

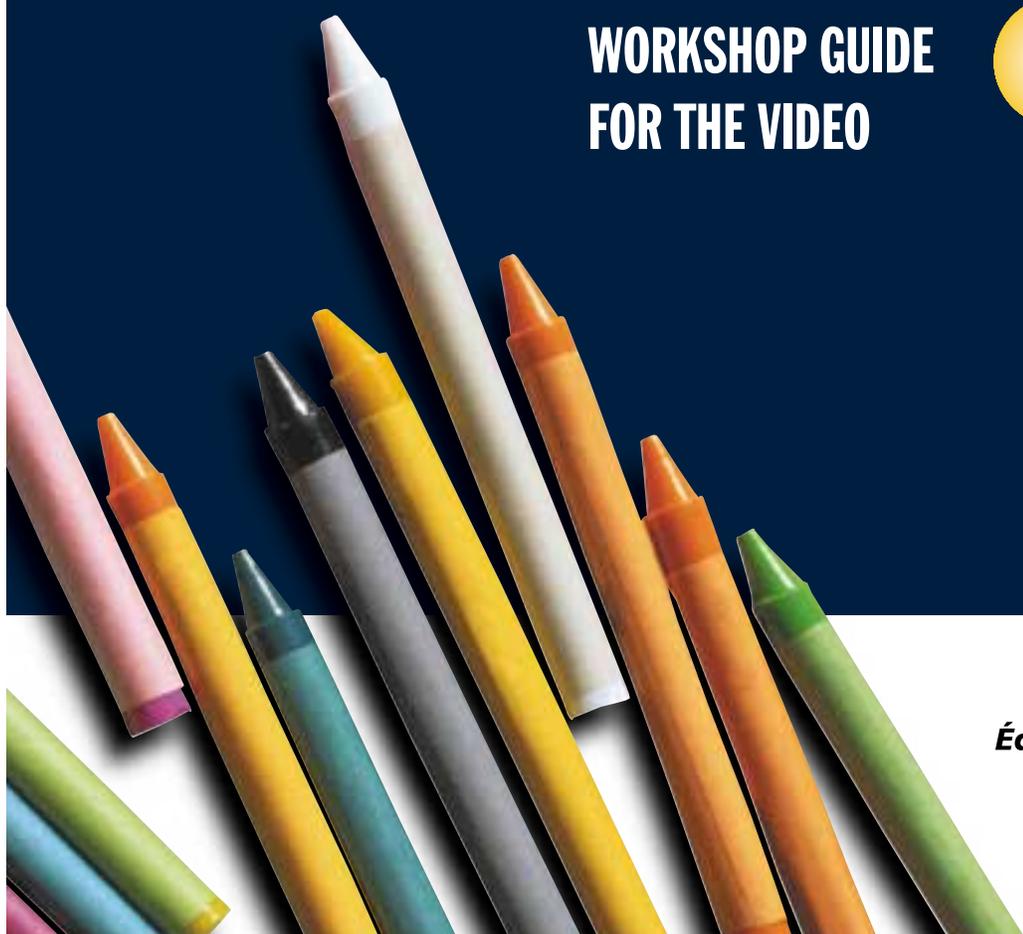
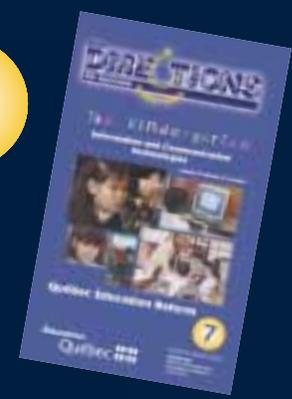
NEW
DIRECTIONS
for success
TOGETHER

The Kindergarten

Information and Communications Technologies

**WORKSHOP GUIDE
FOR THE VIDEO**

7



UQÀM SAV
Service de l'audiovisuel
Université du Québec
à Montréal

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CONTEXT OF THE VIDEO

The Preschool Education Program “enables 4- and 5-year-olds to develop psychomotor, emotional, social, language, cognitive and methodological competencies related to self-knowledge, life in society and communication.”¹

In light of the above, Video 7 proposes a variety of possibilities for using information and communications technologies (ICTs) in classroom situations that are both real and meaningful.

