# Kit@

## MEDIA COMPETENCY TRAINING

### FOR PROFESSIONALS IN DAY-CARE CENTERS & COMPARABLE INSTITUTIONS IN RURAL AREAS OF EUROPE

Principles and Guidelines for Developing Professional Development Tools
Intelectual Output 1, Part II
June 2019

www.kita-project.eu

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**Principles and guidelines for developing professional development tools**

Intelectual Output 1, Part II

## Kit@ Consortium

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# Executive summary

## Principles and guidelines for the Kit@ professional development tools

This brief report builds on and complements our work on *State-of-art media education as well as information and communication technologies (ICT) use in early childhood education and care* (Araújo, Aguiar, Monteiro, & Boavida, 2019). It is informed by our previous literature review, by data provided by all partners within the Kit@ project, and by discussions among partners regarding the nature, structure, and quality features of subsequent intellectual outputs within the project:

- The interactive manual for media education in early childhood education and care settings (i.e., Intellectual Output 2);
- The web-based e-learning tool for qualification and coaching of educators for media education in early childhood education and care settings (i.e., Intellectual Output 3);
- The practice-oriented examples of ICT-based learning in early childhood education and care settings (i.e., Intellectual Output 4).

These independent, but complementary, professional development tools aim to strengthen the competencies of early childhood education and care teachers/educators in media education and to support the use of ICT in early childhood education and care settings to promote young children's learning and development.

Relatedly, this brief report aims to support project partners in planning, designing, testing, and implementing the interactive manual, the web-based e-learning tool, and the practice-oriented examples by establishing **general principles** to inform decision-making processes. Specifically, we propose the following guiding principles to ensure the development of high-quality professional development tools targeting early childhood education and care professionals: developmental appropriateness, child participation, active engagement, acceptability, integration, practicability, flexibility, feasibility, multiplication, structure, safety and personal protection, evidence-based, end-user input, and access and respect for diversity.

In addition, we provide **specific guidelines** for planning, designing, testing, and implementing each of the three professional development tools, including guidelines

related to their underlying concept, structure, technical requirements, interactive and user-friendliness features.

Importantly, the proposed guiding principles and guidelines for each professional development tool take into consideration the characteristics of the early childhood education and care professionals targeted by these tools.

## Targets of the Kit@ professional development tools

The three professional development tools target teachers/educators responsible for centre-based early childhood education and care classrooms (i.e. serving children between 3 and 6 years of age), with a special focus on early childhood education and care teachers serving in rural areas or areas experiencing social, cultural, and economic deprivation or disadvantage.

Further, the three professional development tools target early childhood education and care educators/teachers with basic knowledge and skills and neutral or even relatively negative attitudes regarding media education and ICT use in early childhood settings. However, educators/teachers with sophisticated knowledge and skills, as well as positive attitudes toward media education and ICT, can also find relevant content and insightful tips to support their professional development in this area.

# General principles underlying the Kit@ professional development tools

### Developmental appropriateness

Play is central to all proposed activities. Activities are developmentally appropriate, building on children's current knowledge and skills, and designed to support further learning and development. Activities are both challenging and built to support the experience of individual competence. Diversity in children´s ICT and media competences is acknowledged and viewed as a source of opportunities for learning.

### Child participation

Children have a voice. Activities support teachers/educators in building on children's interests and creativity, incorporating multiple opportunities for children's choice and agency.

### Active engagement

Activities are designed so that (a) teachers/educators actively engage with interactive learning contents, and (b) children are active participants and benefit from multiple hands-on tasks.

### Acceptability

Activities are relevant for teachers/educators, children, and families based on meaningful connections to their daily lives, cultural expressions, and social worlds. Activities are also consistent with and needed to meet pedagogical and curricular goals.

### Integration

Activities build on and fit into the existing structure and programme of the early childhood education and care setting.

### Practicability

Activities are delivered and/or implemented within the limited resources (e.g. time, staff, commitment) of early childhood education and care settings and staff.

## Flexibility

Activities can be adapted to new groups, classrooms, and centres.

## Feasibility

Activities fit and may be implemented in the context of everyday activities and routines of early childhood education and care settings.

## Multiplication

Activities can be scaled up and expanded to new early childhood education and sociocultural settings.

## Structure

The activities build on clear objectives and methods, describing the participants, materials, procedures, and processes of documentation, sharing and presentation of results.

## Safety and personal protection

Activities build on and are consistent with professional ethical guidelines, minimise personal data collection, and rely on procedures that protect all personal data according to the EU General Data Protection Regulation. Furthermore, activities support teachers' and children's safe use of media and ICT resources.

