DIGITAL STORYTIMES @ FLLS
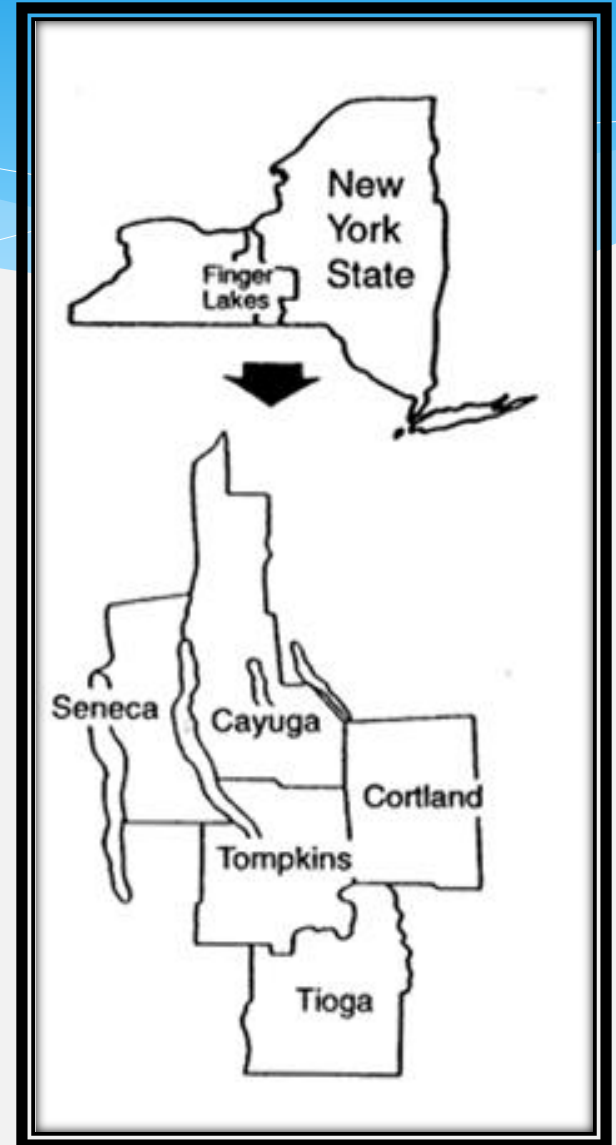
FINGER LAKES LIBRARY SYSTEM

Presented by
Amanda Schiavulli
Education and Outreach Librarian
Finger Lakes Library System

WHERE?

* 33 Libraries
* Population: 317, 302
* Area: 2,507 Square Miles
* 5 Counties: Cayuga, Cortland, Seneca, Tioga, Tompkins

FAMILY LITERACY GRANT 2013- 2016

"Summer Reading at New York Libraries through Public Library Systems"

* Year one 2013-2014
  * Unbound Media
* Year two 2014-2015
  * Tablet Tales
* Year three 2015-2016
  * Gaming

YEAR 2: TABLET TALES

* Goals:
  * 80% of participating children will learn how to use a tablet together as a co-reading behavior
  * Summer Reading attendance will improve by 30%
  * Pairing print, audio and video that will enhance retention, comprehension, attentiveness, reading level and reading speed.
  * Improving access to library materials and activities and encourages lifelong library learning and library use.

HIRED A TRAINER

* Found Cen Campbell from CA. Founder of littleelit.
  * http://littleelit.com/

* Anne Hicks from Rochester, NY
  * https://anneslibrarylife.wordpress.com/

* Programs:
  * MGOL
  * New Media Storytime (ECRR framework)
  * New Media for Linguistically Diverse Populations

