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Leveraging Technology to Support Early Literacy in the Library

Today's opener is entitled Leveraging Technology to Support Early Literacy in the Library , your presenter is Kelly Stade she is a senior library and at -- the largest public library system in Minnesota. In her library career, she has developed early literacy services, advocating for the role that libraries play in educating parents and preparing children to be ready to read. I am happy to introduce Kelly Stade .

Hello, nine-- my name is Kelly Stade, as I mentioned, I'm a librarian in Minnesota. Seeing everyone not in here today and saying that there are from across the country is just great that we have a broad range of participants so that we can get exciting perspectives from across the country. I hope that we can get to know each other from across the computer screen, so please, give me your thoughts, ideas and questions. And I hope that we can be as interactive as possible. So, I will definitely be watching for your thoughts. We have a fun agenda planned for us today, it's a great time to be talking about early literacy technology, because the topic is just exploding. The education world is taking a serious look at technology for young children, and how learning experiences can be enhanced, and how providers, such as teachers and labor and can help.

There is much to be learned, but libraries are in a great position to chart -- start experimenting for lending out what works best for you and to your library. Today discusses -- objective is not to talk over the best technology is, rather, I will be giving a broad overview of early literacy technology at the connect libraries and how specific devices but into this picture.

You can then decide what your library needs. By the end of this presentation, we will specifically be learning, the bullet points listed on the agenda here, which is, how technology can be used to enhance early literacy learning, the library's role in early literacy technology, the availability and use of early literacy technology, and how to remain current. To dive right in, we are going to start with a background. To help develop a framework. To get us thinking, please answer this question, and you're going to be answering by placing your answer in the chat box. The question is, what messages have you heard about technology for young children?

There is no right or wrong answer. And there is a lot of conflicting messages about early literacy technology. And so, by you providing some of your thoughts, and can see some of these broad-based perspectives. I see some great answers already. AAP is mentioned, which we will be talking about stand-alone computers, yes. As you are mentioning here, and you can continue to mention, there are a lot of conflicting messages about early literacy technology.

You can bet that families with a broad spectrum of opinions will be using your library. So, by having this knowledge base of both sides of the issue, we will be better prepared to be able to meet these families needs.

Technology for young children is a hot topic, with heavy hitters on both sides of the issue. The first step in offering success for early literacy technology is known to history in the context of the debate. Just as you have, and still are, providing interaction for. As you'll see, there are strong opinions on both sides, both backing up their arguments with research, of course. The debate started as technology began to become more prevalent. Followed by early research about it determines to children. In 2000, the alliance for early childhood, a research and advocacy group, called for an immediate moratorium on the further introduction of computers in early childhood.

In 2004, the same group proclaimed that, "the damage being done by immersing children in technologies is becoming clear. Increasing numbers of them spend hours each day sitting in front of screens, instead of playing outdoors, reading, and getting much needed exercise in face-to-face social interaction. All of which turned out to provide essential stimulation to the growing mind as an intellect".

These gave a strong voice to the impact of technology for children. This viewpoint is still carried the organizations today. Likely, the loudest voices the American Academy of pediatrics. Some of you mentioned this in your comments. The American Academy of pediatrics maintains firm in its stance, discourage immediate use for children younger than two, and limiting its use for all young children. AAP defines media of television programs, prerecorded videos, web-based programs and DVDs. Organizations such as the campaign for commercial free childhood and the White House tossed -- support on childhood obesity agree, stating that there is a lack of your research demonstrating the benefits of technology. And the commercial messages provide a negative influence.

These are strong messages of opposition to technologies for children. But, they are equally strong about its benefits. In January of 2012, the national Association of the education of young children, NAEYC, the nation's largest organization for early childhood educators released an updated position statement on technology and young children. Which have not been updated since 1996.

This anxiously awaited document carries a lot of weight, and will direct action for many early childhood organizations. This document, which makes recommendations for birth through age 8, states that it is the position statement of NAEYC and Fred Rogers that technology and interactive media are tools that can promote effective learning and development. As they are used intentionally by early childhood educators. Within the framework of developmentally appropriate practice, to support learning goals, established by individual children.

Disposition -- this statement is a great document and element references throughout the presentation today. I also listed it in one of the handouts, getting referenced where you can find this. I suggest everyone read it. It provides a great foundation to build a case for early literacy technology in your library.