## Evidence-based

All activities are consistent with and build on available research and recommended practices in media education and ICT use in early childhood education.

## End-user input

Early childhood education and care teachers/educators are involved in output development and evaluation tasks, within the context of educational and training events that support the use of the learning materials and the implementation of practice examples.

## Access and respect for diversity

Activities maximise access and participation of early childhood teachers/educators and children with disabilities as well as language-minority children.

## Partnerships

Activities promote collaboration among teachers/educators, parents, children, and relevant members of the community, and maximise the active involvement of families.

# Guidelines for the interactive manual for media education in early childhood education and care settings

[Intellectual Output # 2]

## Modular training concept

- The interactive manual includes independent but complementary modules that introduce key concepts in media education and ICT use in early childhood education and care settings, as well as available evidence on children's preferences, competencies, and social worlds.
- The interactive manual includes family involvement guidelines in each module to support teachers' knowledge, attitudes, and skills regarding family participation in media education and ICT activities in the classroom and/or ECEC setting, aiming to support consistency in children's learning experiences across settings.
- The interactive manual supports teachers' engagement in collaborative practices with other teachers and staff within the early childhood education and care setting and with relevant community services and resources.
- The interactive manual includes brief and basic technical guidelines for using media and ICT resources and understanding their potential in supporting teachers' pedagogical work, according to national curricula or curriculum guidelines.
- The interactive manual includes practical tips illustrating concepts and strategies related to teacher's work towards media education and ICT use in early childhood education.
- The interactive manual provides teachers with evidence-based content supported by recent research as well as pedagogical and curriculum guidelines at the national and European level (with inclusion of up-to-date and relevant references to support further learning).

## Requirements for the interactive manual

- The interactive manual has a clear structure (e.g. headings) and uses accessible language to promote usability and intake.
- The interactive manual features figures, diagrams, and tables to illustrate concepts, strategies, and practical tips.
- The interactive manual includes practical tips easily integrated in early childhood education and care activities and routines.
- The interactive manual maximises the use of free and easily accessible media and ICT tools aiming to ensure the sustainability of proposed activities and, simultaneously, teachers' learning and professional development.
- The interacting manual includes guidelines aiming to support the ethical, safe, and legal use of media and ICT by early childhood education and care teachers and other staff, specifying the data protection measures involved in the implementation of any practical tips and suggested strategies, and raising teachers' awareness of copyright issues.
- The interactive manual includes user-friendly technical guidelines to support teachers in using image, audio, and video resources.
- The interactive manual includes content which is relevant for a European audience, including, but not limited, to teachers in Bulgaria, Germany, Greece, Slovakia, and Portugal.
- The interactive manual includes accessibility features, namely by supporting text to audio, for all the languages considered.

## Media for the interactive manual

- The interactive manual is made available in PDF or other easily accessible, noneditable, downloadable formats, compatible with desktops, laptops, and tablets typically available in early childhood education and care centres, as well as staff smartphones. Readers can add comments and highlight contents, to support learning and engagement. Text to audio is supported to ensure accessibility.
- In addition to the complete interactive manual, all individual modules are available for download.
- The interactive manual includes links to both relevant internal (both within IO2 and across IO1, IO3, and IO4) and external content and resources.
- The interactive manual is easily retrieved on main search engines (e.g. Google, Bing), based on search strings such as: media education OR ICT AND early childhood education and care OR preschool OR kindergarten OR training OR professional development.

# Guidelines for the web-based e-learning tool for qualification and coaching of educators for media education in early childhood education and care settings

[Intellectual Output # 3]

## Compatibility requirements and operational environment

The web-based e-learning tool for educators/teachers is compatible with hardware (i.e. desktops and/or portable computers) typically available in early childhood education and care settings or owned by early childhood education and care teachers (i.e. tablets and smartphones) and with the most commonly used operating systems (e.g. Android, iOS, Windows) and software. Specifically, the web-based e-learning tool is compatible with the most popular web browsers supporting HTML5, CSS, and JavaScript (e.g. Google Chrome, Firefox, Safari, Microsoft Edge, and Opera). Further, the web-based e-learning tool has a responsive user interface and can be used on different screen resolutions, but target resolution (or "best viewed on") is 1920x1080.

## Functional requirements

- The web-based learning tool is easily retrieved on main search engines (e.g. Google, Bing), based on search strings such as: media education OR ICT AND early childhood education and care OR preschool OR kindergarten OR training OR professional development.
- The web-based learning tool is easily accessible on the KIT@ website and multilingual online portal.
- The web-based e-learning tool is available upon free registration, requiring minimum personal data from learners.
- Learners can easily access contents in their own language and may change languages at any time in the learning process, if needed.

