



# **Beyond Remote-Controlled Childhood**

**Teaching Young Children in the Media Age**

**Diane E. Levin**

**naeyc**

# Beyond Remote Controlled Childhood Teaching Children In The Media Age

**Burris, Jade, Rosen, Dina, Karno, Donna**



## **Beyond Remote Controlled Childhood Teaching Children In The Media Age:**

Beyond Remote-controlled Childhood Diane E. Levin, 2013 Reduce screen media's potentially harmful impact Young Children in a Digital Age Lorraine Kaye, 2016-06-23 Young children are born into a digital world and it is not unusual to see preschool children intuitively swiping screens and confidently pressing buttons. There is much debate about the impact of the increased access to technology on young children's health and wellbeing, with claims that it damages their social skills and emotional development. This timely new textbook examines how developments in technology, particularly mobile and touch screen technology, have impacted on children's lives and how, when used appropriately, it can support all aspects of their development. Clearly linking theory and research to everyday practice, the book offers guidance on the role of technology in the early years curriculum, developing young children's understanding of safe and responsible use of technology, the role of the adult within digital play activities, using technology to enhance and develop young children's creativity, technology and language acquisition. Featuring a wide range of case studies and examples to show how the ideas described can be put into practice, this is essential reading for all early years students and practitioners that want to know how they can harness technology in a meaningful way to support young children's learning and development. *Children's Self-determination in the Context of Early Childhood Education and Services* Federico Farini, Angela Scollan, 2019-06-26 This book investigates the position of young children's self-determination within a range of social contexts such as education, social care, mass media, health, politics, law, and the family. It brings to the fore the voices of the children in the present with their interests, agendas, and rights. Based on original primary research, the chapters tackle hegemonic discourses on children's self-determination as well as current policies and practices. They address a broad range of topics from the planning of role play to national policies, from the use of digital technologies for pedagogy to children's health and wellbeing, and from democratic practices in the classroom to the preservation of traditional family values. The book presents case studies to unravel how childhood and young children's self-determination are constructed at the intersection with intergenerational relationships. Coming from different disciplines and using a diverse range of methodological traditions, the contributions in the volume eventually converge to generate a rich, complex, and multi-layered analysis of contemporary cultures of childhood and young children's rights.

**Technology and Digital Media in the Early Years** Chip Donohue, 2014-08-07 A Co Publication of Routledge and NAEYC. *Technology and Digital Media in the Early Years* offers early childhood teacher educators, professional development providers, and early childhood educators in pre-service, in-service, and continuing education settings a thought-provoking guide to effective, appropriate, and intentional use of technology with young children. This book provides strategies, theoretical frameworks, links to research evidence, descriptions of best practice, and resources to develop essential digital literacy knowledge, skills, and experiences for early childhood educators in the digital age. *Technology and Digital Media in the Early Years* puts educators right at the intersections of child development, early learning, developmentally appropriate practice,

early childhood teaching practices children's media research teacher education and professional development practices The book is based on current research promising programs and practices and a set of best practices for teaching with technology in early childhood education that are based on the NAEYC FRC Position Statement on Technology and Interactive Media and the Fred Rogers Center Framework for Quality in Children's Digital Media Pedagogical principles classroom practices and teaching strategies are presented in a practical straightforward way informed by child development theory developmentally appropriate practice and research on effective appropriate and intentional use of technology in early childhood settings A companion website <http://teccenter.erikson.edu/tech-in-the-early-years/> provides additional resources and links to further illustrate principles and best practices for teaching and learning in the digital age

**Handbook of Research on Empowering Early Childhood Educators With Technology** Burris, Jade, Rosen, Dina, Karno, Donna, 2021-06-18

Computers and mobile technologies have become widely adopted as sought after tools in the field of education The prevalence of technology in early childhood education ECE is increasing and teachers both pre service and in service are using best practices to integrate tools effectively to improve teaching and learning within the field This includes settings such as childcare centers family childcare and community programs that have both educators and administrators adapting to the use of technology Therefore it has become critical to research and explore the best practices of technology integration and successful strategies to improve the use of technology in ECE The Handbook of Research on Empowering Early Childhood Educators With Technology examines best practices that focus specifically on those that facilitate the development of competencies in teaching young children birth to age 8 and technology integration The chapters include information on the foundations of technology in early childhood education content specific technology applications developmentally appropriate practices DAP for learners using technology and how to meet diverse learner needs with technology The target audience for this book is early childhood professionals teacher educators pre and in service teachers in early childhood settings faculty and researchers in the field of education instructional technologists childcare and elementary school administrators early education policy organizations and advocacy groups that are interested in the best practices and successful strategies for implementing technology in ECE