Capricious and -- the position statement of revolutionary for a few reasons. First, the age indication that this makes. It states birth through age 8. Although NAEYC suggests limiting technologies from birth to 2, it acknowledges that appropriate technology experiences can be found for even the youngest of children. Previously, pretty much all organizations that technology was only appropriate for starting at age 2.

Second, the position statement indicates that technology is a running total. We will go into this in further detail later, but, this is highlighting the technology is not the teacher, but rather one means of teaching. So, why is this important to know? New research comes out every day. Often with conflicting messages. Parents and caregivers come to our libraries having heard varying messages and carrying a variety of opinions about technology for young children.

Libraries will be most successful introducing early literacy technology if we understand the debate and make intentional decisions about what is best for our species. -- spaces.

As more research comes out about the benefits of early literacy technology for young children, what is that research saying, and how can technology be used to promote early literacy skills development? First, it's important to note, that there is an extremely broad range of technology available. In an ABC news report

called toddlers and technology, are all screens created equal, children's technology review editor Warren Bucklinger says, "what I find frustrating is when people want all technology into one category called screens". A lot can fall under the word technology. Television, movies, video games, computers, with this broad range of technology that already exists, and with the reality that there is never an end to do -- new technology. We need to find a way to gauge the value of technology individually.

NAEYC has provided principles to be able to help us and guide us find appropriate use of technology to support optimal development. The principles highlight that beneficial interactions with technology must be hands on it, engaging and empowering. They show up children to be -- they should allow children to be in control and playful. I will say this one more time. This is a foundational piece of how we can select technology for our libraries.

Technologies must be hands-on, engaging in power. They should allow the child to be in control, and they should be playful. This seems pretty straightforward to me. NAEYC goes on to say that it has not been -- and involvement in infants and toddlers. We can use these possible to evaluate the technology for our young children in our libraries. I think most of -- important role regarding technology is interaction. Research tells us there is a difference between participation and interaction. Participation is one-way. A DVD asks a child to make an animal sound. For example.

If the child response, they participate. But, regardless, the DVD goes on in the same way. Interaction is one step further. Giving an individual influence over the effects. For example, if a child is playing a computer game that asks the child to manage animal sound, it allows the child to hear the animal sounds, and then make a choice about what the correct animal is. This provides active choice and control. Of course, every computer game does not reach the interaction level. There are plenty of passive computer viewing related experiences. Technology has the ability to create interaction experiences, and as we will talk about later, this is where the role of the library and comes in. Providing caregivers and helping caregivers find the best program that meets the needs of children.

So, when technology reaches the interactive level, what are the benefits? There are a few basic benefits. Games can teach cause and effect, following instructions and vocabulary. eBooks can teach narrative skills. Coloring with a stylus can help a child holding pen. Using a mouse can help child develop hand eye coronation, and operational skills are developed for learning to navigate the screen, turn a device on and off, and adjust the line. Those are skills specifically called Digital literary skills. As an added benefit to learning through technology, research has found that there is a link between learning success and motivation.

In the early literacy world, we would be -- compare this to print elevation to the children have been found to have increased motivation when the mine through playful technology experiences. To provide us with further information on the research staff on early literacy, I have a view research facts. Researcher Lydia [Indiscernible last name] supports children's learning with technology at home and in preschool founded interactive technologies increase self-esteem to success in winning. Support independent behavior, and increase persistence when facing difficulties. Researcher Leslie [Indiscernible last name] in a tablet computer for young children states, children who use computers have been found to show great gains in intelligence, structural knowledge, problem solving, and language skills, compared to those not using technology and learning.

She also states, children who use computers have been found to show greater gains in intelligence, structural knowledge, problem solving, and language skills, compared to those who do not use technology and learning.

As research belts, the technology -- the picture of technology becomes clear. But, one point that NAEYC is already clear about is that technology is the tool and not the teacher. Technology should not be used just for the sake of technology. When used correctly, learning can be enhanced with technology, but technology is the supplemental tool.

