Duke School Technology and Interactive Media in Preschool and Kindergarten

Technology use at Duke School is always done in the most active and creative ways possible. We are aware that our students have access to a variety of technology at home including both interactive and passive media. Because of this we maximize our students' face-to-face time with their peers and teachers while at Duke School. Technology at this level is used primarily by teachers. When technology is used by students it needs to encourage social interaction. Whenever our Early Childhood students are using technology we endeavor to have them co-viewing, co-creating, or co-playing with the technology. This can be seen when students and teachers talk about what they are seeing, conduct a video conference with an expert or another child, revisit field work through images or video, and showcase student work allowing for reflection and narration.

Technology and interactive media is used in Preschool and Kindergarten to:

Communicate, collaborate, and share with families and DS Community
Teachers share through classroom newsletters, photographs, and video happenings in the classroom. Families and the Duke School community share with classrooms digital content such as photographs and videos.

Explore, experiment, and create with teacher guidance
With teacher guidance, small groups of students explore interactive media around a curriculum topic, discuss how we use and handle the classroom technology, and share their noticings and stories of using technology. Students and teachers co-create observational drawings, illustrations, digital stories, and movies.

Document and celebrate through digital representations
Teacher created slideshows, pictures, and recordings of students narrating their work. Documenting and recording of field-work and expert visits can then be reviewed later in project.

Provide experiences that enhance classroom learning
Students take virtual fieldtrips through photographs and videos. Video conferencing with family members or students in other areas extends social interaction on a global scale. Technology is used to differentiate new content or skills. Students can listen to themselves and other readers read. Exploring interactive eBooks and other content brings learning alive.

Read more about Technology in Early Childhood

National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/content/technology-and-young-children
Fred Rogers Center
http://www.fredrogerscenter.org/
Center on Media and Child Health
http://cmch.tv/parents/