

Reggio Emilia Australia Information Exchange

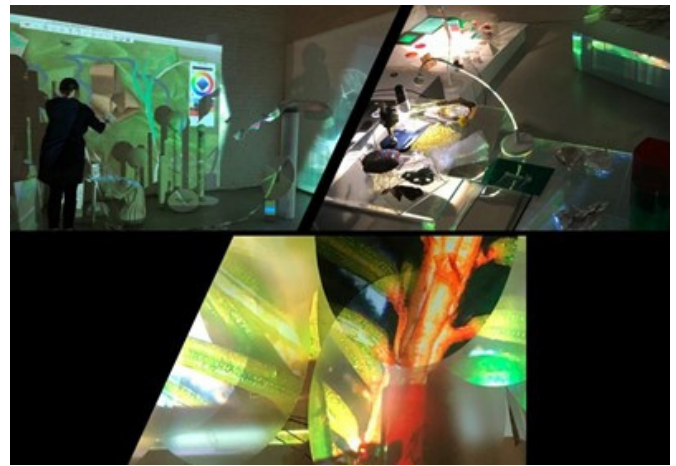
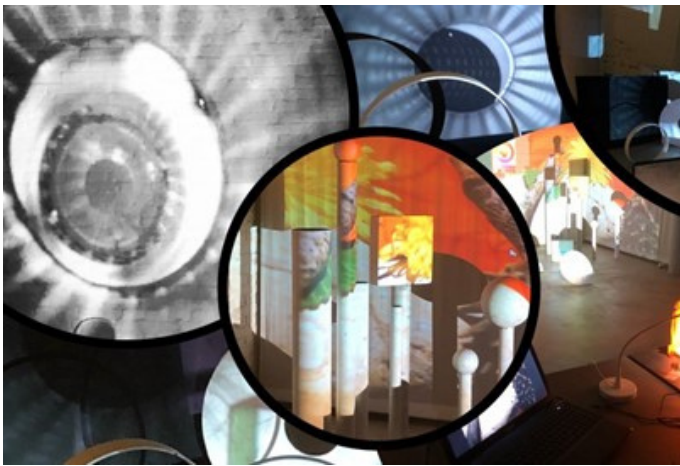


An Encounter with Digital Landscapes with contributions from MLC Kindle



Kristen Myers-Tapim

Reggio Children - Digital Ateliers



The digital ateliers allow children to test their own theories and hypotheses, they seek to build connections, break down general ideologies and see through a new lens.

The purpose of the digital atelier is to integrate with other 'languages'. The environment of the atelier connects multi-disciplinary explorations and know-how, generating learning strategies and new forms of knowledge.

Malaguzzi back in 1984 saw the phenomena of digital technology entering the lives of the children and suggested that preschools 'could not remain indifferent', introducing the first digital tools in an integrative mode to the children of Reggio Emilia.

What is Digital Technology?

Technology is the science or knowledge put into practical use to solve problems or invent useful tools. Therefore digital technology refers to the use of tools that are plugged or connected to electricity and that assist in our digital world i.e they store, generate or process data.

Cagliari suggests that it's the Digital tools that "amplify dialogue between children and computers, in the same space making it more sharable and initiated an immersive quality that has been predominant in all of our experiences. They are also the tools that make computers less solitary and self-sufficient, increasing the likelihood of children producing interactions and hybridizations between different languages and shifting the children's attention away from screens to potential relations." (Bordercrossings)

What are Digital Tools?

- Cameras/GoPro
- iPads/Tablets
- Computers
- Endoscope
- Scanners
- Webcams
- Microscopes
- Projectors
- Printers
- Speakers
- Microphones

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"Technology enters the everyday, not dominating, not replacing, but mixing with other languages. It enters as an environment, not strictly instrumental and functional, but rather as the connector of multidisciplinary learning and explorations, supporting children's ways of knowing, inaugurating new environments of socialisation and sharing, in which each child's 'mental' world finds a possible representation."

www.reggiochildren.it/en/ateliers/atelier-paesaggindigitali-en/

Australian Contexts

We need to remember that the Australian Context is very different to that of Reggio Emilia. Gandini says "all children have preparedness, potential, curiosity and interest in constructing their learning, in engaging in social interaction and in negotiating with everything the environment brings to them."
Lella Gandini, (1993) Fundamentals of the Reggio Emilia approach to Early Childhood Education, Young Children, 49, p.5.

Ways to use the tools...

