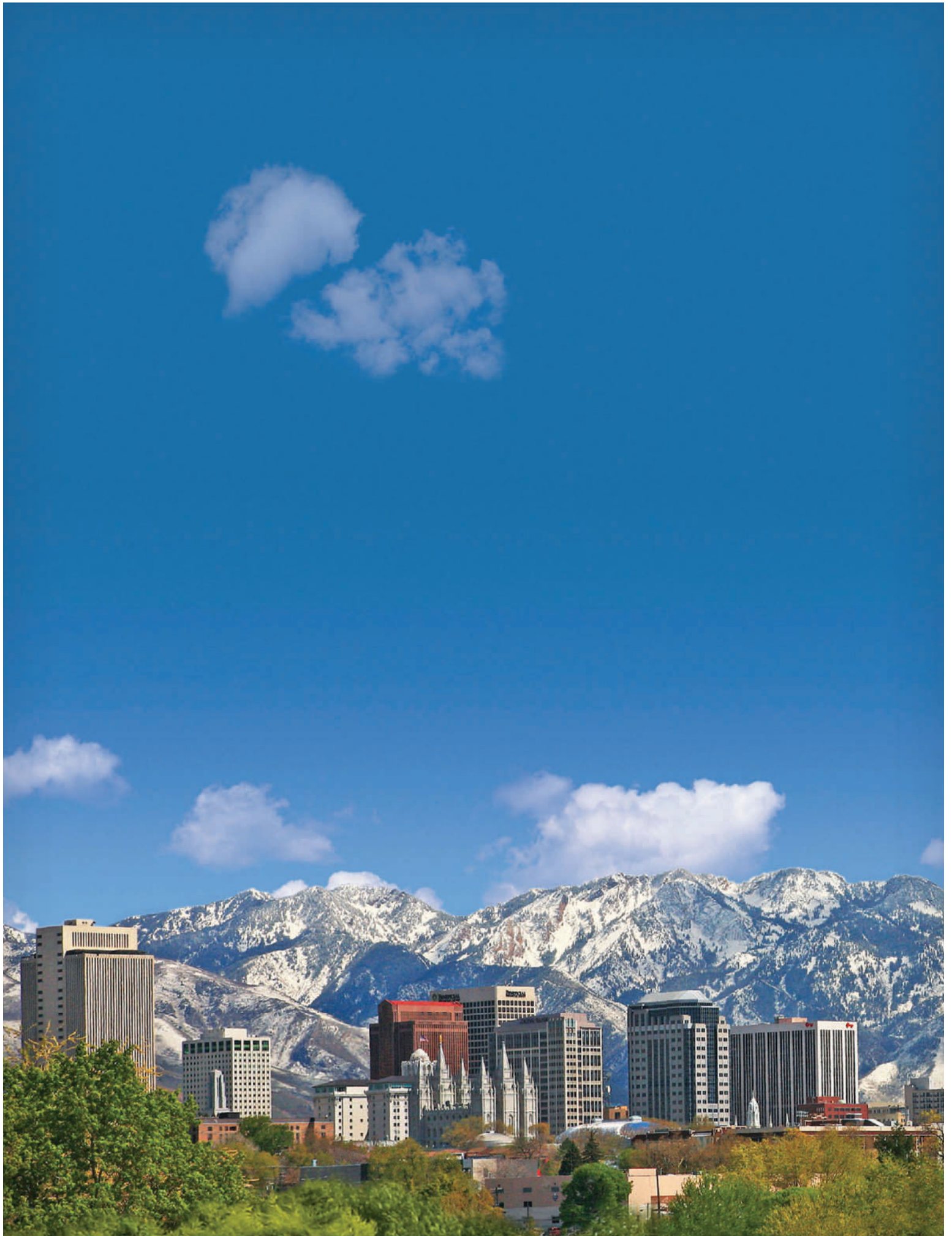




EETC 2012
EARLY EDUCATION AND
TECHNOLOGY FOR CHILDREN

March 14-16, 2012 Salt Lake City, Utah, USA

Conference Program



WELCOME

On behalf of the Conference Organizing Committee, we wish to extend a warm welcome to all attendees of the 2012 Early Education and Technology for Children™ (EETC) Conference.

EETC is an annual conference created to provide a forum for researchers, policy makers, administrators, and educators to present and discuss research, applications, and best practices that target preschool through elementary education.

Conference sessions will explore new technological tools used in the classroom, the use of mobile technology in education, the promotion of literacy through technology, the use of digital media in preschool, and much more.

Keynote speaker Susan Landry, PhD, will speak on quality school readiness. Keynote speaker Douglas Clements, PhD, will present research on mathematics education. Featured speakers Chip Donohue, PhD; Michael Levine, PhD; Brad Wilcox, PhD; and Dustin Heuston, PhD, will offer insight on the impact and implementation of technology in early education. Also included in this year's conference will be a Technology Spotlight by Warren Buckleitner, PhD.

We would like to personally thank all presenting speakers for their contributions and members of the selection committee for their investment of time and energy. We hope you enjoy the conference and your stay here in Salt Lake City.

EETC 2012 Conference Organizing Committee

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SPEAKERS

Brad Wilcox, PhD

FEATURED SPEAKER



Brad Wilcox is a former sixth-grade teacher and author of the popular Annie McRae children's books. He received his PhD in Curriculum and Instruction from the University of Wyoming and works as a Professor of Education at Brigham Young University in the Department of Teacher Education. He currently serves as co-editor of *Literacy Research and Instruction*, the journal published for the Association of *Literacy Educators and Researchers*, and regularly works as a literacy consultant at schools around the nation. Dr. Wilcox is also a celebrated speaker, presenting at conferences and for schools throughout North America, Central and South America, New Zealand, Australia, and Japan.

Susan Landry, PhD

KEYNOTE SPEAKER



Susan Landry, a nationally recognized expert in early childhood education, is the Founder and Director of the Children's Learning Institute. Dr. Landry's research into environmental factors that promote early cognitive growth and development led to her development of the framework for the Center for Improving the Readiness of Children for Learning and Education (CIRCLE), which led to the implementation of the Texas Early Education Model (TEEM) in pre-kindergarten classrooms across Texas. Dr. Landry conducts numerous research projects and training activities promoting quality learning environments for young children, generating a large research database on early childhood. More than 70 peer-reviewed publications and over a dozen chapters describe the findings of these research studies.

Dustin "Dusty" Heuston, PhD

FEATURED SPEAKER



Dustin "Dusty" Heuston is the chairman, founder, and CEO of Waterford Institute, a U.S. leader in preschool through second-grade software for reading, math, and science curricula. Through Waterford Institute, Dr. Heuston produced the first education videodisc for McGraw Hill as well as other computerized educational and training products, such as the award-winning *Waterford Early Learning™* program. Dr. Heuston received his Master's degree from Stanford University and his PhD from New York University. He was a 2011 Utah nominee for the Ernst & Young Entrepreneur of the Year award and he teaches an Honors English class at the Waterford School. Dr. Heuston has dedicated his entire career to education since his role as educator at Brigham Young University and the head of Spence School in New York City. He recently published *The Third Source: A Message of Hope for Education*, which describes his conceptualization of a new delivery system that provides individualized technology education, with the help of a support team, to the home and school environments.

Warren Buckleitner, PhD

TECHNOLOGY SPOTLIGHT



Warren Buckleitner—a former preschool, elementary, and college teacher—is an expert on children and technology. He is the founding editor of *Children's Technology Review*, he covers kids' technology for the *New York Times* "Gadgetwise" blog, and he is a contributing editor to *Scholastic Parent & Child*. Dr. Buckleitner holds degrees in elementary education from Central Michigan University, an MA in early childhood education from the High/Scope Foundation and Pacific Oaks College, and a PhD in educational psychology from Michigan State University. He is the founder of the Mediatech Foundation, a nonprofit community technology center dedicated to "town made better with technology," and is the founder of the Dust or Magic Institute on the Design of Children's Interactive Media.

Michael Levine, PhD

FEATURED SPEAKER



Michael Levine is the founding director of the Joan Ganz Cooney Center at Sesame Workshop, an action research and innovation hub devoted to harnessing the potential of digital media to advance young children's learning and healthy development. Prior to joining the Center, Dr. Levine served as Vice President of New Media and Executive Director of Education for Asia Society, managing the global nonprofit's interactive media and educational initiatives to promote understanding of Asia and other world regions, languages, and cultures. Previously, Dr. Levine oversaw Carnegie Corporation of New York's ground-breaking work in early childhood development, educational media, and primary grades reform, and was a senior advisor to the New York City Schools Chancellor, where he directed dropout prevention, afterschool, and early childhood initiatives. Dr. Levine often serves as an adviser to government and public media organizations such as the U.S. Department of Education, PBS, and the Corporation for Public Broadcasting, and he writes for policy groups such as the *National Governors Association*, *Democracy Journal*, and *Education Week*. He serves on numerous nonprofit boards and advisory councils, including for the Forum for Youth Investment, Teach For America, the U.S. Department of Agriculture's Healthy Apps Challenge, and Talaris Institute.

Chip Donohue, PhD

FEATURED SPEAKER



Chip Donohue is the Director of Distance Learning at Erikson Institute where he is developing an online Master's degree for experienced early childhood teachers as well as online certificate and professional development programs. Dr. Donohue is a Senior Fellow of the Fred Rogers Center for Early Learning and Children's Media; he is co-chair of the working group that is revising the NAEYC/Rogers Center Joint Position Statement on Technology in Early Childhood Programs serving children from Birth through Age Eight. Dr. Donohue is internationally recognized as a leader in the innovative use of technology and distance-learning methods to increase access, enhance learning, and improve teaching practices. He has served on the Office of Head Start Professional Education Network and is a member of the international advisory committee for The Science of Child Development project and the national advisory board for Bright Horizons Family Solutions. Dr. Donohue currently serves on the editorial advisory panel of the *International Journal of Innovation in Education*.

