



Using Interactive Media in Early Learning

Video Assignment

Interacting Together

Objective

To interact with preschool children who are using screen media in ways that extend learning

Instructions

Plan

1. Choose media that you are introducing in your early childhood program or one that children are already using.
2. Spend time observing children using it and using it yourself.
3. Use the sheet below to plan effective interactions that will boost learning. Use the information on joint media engagement from the module.

Film

1. Coordinate with any program policies related to filming. Get written permission from the child's parents to record the child.
2. Set up the recording equipment. Consider lighting, audio, timing, physical safety, and the positioning of yourself and the child.
3. Interact with the child while the child is using the screen media, and film the interaction.

Reflect

1. Write a one-page reflection with a thesis statement, i.e., your main point, an introduction, and a summary. Include information from this module on joint media engagement and answers to the following questions:
 - Did you use the interactions you planned? Why or why not?
 - How did the child respond to your interactions?
 - Did the interactions extend the child's learning? Explain your answer.
 - What would you do differently next time?
 - Were there any follow-up conversations or questions that added to the child's learning?

Planning Form



	<i>Talk Moves</i>	Child 2
What do you want to draw the child's attention to related to learning goals? Are there any deeper understandings to highlight?		
What conversations can you have that would connect the child's life with what is on screen?		
How can you check understandings and encourage the child to explain his thinking process?		
What explanations do you expect to provide?		
Point out any new vocabulary and the meanings and uses of the words.		

Rubric

	Exemplary	Proficient	Developing	Needs Improvement
Do (Plan and video)	The assignment is complete and on time. The plan is thorough and considers all the questions. The video quality is high, words are audible, lighting is good, the interaction takes place within the frame. Participant covers all of the elements in the assignment.	The assignment is on time. The plan considers most of the questions. The video quality is high, words are audible, lighting is good, and the interaction takes place within the frame. Participant covers most of the elements in the assignment.	The assignment is complete and on time. Video quality may not be great. Participant covers less than half of the elements in the assignment.	The assignment is incomplete or may be late. Participant covers few of the elements in the assignment or veers from the assignment.
Instructor's Comments				
Reflect	The assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from the paper. Participant describes learning from the experience, connects experience to concepts in the module, and draws implications for work as a teacher. Participant provides a summary and includes reference to specific examples from the interactions. There	The assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from the paper. Participant describes learning from the experience and discusses implications for work as a teacher. Participant provides a summary and includes reference to specific examples from the interactions. There are few, if any, spelling or grammar	The assignment is complete and on time. Participant includes more than half of expected elements: introduction, thesis statement, major learning, implications, summary, and examples. There may be some grammar and spelling errors.	The assignment is incomplete or may be late. Participant includes less than half of expected elements: introduction, thesis statement, major learning, implications, summary, and examples. There are grammar and spelling errors. Paper is not appropriate length.



	are no spelling or grammar errors. Paper is at least one page.	errors. Paper is at least one page.		
Instructor's Comments				