As with all learning experiences, it should be used as one of many learning methods. Children still need to play outside, read books, color on paper, etc. All are beneficial experiences, and all could be used together to build a solid learning foundation. To get us thinking about passive viewing versus interactive experiences, we have a poll here. The question is, how many of the following experiences are likely to occur when a child watches a DVD about colors? There is no correct answer here. It's not right or wrong. You're going to answer the question first about the DVD, we will then open a new poll and USB able to answer it again. Please select as many as you think applies of how many of the following experiences are likely to occur when a child watches a DVD about colors.

And as we collect the answers, here, again, there is no right or wrong answer. And we are going to be kind of looking at the difference between interaction versus participation.

[Poll]

Answers are still coming in. Let's show the results to everyone. I am going to have to close the poll. So it looks like it's calculating your responses. And as we will see when the openness -- this poll again, there is no right or in -- from answer. The supporters of a DVD would say that a DVD is able to achieve all of the bullets above. Here we go. You should now see the poll results.

But, in general, and we're not going to answer the same question again. So, looking at the responses, definitely low levels of response of the options of the DVDs. So, now let's answer the same question again. And so now you are going to be answering how many of the following experiences are likely to occur when a child plays a painting game on a computer.

And so again, we're looking at the difference between interaction and participation. That, wow, we have huge results. People are definitely responding. Many of these, if not all of them, are meeting the level of interaction that a child was able to follow instructions, the child was able to engage in open ended play, through the painting game at a computer, where we had very low results on the DVD about colors. And so, this is just -- I'm going to close this poll, and again, I am tracking your results. As you have just answered here, you have showed us that not all technology is created equal. That computers can provide a more open-ended in control experience for a child. It's almost done here, and then I will show the poll results for everyone to see. So you and your colleagues are definitely agreeing that DVDs aren't quite the same experience as a computer game. The children will be able to reach further levels of interaction when playing on the computer.

Thank you. So, technology has the potential to provide a learning experience for children, as you just demonstrated. But, we also know that it's a tool, not a teacher. This is where we start to see the role of the library. By helping set the stage for successful technology experiences. Jeremy Burach of a popular blog about technology for children called, Raised Digital says, "I pity the for who thinks about --

Children maximize learning experiences when playing with a parent or caretaker. He explained that the most viable part of the learning expense of the conversation before, during, and after the technology information--interaction. NAEYC agrees, stating effective technology tools can act on and offscreen activities. And bring

adults and children together, rather than push them apart..

Adults can help young children navigate hardware and encourage conversation, and from a vocabulary learning. Do you have children or grandchildren? How have you shared technology experiences with them? You can put your answers, if you have information to share, in the chat box and share them with your colleagues.

We all have various experiences working with children in our own lives, and sharing technology with them. And as we look at our colleagues responses here, or think about experiences, in our own lives, we can begin to apply what we know in our own life to experiences in our buildings, or on our website. So, as we read our colleagues responses here, please -- yes, sharing angry birds. That's awesome. A fun experience. Definitely the cause and effect. Two-year-old loves ipad apps, great.

Keep typing in those responses. Teens and technology, that's awesome. Please keep them coming. And as we read those, we can start thinking about how we apply these libraries.

To start, our role in a library is to encourage caretakers to engage with their children, instead of using technology as a babysitter. We can use our environment to share tips for caretakers on using technology as a tool. Just as we create recommended lists, we can create recommended lists of websites and apps appropriate for young children. We need to push ourselves to become people with technology, and know how it can be used with young children. The library can also help by connecting children to age appropriate technology.

According to researcher Lydia Plowman, and as we would assume, children tend to walk away from technology interactions that are either too easy or too difficult. They children and libraries are people -- article helps us determine appropriateness, it recommends technology experiences for birth to age 2 should facilitate interactive play between child and caretaker. This could be an eBook that a child and caretaker read together, or playing an interactive app, such as Angry Birds, listed by one of our colleagues.

Technology experiences for 3 to 7 your old should encourage collaborative play, creation, problem solving, and mastery learning. This could be a digital finger painting game, problem solving, digital storytelling, among other experiences. The library has a role in facilitating caretakers in finding technology experiences that meet the needs of the child. We could call this technology advisory. Just as we do readers advisor, we can also do technology advisories for helping caretakers find appropriate technology experiences.

One of the handouts that is made available for you today for this presentation is the Association of library services to young children statement of commitment to excellence in library service to children in a technological age. Although this statement was drafted in 2000, it still provides a great scope of how libraries can help provide successful foundations for technology experiences for young children.

