

KidzBlock Learning Center approach on Electronic Technology and Screen Time

Technology has transformed our world and daily lives. In our center classroom, kids will explore technology by actively letting them participate in enjoyable and challenging activities through digital devices or tools. In terms of early childhood education utilization of technology can help children develop important skills like play, self-expression, and computational thinking. Our center's goal is for children to succeed in all academic disciplines. That's why we must integrate such tools for them to explore the digital world.

The Benefits of Using Technology in Early Childhood

According to the Office of Educational Technology, families and early educators have many different options for using technology with early learners... access to apps, digital books, games, video chatting software, and a multitude of other interactive technologies that can be used with young children.

The Office of Educational Technology recommends four guiding principles for using technology at a young age:

Guiding Principle #1: Technology when used appropriately can be a tool for learning.

Developmentally appropriate use of technology can be beneficial to young children. As technology enables students to extend learning beyond the walls of their classrooms and homes, it can offer experiences that before were nearly impossible. Recommendations for use include:

- use of technology to meet specifically stated objectives
- meaningful integrations of technology with other hands-on learning tools, including materials and manipulatives in the areas of art, literacy, and play
- technology should not replace interactions with teachers or peers, but instead enhance them
- engagement in deep and active use of technology as opposed to passive use
- The American Academy of Pediatrics (AAP):
 - For children younger than 18 months, use of screen media other than video-chatting should be discouraged.

- Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming/apps and use them together with children, because this is how toddlers learn best. Letting children use media by themselves should be avoided.
- For children older than 2 years, media limits are very appropriate. Limit screens use to no more than 1 hour or less per day of high-quality programming. Co-view or co-play with your children and find other activities for to do together that are healthy for the body and mind (e.g., reading, teaching, talking, and playing together).
- All children and teens need adequate sleep (8-12 hours, depending on age), physical activity (1 hour), and time away from media. Designate media-free times together (e.g., family dinner) and media-free zones (e.g., bedrooms). Children should not sleep with devices in their bedrooms, including TVs, computers, and smartphones.

Guiding Principle #2: Technology should be used to increase access to learning opportunities for all children.

Today in education, the topics of access and opportunity for all students are growing concerns for educators and policy makers. Technology also enables access to a world beyond one's own community and can provide culturally responsive learning experiences for students. Multiple activities that can be incorporated into instruction with early learners to help connect different communities and close the digital use divide:

- introduce students to diverse cultures beyond local community
- share learning and stories with the world through content creation
- opportunities to see and hear from people from different ethnic, cultural, and linguistic backgrounds
- access resources and reference material from multiple sources
- explicit instruction on technology use for students that may not access in home environments

Guiding Principle #3: Technology may be used to strengthen relationships among parents, families, early educators, and young children.

In recent years, technology has brought considerable focus to importance of building the home-school connection, particularly for early learners. As a third guiding principle, the use of technology to help build and strengthen relationships between educators and families. Though it is not recommended for technology to replace

meaningful face-to-face communications, the brief specified several areas where use of technology can help bridge physical divides between home and school:

- ongoing sharing of learning through photos, audio, and video recordings
- help parents to reinforce learning at home by sharing information on learning targets via email, text messages, and social media
- use video chat technologies with parents to demonstrate instruction
- create opportunities for students to engage with family members, peers, and educators through videoconferencing

Guiding Principle #4: Technology is more effective for learning when adults and peers interact or co-view with young children.

With any instructional tool, proper guidance and instruction from an adult or knowledgeable peer is critical for effective use. Interactive discussions with authentic connections to real-world experiences can bring technologies to life for young learners. It is recommended that parents and educators use interactions before, during, and after use of technology to personalize learning for the early childhood learner. The following examples were offered:

- provide scaffolded experiences for learners through discourse and emotional responsiveness
- discuss content prior to viewing highlighting specific areas for focus
- co-view content and interact throughout the experience
- extend learning after viewing the content with a related activity, such as singing a newly learned song that was viewed

To review the entire publication (Early Learning and Educational Technology Policy Brief), please visit <https://tech.ed.gov/earlylearning/principles/>



Cons of Using Technology in Early Childhood

The following are the most common areas of concern around electronic technology use and screen time:

It encourages children to live sedentary lifestyles

According to data given by the Centers for Disease Control and Prevention, 20% of school-aged children have a BMI that places them in the obese category. Technology may open up new learning opportunities and increase social connections, but it also pushes them to have less physical movement.

