Evaluating and Selecting Technology for Young Learners

Gail Lovely GailLovely@Suddenlyitclicks.com





All television is educational television. The question is: what is it teaching? - Nicholas Johnson





All software, apps, and robots are educational. The question is: what are they learning?





Technology Evaluation,

My Qualifications... from 1986

TEACHER'S SPOTLIGHT

by Gail Lovely = Second Grade Teacher Van Ness Avenue Elementary School = Hollywood = California



love KERMIT'S ELEC-TRONIC STORY-MAKER, and by adding a simple classroom activity. I've been able to turn this excellent product into a valuable resource center. The

program from Simon & Schuster encourages reading and writing skills while mak-ing students laugh! Students are provided with sentence formats, and they select Muppet characters, funny actions or set-tings to fill in the blanks. As a result, students create grammatically correct stories that can also be very funny!

I noticed my students were highly motivated to experiment with different sentences while at the computer, but they found these same skills "boring" when I taught them without the computer. Seeing this drop in motivation and speed of learning. I decided to create a learning center I call "Mrs. Lovely's Non-electronic Storymaker"

This learning center is simple to create. I made some sentence format cards with blanks similar to the sentence formats in KERMIT'S ELECTRONIC STORY-MAKER, I color-keyed the blanks to parts

of speech, so a blue blank means a noun is missing while orange means a verb is needed. Then I made color-coded cards for the parts of speech. I labeled these "noun" or "verb," etc. on one side, and I put a picture and word on the other. It's especially fun to include some characters or locations your students are familiar with, like the principal, the school, or yourself. That's all there is to it!

First, students select a sentence format card. Next, they select (or draw at random) a parts of speech card to fill in each blank in the sentence format.

Students then copy their completed sentence onto paper, illustrating it. A collection of these papers makes a great classroom book which the students love to read and giggle over. Using Kermit on the computer plus this learning center, my stu-dents have maintained a higher level of motivation to read and write and I have be gun seeing the variety of sentence formats in their oral language as well. KERMIT'S ELECTRONIC STORYMAKER has really been a valuable addition to my reading. writing and language curriculum without being boring or tedious for students or demanding of my time. It's an addition to a software library that I highly recommend to others.



New Titles Showcase Foleworthy Programs with Transactory Classroom Polestical

Volume I Premier Edition SOFTWARE NEWS

LEACHER'S SPOTLICHT

Where to Start... The NON-STARTERS

Advertising



A 2018 study found when looking at the "96 most downloaded free and paid apps in the 5-And-Under category on the Google Play app store... advertising was significantly more prevalent in free apps (100% vs 88% of paid apps).

http://bit.ly/2tOCoXy



Where to Start... The NON-STARTERS Little or No Real, Meaningful, Educational, or Curricular Purpose Don't bring in an elephant to But, but, but... what about? teach the color gray. eye-hand coordination small motor skills -Dr. Madeline Fun Hunter, UCLA Independence grit...

Where to Start... The NON-STARTERS Challenging Use Requirements, school protocols, sign-in challenges, captchas,

https://www.youtube.com/watch?v=fDwHVzImXws

announcements and pop-ups



Where to Start... The NON-STARTERS Time Wasters

 Takes longer to get to it than the learners will actually use it.

Can't get directly to the specific use you are wanting learners to experience.
 (3 clicks is too many!)

Build a California Mission

From sugar cubes At home

Sometimes tech is not the answer...

and sometimes it is...







Choosing Other Tech (robots)

- Cognitive Affordances
 Cues given to support use and suggest how to interact with the robot
- Interface
 Language Dependency?
 Direct or indirect interaction?
 Slow or Quick?
 Cueing Built-in?



Choosing Other Tech (robots)

Technological Affordances
 The things the robot can do

Functionality
Limited (only 90° turns for example)
Selectable (different modes)
Wide Open



Meaningful, Powerful, https://www.youtube.com/watch?v and Playful Integration



learning needs

curricular and process needs

tools materials methods to fit both social needs

Working together collaboratively/cooperatively, (personal needs too)

The Sweet Spot

So, it is not, "I have a Robot and it is super cute (or cool) so how can I use ;†?" Or the post-conference version of this: "I WANT a Robot and it's super cute (or cool) so how can I get it?"

