding of DAP in media type, content, and context of use for different ages and stages—defining “quality”



FRC Roundtable-January 2011 Descriptors of Excellence in Children’s Media





Opportunity

- Empowering families and educators
- Supporting and encouraging media creator
 - With information
 - With tools
 - With a greater voice



Next Steps

- Statement on principles, considerations, and features of quality
- Implementation plan
- Fred Forward Conference, June 2012



Framework for Quality Digital Media for Young Children Statement on Creation, Selection, Use, Integration, Evaluation

- Based on child development principles and developmentally appropriate practice
- Technology tools and interactive media
- Intentional, authentic, effective, engaging
- Active not passive
- Balanced
- In conjunction with other materials and activities
- In the context of relationships
- Promotes joint engagement with other children and caring adults
- Teacher as technology-mediator requires professional judgment and digital literacy
- Interactions with technology and media should be **playful** and extend **creativity, exploration, problem-solving, pretend play, active play, outdoor activities** and **social interactions**



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A Framework to Define Quality in Children's Digital Media

David Kleeman, American Center for Children and Media

<http://www.centerforchildrenandmedia.org/>

Joining us by video



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***ELE as a tool for developing media literacy
for educators and parents***

Michael Robb, Director of Education and Research
Fred Rogers Center

www.fredrogerscenter.org



advancing
children's learning
in a digital age

the Joan Ganz Cooney Center at Sesame Workshop

**Take a Giant Step: a blueprint for teaching
young children in a digital age**

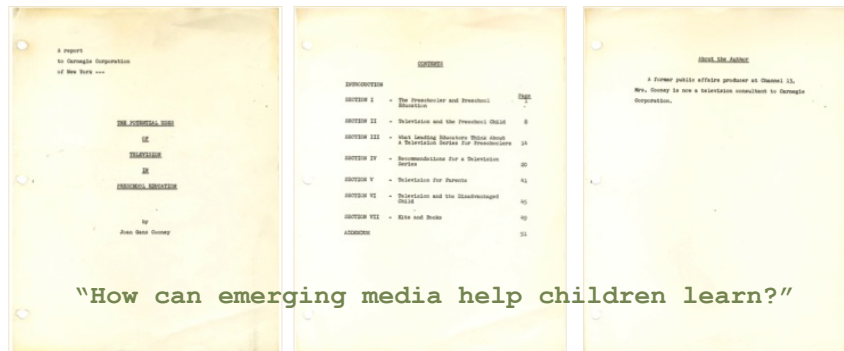
The Joan Ganz Cooney Center and Sesame Street
Miranda Barry, November, 2011

Overview

- About Sesame Workshop and the Cooney Center
- Families Matter: The Modern Media Ecology
- Take a Giant Step: Cooney Center's new report on Digital Age Teaching
- Creating for Children in a Digital World: Lessons from the Street

About the Cooney Center

Joan Ganz Cooney's 1966 report to Carnegie Corporation,
The Potential Uses of Television in Preschool Education



"How can emerging media help children learn?"



the Joan Ganz Cooney Center at Sesame Workshop

The Screen Evolution



1969



2011

Families Matter: The modern ecology



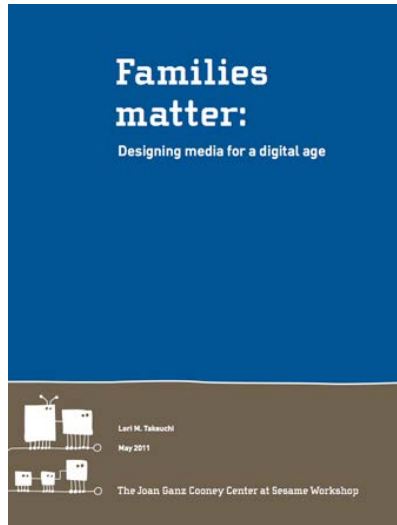
The New York Times

Quality Time, Redefined
April 29, 2011

Younger children enjoy using digital media to connect more closely with their parents (Takeuchi, 2010)



Digital Media: Families Matter –



the Joan Ganz Cooney Center
at Sesame Workshop

- **Family values** powerfully shape children's experiences
- Two-thirds of parents restrict kids' media use on a **case-by-case basis**
- A third of parents have **learned** something technical from their child
- Parents assert need for more balanced consumption for young children, but most parents don't believe their own kids are at risk