Moving on here. As ALSC recommends, libraries can help caretakers navigate technology and make recommendations. Therefore, it is important to have general understanding of what technology is available in the benefits to specific devices. We are going to touch on the phone devices listed here -- on the following devices listed here. In looking at these devices, you'll notice that we are often comparing apples to oranges. And at the same time, there is overlap.

We are looking at each, not to determine which is better than the other, many libraries have multiple forms of early literacy technology in their buildings. We will touch on the highlight of the devices and you can decide

what is best for you. Before we look at this specific technologies to help understand how technology connects with play, please think about the way children play. And answer, in what ways to children play? Again, you're going to be typing in your response in the chatterbox. There is no right or wrong answer here. Some examples are children play with their whole bodies, children of the behaviors, children color, children play structured games, they play with others. Everyone should be able to come up with at least one answer. Think about the ways that children play. And we will be referring to these later. But, type them in a chat box and remember your response.

Lots of responses coming in here. Children make noise. That's for sure. Children move, children danced with that's great. So, we will be remembering for responses, read the responses coming up here, coming in very fast. Physically active, playing to learn. Awesome. So, keep them coming, and remember your response. We will be coming back to it.

So, move into the devices themselves, their first going to look at tablet computers and portable devices or touchscreen devices. These are devices such as iPads, tablet computers and smart phone, among others. Starting to talk about these devices, we are reminded first, the importance of a device, but the application. Any device can provide passive viewing expenses that are not beneficial for children. We are looking at applications that are the most beneficial.

Beyond the application, it is of course the interaction that takes place with the adult entitled around the -- and child around the application. With this in mind, there are aspects of the device that can contribute to a child appropriateness. Looking at the device himself, touchscreens allow for easy use, there is no mouse or keyboard, the children have to learn. Touchscreens made for fine motor skill development of young children. The creator of the Mac at -- [Indiscernible] at wire.com point out the -- point, and swipe that are needed to use touchscreen devices are all skills that the youngest of children can master. These devices are portable, so you can have them anywhere and they're ready to play when you need them.

The size of smartphones or I don't fit perfectly -- or iphones fit perfectly in the hands of young children. They also have cameras so they can become documentation. Research has also found that smartphones are actually starting to break the digital divide because of the affordability of these. So, that is actually a huge benefit. And anecdotal benefits to these devices, young children love to push buttons and see a reaction. Adults love to push buttons and see a reaction. And this is the quintessential version of this. You push a button, and something happens. That is really cool.

Application possibilities. These are the apps. Possibilities are endless on what these devices can do. App availability has a wide range of activities, allowing children to draw, read, put together puzzles, stack blocks, play games and more. The larger picture on the screen is of a Fisher-Price device that literally creates and puts the iPhone into a baby rattle and could then be used for the youngest children.

We also see a picture here of the smaller picture which is a Disney plana app -- playmat app, and this puts children in control by giving them a car and driving, iPad, it follows the child's motion and put the child in control.

These devices have a large appeal for children. So, they want to play, and therefore they are learning. Some of the devices come with a stylus, which mimics holding a pen. How do you rate? When choosing an app that is right for you, we can look back to the NAEYC indicator of hands-on, engaging, and pollen. And the article of birth through technology should be used to facilitate direct interaction and play. Encourage collaborative

play, creation, conversation, problem solving and mastery learning.

We can use those as our basis to judge apps. Finding apps that fit these categories can be overwhelming. Thankfully, there are wonderful resources to help us find the best educational apps, and the secondhand outfit has been made available to you is one that provides recommendations -- resources to fund recommendations for apps. Such as momswithapps.com. This is ever expanding so it is beneficial to know where you can go to get recommendations.

And, I went to par. This is a video that we are not actually going to watch today. But, if you're interested in having iPads at your library, this is an awesome video to watch. This is a story of children in a classroom that -- a preschool classroom, then use the iPad to re-create the story of the dot, which is a print book and then using the iPad way that you could only use a social network device. They share this experience across the country and invited children to participate back. This could be a program that could easily be mimicked in a library. Like I said, we don't have time to watch the video today. But if you're interested in having iPads your library, this might be something to refer back to.

