

**EDC 436**  
**Embracing the Digital Era in Early Childhood Education**  
**College of Education**

**Instructor:** Kelly Houle  
**Email:** kellyhoule@uri.edu  
**Class Section & Time:** Asynchronous

**Office Location:** Chafee 702  
**Office Hours:** By Appointment  
**Class Location:** Online

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**Course Description:**

This course explores the question posed by Faith Rogow (2022), “How have digital communication technologies changed what it means to be literate, and what do the changes in literacy mean for our practice as educators?” Intentional digital technology integration is less about ‘what’ tools to use but more about ‘how’ we use digital tools to engage, motivate, and build agency for young children. Prospective teachers will discover ways in which to intentionally incorporate developmentally appropriate digital technologies into instructional practices, uncover personal and professional biases towards digital technologies in early childhood settings, and move towards an educational perspective that centers on the most appropriate pedagogical practices for the diverse communities in which we work.

Prerequisites: Admission to the College of Education or Admission into the Early Childhood Education or Permission of the Instructor.

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**Course Learning Objectives (CLOs)**

**Students will:**

1. Demonstrate an understanding of the importance of information and communication technologies (ICTs) in the classroom, local community, and society at large. (National Association for the Education of Young Children (NAEYC) 1b, 5a, 5c; Rhode Island Professional Teacher Standards (RIPTS) 1c, 1d, 2a, 3b, 3c, 4b; Workforce Knowledge Competencies (WKC) Domain 4 – A4, A5; Association for Advancing Quality in Educator Preparation (AAQEP) 1a, 1b; Rhode Island Early Learning and Development Standards (RIELDS) SE 2, CD 4)
2. Develop ICT pedagogical content knowledge (ICT-TPCK) and ways in which to apply the learned knowledge and skills that are developmentally appropriate for young children and contextualized to a variety of diverse communities and environments. (NAEYC 1b, 5a, 5b, 5c; RIPTS 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 4b, 5a, 5b, 5d, 5e; WKC FE2, DL 1a,

Domain 4 - A1c, A1d, A3, A4, A5; AAQEP 1a, 1b; RIELDS SE 2, LD 2, L2.b, L3, CD1, CD 4, S1, SS 3b, CA 1)

3. Demonstrate professional growth and development through reflective practices that support equitable access and advocacy of the use of ICTs in early childhood education. (NAEYC 6a; RIPTS 10a, 10b, 10d; WKC P2, P3, P4; AAQEP 2f)
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## **Student Learning Outcomes (SLOs)**

### **Students will:**

1. Identify national, regional, and local standards and policies that support intentional integration of information and communication technologies (ICT) in early childhood education (National Association for the Education of Young Children (NAEYC) 6a; Rhode Island Professional Teacher Standards (RIPTS) 1c, 10b; Workforce Knowledge Competencies (WKC) Domain 4 – A3; Association for Advancing Quality in Educator Preparation (AAQEP) 1b)
2. Identify opportunities to intentionally integrate ICTs into the early childhood classroom (NAEYC 1b, 5a, 5b, 5c; RIPTS 1a, 1b, 1c, 2c, 2d, 2e, 3b, 3c, 4b, 5a, 5b, 5d, 5e; WKC FE2, DL 1a, Domain 4 - A1c, A1d, A3, A4, A5; AAQEP 1a, 1b; RIELDS SE 2, LD 2, L2.b, L3, CD1, CD 4, S1, SS 3b, CA 1)
3. Identify the core components of media literacy in the digital era and their application in the early childhood classroom (NAEYC 1b, 5a, 5b, 5c; RIPTS 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 4b, 5a, 5b, 5d, 5e; WKC FE2, DL 1a, Domain 4 - A1c, A1d, A3, A4, A5; AAQEP 1a, 1b; RIELDS SE 2, LD 2, L2.b, L3, CD1, CD 4, S1, SS 3b, CA 1)
4. Articulate, orally and in writing, the importance of ICT integration in the early childhood classroom (NAEYC 1b, 5a, 5b, 5c; RIPTS 7a, 7b; WKC FE2, Domain 5 - A1; AAQEP 1a, 1b)
5. Plan for intentional, developmentally appropriate, student centered integration of ICT in early childhood education environment(s) (NAEYC 1b, 5a, 5b, 5c; RIPTS 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 4b, 5a, 5b, 5d, 5e; WKC FE2, DL 1a, Domain 4 - A1c, A1d, A3, A4, A5; AAQEP 1a, 1b; RIELDS SE 2, LD 2, L2.b, L3, CD1, CD 4, S1, SS 3b, CA 1)
6. Engage in collaborative planning and professional reflective practices (NAEYC 6a; RIPTS 10a, 10b, 10d; WKC P2, P3, P4; AAQEP 2f)
7. Identify equitable practices in early childhood education that can minimize the digital divide (NAEYC 1b, 5a, 5c; RIPTS 1c, 1d, 2a, 3b, 3c, 4b; WKC Domain 4 – A4, A5; AAQEP 1a, 1b; RIELDS SE 2, CD 4)
8. Identify and reflect upon potential obstacles to equitable ICT practices including but not limited to personal implicit and explicit biases (NAEYC 6a; RIPTS 10a, 10b, 10d; WKC P2, P3, P4; AAQEP 2f)