It creates in-person social disconnects.

Children who spend more time in front of the screen have less personal interactions. As a result, they are less likely to be empathetic to others' needs, have trouble developing connections, and have fewer social skills that aren't related to computers, tablets, or consoles.

Relying on technology reduces the imagination of a child.

Technology does not provide the benefits of having natural imagination because it shows a child imagery instead of encouraging them to imagine it on their own. The world surrounding the youngster shrinks as a result of this break in creative thought.

They begin to avoid engaging in real-life activities in favor of the dream realms provided by technology. It's a drawback that contributes to a rise in psychiatric diseases, ADHD, anxiety issues, and sensory processing difficulties.

Kids struggle with time management when using technology.

The effect of children playing video games, using computers, or running an app on a mobile device is similar to what adults' experience in a casino. Their surroundings are devoid of any sense of time. People become hyper-focused on the activity in front of them when they have less access to time.



No interaction



Better interaction



Best interaction

Our approach on Electronic Technology and Screen Time

Internal Control

- All our technology devices have parental control security. Children and adults won't be able to download inappropriate applications or view any inapt content.
- Children are regularly monitored by teachers and staff when using our technology devices. The idea of technology implementation is to provide the best learning experience to children.

Educational application & software

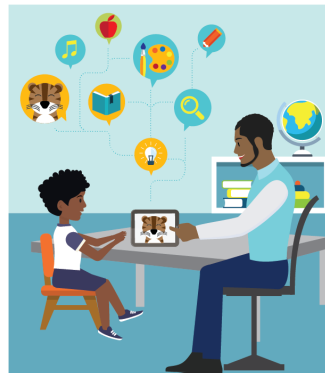
- Our devices have multimedia content and integration that features math, language, social studies, science, art, and second language. This kind of software is very effective for younger children since it motivates them to learn.
- Instructions are given to parents and children on when technology and screen time is used during the week.
- The major objective of KidzBlock Learning Center is to provide skills and tools that interest your child's intellectual growth.
- Older children will have access to the world wide web only to research topics of interest during and with limited access to the web world.



Engage



Communicate



Learn



Create

Appropriate technology usage by age group

- **Infants/Toddlers**



Screen usage is not recommended for children under the age of 18 months, according to the American Academy of Pediatrics. At this age, the appropriate tools are electronic and digital toys that teach them about cause and effect. A basic digital toy, for example, can light up and play music when your child presses a specific button. The benefit of learning is the result of pressing the button in this scenario is teaches your child to press the button.

- **Preschoolers**



At this age, your child will be exposed to a wide range of children's literature. As well as interactive art, music, photography, and engineering apps and games that enhance learning and stimulate creativity. Preschoolers' exposure to digital media is limited to 15-20 minutes individually or 20-30 minutes a group lesson.

- **Pre-kindergarten**



At this age group, children are introducing to tablets and interactive games. They will participate in a more exploratory learning experience that will foster topic and hands-on engagement with technology and applications. Pre-kindergarten exposure to digital media is limited to 15-20 minutes individually or 20-30 minutes a group lesson.

- **School-age**



School-aged children are introduced to slightly more advanced apps and web involvement. They will undertake research and use equipment to develop and improve their initiatives on projects. Also, interactive e-books or movies with subtitles to pique children's interest and encourage early literacy. Pre-kindergarten exposure to digital media is limited to 20-30 minutes individually or 30-40 minutes a group lesson. If children need to use media to finish their schoolwork, we will adjust the time.