Play from Birth to Twelve Doris Pronin Fromberg, Doris Bergen, 2015-03-02 In light of recent standards based and testing movements the issue of play in child development has taken on increased meaning for educational professionals and social scientists This third edition of Play From Birth to Twelve offers comprehensive coverage of what we now know about play and its guiding principles dynamics and importance in early learning These up to date essays written by some of the most distinguished experts in the field help educators psychologists anthropologists parents health service personnel and students explore a variety of theoretical and practical ideas such as all aspects of play including historical and diverse perspectives as well as new approaches not yet covered in the literature how teachers in various classroom situations set up and guide play to facilitate learning how play is affected by societal violence media reportage

technological innovations and other contemporary issues play and imagination within the current scope of educational policies childrearing methods educational variations cultural differences and intellectual diversity New chapters in the third edition of *Play From Birth to Twelve* cover current and projected future developments in the field of play such as executive function neuroscience autism play in museums small world play global issues media and technology The book also suggests ways to support children's play across different environments at home in communities and within various institutional settings

Technology Play and Brain Development Doris Bergen, Darrel R. Davis, Jason T. Abbitt, 2015-08-27 *Technology Play and Brain Development* brings together current research on play development learning technology and brain development The authors first navigate the play technology and brain development interface highlighting the interactive qualities that make up each component Next they survey the changes in play materials and the variations in time periods for play that have occurred over the past 15-20 years and then explain how these changes have had the potential to affect this play-brain developmental interaction The authors also cover various types of technology augmented play materials used by children at age levels from infancy to adolescence and describe the particular qualities that may enhance or change brain development In so doing they present information on previous and current studies of the play and technology interface in addition to providing behavioral data collected from parents and children of varied ages related to their play with different types of play materials Significantly they discuss how such play may affect social emotional moral and cognitive development and review futurist predictions about the potential qualities of human behavior needed by generations to come The authors conclude with advice to toy and game designers parents educators and the wider community on ways to enhance the quality of technology augmented play experiences so that play will continue to promote the development of human characteristics needed in the future

Teaching in Themes Deborah Meier, Matthew Knoester, Katherine Clunis D'Andrea, 2015 How do teachers and schools create meaningful learning experiences for students with diverse skills abilities and cultures How can teachers authentically assess the learning of their students and build on their strengths and interests in ways that enrich the larger community How can schools be turned into places where everyone is learning from each other These are the big questions that guide the work of teachers at the well known Mission Hill School in Boston and that are addressed in this book *Teaching in Themes* will help schools incorporate a whole school theme based curriculum that engages students across grade levels K-8 The authors provide detailed descriptions of four thematic units What's Baking Learning Together About Bread and Bakeries The Impact of Nature and Play The Struggle for Justice U.S. History Through the Eyes of African Americans and Astronomical Inquiries Readers will see how teachers and students design emergent inquiries within the themes and create artwork music presentations and a variety of hands-on learning experiences that support differentiated instruction across the curriculum Book Features Examples of whole school projects designed to create a deep sense of immersion in a curricular theme and to build a multi-age learning community Details of how teachers developed rich curriculum tailored to their

unique students The insights of legendary educator Deborah Meier on how whole school thematic units were used to encourage collaboration among teachers An afterword by teachers and film makers about the thinking behind their work featured in the widely viewed film series A Year at Mission Hill The schools Deborah Meier created in New York and Boston are outstanding examples of democratic education in action I will never forget the first time I visited one of Deborah s schools in East Harlem and saw the joy and curiosity on the faces of children and teachers alike I took time then to carefully describe the school s practices including its portfolio based assessment system because I believed the word needed to be spread I still do Happily this new book from Deborah and her colleagues at the Mission Hill School adds to the literature on creative and collaborative teaching and on building trusting and powerful learning communities Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University Here is a book that shatters the prevailing definition of a good school as one with high test scores Teaching in Themes makes clear the often hidden fact that there are many kinds of good schools for children adults and a democratic society past and present Experienced teachers tell a fascinating story about Boston s Mission Hill School its goals curriculum classroom lessons and assessments that will knock the socks off many true believers in only one kind of a good school Larry Cuban Professor Emeritus of Education Stanford University Real student engagement is not the result of entertaining instruction it is borne from students being passionate about their own learning about becoming young experts This book gives a behind the scenes look at Mission Hill a remarkably successful public school where the quality of student thinking and student work takes precedence over test scores and where thematic learning builds powerful intellectual bridges within classrooms and across the school Ron Berger chief academic officer Expeditionary Learning      **Handbook of Early Childhood Teacher Education** Leslie J. Couse, Susan L.

Recchia, 2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators      The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development

emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

**Positive Discipline: The First Three Years, Revised and Updated Edition** Jane Nelsen, Ed.D., Cheryl Erwin, MA, Roslyn Ann Duffy, 2015-02-24 The celebrated Positive Discipline brand of parenting books presents the revised and updated third edition of their readable and practical guide to communicating boundaries to very young children and solving early discipline problems to set children up for success Over the years millions of parents have used the amazingly effective strategies of Positive Discipline to raise happy well behaved and successful children Research has shown that the first three years in a child's life are a critical moment in their development and that behavior patterns instilled during that time can have profound implications for the rest of a child's life Hundreds of thousands of parents have already used the advice in Positive Discipline The First Three Years to help set effective boundaries forge strong foundations for healthy communication and lay the groundwork for happy and respectful relationships with their young children Now this classic title has been revised and updated to reflect the latest neuroscientific research and developments in positive discipline parenting techniques

