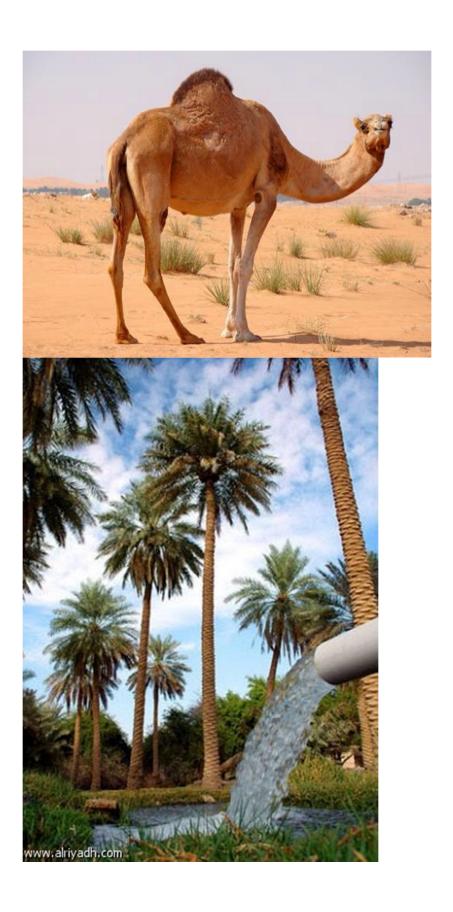# Research Update

As the participating educators in the ECCDC pilot research project continue using iPads, they are discovering some ***interesting and novel ways*** to connect and extend upon children's emerging interests. In this research update, we feature a few vignettes from the educators' shared blog of actual practices being enacted with the iPads. These snapshots help highlight the essential role of the educator in scaffolding children's technological knowledge. Fellow researchers, Plowman and McPake (2013) emphasize that the role of educators should encompass the following aspects:

- Recognizing children's different preferences
- Developing an awareness of the role of a wide range of technologies in the child's home learning environment
- Acknowledging the range and diversity of children's early experiences at home and the ways in which parents, siblings, and caregivers induct children into culturally significant technological practices
- Extending their vision of the nature of children's technological competences beyond operational skills. (p. 31)

Research Snapshots-Connecting Children's Learning to the Global Community

I made a **QR code** with a link to my work email. While discussing travel we chose Saudi Arabia because one family is from there. Her father was able to use the QR code to send me some pictures of home to share with the class. They are leaving tomorrow for a vacation to visit family. I asked the child and family to send a post card or email us some pictures. Here are two of the photos shared.

www.alriyadh.com

This research update is provided by the Brock Research Team-please feel free to direct any questions to dharwood@brocku.ca

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My kids just love the cameras on the pocket zoo (app), they ask everyday to check the animals. They love to watch them. Just wondering why a lot of the cameras aren't available. I took my iPad home when I was having blogging issues and checked the cams. Not realizing that Japan's camera is at night when we are at day care. When I checked while I was at home the cameras & they were all in colour and the animals moving around a lot more. I took a picture of the aquarium and the Beavers to show them (the children). They didn't understand that while we are at day care they are sleeping and are at night they are moving around. It's too bad that all the time they are sleeping. They love to watch the tiger running up the rocks, mother get very excited when they move.

Blending digital play & play in the 'real world'

We were using instruments and also playing the Toca Band app. We decided to compare the instruments that were in the app to the instruments we were playing. We had a lot of the same. If they had the same instruments each child demonstrated their instrument then looked for their instrument or close to it. We also looked up some of the names of the instruments that were different that we weren't sure of. They had fun comparing the real instruments to the app.

Article cited:
Lydia Plowman & Joanna McPake (2013) Seven Myths About Young Children and Technology, Childhood Education, 89:1, 27-33, DOI: 10.1080/00094056.2013.757490