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Article Review

Lyons, C. D., & Tredwell, C. T. (2015). Steps to Implementing Technology in Inclusive Early Childhood Programs. Computers In The Schools, 32(2), 152-166.

**Review:**

This article addresses technology in Early Childhood programs and how to implement it. I chose this article based on the fact that I currently teach Pre-K at an early childhood center and would love to explore ways to implement it more into everyday learning.

The authors first address that many preschool children are already using technology at their home on a daily basis. So we as teachers should launch off what they are already doing and make it a learning experience. The author says, "Considering technology more as a creative tool than simply as a support tool for current teaching methods offers children the opportunity to evolve as creative thinkers and explorers who plan, analyze, and share their work collaboratively." As I've stated before I do believe technology should be used as a creative and support tool not as a substitute for teaching, so I agree with where they are going with their statement.

They list 5 steps in the article in which technology in early childhood should be implemented:

1. "assessing technology knowledge of young children"
   - This is done using questions about any avenue of technology you want to explore.
2. "developing technology rules with young children"
   - Having students come up with their own class set of rules for taking care of the items.
3. "applying professional judgment and program policy"
   - Things like time limits, appropriate sites and apps, and equal use.
4. "implementing technology into the curriculum"
   - Have an actual goal. Don't just say "Oh, I need to fit some technology in this today so I'll give them the tablet to play with for 15 min." Relate it to what you are learning and be prepared ahead of time.
5. "collecting data for decision making"
   - "Available technology tools (e.g., digital cameras, digital audio devices, individual and classroom e-books, and scanners) providing permanent records of children's work can assist educators in systematically monitoring children's progress through electronic child and classroom portfolios"

The authors believe, "through this process, early educators may define children's background knowledge and subsequently design a curriculum approach, including instructional methods and strategies, to engage young children while fostering creative learning experiences."

I found this article to be very helpful and relatable.  I will use several of suggestions in my teaching and be more aware and prepared in the technology that I am providing to these young learners.