The next piece that we are going to talk about our early literacy computer stations. And these are preloaded computers that can be purchased from companies, such as AWE. They can be touchscreen or traditional keyboard, mouse operated. The benefits to these devices is that they are little work for library staff, they are literally just set up and go. They have preselected computer games that are selected for their literacy skills development. There is high appeal, likely children don't have these at home. So, it's something that would be unique to your library.

And most of these don't have Internet access. Which some libraries prefer that they are directing children just to these appropriate games, rather than the whole Internet world. I am sure many of your library's minority have these, if you do, you're welcome to share your experiences in a chat box.

How to rape you think of the cost, flexibility, do they have the up-to-date programs that you want? And, the space, of course. Linked on here is a video of a demonstration of all computers. Again, we're not going to be watching it here together today, but if you are interested in purchasing AWE computers or other computers for library, this is a great video that you could come back and watch on your own time.

Websites. Websites are just as we currently know and use. There are whatever is available on the web. Benefit to this is they are free. There is endless variety. Always something new. Because there are so many, there is a website out there that can meet just about any literacy skills and -- need. Other benefits to computers. The computer itself teaches hardware navigation skills essential to digital literacy learning, such as using a mouse, turning on a computer, using a keyboard.

In addition to millions of games, a few things available online that are beneficial to young children are visual dictionaries, photo sharing experiences, Skype, all of these can be very literacy rich experiences. The cons to websites, they can appear frequently than ask for a mentorship or charge a small fee. And, they can also -- there are so many websites out there, that there are just as many good as bad. How to rate. Good website for young children are designed to enhance pre-reading skills. A study called the language of Webkins Jesus tips on what to look for for websites. They said should connect to pre-reading skills. They say, the site may have symbols as well as words. So, it's something that includes the word stop, allowing children to understand the meaning of the word without having to report itself.

At the same time, it connects the word to the symbol. Building literacy. Good website also integrate text in creative manners, such as talking bubbles, which motivate children to learn to read. Often, video games have audio and visual text, and has been found that the coupling of audio and visual information can increase comprehension for early readers.

I have listed here are a few examples of some websites. The picture on the screen here is, I have both myself wild. That is what I would look like if I was a really cool amazing creature. Another one on here I really like is the [Indiscernible]. This takes different letters, the letters of the alphabet, and put the story to each of the animals, or each of the letters, which is pretty cute.

eBooks cost many categories. They can be used on portable devices, specific readers, or traditional computers. Similar to the above categories, we need to judge the quality of the specific eBook, not the device itself. So, benefits. The general benefit to eBooks, there are endless books added -- at a child's paper tips. For ability. If you have a device that is portal, which is handy. There is interactive possibilities to many eBooks beyond traditional print books. And there is high interest, and you have 24/7 access. There is always more books available. How to rape. -- How to rate. There are a wide range of eBooks from PDFs, too -- that resemble games. An article called, are eBooks any good gives us a good rule of thumb on judging e-books. They say, anything with 75% or more information ceases to be a book. So, we want to provide books that will be a good balance of part interaction, per text. Some books provide fun quiz reviews, moving text bubbles, mouse clicking to turn pages, or make characters move. Getting children involved in the story will hope to remember it later.

So, each of the interactive elements help children develop narrative skills and condensation. A books can be nicely compared with print books. It's nice to read a paper she and compared with the interactive eBook, this could even be done during storytime. An interesting thing about these books has been done by researcher Lisa [Indiscernible last name], author of a study about parent-child interaction around eBooks, and she found that parents are often too directive when reading eBooks with children, instead of using dialogic reading skills, such as asking questions, pointing out details, and letting children tell the story.

Here again is where libraries can help out. By teaching parents some of the positive ways to use eBooks to enhance learning. The screenshots on the page are some of the common eBook programs that are used in the library. So, other devices. There are many other forms of technology and many more will continue to be released. A few prominent technologies used by some children, and digital cameras, and handed the child, a digital camera becomes a documentation tool. Children can take pictures of their world. Below those -- blow up those pictures and create a storyboard of their lives to

A whiteboard is another code can be an early literacy technology to. Often used in classrooms, but can be used in libraries as well. Again, we have a video here that we are not going to watch together, but this is an example of another preschool in Minnesota where the children in a storytime circle used white Ford -- board and use their whole place to the itty-bitsy spiders on. So, now we are referring back to the question of how children play. Everyone had a slew of responses. So, now we are going to somewhat answer that question again, of what types of play can occur when using technology.