Talking | Singing | Reading | Writing | Playing®

SETTING UP THE IPADS
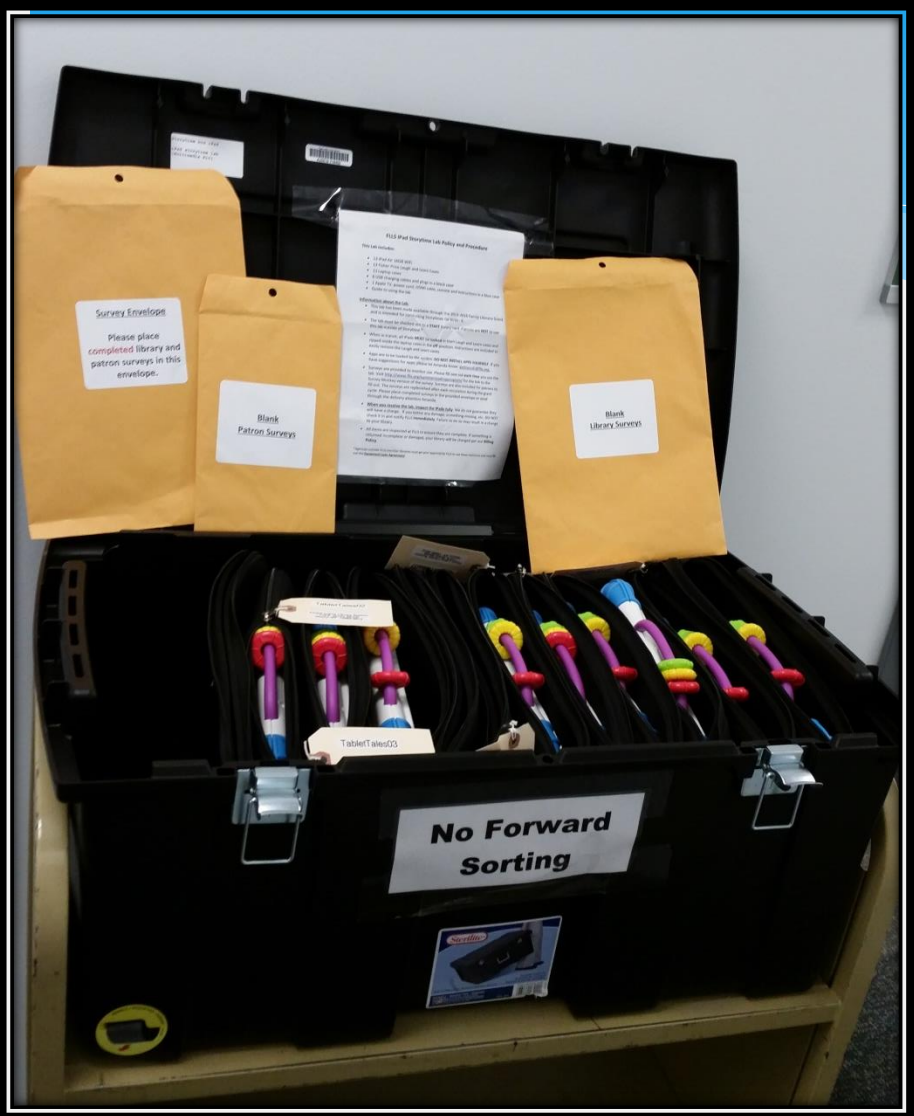
September 24, 2014

FLLS iPad Storytime Lab Use Survey

To be completed by storytime provider after each Tablet Tales Storytime.
Place completed surveys in the Survey Envelope or send to FLLS Attention Amanda.
Digital surveys are available at: https://www.surveymonkey.com/s/tablettales

Library Name _____ _____ _____

Name of Program _____ _____

How did you advertise this program:

- ☐ Website
- ☐ Facebook
- ☐ Twitter
- ☐ Flyers (number of copies distributed_____)
- ☐ Other: _____

Number of Participants:

Children: _____
Adults: _____
Other: _____

Number of patrons without a library card before attending a Tablet Tales Storytime: _____

Number of patrons who received a library card after attending a Tablet Tales Storytime: _____

How many participants had never used an iPad before this storytime? _____

Does your library have plans to purchase tablets?   Already Purchased   Plan To   No

How difficult did you find running a Tablet Tales Storytime? Were there any surprises?