Start with the end in mind To help support students learning/practicing (fill in skill(s), content, concept(s)) the integration of (fill in tools here) will (enhance, deepen, speed, enable, diversify, make real) the learning of the students.



It is more like:

"We are working on estimation of and measurement of linear distances. We can use our robot to practice these skills by:

- moving a robot both in and outside of grids
- estimating the number of "steps" (or length of time) to reach specific goals
- Measuring the actual distances in standard and non-standard units
- Determining ways to efficiently move the robot to specific locations
- Extension: comparing robots... if we determine how many "steps" for Matatabot to go to the goal can we also determine how many for Bee-Bot if we know how many Matatabot steps = a Bee-Bot Step?

How Do We Keep This Practical?Plan, plan, plan...

Support systems for students as they work

 Material management systems for finding materials

Clear goals and check points.

An Example

Librarian (push in) read a book to 4 year olds
Provided an alternative ending to the story via video with a QR Code
4 year olds watched the video
Then Discussion



Some strengths:

Children followed directions and got to the video and all of them watched it
Children discussed how the book and video were different

Challenges: Productive noise bothered the adults Some children needed help scanning the QR code

To Note

- Each child is 4 years old
 Each child has their own iPad
 This was the first time they ever used a QR Code
- This was the first time the librarian ever used tech with children
- Activity was short, clear and focused

Planning

Children need to know BEFORE they touch the tech each time: What will they do? • Where will they do it? • Who will they do it with? • What are the goals? What do they do if they are stuck?



Forty Minutes? Really?

 Following this are things I didn't share, but I would have if there were more time...



All Materials on the next pages were not included in the presentation...

SuddenlyltClicks http://www.suddenlyitclicks.com/



Gail Lovely @glovely GailLovely@SuddenlyitClicks.com

Rubrics

- <u>https://reviews.childrenstech.com/ctr/rubrics.php?id-</u>
 <u>&rubric=#evaluate</u> (My Favorite)
- <u>https://www.tripleeframework.com/triple-e-printablerubric-for-app-evaluation.html</u>
- <u>https://docs.google.com/file/d/OBzJdStH5bG1sdIM3</u>
 <u>MUdUbVRfcms/edit</u> (For Students)





Common Sense Media <u>https://www.commonsense.org/education/search?contentType=reviews</u> Children's Technology Review

<u>https://reviews.childrenstech.com/</u>



Resources

 The Joan Ganz Cooney Center <u>https://joanganzcooneycenter.org/</u>
 <u>Children's Technology Review</u>

<u>https://reviews.childrenstech.com/</u>



Some of My Favorite Websites Book Creator Flip Grid Google Drive Padlet Thinglink

Alphabetical order



Some of My Favorite Apps

(in Alphabetical order)

- Attributes by Math Doodles
- Book Creator
- Camera
- Chatterpix Kids
- Do Ink Greenscreen
- Padlet
- PicCollage EDU
- ScratchJr
- Zoombinis



Some of My Favorite Robots

- Bee-bot, Bluebot
- Cubetto
- Matatalab Matatabot Lite, Matatabot
- Ozobot Bit, Evo
- Wonder Workshop Dot, Dash



Alphabetical order

Tech Weaknesses for Little Learners?

CAN be disjointed from other realities

CAN be source of pacification or isolation

 CAN be abstract and lack transfer to other things...



. cen

Tech Strengths for Little Learners?

Capture Student Voice(s)

Provide reflection opportunities

- Enables exploring big ideas
- Provides windows, mirrors and ladders





Interactions

 Focus on active use of technologies by the learners...Who is doing the thinking/work?

 Focus on working together including discussion, debate, decision making, and celebrating



CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by <u>SlidesCarnival</u>
- Forgotten Password Video: <u>https://www.youtube.com/watch?v=fDwHVzImXws</u>
- Forgotten Message Video: <u>https://www.youtube.com/watch?v=sGyTbzjlUEg</u>
- Transportation Book: made in Book Creator by Elders & Teachers of Maryetta School OK
- <u>R</u>obots and Storytelling, Jackie Gerstein: <u>https://www.youtube.com/watch?v=GZ2i9bY3V48</u>

Gail Lovely <u>GailLovely@suddenlyitclicks.com</u> @glovely

