



## Digital Student Portfolio

ECHD 430 Technology for All Young Children




## Goals




4. Use methods to 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.
9. Demonstrate how to use digital photos and software applications (e.g., iMovie) to create technology portfolios that document children's progress.

## Agenda



- What are student Portfolio
- What does one look like
- Taskstream
- Digital Story Telling
- Children's Apps for storytelling
- Exploring Apps and weblinks for topic


## Readings



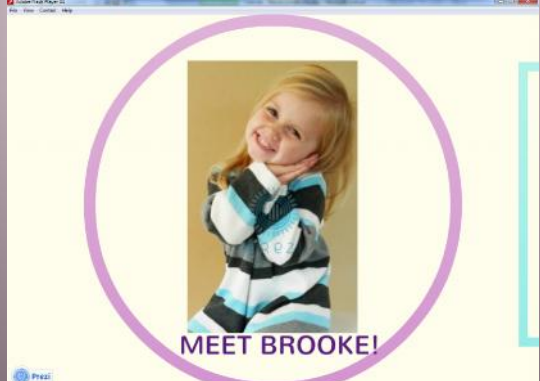
- Record process
- Include children's words
- Add your own reflections
- Use **What** and **How** questions to prompt children's reflection
- Ask what is most important

## Task stream UMB CEHD students portfolio

- [http://youtu.be/wtsjaCr6\\_Pl](http://youtu.be/wtsjaCr6_Pl)



## Student Portfolio



**MEET BROOKE!**

### Brooke lives at home with her Mom, her Dad and her baby brother Seth

### All about ME!

Personality: Brooke is a bubbly 3-year old girl. She is independent, opinionated and loveable. She loves to laugh and smile. She is a very active child who loves the playground and active sports games. Brooke is also VERY social. She enjoys interacting with peers and adults and prefers to be with people at all times. Brooke loves to sing and whenever she has an audience she is always performing. Brooke currently attends a full day pre-school which she loves. Some of her favorite activities involve problem solving games such as puzzles and matching games. Brooke enjoys books and will sit through the reading of several books at a time.

Brooke just moved into a new house! She loves to have a room that she shares with her baby brother. She especially loves more room for all of her stuffed animals.

### Your Child at 3 Years

Child's Name	Child's Age	Today's Date

How you child plays, learns, speaks, and acts offers important clues about your child's development. To help parents understand the "typical" range of children aged 3 to 36 months, the CDC's checklist is divided into two age ranges. Take this with you and talk with your child's doctor or nurse about the milestones your child has reached and what to expect next.

What most children do at this age:

Social/Emotional	Movement/Physical Development
<ul style="list-style-type: none"> <li>Can separate from friends</li> <li>Shows affection to family and friends</li> <li>Shows some jealousy</li> <li>Shows affection for a caregiver</li> <li>Imitates the behavior of others</li> <li>Shows some feelings of curiosity</li> <li>Shows some understanding of others' feelings</li> <li>Shows some understanding of others' needs</li> <li>Shows some understanding of others' actions</li> <li>Shows some understanding of others' emotions</li> </ul>	<ul style="list-style-type: none"> <li>Can walk up and down stairs</li> <li>Can run</li> <li>Can jump</li> <li>Can climb</li> <li>Can throw a ball</li> <li>Can catch a ball</li> <li>Can use a spoon</li> <li>Can use a fork</li> <li>Can use a knife</li> <li>Can use a pencil</li> <li>Can use a crayon</li> <li>Can use a glue stick</li> <li>Can use a marker</li> <li>Can use a paintbrush</li> <li>Can use a brush</li> <li>Can use a comb</li> <li>Can use a hairbrush</li> <li>Can use a hair dryer</li> <li>Can use a hair curler</li> <li>Can use a hair straightener</li> <li>Can use a hair iron</li> <li>Can use a hair curler</li> <li>Can use a hair straightener</li> <li>Can use a hair iron</li> </ul>

Act wisely by talking to your pediatric doctor if your child:

- Does not walk by 18 months
- Does not talk by 24 months
- Does not use simple phrases by 30 months
- Does not use simple sentences by 36 months
- Does not play with other children
- Does not play with toys
- Does not play with blocks
- Does not play with puzzles
- Does not play with dolls
- Does not play with stuffed animals
- Does not play with toy cars
- Does not play with toy trucks
- Does not play with toy trains
- Does not play with toy planes
- Does not play with toy boats
- Does not play with toy animals
- Does not play with toy insects
- Does not play with toy plants
- Does not play with toy rocks
- Does not play with toy shells
- Does not play with toy stones
- Does not play with toy pebbles
- Does not play with toy leaves
- Does not play with toy twigs
- Does not play with toy sticks
- Does not play with toy branches
- Does not play with toy roots
- Does not play with toy seeds
- Does not play with toy nuts
- Does not play with toy bolts
- Does not play with toy screws
- Does not play with toy washers
- Does not play with toy nuts and bolts
- Does not play with toy screws and washers
- Does not play with toy nuts, bolts, and washers
- Does not play with toy nuts, bolts, and washers and screws
- Does not play with toy nuts, bolts, and washers and screws and washers
- Does not play with toy nuts, bolts, and washers and screws and washers and screws
- Does not play with toy nuts, bolts, and washers and screws and washers and screws and washers and screws

Brooke is appropriated for her age range according to the CDC developmental checklist: to the left.

Brooke consistently demonstrates these behaviors and activities without prompting or assistance. Further looking into each area of development will be looked on the upcoming slides.