## Required Reading

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### Text:

Rogow, F. (2022). *Media Literacy for Young Children: Teaching Beyond the Screen Time Debates*. National Association for the Education of Young Children.

\*\*Donohue. (2015). *Technology and digital media in the early years : tools for teaching and learning*. Routledge.

\*\*This is an open-access text and all chapters can be accessed on BrightSpace or through URI Libraries.

### YouTube Videos

[A Delightful Way to Teach Kids About Computers](#)

[Bridging the Digital Divide: PBS](#)

[Teachers As Media Mentors](#)

[Media Mentorship](#)

### Articles on BrightSpace

Angeli, C., & Valanides, N. (2013). Technology mapping: An approach for developing technological pedagogical content knowledge. *Journal of Educational Computing Research*, 48(2), 199-221.

Bucher, E., Clark, K., & Larkin, K. A. (2023). The Power in Our Collective Voices: Building Your Skills as an Early Childhood Advocate. *YC Young Children*, 78(2), 10-18.

Daugherty, L., Dossani, R., Johnson, E. E., & Wright, C. (2014). Families, Powered On: Improving Family Engagement in Early Childhood Education through Technology. Policy Brief. *RAND Corporation*.

Johnson, L., & Mackie, L. (2023). Rainy Day, Let's Play!: Outdoor Learning for All. *YC Young Children*, 78(1), 61-64.

Jones, N. N., Fowler, A. T., & Adair, J. K. (2023). Assessing Agency in Learning Contexts: A First, Critical Step to Assessing Children. *YC Young Children*, 78(1), 16-23.

Judge, S., Puckett, K., & Bell, S. M. (2006). Closing the digital divide: Update from the early childhood longitudinal study. *The Journal of Educational Research*, 100(1), 52-60.

Parette, H. P., & Blum, C. (2014). Including all young children in the technology-supported curriculum: A UDL technology integration framework for 21st-century classrooms. In *Technology and digital media in the early years* (pp. 129-149). Routledge.

Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. *YC Young Children*, 78(1), 6-11.

Schmidt, K., & Mussman, N. (2023). Planning to Play: Empowering Teachers to Empower Children. *YC Young Children*, 78(1), 65-69.

Angeli, C., & Valanides, N. (2013). Technology mapping: An approach for developing technological pedagogical content knowledge. *Journal of Educational Computing Research*, 48(2), 199-221.

## Course Requirements and Expectations

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### Assignments

<b>1. Professional Disposition:</b> Students will be expected to complete all discussions, quizzes, and assignments in a timely manner.
<b>2. Discussion Boards:</b> Students will use the Discussion Board to communicate and collaborate with one another by reflecting on the readings, videos, and personal experiences, perspectives, and growth.
<b>3. Technology Mapping:</b> Students will use the technology mapping technique explore ways in which they can intentionally integrate technology into their Design Task
<b>4. Design Task 1:</b> Students will design an information and communication technology (ICT) enhanced lesson using the technology mapping for instruction design process.
<b>5. Peer Review Process:</b> Students will review peer design task 1 and give constructive feedback. Each student will receive feedback from peers and instructor and incorporate feedback into their final design task project.
<b>6. Family Engagement Component:</b> Students will incorporate ICT enhanced family engagement strategies to their design task.
<b>7. Final Design Task:</b> Students will adjust design tasks by incorporating feedback from peer review/instructor review and add the family engagement component to their ICT-enhanced lesson. Final design tasks will be presented in class.

