Technology, Remote Learning, and Play

Gameplan:

- Understand ways tech can be beneficial v. harmful and then be able to bring a critical mind to planning/evaluating learning experiences
- Consider qualities of meaningful and playful remote-learning experiences

Agenda

- Add yours here

ScratchJr

Cat

Barn

Chicken
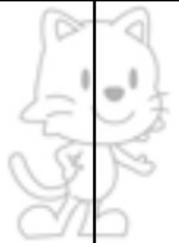
Debrief:
What did you experience using Scratch?
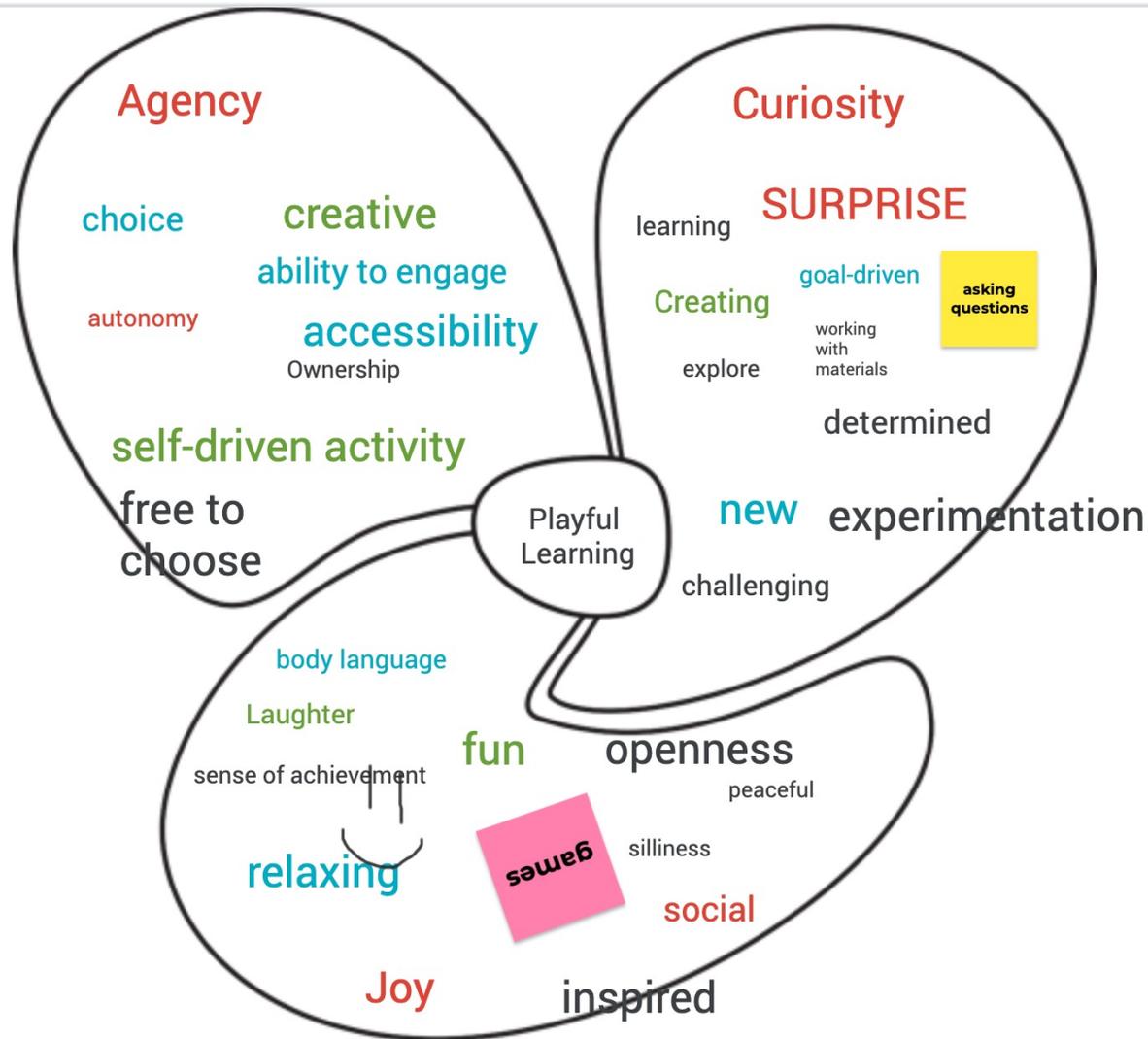
Note: These are the indicators that one class created together. Insert your class indicators (or the ones developed by PoP that are most appropriate for your context) here. Use these to discuss/debrief the play activity you just engaged in.