Which apps did you use in your Storytime:

- ☐ Felt Board
- ☐ Felt Board - Mother Goose on the Loose
- ☐ Animal Sounds
- ☐ Peekaboo Vehicles
- ☐ Wheels on the Bus Red in Bed
- ☐ Barnyard Dance

- ☐ Boats
- ☐ Toca Robot Lab
- ☐ Endless Alphabet
- ☐ Bunny Fun: Head, Shoulders, Knees and Toes
- ☐ Grow a Reader

Please use the back to provide anecdotal information from your patrons, suggest additional apps and comment on this program. THANK YOU!

Tablet Tales Survey

To be completed by caregiver at storytime

FINGER LAKES LIBRARY SYSTEM

Library Name _____

How did you hear about this program:

- ☐ Website
- ☐ Facebook
- ☐ Twitter
- ☐ Flyers in library
- ☐ Other: _____

Did you have a library card before the program? Yes   No

Did you get a library card after the program? Yes   No

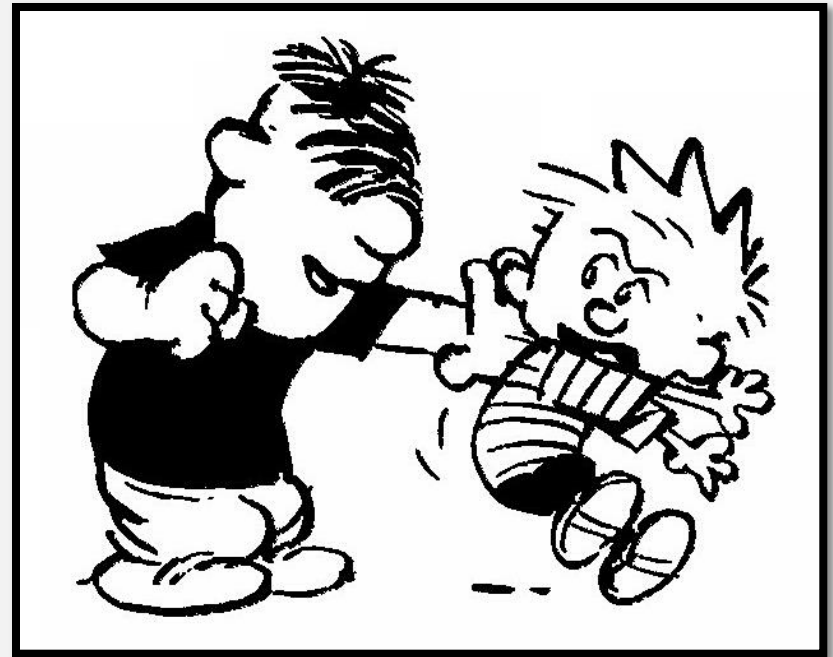**Have you and your child ever used an iPad together before this storytime?**

Yes   No

Overall thoughts on this program:

THANK YOU!

PUSHBACK

* Only 12 libraries sent representatives
* Conservative
* Low income
* "Traditional"

AMERICAN ACADEMY OF PEDIATRICS POLICY STATEMENT FOR PARENTS

* Discourage screen time

* Less than 2 hours per day 3-8

* NO Screen time Under 2

http://pediatrics.aappublications.org/content/132/5/958.full.pdf+html

AMERICAN ACADEMY OF PEDIATRICS POLICY STATEMENT FOR EDUCATORS

* Encourage the continuation and expansion (or initiation) of media education programs

* Educate parents on how to monitor and limit screen time

THE REAL PROBLEM

38% of parents who do not use screens with their children is because they need to "get stuff done"

http://www.joanganzcooneycenter.org/wp-content/uploads/2014/01/jgcc_learningathome.pdf

INCOME AND SCREENS

* Screen Time and Socioeconomic Status
  * Screens are more affordable
  * Lower-income children use more media than higher income children.
  * Lower-income parents are more likely to rate specific media titles as educational than higher-income parents.
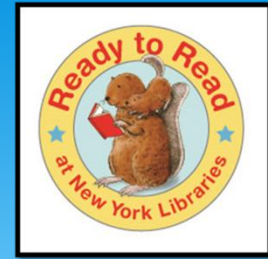 * Rely on the media to tell them what is good.