Douglas Clements, PhD

KEYNOTE SPEAKER



Douglas Clements is the author of *Early Childhood Mathematics Education Research: Learning Trajectories for Young Children*. Dr. Clements is widely regarded as a major scholar in the field of early childhood mathematics education, one with equal relevance to the academy, to the classroom, and to the educational policy arena. At the national level, his contributions have led to the development of new mathematics curricula, mathematics software, teaching approaches, teacher training initiatives, and models of "scaling up" interventions. He has also had a tremendous impact on educational planning and policy, particularly in the area of mathematical literacy and access. Dr. Clements has served on President Bush's National Mathematics Advisory Panel, the National Research Council's Committee on Early Mathematics, and the National Council of Teachers of Mathematics National Curriculum and Principles and Standards committees. He is presently serving on the Common Core State Standards committee of the National Governor's Association and the Council of Chief State School Officers, helping write national academic standards.

SCHEDULE

Wednesday, March 14th

TIME	EVENT	LOCATION
10:00 AM – 7:30 PM	Check-in/Registration	Registration Desk
1:00 – 2:00 PM	WELCOME: Benjamin Heuston Opening Speaker: Brad Wilcox <i>First Book at 18: What My Parents and Teachers Did Right</i>	Grand Ballroom C
2:00 – 2:15 PM	Beverage and Snack Break	Foyer
2:15 – 3:15 PM	BREAKOUT SESSION 1: Applications Track Customizing Instruction Using Technology <i>Customized, Interactive Software Sounds Great! Now What Does That Really Mean?</i> Susan Gunnewig and Lilla Dale McManis <i>Differentiating Instruction by Integrating Technology in the Elementary Classroom</i> DeAnna Owens	Alpine West
	BREAKOUT SESSION 1: Research Track Teaching Computer Programming in Early Education <i>Toward Defining Digital Literacy in Early Childhood</i> Elizabeth R. Kazakoff <i>Piaget and Programming Robots: Cognitive Developmental Level as a Predictor of Programming Achievement</i> Louise Flannery and Marina Bers	Alpine East
3:20 – 4:20 PM	BREAKOUT SESSION 2: Applications Track Teaching Youngest Children Using Technology <i>Linking Emergent Literacy, Digital Literacy, and E-Learning in the Early Childhood Classroom</i> Heather Monroe-Ossi, Stephanie Wehry, Bronwyn McLemore, and Cheryl Fountain <i>Early Reading, Powered by Technology!</i> Richard Gentry	Alpine West
	BREAKOUT SESSION 2: Research Track Interactive Technology for Young Children <i>Enhancing Curriculum in Preschool with the iPads</i> Lynne Mueller and Eira Toral-Sukhra <i>Using Interactive Technology to Enhance Creativity for Young Children</i> W.J. Wei and L.C. Lee	Alpine East
4:30 – 6:00 PM	KEYNOTE SPEAKER: Susan Landry <i>Advancing Quality School Readiness Programs Using a Comprehensive Integrated Model</i>	Grand Ballroom C
6:00 – 7:30 PM	Exhibit Hall Welcome Reception	Ballroom B

Thursday, March 15th

TIME	EVENT	LOCATION
7:30 AM – 5:30 PM	Check-in/Registration	Registration Desk
8:00 – 9:00 AM	FEATURED SPEAKER: Dustin Heuston <i>Addressing the Silent Killers of Reading for the Young: The Power of the UPSTART Model</i>	Grand Ballroom C
9:00 AM – 4:00 PM	Exhibit Hall Open	Ballroom B
9:15 – 10:15 AM	TECHNOLOGY SPOTLIGHT: Warren Buckleitner *LIMITED SEATING AVAILABLE <i>AppDance</i>	Seminar Theater
	ROUNDTABLE: Applications Track	Grand Ballroom C
	<p>Table 01: <i>Digital Imagery: Bringing the Diorama into the 21st Century</i> Danielle Holland</p> <p>Table 02: <i>Integrating Research and the Software Development Process: MathemAntics, a Case Study</i> Rachael Labrecque, Kara Carpenter, and Esther Yoon</p> <p>Table 03: <i>Usability of a Literacy and Math Content-infused Interactive Whiteboard with Preschoolers</i> Lilla Dale McManis, Susan B. Gunnewig, and Mark H. McManis</p>	
	ROUNDTABLE: Research Track	Grand Ballroom C
	<p>Table 04: <i>Using Research to Inform Guidelines for Early Childhood Educational Technology Program Development</i> Lilla D. McManis and Susan B. Gunnewig</p> <p>Table 05: <i>Investigating the Nature of Third-grade Students' Experiences with Concept Maps to Support Learning of Science Concepts</i> Margaret L. Merrill</p> <p>Table 06: <i>Evaluation of the Developmental Appropriateness of iPad Apps Designed to Support Dual Language Learning</i> Karen Nemeth and Fran Simon</p>	
10:15 – 10:30 AM	Beverage and Snack Break	Foyer
10:30 – 11:30 AM	TECHNOLOGY SPOTLIGHT: Warren Buckleitner *LIMITED SEATING AVAILABLE <i>Ten Affordances of Multi-touch That Every Educator Must Know</i>	Seminar Theater
	ROUNDTABLE REPRISE: Applications Track	Grand Ballroom C
	<p><i>Digital Imagery: Bringing the Diorama into the 21st Century</i> Danielle Holland</p> <p><i>Integrating Research and the Software Development Process: MathemAntics, a Case Study</i> Rachael Labrecque, Kara Carpenter, and Esther Yoon</p> <p><i>Usability of a Literacy and Math Content-infused Interactive Whiteboard with Preschoolers</i> Lilla Dale McManis, Susan B. Gunnewig, and Mark H. McManis</p>	
	ROUNDTABLE REPRISE: Research Track	Grand Ballroom C
	<p><i>Using Research to Inform Guidelines for Early Childhood Educational Technology Program Development</i> Lilla D. McManis and Susan B. Gunnewig</p> <p><i>Investigating the Nature of Third-grade Students' Experiences with Concept Maps to Support Learning of Science Concepts</i> Margaret L. Merrill</p> <p><i>Evaluation of the Developmental Appropriateness of iPad Apps Designed to Support Dual Language Learning</i> Karen Nemeth and Fran Simon</p>	

SCHEDULE

Thursday, March 15th *Continued*

TIME	EVENT	LOCATION
11:35 AM – 12:35 PM	BREAKOUT SESSION 3: Applications Track <i>Preschool Curriculum and Technology Crosswalk</i> Fran Simon and Karen Nemeth	Alpine East
	BREAKOUT SESSION 3: Research Track <i>Benefits of Computer Assisted Instruction on Early Literacy Skills in Young Children</i> Alyson Rodman	Alpine West
12:35 – 1:30 PM	Lunch	Grand Ballroom C
1:30 – 2:30 PM	BREAKOUT SESSION 4: Applications Track Evaluation of Educational Programs <i>Utilizing Web-based Software in the Evaluation of Prekindergarten Programs</i> Lisa C. Payne and Shelley Huff	Ballroom A
	<i>Impact of Interactive Technology on Kindergarten Children's Engagement and School Readiness</i> Saras Ramamoorthy and Megan Riede	
	BREAKOUT SESSION 4: Research Track Examination of Educational Apps <i>iTouch and iLearn—An Examination of 'Educational' Apps</i> Kristy Goodwin and Kate Highfield	Alpine East
	<i>iPad Use and Learning: Patterns Observed in Three Age Groups</i> G. O'Shea, G. Mariutto, L. Adams, M. Hadley, and M. Cohen	
	BREAKOUT SESSION 4: Research Track Data and Technology: The Dynamic Duo <i>Screen Presentation and Computer-based Assessment: Do Layout and Item Order Affect Results?</i> Haya Shamir, Cindy Douglas, and Michael Tirenin	Alpine West
	<i>Data Collection in a Struggling Economy</i> Daren Child	

Thursday, March 15th *Continued*

TIME	EVENT	LOCATION
2:45 – 3:45 PM	BREAKOUT SESSION 5: Applications Track Response to Intervention <i>Could a Standard Protocol of Computer-assisted Technology be a Valuable Tool in the RtI Process?</i> Christine Sandy and Rhodia Berry	Ballroom A
	<i>Assessment without Testing: How Computer-assisted Instruction Can Serve as a Progress Monitoring Tool for Response to Intervention</i> Rachel Schechter and Elizabeth Crawford	
	BREAKOUT SESSION 5: Applications Track Integrating Technology in Early Childhood	Alpine East
	<i>Using Mobile Technology to Enhance Early Learning</i> Ilene Rosenthal	
	<i>Why and How to Evaluate Educational Technology for Early Learners</i> Lilla Dale McManis	
	BREAKOUT SESSION 5: Research Track Teacher Tools: How Are They Being Used?	Alpine West
	<i>Validating a Classroom Quality Observation Tool for Use as a Teacher Progress Monitoring Tool</i> Lydia J. Carlis and Chavaughn Brown	
	<i>An Examination of Preservice Teachers' Read-aloud Strategies Using Traditional Children's Books and E-books</i> Gary E. Bingham, Laura May, and Meghan Pendergast	
3:45 – 4:00 PM	Beverage and Snack Break	Foyer
4:00 – 5:00 PM	FEATURED SPEAKER: Michael Levine <i>Gaming Education Reform: Starting Points for a Digital Revolution</i>	Grand Ballroom C
5:30 – 7:00 PM	Waterford Institute Open House and Reception Buses will be shuttling between the Hilton and Waterford Institute in 30-minute increments. The first bus departs the Hilton at 5:15 PM. The last bus departs Waterford Institute at 7:00 PM.	Waterford Institute 55 West 900 South