At this time there are no concerns or red flags for Brooke's development.

### Social-emotional

One of Brooke's strengths is her social-emotional skills. Brooke acknowledges adults and peers when they enter or leave a room. Brooke will interact with her peers by initiating conversations and games with them. Brooke remembers name and will call familiar people by name when they arrive.

Brooke LOVES spending time with her cousins! As they are in her peer areas she will easily take turns and wait in line for games or activities. Brooke is often a leader telling other children what game to play and how to play the game.

### Social emotional

Brooke is very affectionate with familiar people. She will notice when others are sad and will comfort them. Brooke will seek out hugs and kisses when she wants them and will freely give them to others.

Brooke's goals for school readiness are to separate from her parents, initiate interactions with unfamiliar peers and to appropriately interact with peers to request her wants and needs. These goals will prepare Brooke for Kindergarten. Brooke is already successfully in these goals and will be ready for school in a few years. She separates from Mom and Dad at pre-school without an issue. Brooke makes friends with peers initiating conversations and games. Brooke requests help when needed from teachers and will take turns playing games.

### Gross Motor




Brooke's gross motor, or how she moves her large muscles, is another area of strength for her. As seen in this video she can run with a smooth gait and kick the ball taking one foot off the ground.

### Gross motor

Brooke gross motor skills will be helpful to her school readiness. Being able to walk and run and maneuver the classroom will prepare her for kindergarden.

Brooke is a daredevil and will climb to the top of the jungle gym. She can climb up and down the stairs without assistance alternating feet. She can throw the ball a few feet and catch it. She can jump forward with both feet together.




Gross motor is not an area of concern for Brooke.

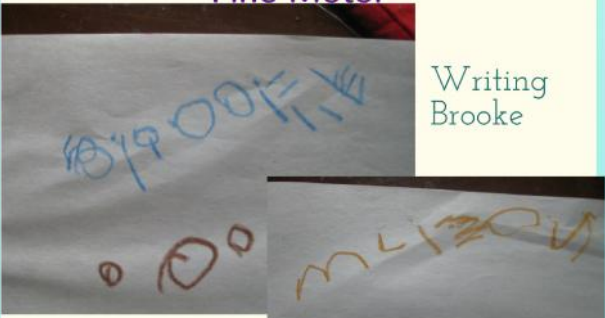
### Fine Motor

Brooke's skills in fine motor are developmentally appropriate for her age group. Brooke has good control over her small muscles of her hands. She holds a crayon or pencil with a mature pincher grasp between her thumb and forefinger. Brooke will imitate horizontal and vertical lines as well as circle. Brooke is started to write her name (as seen on the next slide). Brooke can cut paper or play dough with a scissor with ease.

Brooke's next goal would be to consistently write her name to prepare for school. For a three-year-old Brooke is advanced already writing her name but the next step for school-readiness will be to consistently writing her name.



### Fine Motor



Writing Brooke

Writing her last name  
WILSON


### expressive language



For Brooke expressive language over all over areas of development has been her strongest. She spoke 2-3 word phrases by her first birthday. She spoke full sentences by her 2nd birthday that included adjectives such as "auntie Sarah it's very hot!" By her 3rd birthday Brooke is able to say long complex sentences to get her needs met. She has always been an opinionated child so she openly states she feelings on all subjects and quickly picks up new words. Brooke will have back and forth conversations with you, ask questions as well as tell stories.

Brooke has always loved to sing. Here is a clip of her singing a few months ago. She is mostly clear with her speech.

### expressive language



This is a video of Brooke taken this week. It shows even in a few short months how clear her language has become. Communication is such an important part of becoming school read and Brooke has mastered her communication skills for her developmental age. She is school ready now with the amount of language that she has.

### Self-Care

Self-care is a very important aspect of being ready for school. This means being independent and able to take care of your self with toileting, feeding and dressing with limited assistance. Brooke is able to undress herself and untie her shoes. Brooke is toilet trained! She is able to request to use the bathroom rarely having accidents. Brooke is ready for school in the self-help area.





Brooke is able to feed herself interdependently. She uses a spoon or fork with no assistance. Brooke is able to drink from an open cup with little spillage.

### Self Help

Brooke is very active in helping around the house. Brooke is able to clean up after her self and clear her place on the table. These are important skills to have when becoming school ready to clean up after a mess.




Brooke loves her younger brother Seth and loves to help mom and dad with him. Brooke has great pretend play skills and will feed her doll and change her diaper in the same way mom feed and change baby Seth.

### Elements of Educational Digital Storytelling

1. Overall Purpose of story
2. Narrator's point of view
3. Dramatic question
4. Choice of content
5. Clarity of Voice
6. Pacing of narrative
7. Use of meaningful audio soundtrack
8. Quality images, video and other elements
9. Economy of story detail
10. Good grammar and language use

### Conclusion

- Documenting progress is a critical part of teaching
- Digital Portfolios is one tool for documentation
- Digital Storytelling is a powerful way to share a message!

### Next Week

- Connecting with Families and Teams using Technology



### Apps and Web Tasks

- Taskstream video: [http://www.umb.edu/academics/cehd/student\\_information/taskstream](http://www.umb.edu/academics/cehd/student_information/taskstream)
- Check out: [Resources for Early Learning .org](http://ResourcesforEarlyLearning.org)
- Storymaker for Preschool Children <http://www.carnegielibrary.org/kids/storymaker/embed.cfm>
- Online Peg and Cat game: <http://pbskids.org/peg/games>