http://www.joanganzcooneycenter.org/wp-content/uploads/2014/01/jgcc_learningathome.pdf

OUR JOB

* Learn about our community
* Modeling positive behavior
* Planning shared activities
* Setting time limits
* Teaching good tech habits
* Assist Parents with navigating the crap

ECRR2

- Screen time Talking Points
  - Engaging with the parents
  - Modeling positive behavior
  - Extension of storytime experience

Talking | Singing | Reading | Writing | Playing

PLAY IS CRITICAL TO HUMAN DEVELOPMENT

Research proves that play:

* Builds ability to solve problems, negotiate rules, and resolve conflicts.

* Develops confident, flexible minds that are open to new possibilities.

* Develops creativity, resilience, independence, and leadership;

* Strengthens relationships.

* Helps grow strong healthy bodies and reduces stress.

* From the International Center for the History of Electronic Games: http://www.thestrong.org/about-play Accessed November 16, 2013

CHILDREN AND GAMES

Children who play do better in school and become more successful adults

* Through play children learn to:
  * Question, predict, hypothesize, evaluate, and analyze.
  * Form and substantiate opinions.
  * Extend the literature experience.
  * Co-reading activities

"Games provide a wonderful platform for intergenerational play and learning. Kids often take the lead in showing their moms what they know how to do in the game—they are the experts! This gives both moms and their children a chance to interact and learn together, which we know from a developmental perspective has great benefits."
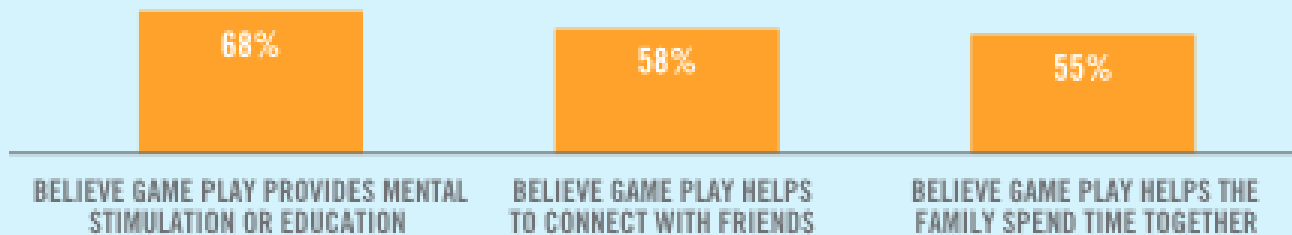
—Katie Salen, executive director of Institute of Play
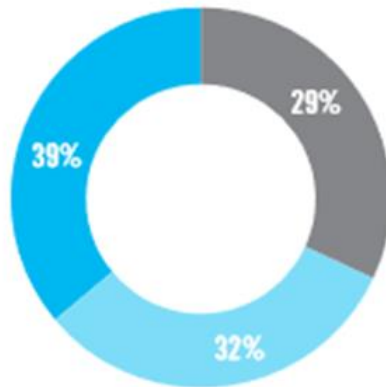
PARENTS AND GAMES

56%

of parents say video games are a positive part of their child's life

Families with Children Under 18 at Home See Benefits of Playing Computer and Video Games:
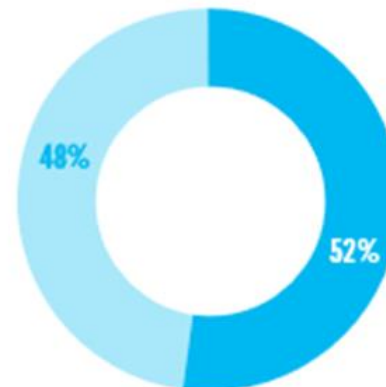
68%	58%	55%
BELIEVE GAME PLAY PROVIDES MENTAL STIMULATION OR EDUCATION	BELIEVE GAME PLAY HELPS TO CONNECT WITH FRIENDS	BELIEVE GAME PLAY HELPS THE FAMILY SPEND TIME TOGETHER