SCHEDULE

Friday, March 16th

TIME	EVENT	LOCATION
7:30 AM – 5:30 PM	Check-in/Registration	Registration Desk
8:00 – 9:00 AM	FEATURED SPEAKER: Chip Donohue <i>Intentional and Appropriate Use of Technology Tools and Interactive Media: The NAEYC and the Fred Rogers Center Position Statement</i>	Grand Ballroom C
9:00 AM – 3:30 PM	Exhibit Hall Open	Ballroom B
9:15 – 10:45 AM	BREAKOUT SESSION 6: Applications Track Cooperative/Collaborative Learning with Children <i>The Life Cycle of a Game</i> Gina Montefusco	Alpine East
	<i>Mobile Technology and Learning for Toddlers and Preschoolers</i> Dan Yang	
	<i>The Power of Using Technology for Progress Monitoring in Early Childhood</i> Lilla Dale McManis and Susan Gunnewig	
	BREAKOUT SESSION 6: Research Track Teaching Literacy Using Technology	Alpine West
	<i>Getting Ready: Integrating Digital Media in Preschool Settings to Support Early Literacy</i> Naomi Hupert, Lauren Bates, Shelley Pasnik, and Carlin Llorente	
	<i>The Effects of Multimedia on Early Literacy Development of Children at Risk: A Meta-Analysis</i> Victor van Daal and Jenny Miglis Sandvik	
	<i>Using Personalized Digital Books to Teach Early Reading Skills</i> Barbara Culatta, Kendra Hall-Kenyon, Jolie Hill, Haley Cole, Audra Hales, and Anna Hart	
10:45 – 11:00 AM	Beverage and Snack Break	Foyer
11:00 AM – 12:00 PM	BREAKOUT SESSION 7: Applications Track <i>Numbers That Tilt, Pop, and Push: Motion Math's Mobile Games</i> Coram Bryant	Alpine East
	BREAKOUT SESSION 7: Research Track	Alpine West
	<i>Beyond Taking Stock: Media Integration in Low-income Prekindergarten–Second-grade Settings and Future Possibilities for Supporting Early Math and Literacy Development with Technology</i> Carlin Llorente, Naomi Hupert, Savitha Moorthy, Andrea Rizzo, Torie Gorges, and Hannah Lesk	
12:00 – 1:00 PM	Lunch	Grand Ballroom C
1:00 – 2:00 PM	PANEL DISCUSSION: Applications Track <i>Technology Outside of the Formal Classroom</i> Chip Donohue, Michael Levine, and Brad Wilcox	Alpine East
	PANEL DISCUSSION: Research Track <i>Instructional Models Using Technology</i> Doug Clements, Dustin Heuston, and Susan Landry	Alpine West

Friday, March 16th *Continued*

TIME	EVENT	LOCATION
2:15 – 3:15 PM	BREAKOUT SESSION 8: Applications Track <i>Impact of Intel Learning Series Solutions</i> Nassim Lewis	Alpine East
	BREAKOUT SESSION 8: Research Track <i>Technology in Education: Research to Practice</i> Vicki Maetani	Alpine West
3:15 – 3:30 PM	Beverage and Snack Break	Foyer
3:30 – 4:45 PM	KEYNOTE SPEAKER: Doug Clements <i>The Building Blocks of Math: Lessons from Research</i>	Grand Ballroom C
4:45 – 5:00 PM	Conference Recap and Closing Words: Benjamin Heuston	Grand Ballroom C

1:00 - 2:00 PM

Brad Wilcox

FEATURED SPEAKER

GRAND BALLROOM C

**First Book at 18: What My Parents
and Teachers Did Right**

By the time I graduated from high school I had won \$6,000 in scholarships and had signed a contract for my first book. Exceptional talent? I am afraid not. What I had were teachers and parents who did some simple things right. This presentation will review the simple things they did that made a big difference for me as I became a lifelong learner, reader, and writer.

NOTES

2:15 – 3:15 PM

Customizing Instruction Using Technology

BREAKOUT SESSION 1 | APPLICATIONS TRACK

ALPINE WEST

Customized, Interactive Software Sounds Great! Now What Does That Really Mean?

Susan Gunnewig and
Lilla Dale McManis

Informed by child development and educational theory, customized, interactive technology experiences play a pivotal role in education of young children. Such experiences can impact the acquisition of knowledge, development of cognitive skills, effective instructional practice, and discovery on the part of the child. In this session we will describe the technology terms of “customized” and “interactive” and then, through authentic examples, share how early learners are supported through using interactive software customized to take into account the learning approaches/styles and comprehension rates of young children.

Differentiating Instruction by Integrating Technology in the Elementary Classroom

DeAnna Owens

Integration of technology can assist teachers in differentiating instruction. It can be used in large-group, small-group, and one-on-one instruction. By integrating technology in the classroom, students can learn skills and concepts with a different approach. Technology can assist the teacher by enhancing their lessons and modifying, for students, when they need remedial or enriched instruction.

Teaching Computer Programming in Early Education

BREAKOUT SESSION 1 | RESEARCH TRACK

ALPINE EAST

Toward Defining Digital Literacy in Early Childhood

Elizabeth R. Kazakoff

The term digital literacy and affiliated terms—computer literacy, information literacy, Internet literacy, 21st-century literacy, new media literacy, etc.—tend to be defined with older children and adolescents in mind. Defining what digital literacy means in early childhood may help educators, researchers, and parents understand what a young child’s use of new technologies across contexts looks like and could build toward in terms of developing new toys, tools, and curricula. This presentation, drawing on ongoing research experiences in early childhood classrooms, aims to create a theoretical base for the study of digital literacy in early childhood.

Piaget and Programming Robots: Cognitive Developmental Level as a Predictor of Programming Achievement

Louise Flannery and Marina Bers

Understanding how children of different ages use logical reasoning can enrich the efforts of parents, teachers, and technology designers who work with children and educational technologies across contexts. In particular, tools for constructing the behaviors of robots require extensive use of logical thinking. This talk presents a retrospective analysis of preschoolers’ and kindergarteners’ programming and reasoning at different cognitive stages. It examines the relevance and benefits of further studying the close relationship between children’s cognitive development and their programming of robotic artifacts as a key contributing factor to the effective design of both new technologies and curricula.

3:20 - 4:20 PM

Teaching Youngest Children Using Technology

BREAKOUT SESSION 2 | APPLICATIONS TRACK

ALPINE WEST

Linking Emergent Literacy, Digital Literacy, and E-Learning in the Early Childhood Classroom

Heather Monroe-Ossi, Stephanie Wehry, Bronwyn McLemore, and Cheryl Fountainn

Presenters share their experiences in designing and implementing a Web 2.0-based prekindergarten professional learning series developed by university researchers in conjunction with the district's ESE and Title I prekindergarten teachers. The blended model (face-to-face, webinar, and on-site coaching) focuses on improving teachers' use of small-groups with instructional emphasis on phonological awareness and writing. The presentation includes discussions of barriers, changes in attitudes about web-based instruction, and difficulties in gaining sufficient technical expertise to successfully use e-learning components. Technology used includes laptop computers, iPads, webcams, slide shows, and digital videos. Shared examples involving technology include Adobe Connect, VoiceThread, and iDiary.

Early Reading, Powered by Technology!

Richard Gentry

Computers are enhancing the parent's role as the child's first reading teacher and may revolutionize reading instruction by making it easy to teach reading during the critical period of brain development from birth to age three. This session demonstrates how software-driven reading instruction makes learning to read easy and fun for babies and toddlers through customization, personalization, and joyful interactions with parents or caregivers at the computer. Come see why babies, toddlers, parents, and computers may be the future of reading instruction.

Interactive Technology for Young Children

BREAKOUT SESSION 2 | RESEARCH TRACK

ALPINE EAST

Enhancing Curriculum in Preschool with the iPads

Lynne Mueller and Eira Toral-Sukhra

Learn how a large New York City preschool introduced iPads to three-, four-, and five-year-olds. With hundreds of educational applications available, The International Preschools saw an opportunity with massive potential for early childhood learning devoid of a "skill and drill" approach. The presentation will describe the launch of this initiative and the specific apps chosen for our students. iPads will be available for participants to explore and handouts will include a list of apps appropriate for the early childhood classroom.

Using Interactive Technology to Enhance Creativity for Young Children

W.J. Wei and L.C. Lee

Information and communication technology (ICT) in early childhood education is deficient in Taiwan. The study is to apply ICT in developing digital learning materials. The methods included focus group, observation, and experimental research. The instruments included nine interactive devices integrated by interactive table, Kinect, and iPad. The sample was 149 children aged four through six of four kindergartens across public/private and city/suburb. Findings showed that interactive devices are effective in enhancing children's creativity. Flexibility and originality of experimental group children were significantly better. The fluency of suburb children is significantly better. Boys' originality is significantly better. Private kindergarten children are significantly more fluent and flexible.

4:30 – 6:00 PM

Susan Landry

KEYNOTE SPEAKER

GRAND BALLROOM C

**Advancing Quality
School Readiness Programs
Using a Comprehensive
Integrated Model**

This presentation will describe the key components that need to be considered for high-quality early childhood programs in order for three- and four-year-old children, particularly those from low income homes, to have the skills necessary to achieve in school. The development of a set of comprehensive integrated professional development resources will be presented as well as the findings from large scale experimental studies conducted to determine the extent to which these resources resulted in teachers' greater gains in effective instructional approaches when compared to teachers without this professional development program. These results also demonstrate the effect of the teacher gains on stronger language and literacy outcomes for four-year-olds. Finally, the scale-up of this program to approximately 6,000 classrooms that included partnerships among public schools, private and not-for-profit child care, and Head Start programs will be presented with a focus on the innovative use of technology to achieve sustainability and program fidelity.

NOTES

8:00 – 9:00 AM

Dustin Heuston

FEATURED SPEAKER

GRAND BALLROOM C

Addressing the Silent Killers of Reading for the Young: The Power of the UPSTART Model

There are a series of problems that young children face, which turn out over time to have serious health consequences—such as diabetes, obesity, and high blood pressure—that are silent killers. We have learned to prevent these, if possible, so as not to cripple our children's potential when they become adults.

