

We were specifically to address gaming in education. Our book states, unless they are educational and can be assessed towards a specific end goal, most games are not developmentally appropriate for my age group. I agree with these basic guidelines, as I teach Pre-k, 3–4-year-olds.

Morrison says: “Developmentally appropriate use of technology needs to be age appropriate, intentional (children are not just handed tablets to play), limited, open-ended, and creative; it should also help to develop critical thinking skills.” (Morrison, 2019, p. 70) The biggest challenge is that a lot of parents utilize technology for the opposite and “passive purposes”. For the preschooler, gaming must be about the likes of state standards such as counting cute objects to 10 and meanwhile assessing this for each student. It could also be about patterns or shapes. There are many fun, engaging apps that seem like a game, yet they are educational. One of the main statements that Hughes and Roblyer said was “students who play games learn better when they play individually versus collaboratively.” (Hughes & Roblyer, 2023, pg. 162) The age group that I teach is still in the “preoperational stage) according to Piaget and are still “fairly egocentric.” (Hughes & Roblyer, 2023, pg. 33) Gaming is not recommended for the age group that I teach. It would be inappropriate because moment by moment, they are possibly throwing a tantrum because they either didn’t get to go first or get the answer “right” per the computer.

References

Hughes, J. E., & Roblyer, M. D. (2023). *Integrating educational technology into teaching: Transforming Learning Across Disciplines*.

Morrison, G. S. (2019). *Fundamentals of early childhood education*. Pearson.