Teacher Assessment of Young Children Learning with Technology in Early Childhood Education

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Abstract
Technology integration into the early childhood curriculum has seen some improvement. Many teachers now report using technology in instruction and providing young children the opportunity to use technology as a learning resource or tool in the classroom. While there has been some development in providing children with technological tools, research shows very little is known about how teachers assess what students know and can do with the technology. The current study examines teacher assessment of young children’s learning with technology using early childhood teachers from a midwestern school district. The study shows a general lack of teacher understanding of assessment strategies and assessment data, hence the inability to verify the progress young children are making with technology in early childhood programs. Recommendations are made regarding how technology-related data may be effectively gathered and interpreted by early childhood educators.