

Positive Technological Development (PTD) Engagement Checklist: Children/Child

What is the Checklist?

The PTD Engagement Checklist is based on the theoretical foundation of Positive Technological Development (PTD). The PTD framework guides the development, implementation and evaluation of educational programs that use new technologies to promote learning as an aspect of positive youth development. The PTD framework is a natural extension of the computer literacy and the technological fluency movements that have influenced the world of education but adds psychosocial and ethical components to the cognitive ones. From a theoretical perspective, PTD is an interdisciplinary approach that integrates ideas from the fields of computer-mediated communication, computer-supported collaborative learning, and the Constructionist theory of learning developed by Seymour Papert (1993), and views them in light of research in applied development science and positive youth development.

As a theoretical framework, PTD proposes six positive behaviors (six C's) that should be supported by educational programs that use new technologies and innovations, such as the Eliot-Pearson Maker Space. These behaviors are: communication, collaboration, community building, content creation, creativity, and choice of conduct.

More information about PTD can be found in Marina Umaschi Bers' book *Designing Digital Experiences for Positive Youth Development: From Playpen to Playground* (Bers, 2012) and *Coding as a Playground: Programming and Computational Thinking in the Early Childhood Classroom* (Bers, 2018).

How is the Checklist used?

The PTD Engagement Checklist is intended to be used in a variety of settings where children are engaging with technology. It is divided into six sections (each one representing a behavior described in the PTD framework) and measured using a 5-point Likert scale. The checklist is meant to evaluate a group of children or an individual child they work in a space. Adults may use the checklist as often as multiple times during each lesson, or as infrequently as once per unit. The goal of the PTD checklist is to provide a lens into how children are engaging with the space and experimenting with the behaviors described by the PTD framework.



 Communication	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always	N/A or Not Observable
Children are observing and/or engaging each other's work - Children watch as others work on a project - Children express themselves through their projects - Children touch or play with each other's projects while they work						
Children are playing with each other or talking to each other - Children speak or sign to each other - Children ask each other what they are doing, request tools to be passed, etc. - Children share ideas with one another						
Children engage in conversation (verbally or non-verbally) with adults - Children speak, nod their head, etc. when adults pause to let them respond						
Comments:						
 Collaboration	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always	N/A or Not Observable
Children share tools/materials - Children use materials and return them when done - Children do not "collect" tools that they are not using - many children touch and use the same materials at once						
Children are working together on the same project or goal - Children are actively engaged in the same play/work activity - Children are adding elements to the same project - Children take on different roles as they work together						
Facilitator invites children to work together - Facilitator suggests that children seek help from peers						
Comments:						



 Community Building	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always	N/A or Not Observable
Children share work with others - Children show work to peers, community members, or facilitators - Children place work on display somewhere in the space (or, they request/allow facilitators display their work)						
Children work on projects related to their local environment -Children use technology in projects that relate to their school, home, or local environment. - Children read books, ask questions, or role play about local holidays, events, or locations -Children create projects that help others.						
Children are warm and friendly with each other - Children ask each other about home, or speak about each other’s personal details (e.g. “I saw your sister in the hallway”) - Children laugh and play together						
Comments:						
 Content Creation	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always	N/A or Not Observable
Children gather tools and materials without much assistance - Children reach for crafts or turn on computers without needing help - Children open boxes or bring tools out on their own-Children use the technology in a playground way (child-directed and open ended) as opposed to a playpen (adult-directed and close-ended) way						
There are locations in the space to present or document children’s work. - There are pictures and explanations of their work - There is a space for ongoing work to stay						
Facilitator models content creation - Facilitator works on projects alongside children, or assists when asked - Facilitator shares mistakes openly and models how to cope with them - Facilitator encourages children to focus on the process rather than the product of their work						
Comments:						



 Creativity	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always	N/A or Not Observable
Children are observing, touching, or manipulating objects in the space - Children run their fingers over a plush cushion or hold glass beads up to the light - Children comment about the properties of an object (e.g. “this wood is rough”)						
Children use a variety of materials while they work on unique projects - Children use wires, glitter, and cloth in a collage - Children mix materials from different areas (e.g. blocks with crafts)						
Children try a variety of approaches in the same task - Children try tape, paper clips, and hot glue guns to attach paper - Children try building a tower on a table, a chair, and a cushion						
Comments:						
 Choices of Conduct	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always	N/A or Not Observable
Children handle tools/materials with care - Children carefully hold/use scissors, glass, etc. - Children return dangerous tools safely after using them.						
Children show respect to the space - Children clean up materials after they are done working - children take risks but use furniture, technology, etc in safe ways						
Children show respect to each other - Children take turns, share materials, and give each other space - Children show signs of character (e.g. hugging someone who is crying, helping someone else clean up a mess)						
Comments:						