- Research
- Science Investigations
- Dramatic Play
- Storytelling
- Small worlds
- Coding
- Engineering & Block Building
- Art
- Immersion



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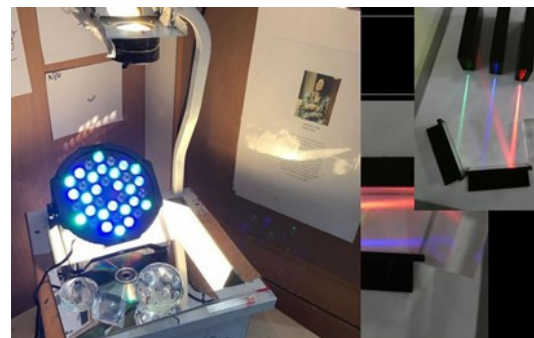
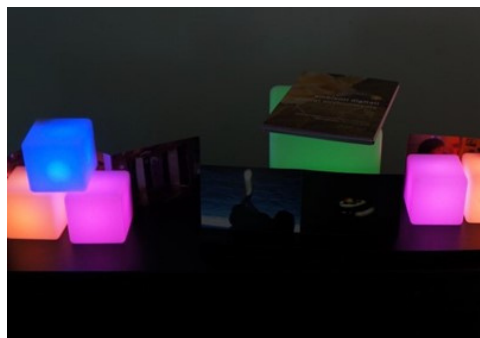
Sunflower immersion space following on the children's inquiry about sunflowers. Sitting in the space you could get a sense of grandeur of these sunflowers.

Remember the importance of light and dark

Light plays a big part in our world and the digital world.

Consider your learning space again, are there areas that support the children's discovery of light on a daily basis? Do you use any of the tools in your previous list to assist in this matter? What about darkness? Is there somewhere where the children can explore light and darkness?

Have you tried using a black light?



"Children should have opportunities to interact with shadows (and also with rays of light), which become active and entertaining subjects for producing autonomous environmental choreographies."

Reggio Children Domus Academy Research Center, (1998), children, spaces, relations—metaproject for an environment for young children. Italy: Reggio Children

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Projectors in play

The main aim of the data projector is to share our learning amongst many. We invite children to draw with an iPad or tablet and have it connected to the projector. We set up invitations in the dramatic play spaces as I mentioned before to extend their imagination and evoke new thinking. We also use them to share the children's own recordings, films and integration of inquiry topics.

What learning can you see?

How is this projection affecting the child's own sense of identity?

Have you considered the learning from a mathematical perspective?

How do digital tools convey this child's communication?

Digital Tools

iPads are important tools for our learning and while at times I do use them on their own, I think it's important to see them and use them for more than the standard educational app. They have value for their potential to be embedded not at the forefront of learning. What do I mean by this? Children should be using iPads along with other tools like microscopes, microphones or with projectors attached.

Use iPads to explore sound

Capture your child's voice.

Slow-motion video recordings provide closer inspections of cause and effect

Create stop motion animations. We use Stop Motion studio app.



"Video projectors let us share our work with others and let children's representations inhabit the space, in immersive experiences that continue to fascinate today. These aesthetic and emotional experiences are very powerful for knowledge."

Paola Cagliari

*Preschools and Infant toddler centres, Istituzione of the Municipality of Reggio Emilia,(2019),
Border- crossings– Encounters with living things Digital Landscapes. Italy: Reggio Children*

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The digital tools enabled us to provide new perspectives to the children to examine, evaluate, re-evaluate and reflect upon their theories and relationship with the helicopter seeds. They certainly weren't the only tools that were used however in collaboration as suggested in Bordercrossings they "provided connections and multidisciplinary exploration" to all the people that were involved in the project.

These environments can be subtle to provoke more emotions and make your experience more enjoyable others are more direct.

Reflective Questions and Possibilities

How can you use the digital tools you have access to in a new way?

What are you going to try?

How can you extend your current inquiry to imbed digital tools?

How can you use digital tools to convey the learning that is occurring?

Remember the digital tools are there to aid the discovery and engagement of learning. Try and think outside the square because there are endless possibilities to use these tools. Do not be afraid to try, play with the tools and learn alongside the children, you just never know where you might end up.

A graphic with a dark background and a yellow-to-orange gradient on the right side. On the left, there are two social media icons: an Instagram icon next to the text "oceanclass21" and a Facebook icon next to the text "Digital Research Group". Below these is the email address "myerskj@mlc.vic.edu.au" with a red underline. On the right side, there is a large QR code. At the bottom right, the text "Recommended apps" is written in white.

References

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