



Learning Through Laughter™

Integrating Technology into Educational Environments



EARLY LEARNING
COLLABORATIVE

Integrating Technology into Educational Environments

Integrating technology into any educational environment needs to be a thoughtful and deliberate choice. This is all happening in *your* setting, with *your* children, and *your* lessons. Let's take a look at how to successfully integrate the Pocoyo PlaySet into your daily routine.

Getting Started

Children need to be taught how to use technology. They need to be shown how to handle the equipment and how to use activities appropriately. They need clear rules and boundaries. Different children will be coming to your classroom with vastly different tablet experiences. Some children will have tablets in their homes and will arrive with a certain expertise. For other children, this will be their first experience with a tablet. It's important to make a plan for how it will be used.

Create a space

- Have a designated space where the tablet will be used. The tablet should be used sitting on a low table, or on the floor to avoid dropping.
- Have your designated space in a place where small groups can use the tablet without distracting children involved in other activities. Young eyes can be drawn to the sounds and sights coming from the tablet, so you might want to find a space outside of the main work area.
- When the tablet is not in use, put it away in a secure place where children cannot see or access it. Leaving the tablet out will not only be distracting, it will likely lead to accidents.



Introduce the Tablet to Children

Lead the children in a group discussion about the tablet and the Apps. You can do this with small groups, or with your entire group.

- Ask questions like:
 - *What do you think is inside the tablet?*
 - *What does it remind you of?*
 - *Has anyone seen one of these before? Has anyone used one of these before?*
 - *How do you think this works with so few buttons?*
- Discuss the parts of the tablet, using accurate words and language: the buttons, the screen, the volume control.
- Model how to navigate the tablet:
 - How to turn it on and off.
 - How to swipe from page to page
 - How to open and close an application.
- Open a Pocoyo PlaySet and model a few of the activities for children.

Create Rules and Boundaries

As you get children comfortable with the tablet, it is important to establish clear rules and boundaries for how it will be used.

- Lead a discussion in which children suggest certain rules for using the tablet. Having children create the rules helps them understand *why* the rules exist in the first place.
- Make it clear that different children may use the tablet in different ways. Explain that the PlaySet is a tool that can help each child in a unique way.
- Write the rules down on a large piece of paper to be displayed in the tablet area. Create simple pictures for each rule to help children understand.
- Create songs, chants, or dances about the rules to help children remember.
- In the early days of using the tablet, schedule times to work with each child individually or in small groups. Different children will need different levels of assistance as they become comfortable with the new technology.
- Be clear about how the tablet will be used: Will children always work individually or in small groups? Will the tablet only be used when everyone is together? Are there certain days in which the tablet *won't* be used? The more clarity children have, the more they will begin to regulate their own behavior.
- Create a simple way for children to sign up to use the App. Create a board for work time with pictures of different activities. Make the App. one of the possible activities and have children use a clothespin to clip their name to it.



Sources:

National Association for the Education of Young Children, Fred Rogers Center for Early Learning (2012) *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age ,*

National Center for Education Statistics. (2011). *The nation's report card: Reading 2011* (NCES 2012–457). Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved from <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012457.pdf>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs. (2011). *The growing number of English learner children*. Retrieved from http://www.ncela.gwu.edu/files/uploads/9/growingLEP_0809.pdf

[END]