Fred Rogers Center Contributes to Book on Technology, Digital Media in Early Years

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The [Fred Rogers Center for Early Learning and Children's Media](#) at Saint Vincent College contributed a chapter to the new book, *Technology and Digital Media in the Early Years: Tools for Teaching and Learning*, by Routledge Publishers and the National Association for the Education of Young Children.

Fred Rogers Center director of education and research, Dr. Michael Robb, authored a chapter in conjunction with Dr. Alexis R. Lauracella of Northwestern University. According to Robb, "This book is an invaluable resource to early childhood educators with practical, research-based advice on using technology in meaningful ways with young children. Our contribution pulls together what we know about child development and technology, and provides simple and effective takeaways for teachers in the classroom."

The 270-page book was edited by Dr. Chip Donohue, who is dean of distance learning and continuing education and director of the TEC Center at the Erikson Institute in Chicago, and a senior fellow and member of the advisory council at the Fred Rogers Center. A leading authority in distance learning and online education, particularly for early childhood professionals, Donohue assembled a dynamic group of experts to lend their talents to this timely book exploring positive and powerful technology tools for teaching and learning.

Other contributors to the publication affiliated with the Fred Rogers Center include senior fellows Dr. Roberta Schomburg, associate dean emerita of the School of Education at Carlow University; Dr. Alice Wilder, educational advisor, Amazon Kids; David Kleeman, senior vice president of insights programs and playvangelist for PlayCollective; and early career fellow Brian Puerling, director of education technology at the Catherine Cook School in Chicago.

The publication 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.

The 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 National Association for the Education of Young Children-Fred Rogers Center 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 provides additional resources and links to further illustrate principles and best practices for teaching and learning in the digital age.

With foreword by Ed Greene, the contents include 17 chapters: "What Would Fred Rogers Say?" by David Kleeman and Dr. Alice Wilder; "Technology as a Tool for Social-Emotional Development: What We Can Learn from Fred Rogers' Approach" by Hedda Sharapan; "Technology and Digital Media as Tools for Teaching and Learning in the Digital Age" by Chip Donohue; "Teaching with Technology: Preparing Early Childhood Educators for the Digital Age" by Chip Donohue and Roberta Schomburg; "What Would Maria Montessori Say About the iPad? Theoretical Frameworks for Children's Interactive Media" by Warren Buckleitner; "Connecting Child Development and Technology: What We Know and What It Means" by Michael Robb and Alexis R. Lauricella; "Media Literacy in Early Childhood Education: Inquiry-Based Technology Integration" by Faith Rogow; "Pioneering Literacy in the Digital Age" by Lisa Guernsey and Michael H. Levine; "Technology to Support Dual Language Learners" by Karen N. Nemeth; "Including All Young Children in the Technology-supported Curriculum: A UDL Technology Integration Framework for 21st Century Classrooms" by Howard P. Parette and Craig Blum; "Stepping into STEM with Young Children: Simple Robotics and Programming as Catalysts for Early Learning" by Kate Highfield; "Innovate, Educate and Empower: New Opportunities with New Technologies" by Mark Bailey and Bonnie Blagojevic; "Technology Tools for Teachers and Teaching: Innovative Practices and Emerging Technologies" by Brian Puerling and Angela Fowler; "Technology Beyond the Classroom" by Tamara Kaldor; "Technology as a Tool to Strengthen the Community" by Luisa M. Cotto; "Access, Content & Engagement: How Children's Librarians Support Early Learning in the Digital Age" by Cen Campbell and Carisa Kluver; and "Connected Educator – Connected Learner: The Evolving Roles of Teachers in the 21st Century and Beyond" by Amanda Armstrong.

The book is available for purchase online at www.routledge.com and at the Saint Vincent College Bookstore.

Photo: *Cover of Technology and Digital Media in the Early Years*