The average game player is **31** years old

AGE
of Game Players

29% under 18 years
32% 18-35 years
39% 36+ years

GENDER
of Game Players

52% male
48% female

Women age 18 or older represent a significantly greater portion of the game-playing population (36%) than boys age 18 or younger (17%)

42%

of parents whose children are gamers play computer and video games with their children at least weekly

58%

of parents whose children are gamers play with their children at least monthly

TOP ⑤ REASONS PARENTS PLAY GAMES WITH THEIR KIDS:

① It's fun for the entire family: 88%

② Because they're asked to: 84%

③ It's a good opportunity to socialize with their child: 75%

④ It's a good opportunity to monitor game content: 61%

⑤ They enjoy playing video games as much as their child does: 47%

FINDING QUALITY APPS

* Read Reviews!
  * School Library Journal
    * Touch and Go Blog
  * GameInformer Magazine
  * Children's Technology Review
  * Parent's Choice Award
  * Common Sense Media
  * Kirkus Reviews
  * Horn Book

http://www.flls.org/collection-development/#gaming

FINDING QUALITY APPS

Commercial Review Sites –clear info about their review process.

* digital-storytime.com
* smartappsforkids.com
* theimum.com
* www.appolearning.com
* bestappsforkids.com
* www.funeducationalapps.com
* SmartappsforAndroid.com
* teacherswithapps.com
* theiphonemom.com
* Note: When seeking review, authors & developers often look for sites with low Alexa ratings (a rating system that measures website popularity - the lower the rank, the more traffic a site likely gets)

http://www.flls.org/collection-development/#gaming

EVALUATING APPS

Evaluation Rubric for IPod Apps

| Domain	1	2	3	4
Curriculum Connection	Skill(s) reinforced in the app are not clearly connected to the targeted skill or concept	Skill(s) reinforced are prerequisite or foundation skills for the targeted skill or concept	Skill(s) reinforced are related to the targeted skill or concept	Skill(s) reinforced are strongly connected to the targeted skill or concept
Authenticity	Skills are practiced in a rote or isolated fashion (e.g., flashcards)	Skills are practiced in a contrived game/simulation format	Some aspects of the app are presented an authentic learning environment	Targeted skills are practiced in an authentic format/problem-based learning environment
Feedback	Feedback is limited to correctness of student responses	Feedback is limited to correctness of student responses and may allow for student to try again	Feedback is specific and results in improved student performance (may include tutorial aids)	Feedback is specific and results in improved student performance; Data is available electronically to student and teacher
Differentiation	App offers no flexibility (settings cannot be altered)	App offers limited flexibility (e.g., few levels such as easy, medium, hard)	App offers more than one degree of flexibility to adjust settings to meet student needs	App offers complete flexibility to alter settings to meet student needs
User Friendliness	Students need constant teacher supervision in order to use the app	Students need to have the teacher review how to the use the app on more than one occasion	Students need to have the teacher review how to the use the app	Students can launch and navigate within the app independently
Student Motivation	Students avoid the use of the app or complain when the app is assigned by the teacher	Students view the app as "more schoolwork" and may be off-task when directed by the teacher to use the app	Students will use the app as directed by the teacher	Students are highly motivated to use the app and select it as their first choice from a selection of related choices of apps

Created by Harry Walker – Johns Hopkins University   10/18/2010
Please contact for permission to use hwalker@bcps.org

http://learninginhand.com/blog/evaluation-rubric-for-educational-apps.html

NO FREE APPS

* Worth it to pay!