Almost unnoticed, we are facing a similar dangerous cycle of problems involving reading proficiency that are silent killers of academic potential that need to be addressed starting even before children enter school. This is not an easy task because the family environment that determines much of a child's future academic potential is in increasing disarray as more and more children are being raised in stress-filled single-parent homes.

The UPSTART model shows great promise of providing some of the missing ingredients for preschool-age children in situations where there are inadequate sources of critical stimulation required for the healthy development of their academic brains. This model offers a host of affordable advantages that will revolutionize the instruction of the young by supporting the academic needs of the children in their homes, no matter how difficult or stressful the family situation might be. This is accomplished through exposing children for only 1% to 2% of the day (15–30 minutes) to software and external human support over the phone and Internet. This approach addresses and neutralizes the six silent academic killers that are currently crippling the reading prowess of a high percentage of our low SES and slow learning children.



Twitter

Follow and contribute to the EETC discussion on Twitter. Use #EETCCONF to participate.

9:15 – 10:15 AM

Warren Buckleitner

TECHNOLOGY SPOTLIGHT * **Limited seating available.**

SEMINAR THEATER

AppDance

Stretch your legs and your mind as you learn about the latest apps with our fellow participants. Our goal is to try many apps in a short time. After the dance, we'll highlight some examples of good multi-touch practice.

Roundtable

APPLICATIONS TRACK

GRAND BALLROOM C

TABLE 01

Digital Imagery: Bringing the Diorama into the 21st Century

Danielle Holland

This presentation will introduce you to Glogster, a social network where users can create graphical blogs, or "glogs." The early childhood student can easily create dynamic multi-sensory resources from traditionally text-oriented, two-dimensional tasks. Come learn how to connect research with best practices, while learning new technology appropriate for the early education classroom. It is time for change, and the first step is convincing the new generation of teachers, as well as the seasoned ones, that technology in the classroom is feasible, practical, and necessary.

TABLE 02

Integrating Research and the Software Development Process: MathemAntics, a Case Study

Rachael Labrecque, Kara Carpenter, and Esther Yoon

The need for developing high-quality educational software for young children is clear for several reasons: (1) technology affords unique opportunities for learning, (2) currently available software is limited, and (3) software development rarely integrates research in a meaningful way. In this presentation, we propose a four-stage iterative development process consisting of design, formative research, revision, and learning studies. We argue this framework is essential for creating high-quality research-based software. MathemAntics, mathematics software designed for children in preschool through third grade, is highlighted as one example of high-quality software that utilizes this development process.

TABLE 03

Usability of a Literacy and Math Content-infused Interactive Whiteboard with Preschoolers

Lilla Dale McManis, Susan B. Gunnewig, and Mark H. McManis

This session will present the findings of an exploratory study examining the relationship between use of an interactive (touchscreen) whiteboard and development of school readiness skills, an area in which practically no research exists. Over one school year, public school low-income prekindergarten classrooms used an interactive whiteboard with preloaded literacy and math activities. Randomly selected children (N=86) were tested in the fall and spring. Statistically, significant increases were found for children's performance. The study supports interactive educational technology as a meaningful and effective instructional component of a quality early childhood program in preparing low-income children for formal schooling.

Roundtable

RESEARCH TRACK

GRAND BALLROOM C

TABLE 04**Using Research to Inform Guidelines for Early Childhood Educational Technology Program Development**Lilla D. McManis and
Susan B. Gunnewig

Thirty years of research supports the idea that young children are developmentally ready and able to engage with educational technology in ways that promote positive outcomes in school readiness and success in early schooling. We will share a roadmap of elements to consider in evaluating the use of educational technology with early learners, particularly in light of the recent explosion in interactive technologies and what is now known in professional development for teachers to use technology effectively. We hope this discussion will move us forward on the overarching question of “What does an effective early childhood educational technology program look like?”

TABLE 05**Investigating the Nature of Third-grade Students’ Experiences with Concept Maps to Support Learning of Science Concepts**

Margaret L. Merrill

This research investigated third-grade students’ experiences using a pedagogical tool (student-created concept maps using Inspiration® software) in the classroom over time. The roundtable discussion will focus on the purpose and importance of the research, the process used, and preliminary outcomes suggested from the researcher’s work to date with the data. A PowerPoint presentation will highlight important points in the project including the teacher’s experience with the concept maps in science class. Slides of student-constructed concept maps collected over time (six months) and student thoughts on their own work collected from interviews will be included as part of the PowerPoint presentation.

TABLE 06**Evaluation of the Developmental Appropriateness of iPad Apps Designed to Support Dual Language Learning**

Karen Nemeth and Fran Simon

Critical question: When an iPad app is available in multiple languages or claims to support dual language learning, how can consumers/educators determine whether it can be used appropriately to support dual language development in young children? The purpose of this project is to evaluate existing dual language learning iPad apps for features of developmental appropriateness (NAEYC) for the preschool-age group and to demonstrate a rubric that can be used to plan for purchases, implementation, and new app development. We will show examples of available apps and discuss issues around design and learning applications.

10:30 – 11:30 AM

Warren Buckleitner

TECHNOLOGY SPOTLIGHT * **Limited seating available.**

SEMINAR THEATER

Ten Affordances of Multi-touch That Every Educator Must Know

What is it about the iPad that is so special? Here's a look at some of the new pipelines to a child's mind that this device opens, with examples.

Roundtable Reprise

APPLICATIONS TRACK

GRAND BALLROOM C

TABLE 01

Digital Imagery: Bringing the Diorama into the 21st Century

Danielle Holland

This presentation will introduce you to Glogster, a social network where users can create graphical blogs, or "glogs." The early childhood student can easily create dynamic multi-sensory resources from traditionally text-oriented, two-dimensional tasks. Come learn how to connect research with best practices, while learning new technology appropriate for the early education classroom. It is time for change, and the first step is convincing the new generation of teachers, as well as the seasoned ones, that technology in the classroom is feasible, practical, and necessary.

TABLE 02

Integrating Research and the Software Development Process: MathemAntics, a Case Study

Rachael Labrecque, Kara Carpenter, and Esther Yoon

The need for developing high-quality educational software for young children is clear for several reasons: (1) technology affords unique opportunities for learning, (2) currently available software is limited, and (3) software development rarely integrates research in a meaningful way. In this presentation, we propose a four-stage iterative development process consisting of design, formative research, revision, and learning studies. We argue this framework is essential for creating high-quality research-based software. MathemAntics, mathematics software designed for children in preschool through third grade, is highlighted as one example of high-quality software that utilizes this development process.

TABLE 03

Usability of a Literacy and Math Content-infused Interactive Whiteboard with Preschoolers

Lilla Dale McManis,
Susan B. Gunnewig, and
Mark H. McManis

This session will present the findings of an exploratory study examining the relationship between use of an interactive (touchscreen) whiteboard and development of school readiness skills, an area in which practically no research exists. Over one school year, public school low-income prekindergarten classrooms used an interactive whiteboard with preloaded literacy and math activities. Randomly selected children (N=86) were tested in the fall and spring. Statistically, significant increases were found for children's performance. The study supports interactive educational technology as a meaningful and effective instructional component of a quality early childhood program in preparing low-income children for formal schooling.

Roundtable Reprise

RESEARCH TRACK

GRAND BALLROOM C

TABLE 04**Using Research to Inform Guidelines for Early Childhood Educational Technology Program Development**Lilla D. McManis and
Susan B. Gunnewig

Thirty years of research supports the idea that young children are developmentally ready and able to engage with educational technology in ways that promote positive outcomes in school readiness and success in early schooling. We will share a roadmap of elements to consider in evaluating the use of educational technology with early learners, particularly in light of the recent explosion in interactive technologies and what is now known in professional development for teachers to use technology effectively. We hope this discussion will move us forward on the overarching question of “What does an effective early childhood educational technology program look like?”

TABLE 05**Investigating the Nature of Third-grade Students’ Experiences with Concept Maps to Support Learning of Science Concepts**

Margaret L. Merrill

This research investigated third-grade students’ experiences using a pedagogical tool (student-created concept maps using Inspiration® software) in the classroom over time. The roundtable discussion will focus on the purpose and importance of the research, the process used, and preliminary outcomes suggested from the researcher’s work to date with the data. A PowerPoint presentation will highlight important points in the project including the teacher’s experience with the concept maps in science class. Slides of student-constructed concept maps collected over time (six months) and student thoughts on their own work collected from interviews will be included as part of the PowerPoint presentation.

TABLE 06**Evaluation of the Developmental Appropriateness of iPad Apps Designed to Support Dual Language Learning**

Karen Nemeth and Fran Simon

Critical question: When an iPad app is available in multiple languages or claims to support dual language learning, how can consumers/educators determine whether it can be used appropriately to support dual language development in young children? The purpose of this project is to evaluate existing dual language learning iPad apps for features of developmental appropriateness (NAEYC) for the preschool-age group and to demonstrate a rubric that can be used to plan for purchases, implementation, and new app development. We will show examples of available apps and discuss issues around design and learning applications.

11:35 AM - 12:35 PM

Breakout Session 3

APPLICATIONS TRACK

ALPINE EAST

Preschool Curriculum and Technology Crosswalk

Fran Simon and Karen Nemeth

This presentation by two experienced and tech-centric early childhood educators will provide a framework that will enable technology developers and consumers to relate technology-based learning applications to specific features of top preschool curriculum frameworks and standards. The session will focus on core elements and key indicators of developmentally appropriate practice that are critical for the implementation of typical preschool curriculum models and state and Head Start standards.

Breakout Session 3

RESEARCH TRACK

ALPINE WEST

Benefits of Computer Assisted Instruction on Early Literacy Skills in Young Children

Alyson Rodman

The introduction of the Common Core Standards has highlighted the growing trend to develop emerging literacy skills in preschool and kindergarten students. At the same time, the use of computer-assisted instructional (CAI) programs and other educational technology is being closely evaluated in early childhood educational settings.

