



EME2xxx Educating Young Children for Digital Literacy in the 21st Century

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Course Description: This course provides an overview of technology and interactive media in early childhood. The student will learn ways in which to optimize opportunities for young children's cognitive, social, emotional, physical, and linguistic development by using technology and media in ways that are grounded in principles of early childhood development and developmentally appropriate practices. The students will learn how to make informed decisions regarding the intentional use of technology and media in ways that support children's learning and development. (3 hr. lecture)

Course Competency	Learning Outcomes
Competency 1: The student will identify the role of technology for young children in the 21st century by:	8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Describing state standards and national standards, policies, and position statements for the use of technology and interactive media with young children. 2. Reviewing the research on the effects of children's use of technology and interactive media as it relates to neuroscience education, child development, and child health issues. 3. Identifying the challenges and opportunities regarding the integration of technology and interactive media in the early childhood curriculum. 4. Analyzing the impact of research, events, and advances in technology on curriculum and instructional strategies in early childhood. 	
Competency 2: The student will demonstrate legal and ethical use of technology in the classroom by:	7. Ethical Issues 8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Advocating and practicing safe, legal, and responsible use of information and technology. 2. Examining legal and ethical practices related to use of technology in the early childhood setting. 3. Identifying and evaluating appropriate classroom procedures for student use of available technology in the early childhood setting. 4. Identifying and selecting technology and interactive media that is not cognitively, emotionally, socially, physically, or linguistically harmful to young children's development. 	
Competency 3: The student will facilitate and inspire young children's creativity through the use of technology by:	4. Information Literacy 8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Identifying characteristics and examples of readily available technologies for use with young children and the implications of their use in the early childhood setting. 2. Identifying key activities in which technologies can be used across PK-grade 3 settings. 3. Aligning technology and interactive media with curriculum goals, a child-centered and play-centered approach, hands-on exploration, active meaning-making, and relationship-building. 4. Designing and adapting relevant learning experiences that incorporate innovative digital tools and resources to promote student learning and creativity. 	

Competency 4: The student will demonstrate knowledge of developmentally appropriate curricula by:	4. Information Literacy 8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Identifying uses of technology and interactive media across the early childhood curriculum to teach reading, mathematics, social studies, and science. 2. Identifying uses of technology and interactive media across the early childhood curriculum to teach health, safety, nutrition, visual arts, music, drama, and dance. 3. Identifying ways to integrate readily available technology into emergent reading activities by addressing key components of literacy. 4. Identifying ways to integrate (readily available) technology into writing activities by addressing key components of handwriting and written composition. 5. Explaining how to embed technology and interactive media into social and communication skills instruction. 6. Discussing uses of technology and interactive media in early childhood classrooms to support the development of play skills. 	
Competency 5: The student will design and develop developmentally appropriate digital age learning experiences for young children by:	4. Information Literacy 8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Examining the National Association for the Education of Young Children's framework on developmentally appropriate practices. 2. Utilizing research to make informed and intentional decisions regarding the use of technology in early childhood classrooms. 3. Selecting and utilizing technological tools and interactive media that suit the ages and developmentally appropriate levels of young children in early childhood programs. 4. Designing a lesson that connects "on-screen" and "off-screen" activities while supporting existing classroom developmental and educational goals in the early childhood classroom. 5. Evaluating technological tools and interactive media to meet the cognitive, social, emotional, physical, and linguistic needs of young children. 6. Participating in local and global learning communities to explore developmentally appropriate and creative applications of technology and interactive media in the early childhood curriculum. 	
Competency 6: The student will foster and strengthen home-school connections by:	8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Identifying technological tools that build relationships and maintain ongoing communication with parents and families. 2. Describing the importance of including families in technology discussion and providing them with resources. 3. Modeling safe, secure, healthy, responsible, ethical, appropriate, effective, and positive, uses of technology to young children, parents, and families. 4. Communicating with families about the role of technology and interactive media in young children's lives. 	
Competency 7: The student will create an inclusive learning environment through the use of assistive technologies and Universal Design for Learning Principles in the Early Childhood Classroom by:	4. Information Literacy 7. Ethical Issues 8. Computer / Technology Usage
<ol style="list-style-type: none"> 1. Facilitating equitable access to technology resources for all students as a result of identifying problems and barriers experience by young children with disabilities. 2. Identifying the guiding principles, laws, and funding options for assistive technology. 3. Describing the components of universal design for learning. 4. Defining assistive technology and identifying the types of assistive technology options for 	

young children.