American Academy of Pediatrics 2019 media recommendations for families:

- Age 2 and under: avoid media use (except video chatting).
- Preschoolers: No more than one hour of high-quality programming per day.
- Grade-schoolers/Teens: Don't let media displace other important activities such as quality sleep, regular exercise, family meals, "unplugged" downtime.
- All ages: Be a media mentor. Co-view media with your kids. Help children understand what they are seeing, and help them apply what they learn to the world around them.
- Do not feel pressured to introduce technology early; interfaces are so intuitive that children will figure them out quickly once they start using them at home or in school.

More AAP recommendations for families:

- Avoid fast-paced programs (young children do not understand them as well), apps with lots of distracting content, and any violent content.

- Turn off televisions and other devices when not in use.

- Avoid using media as the only way to calm your child.

- Monitor children's media content and what apps are used or downloaded. Test apps before the child uses them, play together, and ask the child what he or she thinks about the app.

- Keep bedrooms, mealtimes, and parent–child playtimes screen free for children and parents. Parents can set a "do not disturb" option on their phones during these times.

- No screens 1 hour before bedtime, and remove devices from bedrooms

Mitch Resnik on play and technology
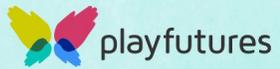
Lifelong KINDERGARTEN with Mitch Resnick

Click on the icon to the left to hear Mitch Resnik (one of the creators of Scratch) talk about play in the physical world v. the digital world.
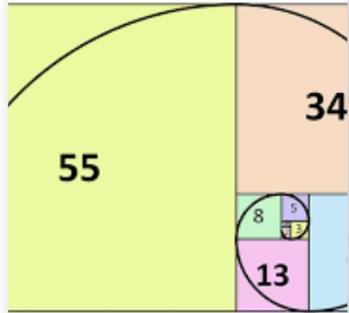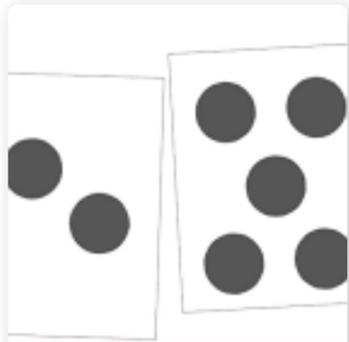
"I never thought of that before!"

A playful learning routine for sharing and discussing new ideas

1. Go to (insert link to a Jamboard, Padlet, etc – or use physical materials to post ideas in your classroom)
2. Post an idea/practice/activity that interested you in the popatplay blog post you read for class today on remote learning
3. Read over your colleagues' posts and mark two that interest you by adding a colored dot or check mark next to that post
4. We will discuss the posts with the most votes in a few minutes!

Principles for Balancing Online/Remote and In-Person Learning for Young Children

- **15/45 Minute Rule:** Give your full attention to young children for 15 minutes and then put an activity out or an online lesson/video so that you can work or complete other responsibilities for 45 minutes.

- **5 Senses:** Children learn by touching, listening, talking, moving around, observing and tasting. When things are bleak, go outside for a short walk and see what children notice and let them use all their senses. Or let children explore materials in the house like rocks, leaves, sea shells, instruments or cooking utensils.

- **Balance online with in-person learning:** Children learn through their bodies. Online learning (listening to people read books, math facts, reading apps, etc.) should be evenly balanced with in-person/hands-on activities like building, working, drawing or playing.

- **Pass on Your Knowledge:** Children want to learn about what parents are excited about. Teach your child to appreciate what you are interested in by letting them participate with you.

