Children should use apps with their parents or teachers according to Vygotsky’s ideas. Vygotsky suggests that children benefit most from tasks that they can perform only with the assistance of more competent individuals. Language is absolutely critical for cognitive development. A child’s thought processes are internalized versions of social interactions that are largely verbal in nature. Places greater importance on interactions with adults and other more advanced individuals.

- **Zone of Proximal Development (ZPD)** – The range of tasks that children cannot yet perform independently but can perform with the help and guidance of others.

- **Social Constructivism** – Theoretical perspective that focuses on people’s collective efforts to impose meaning on the world. Focuses on how children construct meanings in collaboration with adults, and peers.

- **Mediated Learning Experience** – Discussion between an adult and a child in which the adult helps the child make sense of an event they have mutually experienced. It encourages the child to think about the phenomenon or event in a particular ways: to attach labels to it, recognize principles that underlie it, draw in certain conclusions from it, and so on.

**Jean Piaget**

Children are continually ready to learn based on their boundless curiosity about the world. Children develop more sophisticated knowledge and thought processes only when they encounter phenomena they cannot adequately understand using their existing schemes – in other words, phenomena that create disequilibrium. Language provides verbal labels for many of the concepts and other schemes that children have already developed. Also it is the primary means through which children interact with others.

- **Individual Constructivism** – Theoretical perspective that focuses on how people independently construct meaning from their experiences.

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**How should children use technology with Vygostky’s ideas? How should technology be designed with Vygostky in mind?**

Children should use apps with their parents or teachers according to Vygotsky’s ideas. Vygotsky suggests that children benefit most from tasks that they can perform only with the assistance of more competent individuals. He places greater importance on interactions with adults and other more advanced individuals who could support children in challenging tasks and help them make appropriate interpretations. The apps should be designed for parent/child interaction. Some apps should also be designed to be more challenging so that the child can work through the problems with their parents. We found a couple apps that are strongly geared towards children learning with their parents. These apps include PBS Parents, Knock Knock Family, and Kindoma Story Time.

**How should children use technology with Piaget’s ideas? How should technology be designed with Piaget in mind?**

According to Piaget’s idea children should be able to use apps independently. According to Piaget children are active and motivated learners. Children take the facts that they learn and the material the study and they incorporate and assimilate their lessons to their everyday experiences. Through Piaget’s theory children can easily adapt to their surroundings through accommodation and assimilation. Through assimilation they are able to respond both mentally and physically. With accommodation children will either modify an existing scheme or if that’s not possible they will form and entirely new one to accommodate. The following apps directly agree with Piaget’s findings on independent workings. The apps we found include Fisher Price funny animals for baby and preschool toddler, Preschool Free Amazing Logic Learning Games for Toddlers Babies & Preschool Kids, Learning Games for Kids: Educational Preschool Activities with Animals.
**Piagets**

**Fisher Price Funny Animals for baby and preschool toddler**
- This application is designed to be one of your baby’s first apps. It takes them on a journey through sounds and pictures teaching them to identify and recognize animals.
- There are three different modes for this game: 1. Learning: child playing with the animals. 2. Spot it: matching an animal from its sound or name. 3. Name it: matching an animal to its picture and sound. These three modes help to develop auditory, visual and fine motor skills.

**Preschool Free Amazing Logic Learning Games for Toddlers Babies & Preschool Kids**
- Designed primarily for toddlers of age 2 and up but can be utilized by all young children.
- This app helps children with matching skills, organization, recognition, form logic, improve attention, and develop associative thinking.

**Learning Games for Kids: Educational Preschool Activities with Animals**
- This app features several different modes for learning. It splits up the learning within different groups of letters and numbers and different levels of difficulty.
- It also features a free play section where it acts like their own device and they can move between levels.

**Applications**

**Vygotsky**

**PBS Parents**
- Designed specifically for parents. Provides more than a dozen games parents can play with their kids, each themed around a familiar location (grocery store, kitchen, etc.)
- Designed to build on a child’s natural curiosity about his/her everyday world and to encourage dialogue between kids and parents.

**Knock Knock Family — Toddlers First App**
- An interactive peek-a-boo game that helps toddlers (ages 1-4 yrs.) learn faces, sounds, shapes, gestures, and simple words.
- Personalize the game by creating your own visitors from photo albums.

**Kindoma Storytime**
- Combines the best of children’s learning and family communication by bringing together books and video chat to help children connect with their long-distance families, especially parents and grandparents.
- While together in a call or sitting next to each other, the book selections and page turns are synchronized on both sides. You can point to things on the page and the other side can see where you are pointing. (Use this feature to highlight words as you read, or ask questions and have the children point to things on the page.)