Our Guest:

Jeannie Crowley is the Manager of Digital Media and Learning at Bank Street College. Her background includes years as a K-12 special education teacher and teacher trainer in the Bronx. With Master’s degrees in both elementary education and digital media, she works with educators to create innovative, constructivist digital learning experiences for students. She received the Samsung Hope for Education and ING Unsung Heroes awards for her work with young children and technology.
Session Goals:

• Learn about the different types of screen time (not all screen time is the same)
• Learn about the challenges facing young tech users
• Discuss the “big ideas” for active/participatory technology use
• View sample projects you can use right now with your family
Recap of screen time limits

**HOW MUCH IS TOO MUCH?**

- The APA found no benefit for *passive* media in children under 2. Small children learn much better (and more efficiently) from interacting with someone. Yes, even the “educational” baby programming such as Baby Einstein, Dora and Super Why! are included in the bunch.

- Children of any age should watch **no more than 2 hours per day** (total). This does not mean a two hour session of TV is a good thing, just the upper limit.

- Remember to calculate the total amount of screen time throughout the day...it all adds up to the two hour limit. Five minutes here and there add up.

- A recent survey by Common Sense Media found children 8 and younger are spending over two hours per day looking at screens.
Increasingly, children and young people are divided into those for whom the Internet is an increasingly rich, diverse, engaging and stimulating resource of growing importance in their lives and those for whom it remains a narrow, unengaging, if occasionally useful, resource of rather less significance. (Livingstone & Bober, 2005)
Challenges for Young Tech Users

The Participation Gap — not having the tools, knowledge or the skills to fully utilize (and contribute to) the internet

The Transparency Problem — not understanding how the internet works or how information is created on the internet

The Ethics Challenge — not applying our normal socialization rules to online spaces. This applies to both interactions and property.

Henry Jenkins (http://tinyurl.com/2uztw4)
PASSIVE SCREEN TIME

• Your child is alone in front of the TV
• Your child is zoning out and not responding to his/her name
• He/she is consuming, not creating
• If you’re watching it, they’re watching it. Are you vegging out?
• Your child is being distracted from other activities to watch TV or a movie in the background
• Similar to the “information into the box” approach to education
ACTIVE SCREEN TIME

• Your creating and participating
• Your child is talking about their learning (learning how they learn)
• Your child is asking critical questions about technology and information
• Can be “close-ended” or “open-ended”…mix it up!
• Connections are made between the internet and the real world—they aren’t mutually exclusive
Tips selecting technology for active/open-ended projects

- **Tech that grows.** Selecting technologies that will “grow” with your child so they can use it independently as they age
- **Open-ended tech.** Technology that allows the child to choose different ways of using it, rather than one set path
- **Tech that allows you to create.** Is your child making something or simply looking at things others have made for them?
- **Tech that allows you to model & ask questions around the three areas of concern:** participation, transparency & ethics
A few big ideas to hit upon with tech projects

- Information on the internet is created by people, and people make mistakes or have an agenda (transparency)
- Just because it is not on the internet doesn’t mean it doesn’t exist (transparency & participation)
- If something isn’t on the internet, it’s not a dead end (participation & transparency)
- I can share things I create & others might learn from it (participation)
- People think about the world in different ways and that impacts the way they describe, categorize and display information on the internet (transparency)
- I don’t have to use a website or tool the way it was intended…I can play and create (participation)
- Things that exist on the internet might belong to someone else and I can’t claim them as my own (ethics)
- People on the internet are real people and I have to interact with them as I would in real life (ethics)
- You can’t break the internet….keep on experimenting (participation)
I can share things I create & others can learn from it (Participation)
I can share things I create & others can learn from it (Participation)
I can share things I create & others can learn from it (Participation)
I can share things I create & others can learn from it (participation)
If I can’t find it….I can create it! (transparency & participation)
If I can’t find it….I can create it! (transparency & participation)
If I can’t find it….I can create it! (transparency & participation)
If I can’t find it….I can create it! (transparency & participation)

How to make a video
Simple and fun, three steps and you’re done!