- **Learning happens by trial and error:** Teaching children is challenging and scary at times. We don't have to be experts to show love, attention and provide learning opportunities to young children. Young children learn to walk by falling down and so do their parents and caretakers.

http://sites.edb.utexas.edu/agency-and-young-children/

Things to consider with distance learning

Drawing on evidence of distance learning from around the world, we have identified some important things to consider, to help make learning **inclusive, engaging, focused on and meaningful for children, joyful and sociable**.

**01.
Nurturing a community of learners**

**02.
Keeping learners safe online**

**03.
Making learning flexible**

**04.
The Spectrum of Play**

From: https://www.legofoundation.com/en/learn-how/knowledge-base/distance-learning-guide/

Guiding Questions

In thinking about how you can support creative learning from a distance, it can be helpful to bear in mind some key questions:

How will you design experiences that are inclusive of the children's choices (of what to do and how to do it)?

What guidance and resources will the children need to explore?

Exploring and creating requires is demanding – how will you make the time and space for it

What do the children already know and care about, and how could their experiences inspire them?

How can you design experiences which meet children at their level of skill (including practical and technical skills)?

Could you invite the children to ask their own questions which spark wonder and de-light, and intrinsically motivate them?

How will you document and reflect on learning and progress with the children?

If there is a product or creation, how will you share or use it among the children?

How can the experience and each child's learning be transferred to other activities?
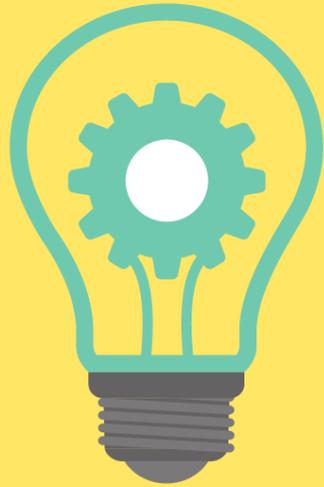
Project SOLVE

STRATEGIES FOR VIRTUAL EDUCATION

RESOURCES FOR
EDUCATORS AND TEACHER EDUCATORS
PROJECT SOLVE 2020

Additional Resources

VIDEOS

- Colorin Colorado Classroom Videos
- Embracing Anti-Oppressive Education
- MCEC Minute
- TedED

STRESS & MINDFULNESS

- xhalr
- Headspace
- Calm
- Mindful

MATERIALS

- ICMEE
- BBC Bitesize
- PBS Learning Media
- Wide Open School
- Common Sense Media
- Teaching Tolerance
- Rethinking Schools
- Edutopia
- Google for Education
- Socrative
- Newsela
- CommonLit
- ArtsEdge
- HowStuffWorks
- NASA Space Project

APPLICATIONS TO SUPPORT VIRTUAL INSTRUCTION

- Padlet
- Peardeck
- Kami
- Flipgrid
- PollEv
- Kahoot
- Nearpod
- Gimkit
- Nimbus Note
- Nimbus Capture
- EdPuzzle
- Explain Everything
- Beeline Reader
- JamBoard
- Scratch
- EdModo
- Bookshare
- Storyboard That
- Tinkercad
- ReadAloud
- Keep

TRAINING RESOURCES

- Universal Design for Learning & Chrome
- UDL Tools for Access
- Teaching with Technology
- Coursera

FAMILY COMMUNICATION

- TalkingPoints
- SeeSaw
- Remind
- ClassDojo

From the Project Solve guide – downloadable at https://drive.google.com/file/d/1Jg5sK1LgDh1_k-gGasa9ZnfYrurR7Lt_/view

Math Games

Using materials in your play kit or nearby, design a math game that you and your partner can play remotely.

Your game should engage learners in exploring a foundational math concept (e.g. counting, comparing, grouping...)

Playful Learning at a Distance: Additional Provocation

Walnuts

https://www.reggiochildren.it/en/athomewiththereggioapproach/a-walnut/

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What does learning through play feel like for you?
Use the text box tool to add your indicators of playful learning.

You can use your play autobiographies and the play session at the start of class as a starting point - what did play look or feel like to you in those experiences? What descriptors feel most important?

