



**PROFESSIONAL
DEVELOPMENT:
USING TECHNOLOGY
TO SUPPORT OUR
YOUNGEST LEARNERS
IN-PERSON & REMOTE**

About Erikson Institute's Technology in Early Childhood Center

Erikson Institute's Technology in Early Childhood (TEC) Center is a research center and professional development provider with expertise in child development and children's digital media and technology use. Housed within Erikson Institute, the TEC Center is dedicated to connecting research and practice in this field.

The TEC Center conducts **research** investigating the role of technology in children's development and education. Using evidence-based research and real-world examples, the TEC Center's professional development services strengthen educators' **practice**.

CONTACT US AT TECCENTER@ERIKSON.EDU



PROFESSIONAL DEVELOPMENT

TEC Center offers innovative professional development workshops, webinars, and programs designed to develop early childhood educators as leaders in technology integration in early childhood classrooms.

TEC Center's professional development services are individually developed to support principals, district leaders, and individual teachers. The goal of the TEC Center professional development workshops are to support educators to more successfully use and incorporate technology into their teaching and practice in an intentional, meaningful, and effective way. We support educators in developing technology resources and lesson plans for technology use with children directly but also support educators and administrators in using technology to communicate, connect, and engage with parents and caregivers.

We bring Erikson's expertise directly to your staff – in-person, online, or a combination of both – so that your entire staff can participate and develop new skills in the context of their everyday activities.

HOW WE KNOW IT WORKS:

Research on TEC Center's professional development programs indicates that after professional development, teachers reported:

- increased confidence in their use of available classroom technologies.
- increased confidence in selecting technology tools for children.
- increased understanding about how technology tools can be used to support learning.
- decreased concerns around their own ability to use technology in the classroom in developmentally appropriate ways.

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WORKSHOPS & WEBINAR TOPICS

REFLECTIONS FROM REMOTE LEARNING & TRANSITIONING FORWARD

Participants will explore ways to use technology in their classroom to support engagement, learning, and discover ways they can use remote learning tools and strategies back in the classroom. By the end of this course participants will be able to:

- reflect on teaching remotely in order to plan and prioritize for the new school year
- build on strengthened caregiver communication and engagement in person and remotely
- use technology to support transitions for students

RETHINKING TECHNOLOGY USE IN EARLY CHILDHOOD

Participants will explore how young children learn from screen-based devices, barriers that make learning from screen-based devices difficult, as well as strategies to effectively mitigate barriers. By the end of this course participants will be able to:

- apply the latest research on children's technology to their pedagogy with a student-centered approach
- evaluate and select appropriate digital media content for young children
- determine features of technology use that can be challenging for young learners

MEDIA LITERACY IN EARLY CHILDHOOD EDUCATION

Participants will learn the importance of supporting young children as critical media users. Participants will learn about the latest data on young children's media use and comprehension and explore ways to facilitate media literacy education for young children. By the end of this course participants will be able to:

- recognize the importance of positive and appropriate early childhood experiences with media
- develop an awareness of inequities related to media
- implement developmentally appropriate activities that support media literacy skills

READING, WRITING, & DIGITAL TOOLS

Participants will explore how to support language and literacy using technology and digital media. Participants will learn about ways to use technology and digital media to support students developing literacy and communication skills, acquiring vocabulary, as well as storytelling. By the end of this course participants will be able to:

- determine which literacy skills are best suited for digital tool use
- incorporate inclusive ways to increase students' participation and communication
- select appropriate ebooks and lead engaging read alouds

STRENGTHENING CAREGIVER ENGAGEMENT

Participants will explore ways to increase caregiver engagement remotely while considering caregiver and family needs. This session highlights benefits of caregiver involvement as well as ways to use technology tools to access families while strengthening the school to home partnership. By the end of this course participants will be able to:

- use technology to establish and strengthen their relationship with caregivers
- communicate academic information to caregivers via technology tools
- increase caregiver education about child development by sharing high quality resources and at-home activities

TECHNOLOGY & SOCIAL EMOTIONAL LEARNING

Participants will support the whole child's development and academic success by prioritizing their social emotional learning using technology tools. Participants will discover ways to use digital media tools to increase engagement, facilitate play, support emotional awareness, and explore identity and belonging. By the end of this course participants will be able to:

- implement innovative ideas for engaging and reengaging students
- identify social emotional skills that may be strengthened through social play and free play
- creatively select and use technology to aid students in being aware of and regulating their emotions

SUPPORTING ALL LEARNERS WITH TECHNOLOGY

Participants will learn about how technology and digital media can be used to support young children's abilities and needs. In this session, participants will apply Universal Design for Learning and research-based practices to their practices of supporting all learners. By the end of this course participants will be able to:

- recognize digital media elements that are challenging and supportive for students with special needs
- create a schedule that is more inclusive by incorporating choices, breaks, and intentional time limits
- support executive functioning through visuals, flexible seating, and fidgeting tools

AND MORE ➤➤

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PROFESSIONAL DEVELOPMENT DELIVERY OPTIONS

1

HYBRID PD: ASYNCHRONOUS WORKSHOPS WITH SYNCHRONOUS SUPPORT

SUGGESTED OPTION

The hybrid option includes access to asynchronous workshops, slide deck for each topic, digital workbooks, and scheduled synchronous office hours with one or two TEC Center staff. Each topic would include approximately 5 (10-15 minute) video clips, a slide deck, and a digital workbook with resources and reflection prompts. Video clips are accessed by a Vimeo link and customized password. Directions for participation may be created as an email or flyer.

Participants would also be encouraged to join TEC Center staff for synchronous office hours virtually on Zoom. Synchronous office hours would include 30-minute or 60-minute meetings with TEC Center staff to answer questions and review content with participants.

All options include opportunities for participants to engage through the group chat and polls.

2

ASYNCHRONOUS PD WORKSHOPS

Asynchronous workshops include approximately 5 (10-15 minute) video clips per topic, a digital workbook with resources and reflection prompts, and a brief survey to assess their learning (if requested).

Video clips are accessed by a Vimeo link and customized password. Directions for participation may be created as an email or flyer.

3

SYNCHRONOUS PD WEBINARS

Synchronous webinars for participants are provided virtually on Zoom. Synchronous webinars will include a webinar per topic, a digital workbook with resources and breakout group prompts, and a brief survey to assess their learning (if requested). Synchronous webinars can be provided for 60-minute, 90-minute or 120-minute lengths. Both 90-minute and 120-minute webinars include at least one breakout group, a breakout group debrief, and a 5-minute stretch break for participants.

OPTIONAL AD-ONS:

➤ RECORDING OF SYNCHRONOUS WEBINARS

Sending all participants the webinar recording of synchronous webinars.

➤ CERTIFICATES OF COMPLETION

Sending all participants a certificate of completion for asynchronous and synchronous webinars.

➤ ONLINE LEARNING COMMUNITY

The creation of a Facebook group for all participants to engage in discussion even after the webinars/workshops are over. May include scheduled dates for facilitated discussion.

➤ CUSTOMIZATION OF TOPICS

The customization of topics to focus on specific ages and grades, or to include specific standards, recommendations, and associated terms.

➤ DEVELOPMENT OF NEW TOPICS

The creation of a completely new topic, webinar, or workshop.

➤ TIP SHEETS

The creation of tip sheets or resource documents that are downloadable.