In preschool education, communication lies at the core of the teaching approach and ICTs serve as up-to-date tools, enabling children to get in touch with their environment and with other cultural milieus while giving them a chance to handle equipment and experiment with it, while developing their autonomy and creativity.

By using ICTs, children develop their communication competencies by exploiting the resources of language. ICTs are also means of integrating different subject areas, such as mathematics, the arts, science, history and geography. Using computers enables children to gain a better awareness of their own learning processes and to follow illustrated or orally directed procedures. They are therefore directly related to the methodological cross-curricular competencies described in the Québec Education Program.



Anne-Élizabeth, 5 years old

Kindergarten class, École Durham-Sud
Commission scolaire Des Chênes

¹ Québec, Ministère de l'Éducation, *Québec Education Program: Preschool and Elementary Education*, Approved Version, 2001, Chapter 4, p. 52.

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INTRODUCTION

Video 7, *The Kindergarten: Information and Communications Technologies*, enables teachers to better understand how children adapt to ICTs, as well as how ICTs can be used in numerous ways.

The video also presents the functions of ICTs and discusses the responsibilities of the teacher in guiding children through their discovery of these stimulating tools that epitomize today's world.

The different activities proposed in the video are related to a variety of subjects and foster cultural enrichment. They are meaningfully integrated into daily classroom life in the form of projects and workshops.

The context for using ICTs, as presented in the video, favours respecting each child's own learning pace and working together in a spirit of cooperation and mutual assistance to construct thought and knowledge.

Several children and teachers talk about their experience of incorporating these tools into the learning process, notably in the preparation of an electronic portfolio.



Derek and Julien

Kindergarten class,
École Durham-Sud
Commission scolaire Des Chênes

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ACTIVITIES FOR TEACHERS

This activity session should enable teachers to:

- orient themselves in relation to information and communications technologies
- identify various factors that support the use of these technologies (time, space, context, materials, etc.)
- reflect on the use of various types of software applications and on the consultation of Web sites
- acquire approaches that will enrich their teaching practices

Notes to the workshop leader:

- The workshop takes place over a half-day
- The activities allow for personal reflection as well as discussions in teams and among the whole group

Suggested materials: blackboard or flipchart easel, photocopied sheets (see the appendixes to this guide). If you choose to add an enrichment activity, the group should have access to a computer lab and to several applications and Web sites (see 3.4).

During your activities, it is suggested that you:

- use equipment related to ICTs, such as a multimedia projector and a computer for viewing the video
- create a positive ambiance by hanging up welcome banners and work that students have produced using software applications

3.1 Preparation

After welcoming the participants, the workshop leader, referring to Appendix I, asks them all to consider the role that ICTs play in their personal and professional lives.

The workshop leader then invites comments from various participants during a discussion involving the whole group.

3.2 Activities

Presentation of the video

The workshop leader asks participants to record on the Appendix II sheet any words, expressions, comments or images that strike them as noteworthy as they are watching the video.

Whole group activity

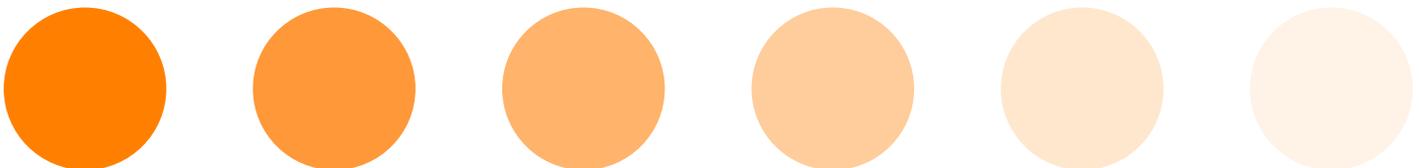
The workshop leader asks participants to share the ideas that came up in the video and any key words that struck them while watching it. These ideas can be written up on the flipchart or the blackboard.