Feel free to borrow words from the three versions (ISB, SA, USA) we just discussed in class if relevant to you, or come up with your own.
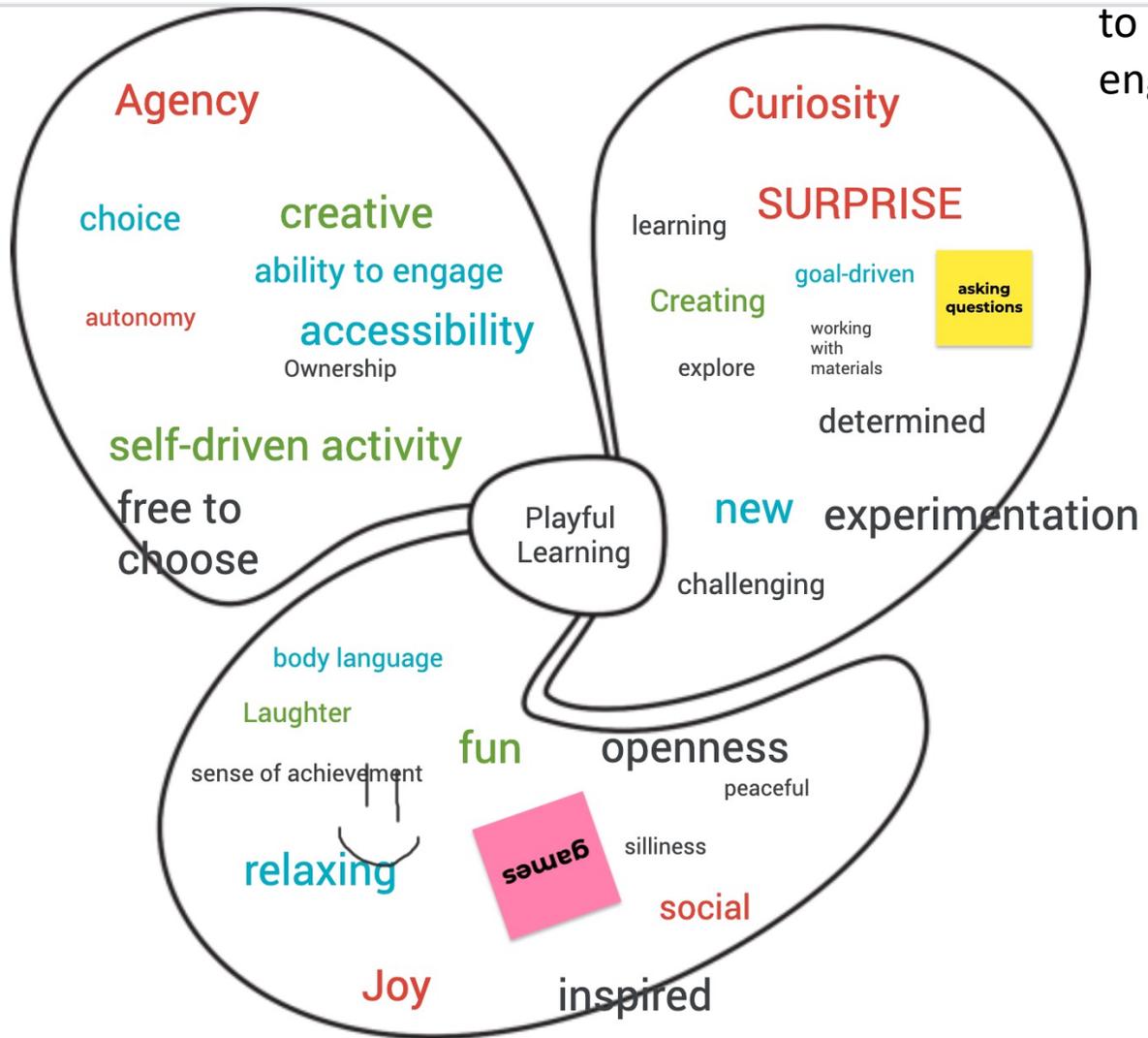
Agency
choice
creative
ability to engage
autonomy
accessibility
Ownership
self-driven activity
free to choose

Curiosity
learning
SURPRISE
goal-driven
Creating
working with materials
explore
asking questions
determined
new experimentation
challenging

Playful Learning

body language
Laughter
fun
openness
sense of achievement
peaceful
relaxing
games
silliness
social
Joy
inspired

I used to think…

Now I think…