* It's on the CLOUD

* No advertisements
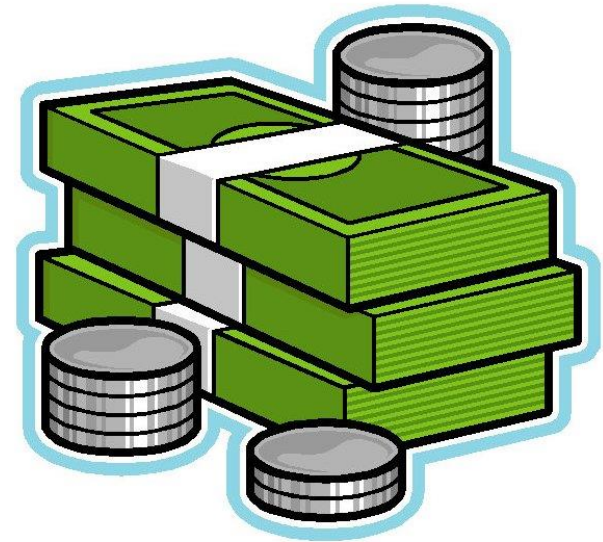
TYPES OF PROGRAMS

* Storytime Extention
  * One iPad to illustrate a few activities with print books
* Fleet
  * All Families were given an iPad to use together
* Tablet Tales
  * Uses tablets the whole storytime

WHO MADE IT?

* Quality Early Literacy Publishers
  * Felt Board
  * Touch and Learn
  * Software Smoothie
  * Loud Crow
  * Noisy Crow
  * Toca Boca
  * Oceanhouse Media
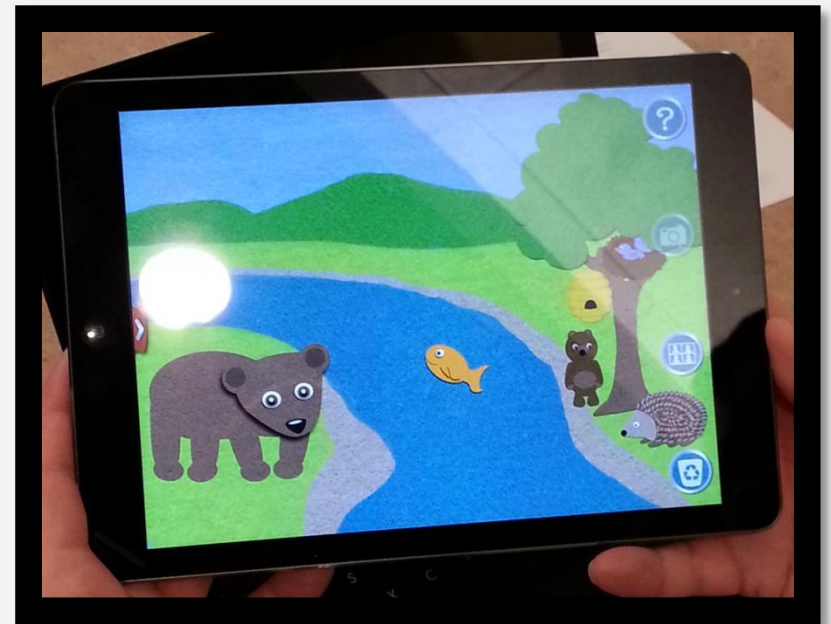
FAVORITE APPS

* Felt Board
* Goodnight Moon
* Red in Bed
* Animal Sounds
* Barnyard Dance
* Peekaboo Vehicles
* Big Green Monster
* One Dark Night

APP SHOWCASE

* Felt Board
* Animal Sounds
* Red in the Bed
* Peekaboo Vehicles
* Hat Monkey
* Big Green Monster

Pocket Guessing Game

I have a little pocket where something can hide.
It helps me pick up sand at the beach.
Do you know what's inside?

I have a little pocket where something can hide.
It's used to help me see around.
Do you know what's inside?

I have a little pocket where something can hide.
It shows you when it's time for bed.
Do you know what's inside?

I have a little pocket where something can hide.
It lights up a dark room.
Do you know what's inside?

We looked in all the pockets.
There's nothing left inside.
Let's do this another time and see what else we can find!