In this session, we will discuss the results of two of our recent studies, which demonstrate significant gains in phonological awareness and word attack skills for early childhood students using CAI. Attendees will also learn about best practices for dealing with common challenges faced when integrating CAI programs into early childhood classrooms.

NOTES

1:30 – 2:30 PM

Evaluation of Educational Programs

BREAKOUT SESSION 4 | APPLICATIONS TRACK

BALLROOM A

Utilizing Web-based Software in the Evaluation of Prekindergarten Programs

Lisa C. Payne and Shelley Huff

OZ Systems will provide a slide presentation and software demonstration of their education data management applications that are used in Texas. eSchoolPlus™ and its current upgraded version, eREADSchool+™, have been used across the state since 2006 to collect, store, and report electronic prekindergarten and kindergarten data for school readiness projects. Kindergarten outcome data for reading readiness and social/emotional development are collected at the beginning of the school year then matched and analyzed with data collected during the students' prekindergarten year. The data are used to determine if the different preK environments are preparing the students to be kindergarten ready.

Impact of Interactive Technology on Kindergarten Children's Engagement and School Readiness

Saras Ramamoorthy and Megan Riede

In today's K-12 education setting, it is common practice for school districts to reduce kindergarten programs from full to half-day offerings. This practice addresses financial goals but limits the range of educational opportunities necessary for kindergarteners to experience before entering first grade, thereby undermining school readiness. The presentation will provide an overview of an interactive technology-based kindergarten program pilot, implemented in 17 private kindergarten classrooms across nine states. The presentation will also provide data related to the program's impact on kindergarten students' readiness for first grade, as well as students' and families' engagement with the program.

Data and Technology: The Dynamic Duo

BREAKOUT SESSION 4 | RESEARCH TRACK

ALPINE WEST

Screen Presentation and Computer-based Assessment: Do Layout and Item Order Affect Results?

Haya Shamir, Cindy Douglas, and Michael Tirenin

How do designers create a computer-based assessment that balances good evaluation practices while retaining user engagement (but not being distracting or overwhelming)? Does this balance change when dealing with very young learners who may also be non-readers? This presentation will discuss a study that examined how screen layout presentation and item order affected student scores and response times in a computer-based assessment.

Data Collection in a Struggling Economy

Daren Child

A review of methods used to move data collection efforts forward will be presented, including information about how to achieve cost savings in terms of effort and tools. A summary on new concepts in reducing data footprint will also be presented.

Continued on next page.

1:30 – 2:30 PM *Continued*

Examination of Educational Apps

BREAKOUT SESSION 4 | RESEARCH TRACK

ALPINE EAST

iTouch and iLearn—An Examination of 'Educational' Apps

Kristy Goodwin and Kate Highfield

There is a preponderance of apps marketed as “educational” and designed for young children, but researchers have failed to keep pace with the exponential growth in this technology. Both teachers and parents seek educational apps to use on touch devices like the iPhone, iPad, and iPod touch. However, there has been limited systematic analysis of educational apps and those designed specifically for young children. This presentation will summarize key findings from a content analysis of the paid apps currently available in the iTunes App Store. The findings of this study provide important information for parents, teachers, and app developers.

iPad Use and Learning: Patterns Observed in Three Age Groups

G. O’Shea, G. Mariutto, L. Adams, M. Hadley, and M. Cohen

Touch screen technology has introduced tools that afford remarkable potential for creative use among young children. While the iPad has been in the market for two years, there is little research on young children’s use of touch screen devices. In order to contribute to this emerging body of literature, we have undertaken this study to explore young children’s and their caregivers’ perception and use of apps on touch screen devices. Special attention will be given to identifying formal features of apps. We will consider how these features may engage children and provide insight on the development of educational content.

2:45 – 3:45 PM

Response to Intervention

BREAKOUT SESSION 5 | APPLICATIONS TRACK

BALLROOM A

Could a Standard Protocol of Computer-assisted Technology be a Valuable Tool in the RtI Process?

Christine Sandy and Rhodia Berry

The implementation of the RtI process has brought change to the way we use data to place students in the proper interventions. The purpose of this presentation is to report how Waterford Early Learning™ has been used in a large district as a standard reading Tier 2 protocol for all K-1 students. We will track a group of students that have had access to Waterford Early Learning 5.0 since June 2011, and follow their progress through the RtI process, and will illustrate how embedded reports document continual growth by utilizing data points to graphically represent student progress.

Assessment without Testing: How Computer-assisted Instruction Can Serve as a Progress Monitoring Tool for Response to Intervention

Rachel Schechter and Elizabeth Crawford

Carefully monitoring the performance of children with reading problems is an essential component of differentiating instruction and placing students in effective learning environments. Interventions that use computer-assisted instruction (CAI) can provide teachers with information to adjust the intensity of instruction to strengthen the performance of successful students, prevent reading failure in at-risk students, and accelerate the skills of students who are behind through extended practice. This presentation describes how CAI can serve as a key element of intervention for grades K-3 and as a progress-monitoring tool for the data-driven teaching model of instruction called Response to Intervention (RTI).

2:45 – 3:45 PM *Continued*

Integrating Technology in Early Childhood

BREAKOUT SESSION 5 | APPLICATIONS TRACK

ALPINE EAST

Using Mobile Technology to Enhance Early Learning

Ilene Rosenthal

46% of U.S. children enter kindergarten at risk of failure. Many of these children lack the essential vocabulary and oral language skills needed for academic success.

This session will highlight a California case study in which preK English Language Learners used the Footsteps2Brilliance™ Early Learning Mobile Game Platform to prepare themselves for kindergarten. Within four weeks the children were exposed to 180,000 words, read 600 eBooks, and saw their comprehension rise by 17%. This case study will demonstrate how the explosive adoption of mobile technology has created innovative ways for school districts to quickly scale educational solutions into the entire community.

Why and How to Evaluate Educational Technology for Early Learners

Lilla Dale McManis

Early childhood programs are being called upon more and more to incorporate educational technology into their classrooms. However, to fully realize the potential necessitates understanding why educational technology must be carefully evaluated by programs considering its use, and how they can skillfully do so. This is particularly relevant in light of the recent explosion in interactive technologies and concerns about “screen time.” In this session we will discuss the rationale for evaluating educational technology for early learners and share an interactive/automatically scorable Toolkit. The Toolkit contains the key elements research shows are critical in evaluating educational technology, particularly content software.

Teacher Tools: How Are They Being Used?

BREAKOUT SESSION 5 | RESEARCH TRACK

ALPINE WEST

Validating a Classroom Quality Observation Tool for Use as a Teacher Progress Monitoring Tool

Lydia J. Carlis and
Chavaughn Brown

The Quality Indicators (QIs) were created as a progress monitoring tool to align with research-based factors measured by one Early Reading First project’s existing program evaluation and professional development tools: Classroom Assessment Scoring System (CLASS) (Pianta & La Paro, 2003) and Early Language & Literacy Classroom Observation (ELLCO) (Smith, Brady & Clark-Chiarelli, 2008). The Quality Indicators were designed to provide specific feedback through observer or video-facilitated self-reflection following observations of classroom learning opportunities. This presentation presents data from a study that analyzed the Quality Indicators’ predictive validity using student achievement data for the project from the 2010-2011 school year.

An Examination of Preservice Teachers’ Read-aloud Strategies Using Traditional Children’s Books and E-books

Gary E. Bingham, Laura May,
and Meghan Pendergast

Considerable research documents the importance of teacher read-alouds to children’s language development, comprehension, and understandings of print. When a teacher reads aloud to his/her students, he/she mediates classroom texts, deciding what kind and how much scaffolding to give on a moment-by-moment basis, resulting in highly sophisticated, nuanced, discursive actions. This study examines how pre-service teachers develop their ability to conduct read-alouds to young refugee children (ages five to eight). Specific attention is paid to (a) the format of the text (traditionally bound vs. e-reader) and (b) teachers’ talk that mediates children’s understanding of the text.

4:00 - 5:00 PM

Michael Levine

FEATURED SPEAKER

GRAND BALLROOM C

Gaming Education Reform: Starting Points for a Digital Revolution

The digital media and technology explosion of the past decade has transformed many sectors—from entertainment to health care to military affairs. For today's children, ubiquitous media consumption and multi-tasking often define social affairs, but these behaviors have not been a force for educational progress yet, especially for struggling learners. Parents, educators, and policymakers now face a challenge: can they convert the “vast wasteland” of mediocre content that exists into a balanced, high-quality system of media production and distribution that can promote learning and healthy development? Forty years ago Sesame Street’s founders revolutionized media by creating a new model focused on how television could teach preschoolers. In this talk, Dr. Michael Levine, who directs a new digital learning innovation center at Sesame Workshop, will describe key trends that may influence the future of learning, drawing especially from transmedia capacity and the explosion of video games and apps. He will also discuss new child development research that demonstrates the potential of intergenerational play, and lay out an ambitious agenda for the coming decade so that these critical sectors can untap the “digital promise.”

NOTES

8:00 – 9:00 AM

Chip Donohue

FEATURED SPEAKER

GRAND BALLROOM C

**Intentional and Appropriate Use of
 Technology Tools and Interactive
 Media: The NAEYC and the Fred
 Rogers Center Position Statement**

NAEYC and the Fred Rogers Center have recently revised the Joint Position Statement on Technology and Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. Chip Donohue from Erikson Institute, and a Senior Fellow at the Fred Rogers Center, has co-chaired the working group and has provided leadership through the 30-month revision process to update the 1996 technology statement. He will identify key issues related to technology and young children, share the principles and recommendations from the 2012 Position Statement, and discuss how the statement can provide guidance to early childhood educators about the intentional and appropriate use of technology and interactive media tools in ways that can optimize opportunities for young children’s cognitive, social, emotional, physical, and linguistic development.