So, think about what you answered first. And find out, thing to her self, of what you answered, if it could be applied to technology. The one thing I said was children play with their whole bodies. Well, this white board example of children using their bodies to move the spider and played itty-bitsy spider, that is children playing with their whole bodies using technology. So, can your answer be answered with this question? What types

of play can be used with technology? Please put your answer in the chat box, and we will keep moving along here. But, we are reading the responses as we go.

So, moving on. Too far. There are many forms of technology that will continue to be released. And, in thinking about this, we also want to compare this to -- or every Child ready to read your library. This isn't a presentation about ECRR2, the library system I work at is very excited about every Child ready to read and its role in empowering parents as the child for the teacher. Since this is such an important component to early literacy in libraries, I wanted to very briefly touch on the -- how the five practices connected to technology.

ECRR2 has identified five practices that promote early literacy skills development. These are, talk, sing, read, write, play. Each powerful natural occurrence -- in childhood. In the previous slide, we demonstrated how children's play can easily be translated into playful technology experiences. And it looks like people are still putting responses up there which is awesome.

And so, interactive technology can promote each of the five practices when a child and adult play together. There are countless apps, websites, eBooks that connect to the five practices. For example, one listed here, Baby Karaoke is a website that provides sing along experiences for children. This would promote singing. eBooks ROH promote reading, drawing, interactive visual puzzles, play, and all of the experiences should be done with a caretaker talking about the experience before, during, and after.

So, these are just a few examples of how early literacy technology connects with talk, sing, read, write, play. But other connections do you see between ECRR2 and early literacy technology? Please put them in the chat box. We are going to keep living here. So, what does this mean for your library? I hope that you have already begun to make connections. We have already talked about the library's role in the technology advisory, like readers advisory. But, there are other applications for libraries as well. NAEYC proclaims that early childhood programs have an obligation to use technology to bridge the digital divide.

I would add libraries to this proclamation as well. Libraries are in a unique position to introduce young children to technologies that they might not have otherwise have access to. So, here we are going to begin talking about three ways that libraries can integrate early literacy technology experiences. Through environment, program, and circulation.

First, looking at an apartment. Early literacy -- first, looking at environment. Early letters and garments are a vast feature to -- these are spaces that encourage early literacy learning through papal expenses. Early literacy technology can be perfectly paired with early literacy environments. By adding age-appropriate technology two of the literacy environments, we can use our space to provide opportunities for children to engage in technology, providing key leaders see -- literacy digital expenses. We can offer you the opportunity to educate parents about the benefits of technology and the role in enhancing literacy learning.

We can do this through posted 10 nine tips and -- early letters he tips and signage to provoke learning and technology together. In creating an early literacy technology, we need to look at the nonverbal spaces. If we are asking caregivers to sit with her child when playing with the computer or iPad, we need to chairs. If we have only one computer with one kid sized chair, we are in a nonverbal way telling their children to be there child at a computer station alone.

We also have the opportunity to encourage early literacy learning through programs. Houston public Library has a program that introduces children 12 months and up to iPads. In the program, the children have the

opportunity to play with preselected apps and highlight early listing -- literacy learning interaction. The other thing mentioned earlier -- is children hands-on experience with technology.

Storytime is something that libraries are already experts at, can incorporate eBooks, such as one more story, it both projected on a large screen grabs the audience and increases print foundation. Tried an eBook that asks children to move along with the story. A library and a storytime blogger, her blog is called a storytime uses the iPhone app two make animal sounds during storytime. There are all sorts of ways that we can use technology for -- experiences.

[Indiscernible name] in a journal with children in libraries reminds us that technology programming for children does not have to just be for chip -- kids. It could be anything from educating parents, and the pitfalls of modern technology, to entertaining and educating whole families while helping them establish meaningful connections to technology.

We can also incorporate technology into our libraries through circulation. And this will also help break the digital divide as we talked about earlier. The ALSC iPads, plot has an article posted about circulating which is referenced in the bibliography, which are not available through this presentation. The article does a much better job than I ever could experience -- explain the ins and outs of this exciting endeavor. As described in the blog comments relating iPads or other tablets or eBook readers provide an excellent opportunity for libraries to promote early literacy through kits. We can pair the device with information to caregivers, tips off any good websites or apps and the benefits of early letters he technology experiences. The article also provides latest Gold tips, such as the importance of wiping stored information after each checkout and dealing with damage or loss.