Drive your Car:

Drive, drive, drive your car,
All around the town.
Merrily, merrily, merrily, merrily,
Up the hills and down.

Turn, turn, turn the key,
Make the engine ROOOAAARRRRR
Merrily, merrily, merrily, merrily,
Let's go to the store.

Press, press, press the pedal,
Give the engine gas.
Merrily, merrily, merrily, merrily,
Now we're going fast.

Turn, turn, turn the wheel,
That is how we steer.
Merrily, merrily, merrily, merrily,
Make a turn right here.

Animal Guessing Game

Animals animals all around

Who do you think is making this sound?

(play sound)

I went to...

I went to the farm one day,

I saw a ____ along the way.

What do you think that ____ did say?

(Play sound)

Describe the Animal then play sound

FEEDBACK FROM MEMBERS

* They like having the media in the storytime for the music and sometimes rhymes it keeps the kids interested.
* The children loved it and their caregivers were all very supportive. It was more difficult to keep the children "under control" because they were so excited and into it. They were apt to "swarm" and not allow more timid children a chance to have a turn.
* Every family group did stay after our "formal" program to try out the apps we had used and explore others. They would like to use them again.
* The children loved it! I found that it was very engaging. It seemed to work well for both the children and the parents to alternate using it between traditional print and audio methods.
* Apple TV is not important

* I read the BIG book of Goodight Moon and then distributed the iPads for their use. After they used them for that application, I invited them to explore the other apps for use. They all had fun! The goodnight Moon app brought a fresh surprise to the story when they discovered the little things that moved and the interactive story activities. While the iPad wouldn't replace traditional reading, most of the parents found it very engaging. It kept the children's interest and added a new element to the literacy development of their babies.

PROBLEMS AND SOLUTIONS

* Not Comfortable with Technology

* It's important to try out the apps in advance to make sure they are user friendly and that they will work for the intended audience.

* Tried it without training. Definitely need a training session to understand how to use it better.