Source: Takeuchi, 2011

the Joan Ganz Cooney Center at Sesame Workshop

Challenges to Creating/ Using Quality Digital Media

- The **public dialogue** about digital media is often **focused on their negative effects**, not their potential
- Current industry and publicly funded **research efforts are fragmented**. Lack shared priorities and practices
- Old models of R&D no longer apply to an **evolving, multi-disciplinary, global field**
- Educational digital media **rarely bridges home and school**, or spans multiple ages. Trans-media deployment may help!
- **Teachers and parents** need more guidance in forging a balanced approach to technology integration at home and school



Response: Digital Age Teacher Prep Council

- Design a professional development “blueprint” to:
 - Advance the use of effective digital media in teaching and learning
 - Special emphasis on instruction for underserved students.
- Develop a new vision for how early learning and teaching can be delivered
 - Sound pedagogy
 - New digital tools that can lead to breakthroughs in learning for low-performing students



Purpose and Goals of the DATPC

- Review exemplary materials and prototypes for a new professional development approach
 - Deploy digitally enhanced instruction and assessments.
- Advance reforms in teacher preparation by bringing national attention to the need to dramatically improve early instruction,
 - Literacy and mathematics, and
 - Best practices and new innovations can transform current efforts.
- Focus is on the preschool and primary grades period.

Now Available



The Stanford Center for Opportunity Policy in Education, and JGCC, with support from the **Joyce Foundation**.

Chairs

Linda Darling-Hammond
Michael Levine

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Sue Bredekamp
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Shirley Malcom
Jeff Mao
Ellen Moir
Susan Patrick
Sharon Robinson
Dorothy Strickland
Ron Thorpe
John Wilson
Susan Zelman

Report authored by:

Brigid Barron
Gabrielle Cayton-Hodges
Laura Bofferding

Carol Copple
Linda Darling-Hammond
Michael H. Levine

Blueprint Overview

- **A Time Ripe for Action: Critical Gaps to Address**
American educational performance has stagnated
“Productivity” is lagging behind our international competitors
- **New Opportunities from Technological Innovation**
Technological advances have led to a new “participatory culture”
Personalization of tech. allows anytime, anywhere learning
- **Professional Consensus (International Reading Association, NCTE)**
- **Updated Statement on Technology from NAEYC**

Five Key Levers for Change

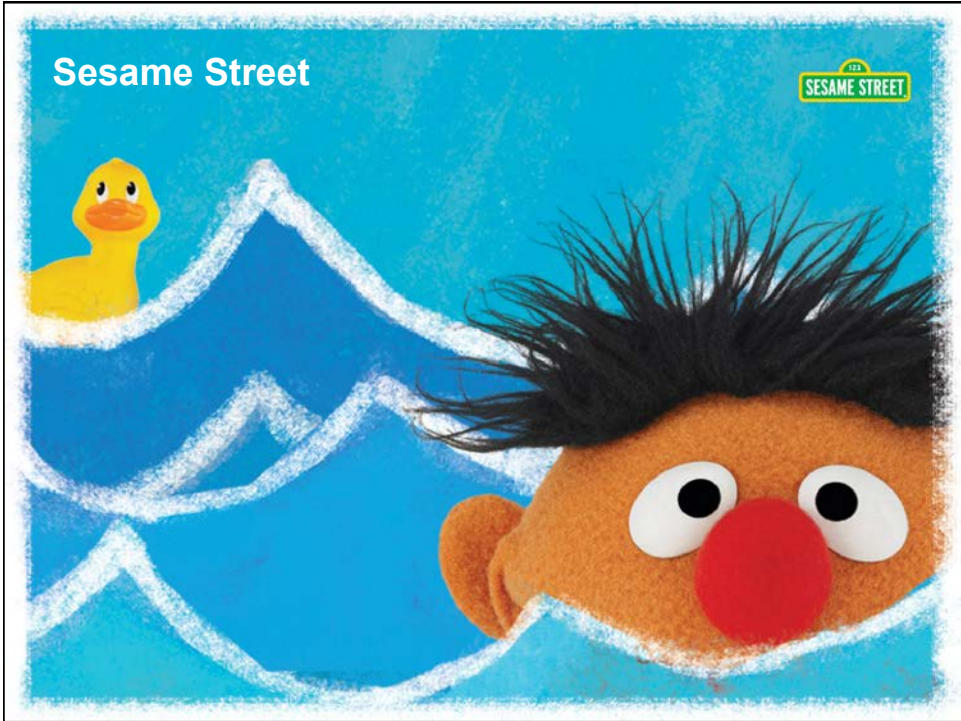
- **Common Core Standards** and emphasis on 21st century skills.
- **Progress in developing assessments to measure higher-level skills** along with fundamental knowledge in K-12, next stop ECE?
- **Increased commitment to learning in early childhood** with new infrastructure in place in many states.
- **New incentives like Race to the Top** encouraging states to develop comprehensive plans -- crucial elements such as teacher support and professional development with ECE links
- **A wealth of public media assets** offer possibilities for transforming teaching and learning. High-quality video segments can be used in new interactive formats in and out of the classroom.