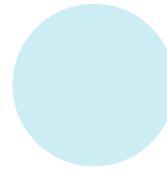
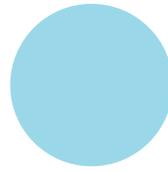
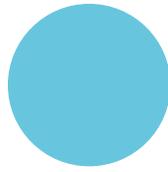
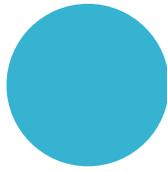
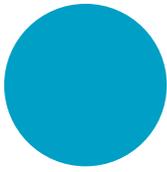
Teamwork activity

The workshop leader has the participants form teams to discuss, using Appendix III, the factors that support the use of ICTs. Each team writes the selected factors on the flipchart or the blackboard.

Whole group activity

Each team presents the results of its work to the group.





3.3 Assimilation

During the activity, the workshop leader presents the table in Appendix IV listing various types of software applications and their features. The leader can point out that it is important to use a variety of approaches in order to take full advantage of the possibilities afforded by ICTs: creative work, research, communication, Web publication, processing of information, learning aids (educational games).

After the presentation, the participants, alone or in pairs, consider possible courses of action they could take to enrich their teaching practices, using Appendix V as an aid to their reflections.

In conclusion, the workshop leader, during an activity involving the whole group, asks the participants to objectify their impressions of the procedure and content of the activity session and what they have learned from it.

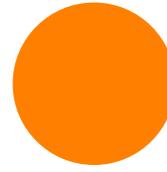
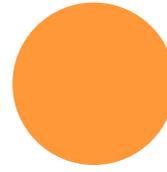
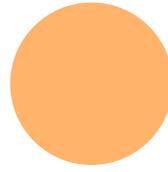
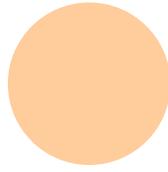
3.4 Enrichment activities

If time permits, it is possible to enrich the activity session by:

- visiting Web sites related to preschool education
- exploring different types of software applications
- discovering what children have learned using ICTs and relating this to the competencies of the Québec Education Program



Julien and Derek
Kindergarten class, École Durham-Sud
Commission scolaire Des Chênes



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ACTIVITIES FOR PARENTS

4.1 Preparation

After welcoming parents, the workshop leader asks them to answer a few questions designed to help them reflect on the role of ICTs in their lives.

- Do you use a computer at home or at work? For what purposes?
- Does your child have access to a computer?
- What does your child use the computer for?

There should be a period allotted for reflection before the parents share their answers with the group. The workshop leader could give an outline of the main types of software applications and their features (see table in Appendix IV) in order to explain the potential benefits of ICTs.

4.2 Activities

To guide the parents while viewing the video, the workshop leader hands out copies of Appendix VI on which they can write down what they find appealing and what they find problematic.

After viewing the video, the parents are asked to form small groups in which they can discuss the video and share what they have noted down and watched.

While addressing the whole group once again, the workshop leader points out participants' common concerns and tries to clarify any questions that have gone unanswered.

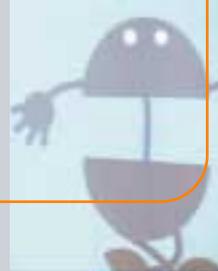
4.3 Assimilation

Parents are made aware of the importance of using ICTs in everyday life.

The workshop leader then helps them to find ways of following up these ideas with their children in order to guide them in their learning.



