Incorporating Technology in Early Childhood Science Activities

Michael Joseph Bell, West Chester University, US

Science activities for young children should focus on the world around them. Life and earth science, properties of objects, physical science and biological science should be highlighted, for young children to understand scientific concepts in terms of their daily lives. Incorporating technology in early childhood science requires teachers to (1) integrate technology through methods that complement science curricula and uphold the principles of developmental and authentic early education, (2) use materials and equipment that augment and support young children’s perceptions of their world for the purposes of gaining accurate information, and (3) support child-centered methods of organizing information and understandings.

This paper will focus on inquiry-based methods of incorporating technology into early childhood science activities. Considerations for developmentally appropriate and authentic science experiences for young children will be discussed, as well as the effective use of technology to broaden each child’s skill development in gathering and organizing information about their world. Early childhood educators should view their role in science activities from the perspectives of facilitator with the goal of expanding young children’s skill development through child-centered science activities that promote autonomy, independent decision-making, and scientific curiosity.