


Young Children, New Media & Libraries

ELF2.0: Young Children, New Media & Libraries
 Suzanne Flint & Cen Campbell
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ELF2.0 Values




- All children are born ready to learn
- Nurturing, responsive human relationships are essential to development
- Individual pathways of development are often interrelated but uneven
- Intrinsic mode of learning is self-initiated play
- Best environments include choice and flexibility
- Parents are the experts of their own children

elf2.library.ca.gov

New Media...
 ...is changing faster than ever. What does that mean for young children & libraries?

- Librarians are knowledgeable about curating all kinds of resources – including new media.
- Librarians are skilled at helping children, parents and caregivers navigate many kinds of tools – including positive ways to use new media.



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Feedback from the Field

- * Field Survey
- * CLA Preconference
- * Targeted Allocations
- * Regional Meetings
- * White Paper
- * Webinars
- * Pitch Grants



Partnership: Brazelton Touchpoints Center

- * **What are Touchpoints?**
 - Advances preceded by disorganization
- * **Parent Assumptions**
 - All parents want to do well by their children
- * **Guiding Principles**
 - Recognize what YOU bring to the transaction



Deliverables for the Field

- * New Media Toolkit
- * **Brazelton Touchpoints**
Child Development Training
Curriculum for Library Staff
- * **The Raising of America**
Early Childhood & the Future of
Our Nation – A PBS Series
- * Networking Events



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New Media Toolkit (Spring 2015)

- Guiding principles that inform promising practices
- Searchable research bibliography
- Guidelines and tips for evaluating new media
- List of non-commercial new media aggregators (like LittleLit.com and others) that review and build content inventories
- User survey template for parents/caregivers to help evaluate impact
- Self-assessment tool for library readiness
- Other tools?




Next Steps: Gathering Information

Research Practice



Field Survey (Early Summer 2014)


- Association for Library Services to Children
- California State Library
- University of Washington iSchool



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Bibliography
(Late Summer 2014)

- * California State Library
- * Carroll County Public Library, Maryland
- * Maryland State Library
- * University of Maryland



National Forum
(Spring 2015)

- * IMLS Proposal submitted (funding announced Sept 2014)
- * National Forum on Young Children, New Media & Libraries
- * New Orleans, 2015



Implications for the Field


- * Honor passion wherever you find it
- * Familiarize yourself with the research
- * Be intentional and reflective in your practice
- * Learn from each other
- * Contribute to the toolkit



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Reflective Process

- What purpose?
- Whose benefit?
- Are we explicit?
- Is it developmentally appropriate?
- Does it fuel a passion?
- Does it support parent/child engagement?
- Are we evaluating our impact and how?



Putting Reflection into Practice

- Support parental mastery
- Recognize that all parents *want* to do well by their child
- Focus on the parent-child relationship
- Encourage and model the *sharing* of digital materials, with an adult as mediator and co-player
- Offer developmentally appropriate digital options
- Be willing to engage in conversations with parents/caregivers



It's not about technology, it's about relationships and tools!

Focus on the parent-child relationship:

- Technology in the context of human interaction
- Example: Model the sharing of digital materials with an adult as mediator and co-player.

Supporting parental mastery:

- Engage with caregivers in ways that support their strengths
- Example: What media diet do they want for their family?

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Evaluating our Impact


- * Rancho Cucamonga Digital Literacy Evaluation
- * Mission Viejo Building Digital Literacy Services
- * User Survey Template



Resources

- * [American Academy of Pediatrics](#)
- * [Children's Technology Review](#)
- * [Common Sense Media](#)
- * [Digital-storytime.com](#)
- * [Fred Rogers/NAEYC](#)
- * [LittleLit.com](#)

Your Questions?



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We want to hear from you!

Suzanne.Flint@library.ca.gov
cenlibrarian@gmail.com



<http://elf2.library.ca.gov>