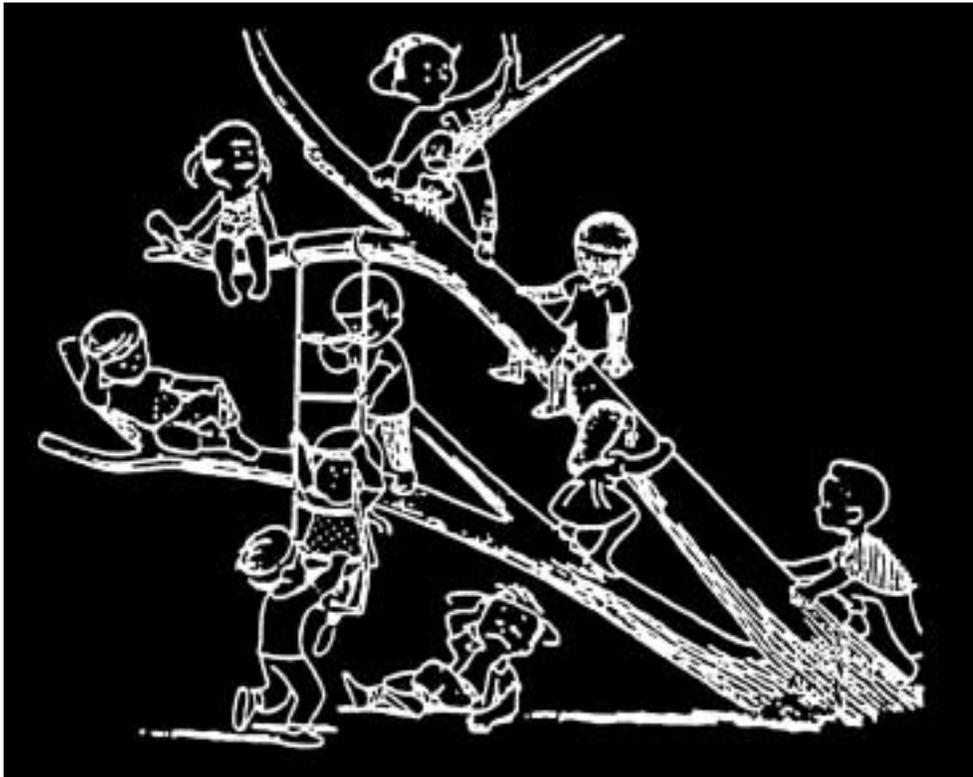
ACTIVITY SHEETS



APPENDIX I

What role do information and communications technologies (ICTs) play in your personal and professional life?

Which child best illustrates your present position with regard to your competencies in this area?



Why?



APPENDIX II

As you watch the video *The Kindergarten: Information and Communications Technologies*, take note of any **words, expressions, comments** or **images** that strike you as noteworthy.



APPENDIX III

Indicate the factors that support the use of ICTs: **context, space, time, equipment, organization of teams, support** from peers or from other people (e.g. older students, parents)



APPENDIX IV

| Types of software applications and their features | | |
|---|--|--|
| Types of software applications | Features | Examples |
| Educational games | <ul style="list-style-type: none"> • Educational software application • Interactive use • Learning process favouring the child's autonomy • Adaptable to the child's own learning pace • Reasoning, logic and skills applications | <ul style="list-style-type: none"> • Adibou • Lapin Malin • Au rythme des saisons • Plumo • Internet games |
| Creative and communications applications | <ul style="list-style-type: none"> • Software application for creative activities • Basic tools: word processor, graphics editor, layout software, database • Tools for multimedia creation supporting the use of digital images, video sequences, sound sequences • E-mail software | <ul style="list-style-type: none"> • Apple Works • Kid Pix Studio • Mon atelier d'écriture • Paint • Word • L'atelier du livre • Communications platform: Filenbulle • Netscape, First Class, Hotmail • Web site: Girafe timbrée |
| Research tools and multimedia books | <ul style="list-style-type: none"> • Encyclopedia • Dictionary • Image bank • Search engine • Thematic CD-ROM • Adventures and puzzles • Interactive stories | <ul style="list-style-type: none"> • Mon premier dictionnaire super génial • Ma première encyclopédie • Encarta • Internet • Adibou musique • Adibou science • Mia • Grégoire et la montgolfière • Timmy et les tableaux magiques |

Note: It is important to use a variety of approaches in order to exploit all facets of ICTs: creative activities, research, communication, Web publication, information processing, learning aids (educational games).

The above table was adapted from the summary table produced by the Table régionale d'éducatique at the Direction régionale de Laval, des Laurentides et de Lanaudière, in *Les TIC au préscolaire...une porte ouverte sur le monde*, p. 40.



| What I am doing already | What I want to do |
|--------------------------------|--------------------------|
| | |

What will my next step be?

How can I integrate it into my classroom routine so that it is meaningful for the children?



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