NOTES

9:15 – 10:45 AM

Cooperative/Collaborative Learning with Children

BREAKOUT SESSION 6 | APPLICATIONS TRACK

ALPINE EAST

The Life Cycle of a Game

Gina Montefusco

Research promisingly shows that educational media, coupled with technologies children already embrace, is an effective way to engage struggling students and improve student achievement. PBS KIDS is using new technology as an opportunity for learning, experimenting with interactive whiteboards, mobile technologies, and cross-platform progress tracking as ways to reach children 2-8, particularly those in low-income households and communities, as well as their parents and educators. We will discuss the evolution of an educational game and show how the integration of new technologies can result in games as compelling as the best commercial video games.

Mobile Technology and Learning for Toddlers and Preschoolers

Dan Yang

The explosion of touch screen technology has created problems in the development of young children: decreased human interaction. At the same time, it presents once-in-a-history opportunity for learning as children are so fascinated by touch screen-based computers. We present VINCI's approach on how to overcome the shortfall while leveraging children's curiosity to engage them in a self-initiated learning process.

The Power of Using Technology for Progress Monitoring in Early Childhood

Lilla Dale McManis and
Susan Gunnewig

The use of progress monitoring facilitates instructional techniques and goals that are both more efficient and appropriately targeted. Following a brief overview of the research on progress monitoring in general and with technology, we will discuss how technology can be used for progress monitoring in early childhood programs in two ways: (1) by helping teachers store, organize, interpret, and share progress monitoring information that is gathered in traditional and technology-based ways such as screeners, observations, portfolios, and computer-generated reports; and (2) through features within educational technology programs that monitor children's progress toward goals and outcomes and provide remediation/targeted instruction.

NOTES

Teaching Literacy Using Technology

BREAKOUT SESSION 6 | RESEARCH TRACK

ALPINE WEST

Getting Ready: Integrating Digital Media in Preschool Settings to Support Early Literacy

Naomi Hupert, Lauren Bates, Shelley Pasnik, and Carlin Llorente

School can be a challenging time for young children and can be even more challenging for those three- and four-year-olds who enter early childhood classrooms with limited exposure to academic expectations and language, and pre-literacy activities. We describe a program that successfully supported teachers in integrating digital media into regular teaching activities and found positive outcomes in five areas of early literacy development for participants. The professional development and media-rich program was implemented through a randomized controlled trial, and targeted economically disadvantaged students from 80 early childhood settings.

The Effects of Multimedia on Early Literacy Development of Children at Risk: A Meta-Analysis

Victor van Daal and Jenny Miglis Sandvik

A meta-analysis was conducted to analyse the effect of multimedia on the early literacy development of children at risk of literacy underachievement. It was concluded that multimedia applications are beneficial to these children. We will now report on effects that year of publication; age, education, and M/F ratio of participants; kind of intervention; kind of risk factor; language of instruction; effect size at pretest; type of medium; kind of control group used; educational setting (classroom, small group, peer tutoring, individual); test used for assessment (standard, non-standard); duration and intensity of treatment have on the effect sizes found.

Using Personalized Digital Books to Teach Early Reading Skills

Barbara Culatta, Kendra Hall-Kenyon, Jolie Hill, Haley Cole, Audra Hales, and Anna Hart

Systematic and Engaging Early Literacy (SEEL) has developed interactive iPad applications to teach decoding and word recognition skills. The iPad lessons utilize compelling game mechanics (e.g., collecting, building, exploring, creating spectacles) to identify a target phonic pattern (rag, snag, tag, drag), highlight that pattern (e.g., dragging rags to a rag bag and making tags for rags and bags), and provide opportunities to read and write about the experience. To evaluate the effectiveness of the instruction, a single subject design (multiple baseline across targets) contrasted trained with untrained targets. Data in regard to children's performance in the SEEL instruction and responsiveness to the mobile application will be shared.

11:00 AM – 12:00 PM

Breakout Session 7

APPLICATIONS TRACK

ALPINE EAST

**Numbers That Tilt, Pop, and Push:
Motion Math's Mobile Games**

Coram Bryant

Motion Math is pioneering learning games for mobile devices—fun, intuitive experiences that build children's number sense. Mobile devices such as iPads and iPhones captivate children. In this talk, developer/designer Coram Bryant shows how Motion Math is channelling that captivation into interactive math experiences—digital manipulatives that were never before possible. He'll illuminate their design process of uncovering math misconceptions and leveraging game mechanics to enhance motivation and conceptual understanding. Bryant will also discuss Motion Math's rich data and the first formal efficacy study of an iPad app, which demonstrated gains in fractions proficiency and attitudes.

Breakout Session 7

RESEARCH TRACK

ALPINE WEST

**Beyond Taking Stock: Media
Integration in Low-income
Prekindergarten-Second-grade
Settings and Future Possibilities for
Supporting Early Math and Literacy
Development with Technology**

Carlin Llorente, Naomi Hupert,
Savitha Moorthy, Andrea Rizzo,
Torie Gorges, and Hannah Lesk

Though technology is ubiquitous in many children's lives, little existing research sheds light on how media and technology are used in typical early learning settings, particularly those that serve low-income children. To address this knowledge gap, researchers conducted a broad-based study of existing and potential technology use in preschool and summer-learning program (K-2) settings. In this presentation, the research team will share their findings on how early childhood educators currently use digital media to support math and literacy learning, barriers they encounter in using instructional technology, and ways that emerging digital resources can serve children in the near future.

NOTES

1:00 – 2:00 PM

Technology Outside of the Formal Classroom

PANEL DISCUSSION | APPLICATIONS TRACK

ALPINE EAST

Chip Donohue, Michael Levine,
and Brad Wilcox

Children have access to educational technology through home computers, smart phones, tablets, television, and gaming. This panel will discuss the use of educational technology outside the classroom walls. The discussion will focus on how technology is being used, who the users are, whether technology is being used excessively, the use of technology in homework, and how technologies can be made accessible. The invited panel will discuss ways to use technology to enhance learning, give examples of successful programs, and the future of educational technology outside the classroom.

Instructional Models Using Technology

PANEL DISCUSSION | RESEARCH TRACK

ALPINE WEST

Doug Clements, Dustin Heuston,
and Susan Landry

Over the past several decades there has been a debate over the best instructional model for children. This session will provide a forum to discuss different instructional models and how they can be used with technology. The invited panel will contrast a direct approach where lessons are carefully planned around small learning increments and a constructivist approach where the learner actively constructs new ideas and concepts based on past knowledge and experience. The theoretical and practical applications of these models, as well as how and whether they can be applied using technology, will be addressed.

NOTES

2:15 - 3:15 PM

Breakout Session 8

APPLICATIONS TRACK

ALPINE EAST

Impact of Intel Learning Series Solutions

Nassim Lewis

Intel's Education Market Platforms Group works to improve teaching and learning worldwide by designing and deploying purpose-built technology solutions for education. These solutions are based on ethnographic research conducted in more than 2,000 classrooms across 36 countries, and Intel® Learning Series platforms are now in the hands of almost 7 million students around the world. Intel® Learning Series solutions nurture young minds, stimulate local economies, and shape a shared digital future. Learn about the impact of Intel® Learning Series deployments have on local economic development and education transformation.

Breakout Session 8

RESEARCH TRACK

ALPINE WEST

Technology in Education: Research to Practice

Vicki Maetani

How does beginning reading software develop from research to a product that effectively teaches young children to read? This presentation focuses on how *Waterford Early Reading Program™* developed from research to practice. Development presentation includes: Phase I: Research of various studies, consultation with reading scientists; Phase II: Develop scope of skill objectives; Phase III: Sequence of activities; Phase IV: Produce instructional activities; and Phase V: Test product and usability.

Travel with the presenter on a historical journey of this product development from beginning to end.

NOTES

3:30 - 4:45 PM

Doug Clements

KEYNOTE SPEAKER

GRAND BALLROOM C

**The Building Blocks of Math:
Lessons from Research**

What is the state of early mathematics education? What does the research say? Douglas H. Clements paints a picture of where we stand, regarding standards, curriculum, teaching, and professional development. He draws several “lessons” from research—findings that support visions of new approaches to mathematics education, including information from recent publications that he co-authored, including the report of President Bush’s National Math Advisory Panel, NCTM’s Curriculum Focal Points, the National Research Council report on early mathematics, and the Common Core State Standards. At the core of these approaches are learning trajectories—research-based paths of learning and teaching. Participants will hear and see examples of projects using these approaches, including the role of technology at multiple levels.

NOTES

Lined area for taking notes, consisting of approximately 20 horizontal lines.



NOTES

Lined area for taking notes, consisting of numerous horizontal lines.

YOUR VISIT TO UTAH

SALT LAKE CITY

Nestled between the Wasatch and Oquirrh mountains, Salt Lake City offers a multitude of activities that are perfect for a March visit. During your stay, take advantage of the city's attractions: museums, galleries, restaurants, shopping, history, and more.



Photo: Adam Barker

Ski the “Greatest Snow on Earth”

Discover for yourself why Utah is recognized for its world-class snow. Each resort offers both ski and snowboard lessons for a variety of skill levels. And if you're not up to skiing, take along a camera and capture the stunning canyon views.

For information about Utah ski resorts please see page 40 for the 2011–2012 Utah Resort Facts provided by *skiutah.com*. The closest ski areas to downtown Salt Lake City include:

Nearby Resorts	Minutes from The Hilton Hotel
Canyons	33
Park City	37
Solitude	43
Deer Valley	42
Brighton	42
Snowbird	44
Alta	48

Discover Utah's Unique History

At This is the Place Heritage Park see how Utah settlers lived in the early 19th century. Walk the streets and interact with history as you never have before: ride the replica train, watch the blacksmiths demonstrate how to make tools, and take a stroll around Sanctuary Walk to view the various monuments and sculptures.

Uncover Rich Heritage

In the heart of Salt Lake City is the most visited place in Utah: Temple Square, the headquarters for The Church of Jesus Christ of Latter-day Saints and home of the world-famous Mormon Tabernacle Choir. Take a tour of the beautiful gardens, religious buildings, Church History Museum, and more.