My only recommendation is in creating such a program at your library is to ensure that you have a budget to allow you to sustain the program, and not just get it started. Library website can also be used to promote early literacy technology, and is available 24/7 and in the homes of your patrons. You can promote free educational websites to parents and mention why you recommend them.

So, another question here. What other ideas do you have, or is your library currently using promote early literacy technology? So with this, we have a poll. So, if your library is participating in any -- or is using any of these features, please select them in the poll. If you have other ideas, you are also welcome to share them in the chat box. And so, for the poll, exec we have a few responses here. Your library is recommending websites. eBooks and storytime. That's awesome to hear. Lots of people recommending websites. Devices in many libraries have devices in the library. That's great to see here, too. I will shut down the poll interest another second. It looks the people are slowing down here. And I will show this to everyone.

So, I am going to post this poll. It's tabulating. It looks like a lot of people were responding to you have devices in your library and are recommending websites to families. That's awesome to hear. And I will show everyone the results. So, you should be able to see them now. And we can come back to those as well.

So, schools across the country are incorporating technology in classrooms. We need to ensure young children up. For the digital literacy learning necessary in schools. Technology changes in a blink of an eye, incorporating technology in your library is a commitment and requires war effort -- your effort. Websites approved, and by library spent on top of the early letters he technology trends, we are better prepared to help parents navigate the complex availabilities and prepare children for the technology experiences they will need in schools. Spin a two --

To help us do this, we can rely on our local partners. Ask your local head start or ECSC how they incorporate early literacy technology in their libraries -- classroom. As librarians, we need to look at what early childhood educators and museums are doing and apply the information to library settings. There are also countless resources online. Here are a few of my favorite resources that I use to be able to remain current on early literacy technology. Do you have other favorites? If you have other favorite resources that you use to learn about early literacy technology, please share them with us in the chat box.

I am sure that there are, of course, always changing information. Before we end today, I have one last video, and we are going to watch this one together. And this is to get us all thinking about the future of libraries. So, if children grow up with technologies in their lives, what will they expect from a library? We can think about this while we watch this young little girl. We are ready to watch the video here.

It should be pulling up in just one second. In the meantime, as it starts, it looks like people have less -- listed ready to read.org as a resource. Here we go.

[Video]

I just love in this video, this young little girl is already demonstrating the point, pincer crib, and type. She already gets it, and how old is she? Very, very young. This girl is our future library user and she walks into your library five years from now, what is she going to expect? That is the way to get us thinking about what is the future of early literacy technology and libraries, and what can we do to be able to meet these needs? Thank you for listening today. Please, what are your questions?

If you have questions, you're able to type them in the chat box. And, it looks like a lot of people really enjoyed the video here. Definitely demonstrates learning. And a few other people listed technology resources. Somebody listed childrenstech.com, which provides children's technology review's. And definitely, as developer dispenser listing, we really need -- participants are listing is that we really need to be integrated into this technology network. Nobody has all of the information on their own. By pulling out of these other resources, you are able to delve in to what the latest researches.

I am not seeing any questions.

There was a question about what age is baby karaoke recommended.

Baby Karaoke, definitely used with parents and children together, but it can be used with very young children. I would say starting at toddlers. Especially if the child is too young to read themselves, if they are preliterate, it would be a great experience for the parents to read the words, but get the child to see one of them. So, I mean, even the youngest of children singing is a very positive experience. So, it's definitely up to the parents themselves. But, even the very youngest children could enjoy that website. And it is called Baby Karaoke. Definitely young.

How to libraries that have iPads connected to [Indiscernible - low volume], is there a lot of damage?

That would be a really great question for our participants. Does anyone have iPads tethered to pieces in your library? Have you had much damage? I personally have heard that the tethering works well. There is damage to iPads, which is why it is important that if you do have such an endeavor, that you include a budget for replacements, not just for the piece itself. But, there are portable tools that allows the iPad to be protected. I

can see if anyone else is listed experiences that they have with tethering iPads and using it in the building. Not seeing any direct --

We are getting some feedback. Here is one. How does the library -- oh, sorry. Right, right. How do we best promote tech as a tool in our schools and libraries?