## Performance requirements

- The web-based e-learning tool allows for easy and quick access to and fast navigation through the learning contents and interactive exercises, to support engagement and persistence.
- The web-based learning tool supports access of learners with disabilities (Font resize, invert colours, etc.).
- To increase accessibility, text to audio is supported through the existing accessibility features of the operating systems, PDF, or other formats, for the languages of the participating countries as well as English.

## User friendliness

- The web-based e-learning tool has a clear content structure, allowing learners to easily select and quickly access the contents they wish to explore and learn.
- Based on bookmark or similar features, learners can easily identify content that has already accessed and content yet to be explored, facilitating self-paced learning across multiple learning sessions.
- Learners can highlight content or add comments regarding the learning contents.
- The web-based e-learning tool includes information regarding the estimated learning time for each module to support learners in planning and managing time.

## Interaction

- In each module/chapter, learners have multiple opportunities to engage actively with the learning contents through interactive exercises (e.g. true/false, multiple-choice, and matching exercises).
- The web-based e-learning tool builds on the intensive use of figures, diagrams, and tables to support learning.
- Whenever appropriate, the web-based learning-tool includes links to relevant content, including internal links (within the same module or across modules), links to other resources produced by the Kit@ Consortium, and links to external content and resources.
- Whenever appropriate and possible, the web-based e-learning tool includes downloadable and editable resources to support learner's professional practices (e.g. examples of leaflets to distribute to parents).

## Cost

The learning tool relies on open access resources that allow free access and use of all learning contents, based on free and secure registration.

## Data protection requirements

Management of the web-based e-learning tool minimises collection of personal data and ensures strict compliance with the EU General Data Protection Regulation as well as country-specific legislation. Learners can access their own data and have them permanently deleted at their request. Learners are informed about privacy settings and policies and can easily contact the responsible person for data protection.

# Guidelines for the practice-oriented examples of ICT-based learning in early childhood education and care settings

[Intellectual Output # 4]

## Play-based practice examples

Practice-oriented examples illustrate play-based learning activities that actively build on children's creativity, providing extensive opportunities for hands-on use of and experimentation with ICT and media.

## Safety

Learning activities are safe (e.g. do not involve online sharing of personal data; convey positive messages; do not include violent, fear inducing, or sexualised content; do not include imagery associated with alcohol and substance use; do not use inappropriate language; do not promote consumerism).

## Structure

Practice examples explicitly and clearly identify or describe:

- specific objectives, including educational or curricula-related goals and media education/media literacy goals;
- target ages;
- timing (e.g. early vs. late in the school year), duration, and frequency of the activities;
- materials needed (for preparation and implementation);
- type of setting (e.g. social structure: individual, pairs, small group, large group; context: classroom, playground, community);
- preparation activities;
- sequence of tasks involved;
- evaluation, dissemination/communication, and follow-up and activities;
- links to internal and external resources (distinguishing between basic and additional resources);
- tips for adaptation and/or additional features;

- information regarding the estimated level of challenge (i.e. degree of difficulty) for teachers and children.

## Clarity and detail

Practice-oriented examples include detailed illustrations of sequences of tasks, materials, and potential outcomes based on high-quality (and copyright-free) pictures (preferred), diagrams, and figures. Practice-oriented examples use clear and specific language.

## Transferability

Practice-oriented examples are transferable across different countries/ECEC systems, accommodating, for example, variations in group composition (i.e. children's age).

## Assuming and responding to diversity

Diversity in children´s ICT and media competences is assumed and considered in both preparation and implementation activities. Practice examples are carefully designed to reduce and not augment inequalities in ICE and media access or use. Further, activities support participation of children with disabilities and language-minority children.

## Illustrations vs. recipes

Practice-oriented examples are presented as resources to (1) illustrate high-quality ICT-based or media-education activities in early childhood education; and (2) inspire teachers in developing their own practices, building on their creativity and on the specific features (i.e. needs and resources) of their settings. Teacher autonomy is valued and supported.

## Connections to Kit@ learning tools

Practice-oriented examples are illustrations of possible ways to translate the guidelines and proposals within the interactive manual (focusing on Modules 6-9 but building on contents presented on Modules 3-5) and a web-based e-learning tool into practice. Links between the three resources are consistently made explicit.

## Beyond the classroom

At least one practice example involves the active participation of families and/or explicit connections with children's everyday life within their community.

# Kit@

Media competency training for professionals

in day-care centres and comparable institutions

in rural areas of Europe