



## Welcome to ECHD 430 Technology for All Young Children (and their teachers)

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## Agenda



- Introductions
- Syllabus
  - Goals
  - Assignments
  - Grading
- Wiki
- Library Resources
- BlackBoard
- Writing task

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## Text books

Sadao, K. C., & Robinson, N. B. (2010). *Assistive technology for young children: Creating Inclusive Learning Environments*: Paul H. Brookes Publishing Company.



Parette, H., & Blum, C. (2013) *Instructional Technology in Early Childhood: Teaching in the Digital Age*. Paul H. Brookes Publishing Company.



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### Use of technology

- Adult tools:
  - Knowledge
  - Skills
  - Attitudes
- For all young children, especially for inclusion of children of differing abilities



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### Getting to know each other

- Name
- If working in early childhood type of program and age of children
- Courses taking in early childhood
- One success you've had in the last six months on the computer
- One goal for class



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### Weekly format

- Go on BlackBoard or wiki –
  - read book chapters, and articles
  - Post your Journal prior to class
- PP to quickly go over key points of week
- Review adult computer skill
- Discussions/demonstrate skills
- iPad card available to review / use children's programs



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### Major assignments

Assignment	% points	Due date
Weekly reflection *Journal due in BB (3 x 10)	30%	Weekly
Lesson Plan with technology	5%	Oct. 23
Lesson plan modification with UDL	5%	Nov 6
Letter to Parents	10%	Dec. 4
Digital Student Portfolio	20%	Dec 11
Technology Fair Presentation	10%	Dec. 11
Participation in class, assumes attendance	20%	Weekly

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### Text Poll

Would you rather be able to fly or breathe underwater?

Text a **CODE** to 37607     Submit responses at [PollEv.com](http://PollEv.com)

Fly

**536241**

Breathe underwater

**536244**

Total Results: 0

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### Goals of ECHD 430

1. Universal Design for Learning principles and application in curriculum development, instruction, and assessment.
2. Integrating technology and early learning standards into infant/toddler and preschool curriculum.
3. Augmentative or Adaptive Communication (AAC) systems to enhance children's vocabulary, participation in the curriculum, conversational and social interaction skills.
4. Integrate technology into math, science, and social studies activities with a variety of technology tools such as digital cameras, smart boards, document cameras, and others.

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### Goals, con't



- 5. Create curriculum activities using authoring software, to address diverse array of students needs within the classroom.
- 6. Use curriculum-based assessment procedures to determine appropriate input methods, technologies, curriculum activities, and adaptations for a child.
- 7. Read research the efficacy of technology for teaching and learning for early childhood students with and without identified special needs.
- 8. Compare and contrast adaptive/assistive and universally designed use of technologies and how to use them to customize activities for children.
- 9. Demonstrate how to use digital photos to create technology portfolios that document children's progress.

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### In charge of own learning

- Speak up if there are terms or skills for which you want more information
- Safe place
  - We all will learn from each other
  - Some start with more back ground knowledge, help others learn the skill & knowledge
  - Mistakes are just opportunities to gain new knowledge
- Keeper of your own comfort




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### wiki



- <http://echd430-f13-love.wikispaces.umb.edu/home>
- Log-in UMB email **username**
  - Part before @umb.edu
- Password = UMB email password
- Find help: <http://www.wikispaces.umb.edu/>




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## Atomic Learning

- Where can you go to learn everything you want to know about computer programs, just when you need to know it?
- [http://www.atomiclearning.com/highed/bb9\\_student?cn=umb](http://www.atomiclearning.com/highed/bb9_student?cn=umb)




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## iPads

K	W	L
What do we know?	What do we want to know?	Will return here.



"Playfulness is the motivation to freely and joyfully engage with, and explore the surrounding world,"  
Anthony Toombs

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## Library Resources

- **Library:** <http://www.umb.edu/library>
- eBooks: <http://umb.libguides.com/ebooks>
- Videos on demand: <http://digital.films.com/Dashboard.aspx>
- Online Journals: <http://atoz.ebsco.com/Titles/umbhl?lang=en&lang.menu=en&lang.subject=en>
- Help: <http://umb.libanswers.com/>
  - Email: [library.reference@umb.edu](mailto:library.reference@umb.edu)
  - Text (617) 826-9978 [more info](#)
  - [Chat Online](#) with a Librarian [more info](#)
  - Call (617) 287-5940 [more info](#)




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### For next week: Sept 11<sup>th</sup>

- Buy books and read:
  - Parette & Blum, Chapter 5
  - Sadao & Robinson, Chapter 1 & 2
- Before class, post the Weekly reflection (journal)



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### Who likes to leave at 9:45?

- Make up time is reading and weekly journal.
- Please take this seriously and use the journals to demonstrate that you have read the texts and articles.
- Think deeply about the content:
  - Apply it to your experiences
  - Compare and contrast content
  - Share thoughts if you disagree with content
- One page or 150 words



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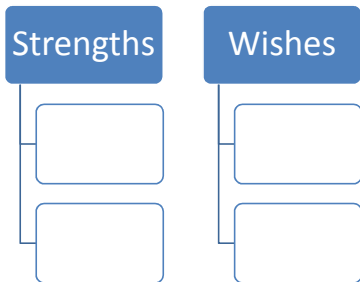
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Before you leave use two post-its to share your thoughts/ feelings about today's class,



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Logging in to Blackboard  
<https://umb.umassonline.net/>



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Help for BlackBoard 

- <http://umb.echelp.org/>
- Atomic Learn: requires UMB log-in
  - [Blackboard Learn™ 9.1 - Student Training](#)
- New toll-free 24/7 phone number:  
1-855-789-7053

Total frustrated ask a friend or email me!

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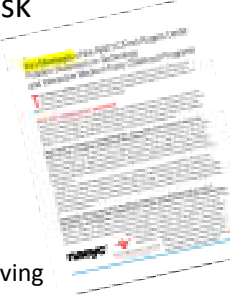
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Writing Task

- Read this handout 
- Find the Journal Prompt
  - BlackBoard
  - **Start Here** Folder
    - Week 1 Folder
- Post your answer before leaving
- Remember the post-its (strengths, wishes)

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