Foreword

Is there a link between technology and good teaching to young children? Will it help their development? One can find out by reading this book, *Technology for Early Childhood Education and Socialization: Developmental Applications and Methodologies*. The book has left me with an indelible impression confirming the notion that there is a strong linkage between technology and early childhood education. The readers will obtain valuable information that deals with this issue. The recommendations regarding computer technology to help children learn are worth considering, because technology opens up many doors to the future.

It is undeniable that technology is here to stay as a tool of instruction and discovery for years to come. As we are advancing technologically, regressing to the old ways of doing things is not an option any more. The emergence of computers and its impact in our daily lives is unquestionable.

As I often speak to my science methods students that, at one time, pencil, a chalk, and even slide-rules were the mainstay of our education. In fact, many scientists and engineers who put the man on the moon learned their science subjects in high school and in college using a slide-rule. Today, a calculator is more powerful in its computing abilities than a computer that was built in the 1950’s and 1960’s. Without being able to predict its rapid growth, the overall technology advanced quickly throughout the 60’s, 70’s, 80’s, and 90’s. Consequently, one example of technological advancement is the computer that is prevalent and dominant -- impacting education as well as daily transactions throughout today’s society.

In this first decade of the 21st century, we are finding out that children at pre-K, kindergarten, and lower elementary levels are already computer savvy. Many learn to play games on the computer at home, at school, or at a day-care. Many also learn their subject matter using educational software. Now, the question is: Are our children keeping up with the use of computers and the rapidly growing technology? We must explore this question in depth. Generally, young children encounter and engage in the use of technology in all forms such as electronic games, watching an adult using the U-Scan at a grocery store, listening to their teacher’s power point presentation, and so on. As teachers, we should facilitate the use of technology as a tool of meaningful teaching and learning. Therefore, the onus is on the teachers to be creative, innovative, and user-friendly as they incorporate technology with other methods of instruction.

The multiple chapters in this book are a product of many hours of diligent research and relevant writing. These chapters can promote critical discourse and analytical dialogue on the issue of constructive approach to technology use in early childhood years. The authors’ tireless efforts signify the notion that technology is here to stay. Although controversial, we must find diverse approaches to its use in the classroom, especially among young children. These chapters will provide food for thought among many early childhood educators and teachers. As you read each chapter, your background will be enhanced and enriched, however, I encourage you to pause for reflection.
By reading this book, you will ascertain that technology has widely spread throughout the educational system of many countries. In particular, the Japanese educational system encourages the use of technology to promote learning and development among children at home and at school. Use of technology in the classroom is imperative anymore, however, it requires unflinching teacher supervision. Many teachers have a penchant for self-improvement. Use of computers in their daily teaching is one avenue to achieve this objective.

Finally, writing a book is not a frivolous pursuit. It requires tremendous amount of hard work reading, writing, and synthesizing related information to strengthen and anchor one’s own research. I believe a good book in teacher education should be useful as well as user friendly and devoid of platitudes. I think the editors and the many authors of this book have made an exceptional contribution in this arena: application of technology with young children.

In summary, in today’s highly technological society, it is imperative that teachers integrate computers in their instruction on a daily basis effectively and efficiently. We must help children to become competitive, as they will enter the global economy as adults. Therefore, young children must become acquainted with the use of computers from a very young age, especially during the early childhood years. This book provides valuable insights, current trends, necessary tools, and a theoretical framework to accomplish this goal. Students of early childhood education will find it useful.

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