## Course Evaluation and Grading

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### Course Evaluation

Criteria	Points
1. Professional Disposition	5
2. Discussions	20
3. Technology Mapping	20
4. Design Task 1	75
5. Peer Review Process peers will be incorporated into their Final Design Task.	30
6. Family Engagement/Communication Component	60
7. Final Design Task	120
<b>Total</b>	<b>330</b>

### Grading Scale

A: 93 - 100%	B: 83-87%	C: 73-77.99%	D: 60-67.99%
A-: 90-92.99%	B-: 80-82.99%	C-: 70 - 72.99%	F: Below 60%
B+: 88-89.99%	C+: 78-79.99%	D+: 68-69.99%	

### Instructor Policies and Procedures

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**Statement of Diversity:** Diversity and inclusion is essential to the educational mission of URI. I expect every member of the classroom community to contribute to an inclusive environment and respectful culture for everyone. Diversity refers to the understanding of self through the engagement with difference. Inclusion begins with the acceptance and full recognition of difference. Equity hinges on our abilities and actions to make equality everyone's reality. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socioeconomic class, political ideology, education, primary language, family status,

military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options [here](#).

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of your preference so that I may make appropriate changes to my records. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible.

**Student Hours:** I encourage open and honest communication in order to support your success in this course. Please reach out to me for any needs that you may have. Due to my varied schedule, I am available **by appointment only**.

**Academic Honesty and Integrity:** All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these **MUST** be properly documented, or you will be charged with plagiarism. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the [University Manual \(web.uri.edu/manual/\)](http://web.uri.edu/manual/).

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, [please ask](#).

**Standards of Behavior:** Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published "Student Code of Conduct" which can be accessed in the [University Student Handbook \(https://web.uri.edu/studentconduct/student-handbook/\)](https://web.uri.edu/studentconduct/student-handbook/). If you must come in late, please do not disrupt the class. Please turn off all cell phones, pagers, or any electronic devices.

**Class Attendance:** Students are expected to complete all assigned tasks in a timely manner. Occasionally, students may need an extension due to illness, severe weather, or sanctioned University events. It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must inform each instructor and discuss options for

missed assignment deadlines. See Sections 8.51.11 – 8.51.14 of the University Manual for policy regarding make-up of missed class or examinations.

**If you are unable to meet an assignment deadline, please notify me prior to the deadline time and date at [kellyhoule@uri.edu](mailto:kellyhoule@uri.edu).**

**Anti-Bias Syllabus Statement:** We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at [www.uri.edu/brt](http://www.uri.edu/brt). There you will also find people and resources to help.

**Disability, Access, and Inclusion Services for Students Statement:** Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: [web.uri.edu/disability](http://web.uri.edu/disability), or emailing: [dai@etal.uri.edu](mailto:dai@etal.uri.edu). We are available to meet with students enrolled in Kingston as well as Providence courses.

**Academic Enhancement Center:** The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, [uri.edu/aec](http://uri.edu/aec).

- **STEM Tutoring** helps undergraduate students navigate a variety of 100 and 200 level STEM courses and a limited selection of BUS, STA, ECN, and CSC courses. The STEM Tutoring program offers free peer tutoring in-person and online. Students can select occasional or weekly tutoring sessions through the TracCloud system or visit the Drop-In Center, located in the Carothers Library lower level room LL004. The TracCloud application is available through URI Microsoft 365 single sign-on and more detailed information and instructions can be found at [uri.edu/aec/tutoring](http://uri.edu/aec/tutoring).

• **Academic Skills Development** programs teach students how to manage time, study effectively, and address common academic challenges. UCS 160: Success in Higher Education is a one-credit course focused on developing strategic approaches to planning and studying. Academic Consultations are 1 to 1 meetings that help students to identify and address individual academic challenges. Students can schedule an in-person or online consultation with David Hayes on Starfish. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For information or help with scheduling, contact Dr. Hayes directly at [davidhayes@uri.edu](mailto:davidhayes@uri.edu).

• **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through: 1) 25- or 50-minute in-person appointments, 2) synchronous online appointments, and 3) asynchronous written feedback. Synchronous appointments hosted by WOnline are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online at [uri.mywconline.com](http://uri.mywconline.com). For more information, visit [uri.edu/aec/writing](http://uri.edu/aec/writing).