So, I would refer back to how we talked about using our building itself. So, if you have technology in your library, using it as an opportunity to start a conversation with caregivers about how it can be used in a beneficial manner and pairing adult and child chair, -- charis, -- chairs, so that we are indicating that this is an experience to be used together. We can also use websites to talk about early literacy technology. By having our whole libraries. And then I would put that it's not just the responsibility of the services library in, but all staff in the libraries, recognizing the importance of early literacy technology, and having the ability to talk about why this is important. What the benefits are, at a basic level, and how it is fundamental to what we do not libraries. -- To what we do at libraries.

Doesn't the video show the child does not know how to turn the pages in the magazine? She knows how to use the iPad, butt does not know how to use the books. That's definitely an important theater skill to learn.

I definitely agree. As mentioned earlier, I don't think that learning through technology should replace any type of literacy learning. So, books should still and always be a fundamental aspect to learning with children. But, technology is just one other way that we can add to enhance learning experiences. Thank you for the comment.

Here is one. Doesn't AAP still discourage screen time for children ages 2 and under?

Yes, they do. So, AAP and the White House still do stand that technology is not appropriate for children under the age of 2. So, that is part of that debate. There are strong advocates on both sides of the debate, and so we have libraries need to understand both of these sides. We are not choosing what is right for families, we are just understanding what the debate is and making technology available for families who choose to use it.

As a side note, there have been some comments. There has been a lot of text chat in the webinar, and yes, we will archive the text chat for you to refer to after. Here's an interesting comment. They are basically saying that this person is already having back problems and is concerned about the fiscal problems developing bodies may have as a result of text posture.

Wow, that is very interesting. We need to give children many -- mini yoga balls to sit on while they use the computer.

I am sore, we missed the Penny Peck question. If you could repost your question. This goes back a ways. I'm looking for that question now.

Well, here is one comment of touchscreen technology seems to almost seem to be intuitive for young children, not like us who have to learn to use them. If these -- it is amazing how children are able to pick something up and figure it out.

Here is Penny's question. If kids and parents only rely on eBooks, will they gain the tracking skills needed for raining? -- Needed for reading?

On back, I don't think that eBooks should replace print books. They both could be used to encourage early literacy learning. So that there are benefits specifically to print books that would come -- you know, different skills themselves that we need children to learn, how to hold a book, you know, what the front cover is, those are definitely essential to learning. But, there is a lot of research coming out today saying that children can follow words on a page, even though the pages actually on a screen. There is learning that comes from eBooks as well. And then the narrative skills benefits. If the child is directly involved in the story because they are pressing on the cow and making it say, "moo", they are engaged in the story of a level that increases comprehension. Thank you.

Here was one comment of library budgets. Library budgets are a great concern. I would definitely agree with that. It's definitely a challenge of trying budget times to be able to add on another program.

Yes, so the debate will obviously continue to rage. Are there any resources -- oh, wait. Are there any resources that eBooks on the Internet, like Tumble Books that could be used on a iPad?

There are eBook apps available. One of the handouts, there is a list of how you can find recommended apps. I will look through those. They can provide app recommendations that are directly connected to eBooks. There is lots of really good ones available. When we look at eBooks themselves, if you don't have a recommendation, you'll want to fall back to the school libraries recommendation of that. If it has more than 75% animation, it's really no longer a book, it's a game. Not that games are bad, but it's not the benefit of the book itself.

Some Tumble Books will work on the iPad.

Great comment, thank you.

Penny Peck has a comment. I also think that eBooks with narration can help so many second language learners that we have in California. Well, we are coming up at the top of the hour. And I think we have -- oh, here is one last question. Is the primary goal to foster an interest in reading or teach tech skills?

I would say both are important. As librarians, it is fundamental to us to be able to encourage that kind of motivation and get people -- children to want to read. And when reading enjoyable. There are other benefits to technology experiences. So, it doesn't have to be an either or, learning technology are experiences in preparing children for school. So, they can go hand-in-hand.

And now we are at the top of the hour. So, I would like to thank Kelly and all of you for attending. This is obviously a very hot topic. And, be sure to download our handouts. We put the link in the text chat, and the archived webinar will also be available there. So, thank you again, Kelly. And thanks everyone for attending.

[Event Concluded]