Close by, you'll also find the Family History Library—the largest genealogical records library in the world. Let one of the library's full-time staff members or volunteers help you find your family stories.



Photo: Brent Schumann



Photo: Adam Barker



Photo by: Salt Lake Convention & Visitors Bureau

Shop and Dine at Salt Lake's Finest

Visit the Gateway, an outside mall featuring not only shopping, dining, and entertainment, but also the Olympic Legacy Plaza, Clark Planetarium, and Discovery Gateway (a children's museum).

Salt Lake City's dining options feature a variety of cuisines: Mexican, Italian, Cajun, Greek, Thai, and more. Try the Log Haven, a log cabin restaurant nestled among the pine trees, featuring breathtaking scenery and award-winning fare.

Visit the Websites below to find what else Salt Lake City and its surrounding areas have to offer during your stay. You can also tweet @SLCFOODIE with questions for food recommendations.

www.visitsaltlake.com

www.utah.travel

www.utah.com

ADDITIONAL UTAH ATTRACTIONS

Although known for its desert landscape and great powder, Utah is home to many stunning nature parks that offer a lifetime of scenery, hiking, and more. Plus, nearby towns make Salt Lake City the ideal location for day-tripping.

Experience Scenery and City

Just a short drive away is the historic silver-mining town of Park City, now best known for its annual Sundance Film Festival. Park City has plenty of activities to keep you busy: spas, recreation (including golf and skiing), galleries, theater, and city events. Try some shopping at Main Street Park City or Tanger Outlet Mall. Or tour the Utah Olympic Park where some of the 2002 Olympic Winter Games were held.

www.parkcityinfo.com



Photo: Utah Office of Tourism



Photo: Adam Barker

See What All the "Awe" is About

Visit one of Utah's many national parks, such as Zion, Arches, Canyonlands, Capital Reef, and Bryce. With March's moderate temperatures, it's the perfect time to hike to the top of Chimney Rock, photograph the wildlife and flowers, or do some bird watching.

www.utah.com/nationalparks

Discover the Trails

The mythical city in the red rocks, also known as Moab, contains the perfect trails for biking and jeeping. Discover for yourself why these trails are consistently ranked among the best in the world by renting a jeep, a bike, or an ATV. And if you're not into blazing the trails, try a balloon tour or river rafting.

www.discovermoab.com

Unwind on the Green

St. George is a vacationer's paradise with its great weather—especially in March—and ten golf courses surrounded by gorgeous red rock. After a day on the golf course, you can relax and get pampered at one of St. George's spas.

www.utah.com/stgeorge

CONFERENCE VENUE

Conference Venue

The Hilton Salt Lake City Center
255 South West Temple
Salt Lake City, UT 84101, USA

Telephone: 801-328-2000

Registration and Information Desk

The EETC Conference registration desk is located on the second floor of the hotel in the hall next to Foyer. Please check in to receive your name badge, printed program, and additional conference items. The registration and information desk will open at 10:00 AM on Wednesday and 7:30 AM on Thursday and Friday. Please direct any conference questions to this desk.

Meals

EETC registration includes many of your meals during your stay in Salt Lake City. Wednesday night will feature an opening reception with hors d'oeuvres and cash bar in Ballroom B/Exhibit Hall. Thursday and Friday lunch will be served in Grand Ballroom C. In addition, snacks will be available throughout the conference during breaks.

Wireless Access

The Hilton offers free wireless Internet for all conference attendees. Internet access is available throughout the hotel and in guest rooms. The password for Internet access is SLC312.

Business Center

The Hilton has a complimentary business center with computers, internet, fax machines, and printers located across from Exhibit Hall/Ballroom B. The business center is available for conference attendees.

Smoking

The Hilton is a non-smoking hotel, although a few smoking rooms are available. Smoking is permitted away from the entrances and in designated smoking areas outside the hotel.

Parking

The Hilton has valet parking for \$16 per car per evening. The Hilton also has underground parking for \$13 per car per 24 hours. If you are using the underground parking just for the day, we will give you a \$5/day parking pass. Come see us at the Registration and Information booth.

Transportation

The Hilton is located 10 minutes from the Salt Lake International Airport. The Hilton recommends Haroon Transportation to transport you to and from the airport at the cost of \$12 per person each way. Contact Haroon Transportation for a shuttle pick up at 801-652-9956.

Driving Directions to the Hilton Salt Lake City Center

255 South West Temple
Salt Lake City, UT 84101

Driving from the Airport

Follow signs for I-80 Eastbound (City Center). Take I-80 East, and exit at 600 South. Follow 600 South to West Temple (4 lights). Turn left on West Temple. Hotel is 3½ blocks on right.

Driving from the South on I-15

Exit I-15 at 600 South exit. Follow 600 South to West Temple. Turn left on West Temple. Hotel is 3½ blocks on right.

Driving from the North on I-15

Exit I-15 at 400 South exit and take a left. Follow 400 South to West Temple. Turn left on West Temple. Hotel is 1½ blocks on right.

Driving from the West on I-80

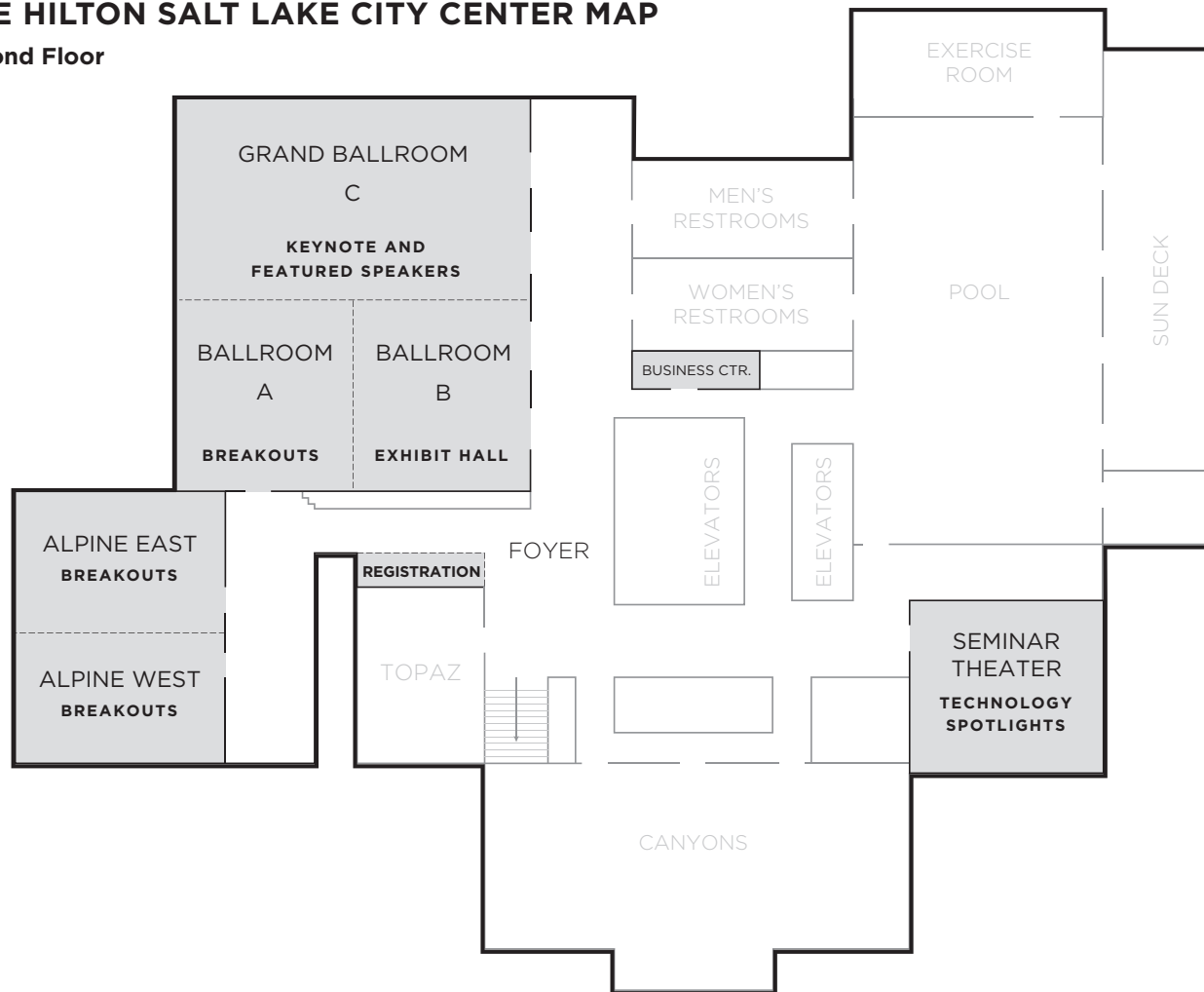
Follow I-80 as it merges with I-15 Northbound. Exit I-80/I-15 at 600 South exit. Follow 600 South to West Temple. Turn left on West Temple. Hotel is 3½ blocks on right.

Driving from the East on I-80 or I-70

From I-80 West (Wyoming) or from I-70 West (Colorado). Follow as the road merges with I-15 Northbound. Exit I-80/I-15 at 600 South exit. Follow 600 South to West Temple. Turn left on West Temple. Hotel is 3½ blocks on right.

THE HILTON SALT LAKE CITY CENTER MAP

Second Floor



Twitter

Follow and contribute to the EETC discussion on Twitter. Use **#EETCCONF** to participate.

Concluding Notes

EETC Online

You can view Keynote Speaker, Featured Speaker and Technology Spotlight presentations online at www.eetconference.org after the conference.

A FREE Tote for your Feedback!

All attendees who fill out a brief conference survey at the Registration Desk on Thursday or Friday will receive a free eco-friendly, reusable tote bag! You may also fill out the survey at www.eetconference.org/survey2012. Thank you for taking the time to help us improve future events.

