

Positive Technological Development (PTD) Rubric

What is the PTD Rubric?

The Positive Technological Development (PTD) Rubric 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.

This is a rubric to evaluate a child's expression of behaviors of Positive Technological Development (PTD). This rubric reflects child's behaviors over the course of a single lesson period and is designed to be completed by either the teacher or an observer for multiple children at one time. More information about PTD can be found in Marina Umaschi Bers' book.

Designing Digital Experiences for Positive Youth Development: From Playpen to Playground (Bers, 2012) and *Coding as a Playground: Programming and Computational Thinking in the Early Childhood Classroom* (Bers, 2018).

Instructions:

Complete one rubric per child per session. Select the option that reflects the child's behavior over the course of the session. If a question is not applicable, mark the behavior as absent.

Citations:

This rubric is a revised version of the PTD Checklist. When citing this rubric, please cite the following:

Bers, M., Doyle-Lynch, A., & Chau, C. (2012). Positive technological development: The multifaceted nature of youth technology use toward improving self and society. In C. C. Ching & B. J. Foley (Eds.), *Constructing the self in a digital world* (pp. 110–136). Cambridge University Press. <https://doi.org/10.1017/CBO9781139027656.007>

Levinson, T. (2022). [Quantifying the Coding Playground: A Pilot Study Creating and Attempting to Validate a Rubric for Positive Technological Development](#). (Masters Theses)

Strawhacker, A., & Bers, M. U. (2018). Promoting Positive Technological Development in a Kindergarten Makerspace: A Qualitative Case Study. *European Journal of STEM Education*, 3(3). <https://doi.org/10.20897/ejsteme/3869>