TABLETS IN ACTION
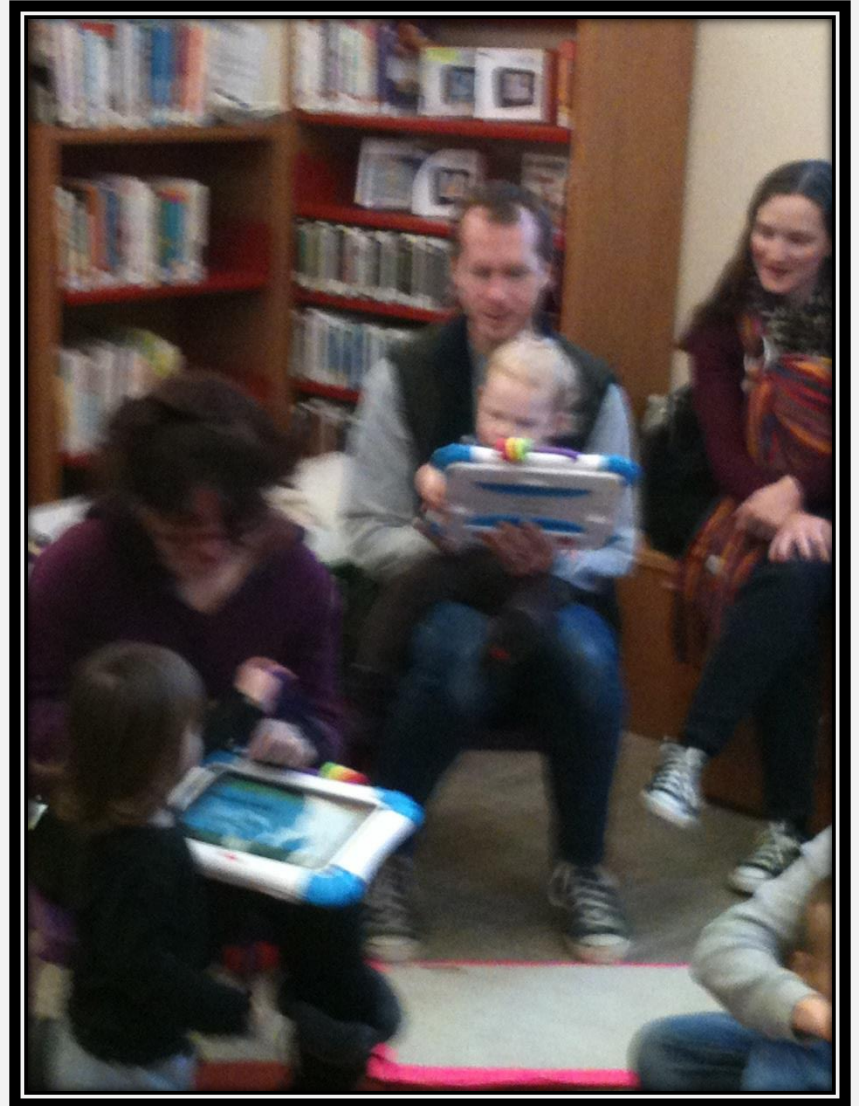
CAN'T WIN THEM ALL

* We will not use technology in storytime at all. My staff are united in the fact that small children are overexposed to technology – look at all the parents on their phones at the park. My own 1 year old can swipe my phone screen to get what she wants. So we see storytime as one hour a week that is no tech – just reading and human engagement. We are modeling for parents how you put away the gadgets to really talk to a kid. I recognize the need to teach tech skills, but once kids hit elementary age they get plenty of screen time. Just our storytime philosophy.

* I used an iPad one day for storytime, and showed a short youtube song that went with my theme. I didn't really like using it, because as soon as the screen started moving, the kids faces all turned to it like space cadets... They were no longer engaging in a group, and rather were just mouthing along with it like TV - it felt asynchronous with my goal in storytime, which is to engage in a group setting and learn from each other, so I haven't done much more with iPads in storytime. Maybe if it was something more engaging than a video it would be different, but I got a bad taste and haven't explored it further yet.

OTHER OPTIONS

AWE TABLET

- Unhackable with usage tracking.
- High cost if patrons lose/damage equipment.
- Does not include upgrade fees.

LAUNCHPAD

- SUPER NEW!
- Unhackable but no usage tracking.
- Ability to circulate with patrons.
- Cost Effective.
- Working on kinks.

* Entertainment Software Association's Annual Report
  http://www.theesa.com/about-esa/esa-annual-report/

* Circulation Policies on Games:
  http://libsuccess.org/index.php?title=Libraries_Circulating_Games

* Children's Access
  http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesschildren

* iPad and Tablet Integration
  http://www.slideshare.net/ALATechSource/integrating-ipads-and-tablets

* 9 Ways Videogames are good for us
  http://www.huffingtonpost.com/2013/11/07/video-games-good-for-us_n_4164723.html

* Managing New Media for Youth Services
  https://littleelit.files.wordpress.com/2015/04/managing-new-media-for-youth-services-hansen.pdf

* Screen Time For Kids
  https://www.babysleepsite.com/sleep-training/screen-time-for-kids/

* American Academy of Pediatrics
  http://pediatrics.aappublications.org/content/132/5/958.full.pdf+html
* Family Media Use Resources
  http://www.healthychildren.org/English/family-life/Media/Pages/How-to-Make-a-Family-Media-Use-Plan.aspx
* Kids and Screen Time: What does the Research Say?
  http://www.npr.org/blogs/ed/2014/08/28/343735856/kids-and-screen-time-what-does-the-research-say
* Learning at Home: Families' Educational Media Use in America
  http://www.joanganzcooneycenter.org/publication/learning-at-home/

RESOURCES AVAILABLE AT

www.flls.org/programming/programmingresources/

RESOURCES AVAILABLE AT

http://www.flls.org/
storytimeresources/
#tablettales

LIKE US ON FACEBOOK

www.facebook.com/fingerlakeslibrarysystem

QUESTIONS?