2011-12 UTAH RESORT FACTS



Alta 801-359-1078	Beaver Mountain 435-753-0924	Brian Head 435-677-2035	Brighton 801-532-4731	Canyons Resort 435-649-5400	Deer Valley 435-649-1000	Eagle Point 435-438-3700	Park City Mtn. Resort 435-649-8111	Powder Mountain 801-745-3772	Snowbasin 801-620-1000	Snowbird 801-933-2222	Solitude 801-534-1400	Sundance 801-225-4107	Wolf Mountain 801-745-3511
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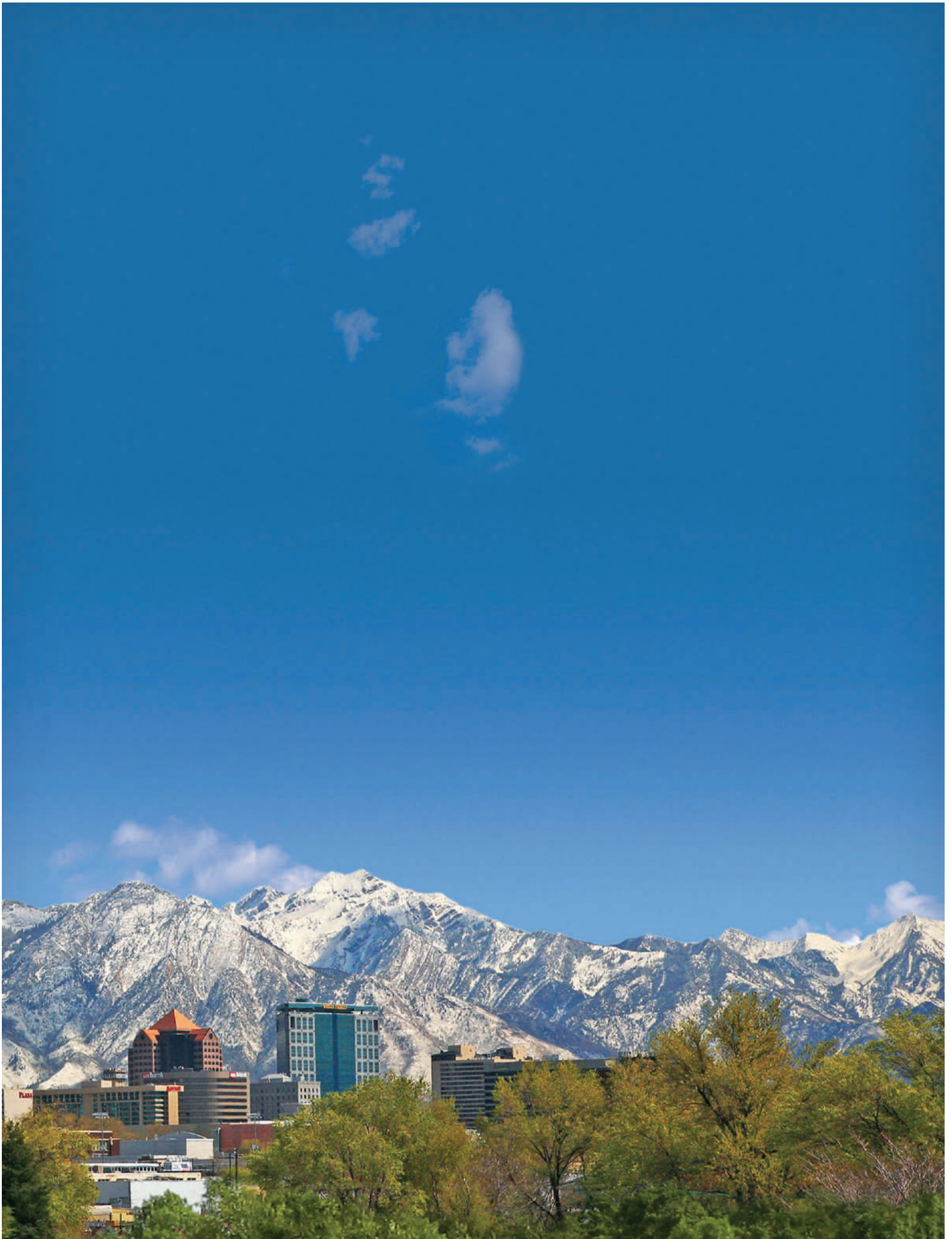
Steve Lloyd

Base Elevation	8,530'	7,100'	9,600'	8,755'	6,910'	6,570'	9,000'	6,900'	6,895'	6,400'	7,760'	8,000'	6,100'	5,300'
Top Elevation	10,550'	8,800'	10,500'	10,500'	9,990'	9,570'	10,500'	10,000'	9,105'	9,350'	11,000'	10,035'	8,250'	6,300'
Hours of Operation	9:15am 4:30pm	9:00am 4:00pm	9:30am 4:30pm	9:00am 9:00pm+	9:00am 4:00pm	9:00am 4:15pm	9:30 am 4:30 pm	9:00am 9:00pm±	9:00am 9:00pm	9:00am 4:00pm	9:00am 4:30pm	9:00am 4:00pm	9:00am 4:30pm	9:00am 9:00pm
Lifts	2Q-3D 2T	1D-3T 1Sur	1D-7T 1Sur	5Q-1T 1Sur	1G-1T-11Q 2T-2D-3Sur	13Q-2D 5T-1G	1Q-1T-2D 2 Sur	4T-3Q 5T-3D	2Q-1D 1T-3Sur	3T-2Q 2G-1Tm-1Sr	1Tram 4Q-6D	5Q-2D 1T	1Q-2T 1Sur	1T-2D 1Sur
Skiable Acres	2,200	828	640	1,050	4,000	2,026	625	3,300	7,000*	3,000	2,500	1,200	450	110
% Beginner Terrain	25%	25%	40%	21%	10%	27%	20%	17%	25%	20%	27%	20%	20%	35%
% Intermediate Terrain	40%	40%	40%	40%	44%	41%	35%	52%	40%	50%	38%	50%	40%	45%
% Advanced Terrain	35%	35%	20%	39%	46%	32%	45%	31%	35%	30%	35%	30%	40%	20%
Number of Runs	115	47	63+	66+	182	100	42	114	154	105	89	65	42	26
Adult All-Day Lift Pass	\$72	\$45	\$49	\$62	-	\$96	\$40 m-f \$50 s-s	variable	\$60	\$72	\$72* \$78**	\$68	\$49	\$31
Holiday Price (Adult)	\$72	\$45	\$56	\$62	-	\$100	\$55	variable	\$60	\$72	\$72* \$78**	\$68	\$59	\$33
Half-Day a.m. Lift Pass (Adult)	-	\$35	\$40	\$55	-	-	-	variable	\$50	-	\$62* \$68**	-	-	\$22
Half-Day p.m. Lift Pass (Adult)	\$60	\$35	\$40	\$55	-	\$80 holiday \$84	\$45	variable	\$51	\$60	\$62* \$68**	\$56	\$39	\$28+
Child All-Day Lift Pass	12+ Under \$38	\$35	5 Under Free 6-12 \$35	7 Under Free 8-12 \$29	6 under Free	4-12 \$60 3+ under \$21	6 Under Free \$30m-f/\$35s-s	variable	6 Under Free 7-12 \$33	6 Under Free 7-12 \$44	6 Under Free* 7-12 \$42	6 Under Free 7-13 \$42	\$27	\$22
Senior Citizens Age	80+	65+	65+	70+	65-69 70+	65+	65+	65+	62-69/ 70-79	65-74 75+	65-69 70+	70+	65+	62+
Senior Citizens Lift Pass	FREE	\$35	\$35	\$35	-	\$69 half day \$57	\$30 m-f \$35 s-s	variable	\$48/\$27 80+ free	\$59 \$14	\$65** \$39***	\$45	\$15	\$27
Night Skiing	-	XP	\$15 3:30-9pm	\$34+ 4-9pm	-	-	-	variable~ 4-9pm	\$18 3-9pm	-	limited	-	\$30* 4:30-9pm	4-9pm
Snowboarding Allowed	no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes
Acres of Snowmaking	50	-	215	200+	600	660	-	500	-	600+	525	150	112	65
Nursery/Child Care on Premise	yes	no	yes	yes	yes	yes	no	no	no	yes	yes	yes	XP	no
Number of Terrain Parks	-	2	3	3	1	-	2	3	2	4	1	1	-	call
Number of Halfpipes	-	-	-	1	6 natural	-	-	1	1	1 halfpipe 1 natural	-	-	-	call
Adaptive Skiing Program	-	yes	yes	no	XP	call	no	yes	call	yes	yes	-	XP	call
Disabled Assistant Pass	1/2 off	-	yes	1/2 off	XP	call	no	yes	call	1/2 off	call	call	free	call
Lift-Served Snowtubing	-	-	yes	-	-	-	yes	yes	-	yes	-	-	-	-
Miles to Closest Major Airport	32 SLC	114 SLC	230 SLC 210 LAS	35 SLC	32 SLC	36 SLC	220 SLC 240 LAS	36 SLC	55 SLC	36 SLC	29 SLC	33 SLC	55 SLC	51 SLC

all rates subject to change
 ~ Payday, Three Kings & First Time lifts only
 XP - by prior arrangement
 □ - high speed six passenger chair
 * - chair lifts only
 ** - all area including tram
 *** - midweek and non-holidays

± - night skiing early December - March
 D - double chairlift
 T - triple chairlift
 Q - quad chairlift
 G - gondola
 ♦ - Half-Day/Night p.m. Lift Pass (Adult)
 ✱ - acreage includes snow cat service, guided touring area, shuttle bus service and lift service

* - Night Skiing M, W, F, Sat. 4:30 p.m.-9 p.m.
 ♦ - see website for night schedule
 ▼ - with paying adult
 SLC - Salt Lake City Int'l Airport
 LAS - Las Vegas' McCarran Int'l Airport



EETC 2012
EARLY EDUCATION AND
TECHNOLOGY FOR CHILDREN
