

Positive Technological Development (PTD) Engagement Checklist: Environment & Facilitator

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](#) (2012).

How is the Checklist used?

The PTD Engagement Checklist is designed for use 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 learning environment and teacher/facilitator while children are working within the 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.

On a scale from 1 to 5 (with 1 = Never and 5 =Always), how often do students do the following? Please select one.	1 Never	2 Almost Never	3 Some- times	4 Often	5 Always	N/A or Not Observable
Communication						
The arrangement of the space allows for children to see one another's work. <i>- There are low or no barriers between activity spaces</i>						
The arrangement of the space allows for children to talk with one another. <i>- Workspaces are arranged so that children can facing one another</i> <i>- Children in different areas communicate at normal volume</i>						
The Facilitator(s) is engaging children in two-way conversations <i>- Facilitator asks children open-ended questions</i> <i>- Facilitator pauses to let children respond</i>						
Comments:						
Collaboration						
The arrangement of the space promotes sharing of tools/materials. <i>- Materials are arranged in a central area for children to use and return</i> <i>- Tools are not designed for one child to use alone (e.g. heavy blocks that need two people, tools with many parts or steps)</i>						
The arrangement of the space allows for multiple children to work on one project. <i>- Workspaces include large floor areas, round tables with multiple chairs, etc.</i>						
Facilitator invites children to work together <i>- Facilitator suggests that children seek help from peers</i>						
Comments:						

On a scale from 1 to 5 (with 1 = Never and 5 =Always), how often do students do the following?	1 Never	2 Almost Never	3 Some- times	4 Often	5 Always	N/A or Not Observable
Community Building						
There is evidence in the space of the children who use it - <i>There are images of children using the space</i> - <i>There are objects labeled with the maker's name, or the story of how it was made</i>						
There is evidence in the space of the local location or context - <i>There are images, maps, etc that reference the neighborhood, school, or town where the space is located</i> - <i>There is material representing holidays, seasons, or activities of the local culture</i>						
The Facilitator has a warm and friendly relationship with children - <i>Facilitator carries personal conversations with children (e.g. asking a student about their new pet)</i> - <i>Facilitator provides support and encouragement as children work</i>						
Comments:						
Content Creation						
Tools and materials are visible and accessible to children - <i>Materials are in clear containers, low baskets, or presented on tables</i> - <i>Materials are stored at children's height and can be easily reached</i>						
There are locations in the space to present or document children's work. - <i>There are pictures and explanations of children's work</i> - <i>There is a space for ongoing work to stay</i>						
Facilitator models content creation - <i>Facilitator works on projects alongside children, or assists when asked</i> - <i>Facilitator shares mistakes openly and models how to cope with them</i>						
Comments:						

On a scale from 1 to 5 (with 1 = Never and 5 =Always), how often do students do the following?	1 Never	2 Almost Never	3 Some- times	4 Often	5 Always	N/A or Not Observable
Creativity						
There are areas and materials within the space that encourage wonder <i>- There are beautiful, colorful, or textured objects clearly located around the room</i> <i>- There are spaces for children that are cozy, soft, or private</i>						
Materials/Tools are presented that can be used in more than one way <i>- There are bins of miscellaneous crafts</i> <i>- There is evidence of the same material/tool being used in many ways</i>						
Facilitator encourages a diversity of approaches in children’s work <i>- Facilitator models using criteria to compare work (e.g. “I see that this method is more X, but your other idea is more Y”)</i> <i>- Facilitator allows children to change ideas as they work</i>						
Comments:						
Choice of Conduct						
Tools/materials are offered that require children to use with care <i>- Materials and containers that are breakable or delicate</i> <i>- Tools that have sharp edges, or require focused attention to use</i>						
There is evidence in the space of the values of those who use it <i>- There projects or wall art related to value words (e.g. Respect, Caring)</i> <i>- There are rule charts or images of behavior choices</i>						
Facilitator engage children in non-judgmental conversation about choices <i>- Facilitator moderates children having a disagreement to observe and converse with each other to reach a solution</i> <i>- Facilitator reinforces children’s sense of character, e.g., “You’re the kind of girl who knows how to be nice to her friends”</i>						
Comments:						