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Take a Giant Step: Recommendations

- **Advance technology integration and infrastructure** - The President and Congress should expand broadband policies and technology integration efforts to cover publicly supported preschool programs.
- **Modernize professional learning programs and models** – Early learning programs should develop curricula and training resources for teachers and parents on the appropriate use of technologies with young children. Specific reforms to the Elementary and Secondary Education Act (ESEA) should integrate the use of technology in preparation and ongoing training programs.
- **Expand public media use as a cost-effective asset for teachers** - given their low cost, research-based development, the Council recommends the more public-private partnerships to create and distribute public media assets more widely.
- **Create a Digital Teacher Corps** - a new public-private partnership should be designed to support a corps of teachers whose goal is to integrate technology and best teaching practices to address the ‘school readiness gap’ and “fourth grade reading slump” that afflicts over 1 million young children.

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Sesame Street Learning

Engaged & Equipped Families



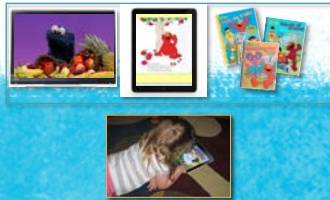
Trained & Prepared Teachers



Family Teacher

Classroom

Classrooms that Enhance and Assess Learning

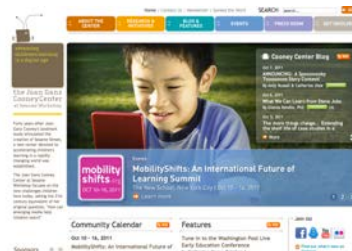




Thank you!

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What does the research tell us?

Ellen Wartella, Al-Thani Professor of Communication, Psychology and Human Development and Social Policy, Northwestern University

PNC Grow Up Great-Fred Rogers Center Endowed Senior Fellow

<http://cmhd.northwestern.edu/>



Media Use for Children 0-8

- On average spend 3 hours/day with media and of this 2 hours 15 minutes with screen media
- 27% of screen time spent with digital media of computers, game consoles, iPods, iPads, cell phones.
- 52% of all children have access to mobile device
- 38% of children have ever used a newer mobile device
- Digital Divide: 91% of children living in families with incomes \$75,000+ have computers at home compared to 48% of children living in families with < \$30,000
- APP Gap: 55% of children from higher income families have used mobile device but only 22% of children from lower income families



Cross Media Content

- Educational content available across platforms, e.g. Sid the Science Kid on Internet, gaming, educational TV, PBS website. Can be accessed at home or at school
- Parasocial relationships with well known media characters help in learning for young children



Learning Outcomes

- **Content:** Math, science, literacy skills
- **Context:** Digital media enables children to practice skills needed for development of self-regulation, e.g., turn taking, delayed gratification, following directions, distributing attention, tolerating frustration
- **Child:** Finding developmentally appropriate content to encourage healthy cognitive and social-emotional development through children's engagement with digital media



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Our questions for you...

- How could a framework for quality children's media help you in your role as an early childhood professional?
- What information and tools should it include to be most valuable to you?
- How could a framework for quality in children's media help you in your work with parents and families?

Your questions for us...