1. INSERT PHOTOS & VIDEOS
   Upload from your computer or grab from Facebook, Instagram, Picasa, Flikr and elsewhere.

2. CUSTOMIZE YOUR STYLE
   Select a video style, choose some music, add a few words of your own… and you’re done!

3. SHARE & ENJOY
   Download, embed, or share your video via Facebook, YouTube, Vimeo, Twitter, and more.

CREATE VIDEO

© 2014 Hidden Sparks
Composting with redworms is great for apartment dwellers who don’t have yard space, or for those who don’t want to handle pesticides or wastes, you’ll end up with one of the best soil amendments available—worm castings. This is the cheapest and easiest to:

Materials Needed to Make an Easy Harvester Worm Bin:

- Two 8-10 gallon plastic storage boxes (dark, not see through) as shown in pictures Cost: about $5 each
- Drill (with 1/4” and 1/16” bits) for making drainage & ventilation holes
- Newspaper
- About one pound of redworms

Step 1
Drill about twenty evenly spaced 1/4 inch holes in the bottom of each bin. These

Step 2
Drill ventilation holes about 1 - 1 1/2 inches apart on each side of the bin near the top edge using the 1/16 inch bit. Also drill about 30 small holes in the top of the bin.

Step 3
Prepare bedding for the worms by shredding Newspaper by soaking it in water and then squeezing newspaper, fluffed up. If you have any old leaves or worms digest their food.

Step 4
Learn how the web works & who creates it (transparency & participation)

```html
<!doctype html>
<html>
<head>
<meta charset="utf-8">
<title>Your Awesome Webpage created on Fri, Jan 3 2014 10:26 PM</title>
</head>
<body>
<p>Make something <b>amazing</b> with the web!</p>
<p>Insert pictures or video!</p>
</body>
</html>
```
Learn how the web works & who creates it (transparency & participation)

```
<!DOCTYPE html>
<html>
<head>
    <meta charset="utf-8">
    <title>Your Awesome Webpage created on Fri, Jan 3 2014 10:26 PM</title>
</head>
<body>
    <p>Make something <b>amazing</b> with the web!</p>
    <p>Insert pictures or video!</p>
</body>
</html>
```
Remix as a form of expression (participation)
Remix as a form of expression (participation)

Mozilla Popcorn
Remix as a form of expression (participation)
I can play and create (participation)
I can play and create (participation)
I can play and create (participation)
Learning through play
Sites used

Google Maps http://maps.google.com
Maps
Support https://support.google.com/maps/answer/3045850?ctx=cn_places2
Mozilla Thimble https://thimble.webmaker.org/
Mozilla Popcorn https://popcorn.webmaker.org/
Scratch http://scratch.mit.edu/
Animoto http://animoto.com/
Youtube http://youtube.com
| Monday 1/13/14 | For Parents:  
| Sibling Sniping, Bedtime Battles, Homework Hassles…Are We Having Fun Yet? with Joanna Faber |
| Tuesday 2/4/14 | For Teachers and Parents:  
| Promoting Social Skills and Social Growth with Dr. Rona Novick |

For more information visit  
www.hiddensparks.org
Hidden Sparks in schools

The Hidden Sparks coaching program is currently in 32 Jewish day schools/yeshivot in the New York tri-state area, Baltimore and Chicago.

Since inception, Hidden Sparks has provided school-based coaching to 16 schools through its External Coach Program and has provided training and mentoring to 80 Internal Coaches from 45 Internal Coach Program participating schools.

Over 3,700 teachers have participated in Hidden Sparks programs. Of that number, more than 1,200 teachers have benefitted from Hidden Sparks training, impacting an estimated 12,000 students.

If you are interested in bringing Hidden Sparks to your school or city, please contact us at:
212-767-7707 or news@hiddensparks.org

© 2014 Hidden Sparks
Hidden Sparks thanks our supporters and partners who have made our work possible.

Foundation supporters:
The George Rohr Foundation
The Covenant Foundation
FJC: A Foundation of Philanthropic Funds
The Milstein Family Foundation
The Leo Oppenheimer & Flora Oppenheimer Haas Foundation
Slingshot

Our Partners:
The Churchill School and Center, New York, NY
JCFS, Chicago, IL
Ramapo for Children, New York, NY
Shemesh, Baltimore, MD
Contacting Hidden Sparks

Contact Jeannie Crowley
jcrowley@bankstreet.edu

Contact Hidden Sparks:
www.hiddensparks.org
news@hiddensparks.org
(212) 767-7707