

# When is Technology Harmful to Child Development?

## Room 1

- Harmful for any child under the age of 2; not recommended until school age.
- When a screen replaces an actual experience in learning
- When technology takes the place of, or interferes with, social interaction.
- Using a screen during family time, meal time - reduces interactions with family, and reduces appreciation for the meal itself.
  - Screen time in the car, similar - missed opportunity for conversation with family or to observe the world around them.
- Becomes a passive learning experience. Less interaction.
- Social development, problem solving, needs to be human based. Not screen based.
  - Makes it much more difficult to identify emotions. (Hard enough as adults to communicate in text versus face-to-face)

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## Room 2

1. When is it not harmful? Focus on what is happening inside the program.
2. Lack of interaction with human to human
3. When it is used in place of communication
4. When children are playing with Apps that children are able to manipulate images--the question is, when children change clothes or images in a virtual world, the learning does not transfer to a real world.
5. They are missing real concepts--missing hands on experience

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## Room 3

- Always?
- Whenever it takes the place of real life interactions with people, with objects, with nature; when it takes the place of real sensory opportunities
- When it is biased; when it offers biased representation of children
- Social-emotional- impacts their relationships with children
- Cognitive- children learn from concrete to abstract; takes them directly
- Harmful from a linguistic perspective-- one way communication
- Physical impact- decreases gross motor movement; impacts fine motor skills
- Self-regulation
- Burdening with facts and information; gets in the way of play
- Undermines the value of play

# When is Technology Harmful to Child Development?

## Room 4

When it creates a distance between caregiver and child or between child and parent or otherwise interferes with the relational aspect.

Is there really a place for technology in the ECH classroom? It seems that perhaps developmentally appropriate practice should not include the use of technology with young children.

As a staunch opponent to children (B-8 years) using technology (does anyone truly know the long-term health implications?) I refuse to entertain aspiring EC teachers with Powerpoint and other forms of technology. I emphasize communication skills, listening, reading writing in the hope of developing empathy and understanding of others. What makes a better EC professional? A technological wizard or an individual with a strong sense of empathy, compassion, and understanding?