Positive Technological Development (PTD)

Checklist:
- Students are exchanging ideas with others.
- Students feel comfortable seeking help and asking questions with adults.
- Students feel comfortable seeking help and asking questions with peers.
- Students are eager to share ideas with others.
- There is time allocated in the schedule for children to talk with each other.
- The arrangement of classroom allows for children to talk with one another (ex. desks are arranged so that students are facing one another).

Checklist:
- Students are helping each other to understand materials.
- Students are receiving help from others and are appreciating it.
- Students are borrowing or lending materials from/to one another.
- Students are working together towards a common goal.
- There is time in the schedule for students to work together.
- There are a variety of spaces in the classroom where two or more students can work together.

Checklist:
- Students are volunteering to share work with others during Circle Time.
- Students are volunteering to share their work with families, school administrators, etc. during Open House.
- Students are creating projects to solve a social or community problem (ex. to help the environment, save an animal, teach younger kids, etc.
- Students are participating in community-related tasks (ex. helping with clean
- Time allotted in the schedule for students to share their projects with peers (Circle Time).
- Time allotted in the schedule for students to share their projects with families, school administrators, etc. (Open House).
The Positive Technological Development framework was developed by Prof. Marina Umaschi Bers, head of the Devtech research group at Tufts University. For more information about this framework, we suggest reading her book “Designing Digital Experiences for Positive Youth Development: From Playpen to Playground” (Oxford University Press, 2012)

More on Prof Bers’s work:
http://www.tufts.edu/~mbers01/

More on the DevTech research group:
http://ase.tufts.edu/devtech/index.html
Checklist:

- Students are using a variety of materials (arts, crafts, etc.) or functions (ex. adding a background, editing/making a character) for their project.
- Students are using technology in an unexpected way.
- Students’ projects show unique characteristics, i.e. it is different from everyone else’s.
- Students exhibit confidence and can initiate and complete a task with limited coaching.
- There are a variety of materials available for students to choose from.
- There is allotted time in the curriculum for students to brainstorm ideas for their projects.
- The projects are introduced to students as open-ended; there is more than one way to create a project.
- Students are given basic guidelines for their projects, but there is also opportunity for them to expand beyond them.
- Children are having fun as they work on their projects.

Checklist:

- Students know how to use technology to make a project.
- Students can create a functional program for their robot/character.
- Students are interested and enthusiastic about their project.
- Students are persisting in spite of obstacle or setbacks.
- Students know how to debug their programs.
- There is space in the classroom for students to test out their programs.
- There is time allocated in the schedule for students to learn about, practice, and fix their projects.