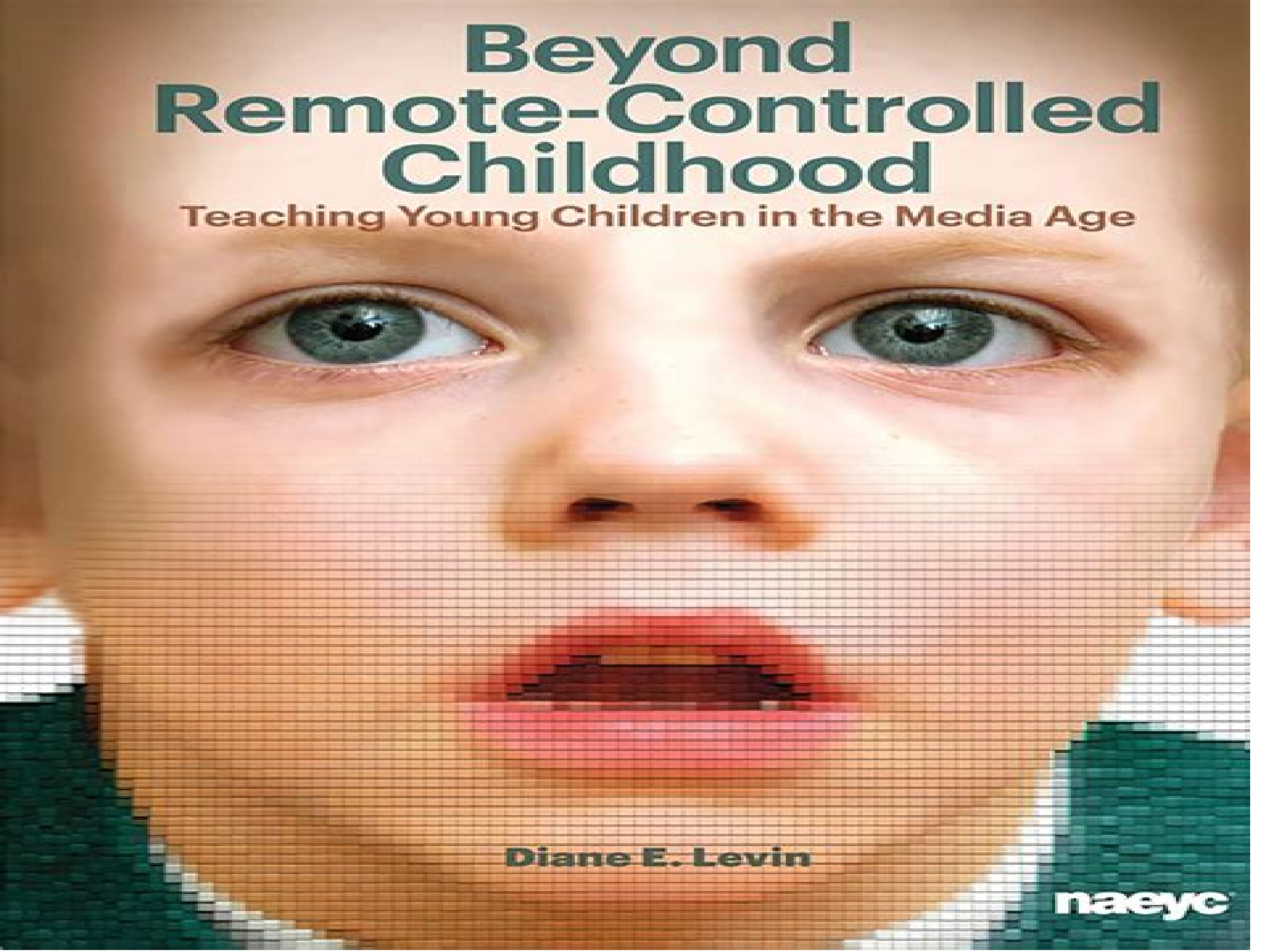




Beyond Remote-Controlled Childhood

Teaching Young Children in the Media Age

Diane E. Levin

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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 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 a comprehensive review of best educational practices with young children, effective preparation for early childhood professionals, and policy making practices. It 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?

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. **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.

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.

Teaching in the Digital Age for Preschool and Kindergarten Brian Puerling, 2018-04-03. Across the curriculum, *Teaching in the Digital Age for Preschool and Kindergarten* will guide teachers toward integrating technology so it has an authentic, meaningful and developmentally appropriate impact on children's exploration and learning. By discipline, including science, math, literacy, art, social studies, health and safety, physical education and music, it will motivate teachers to dig deeper into each content area to see the various ways technology and digital media can support and strengthen children's learning as well as documentation and assessment.

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

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 well-being 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

Screen-Aware Early Childhood Patricia Cantor, Melinda Holohan, Jean Rogers, 2025 Use screen awareness to nurture and safeguard child development from birth to age 8 in the digital age This book equips early childhood professionals to grow their screen awareness the knowledge and practices that uphold the developmental well-being and rights of children in a screen-based media-centric society The authors introduce the Screen Aware Framework for Early Childhood SAFEC a versatile approach for making informed intentional decisions about screen use time and content across diverse home classroom and child care settings The book highlights consequential research findings and myths about young children and screens builds awareness of the influence of screen-based media including problematic industry practices and digs into protective factors for reducing risks and identifying priorities for strengthening child and family resilience Full of practical information strategies tools and resources for developing screen-aware practices policies and partnerships Screen Aware Early Childhood is essential guidance for all

those who educate and care for young children Book Features Offers a dynamic framework with actionable practices that enable adults to prioritize and protect children s developmental needs Builds knowledge and skills so professionals and families can make informed decisions about screen use with confidence Offers research based cautions concerning the harmful effects of screen exposure on young children s health development and learning Encourages responsive non judgmental communication among caregivers teachers colleagues families and community partners to foster understanding and shared responsibility and support Includes practice based scenarios questions for reflection and discussion and helpful tools and resources **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

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