## Course Outline

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\*\*\* *The course outline is tentative and subject to change*

Week / Objectives	Topics	Preparing for class	Assignments Due
<b>Week 1</b>	<i>Welcome and Introduction to Course</i>  <i>What does it mean to be literate today?</i>	<input type="checkbox"/> <a href="#">A Delightful Way to Teach Kids about Computers</a> <input type="checkbox"/> Rogow Chapters 1, 2, 3, 4, 5	<i>Introductory Activity</i>  <i>Week 1 Discussion</i>
<b>Week 2</b>	<i>Intentional Integration of Technology in Early Childhood Settings</i>	<input type="checkbox"/> Key Messages from NAEYC/Fred Rogers Center Joint Position Statement <input type="checkbox"/> Rogow Chapters 6, 8, 9	<i>Technology Mapping Assignment</i>

<p><b>Week 3</b></p>	<p><i>Access and Equity</i></p> <p><i>Differentiation for MLL</i></p> <p><i>Assessment</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technology to Support Dual Language Learners</li> <li><input type="checkbox"/> Assessing Agency in Learning Contexts</li> <li><input type="checkbox"/> Authentic Assessment: A Strengths-Based Approach to Making, Thinking, Learning, and Development Visible</li> <li><input type="checkbox"/> <a href="#">Bridging the Digital Divide</a></li> </ul>	<p><i>Week 3 Discussion</i></p> <p><i>Design Task 1</i></p> <p><i>Peer Review</i></p>
<p><b>Week 4</b></p>	<p><i>Family Engagement</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tech to Strengthen Home/School Connection</li> <li><input type="checkbox"/> Families Powered On</li> <li><input type="checkbox"/> Rogow Chapter 10</li> <li><input type="checkbox"/> <a href="#">Teachers As Media Mentors</a></li> <li><input type="checkbox"/> <a href="#">Media Mentorship</a></li> </ul>	<p><i>Week 4 Discussion</i></p> <p><i>Family Communication Assignment</i></p>
<p><b>Week 5</b></p>	<p><i>Bringing It All Together</i></p> <p><i>Finding Reputable Resources</i></p> <p><i>Professional Growth and Development</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Donahue Chapters 13 &amp; 17</li> </ul>	<p><i>Week 5 Discussion</i></p> <p><i>Design Task 2</i></p>

## Assignment Descriptions

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1. **Professional Disposition: Professional Disposition:** Completing all assignments and activities in a timely manner is of utmost importance in this course. Our professional learning community relies on interactions through discussions boards and peer interaction. At the end of the semester, the instructor will complete a professional evaluation to rate the professionalism of the student. The evaluation will address the following dispositions:
  - a. Engagement
    - i. Students are expected to thoughtfully engage in discussions boards and other assignments
    - ii. Full engagement means to ‘listen’ attentively to people in our online community, add new perspectives to discussions, and develop critical questions that enhance our discussions and understanding of materials
    - iii. All members of our community deserve to be heard - diverse perspectives help us to grow and learn from each other. Allowing all voices to be heard and considered is the responsibility of each student
2. **Discussions:** Students will reflect on their own teacher identities, beliefs and values about digital technology, and perceived barriers to teaching with technology.
  - a. Introduction Activity: the introduction activity will help us to get to know one another in the online classroom
  - b. Week 1 Discussion: Students will reflect on their own perspective of using technology in early childhood settings
  - c. Week 5 Discussion: Students will reflect on their growth and set professional growth goals for themselves moving forward beyond the course.
3. **Design Tasks and Peer Review:**
  - a. **Design Task 1:** Students will develop a lesson that intentionally integrates digital technology.
    - i. Lesson will be student-centered
    - ii. The technology will transform the lesson so that young children can do things they aren’t able to do without the technology
    - iii. Lesson encourages children to think critically about media, collaborate with peers, and engage in problem solving
    - iv. Lesson is aligned with the NAEYC/Fred Rogers position statement
  - b. Peer Review: Students will work in small groups to provide feedback on Design Task 1
  - c. **Final Design Task:** Students will **incorporate feedback from the peer review process** and from instructor into their lesson and will include revised plan:
    - i. Lesson will be student-centered
    - ii. The technology will transform the lesson so that young children can do things they aren’t able to do without the technology

- iii. Lesson encourages children to think critically about media, collaborate with peers, and engage in problem solving
- iv. Lesson is aligned with the NAEYC/Fred Rogers position statement
- v. Family Engagement Component is incorporated (see assignment below).

4. **Family Communication Assignment:** Students will design a communication for families that shares student work and provides families with resources, supports, and knowledge about intentional integration of technology in the classroom, at home, and within the community