**STEM in Early Childhood Education** Lynn E. Cohen, Sandra Waite-Stupiansky, 2019-07-12 Bringing together a diverse cohort of experts STEM in Early Childhood Education explores the ways STEM can be integrated into early childhood curricula highlighting recent research and innovations in the field and implications for both practice and policy Based on the argument that high quality STEM education needs to start early this book emphasizes that early childhood education must include science technology engineering and mathematics in developmentally appropriate ways based on the latest research and theories Experienced chapter authors address the theoretical underpinnings of teaching STEM in the early years while contextualizing these ideas for the real world using illustrative examples from the classroom This cutting edge collection also looks beyond the classroom to how STEM learning can be facilitated in museums nature based learning outdoors and after school programs STEM in Early Childhood Education is an excellent resource for aspiring and veteran educators alike exploring the latest research providing inspiration and advancing best practices for teaching STEM in the early years

**Creativity and Reason in**

**Cognitive Development** James C. Kaufman, John Baer, 2016-02-15 This book explores the development of cognitive skills related to reasoning and creativity two strands that can intertwine to work together at times but may also be at odds Spontaneity and freedom from constraint characteristic of the thinking of young children may be essential to creativity which has prompted many to question how much we lose as we progress through childhood Research and common sense tell us that effort practice and study are necessary for the highest levels of creative accomplishment yet such intentional exertions seem antithetical to these hallmarks of creativity In this revised and expanded second edition leading scholars shed new light on creativity's complex relationship to the acquisition of domain based skills and the development of more general logical reasoning skills Creativity and Reason in Cognitive Development will be an essential reference for researchers psychologists and teachers seeking to better understand the most up to date work in the field

**The SAGE Handbook of Outdoor Play and Learning** Tim Waller, Eva Årlemalm-Hagsér, Ellen Beate Hansen Sandseter, Libby Lee-Hammond, Kristi Lekies, Shirley Wyver, 2017-06-19 There has been a growing academic interest in the role of outdoor spaces for play in a child's development This text represents a coordinated and comprehensive volume of international research on this subject edited by members of the well established European Early Childhood Education Research Association Outdoor Play and Learning SIG OPAL Chapters written by authors from Europe North and South America Australasia and Asia Pacific countries are organised into six sections Theoretical Frameworks and Conceptual Approaches for Understanding Outdoor Play Learning Critical Reflections on Policy and Regulation in Outdoor Play Learning Children's Engagement with Nature Sustainability and Children's Geographies Diverse Contexts and Inclusion in Children's Outdoor Play Environments Methodologies for Researching Outdoor Play and Learning Links Between Research and Practice

*Brain Research in Education and the Social Sciences* Doris Bergen, Joseph Schroer, Michael Woodin, 2017-11-08 Brain Research in Education and the Social Sciences Implications for Practice Parenting and Future Society provides practitioners parents and policy makers with research based information and illustrative case studies about brain development across the lifespan Neurotechnological advances that are contributing to a broader understanding of brain development and brain illnesses are discussed in a context specifically relevant to those working in education and the social sciences The book enables readers to understand the societal implications of this expanding knowledge base and offers suggestions for future policies and practices that would make high quality learning environments available to all students and individuals receiving care

Introduction to Early Childhood Education Eva L. Essa, Melissa M. Burnham, 2019-02-05 Introduction to Early Childhood Education provides current and future educators with a highly readable comprehensive overview of the field The underlying philosophy of the book is that early childhood educators most important task is to provide a program that is sensitive to and supports the development of young children Author Eva L Essa and new co author Melissa Burnham provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education



Utilizing both NAEYC National Introduction to Early Childhood Education provides current and future educators with a highly readable comprehensive overview of the field The underlying philosophy of the book is that early childhood educators most important task is to provide a program that is sensitive to and supports the development of young children Author Eva L Essa and new co author Melissa Burnham provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Utilizing both NAEYC National Association for the Education of Young Children and DAP Developmentally Appropriate Practice standards this supportive text provides students with the skills theories and best practices needed to succeed and thrive as early childhood educators A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 6883 2 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school s learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

02      *Fen Eğitimi Araştırmalarına Güncel Bakış - XI* Semra BENZER, Ali GÜL, 2024-08-13      **Resources in Education**, 2001-10      **Transdisziplinäre Medienbildung** Julia Kernbach, 2025-02-11 Der Diskurs über Medienbildung wächst und wandelt sich stetig dennoch bleibt die konkrete Umsetzung im Unterricht für Lehrkräfte oft unklar Erstmals geht Julia Kernbach der Frage nach dem Wie nach und betrachtet exemplarisch die Einstellungen und Praxis von Lehrkräften im Bereich Medienbildung an Montessori und Waldorfschulen Sie analysiert welche Faktoren beeinflussend wirken und plädiert für eine transdisziplinäre Medienbildung in der Aus- und Weiterbildung von Lehrkräften die in Theorie und Praxis weit über den Erwerb digitaler Kompetenzen hinausgeht

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