

Testimonial



Immersive Projector

Kelly, Early Years Teacher from Tinker Tent, shares her experiences of using the Immersive Projector to engage and inspire her young learners.



I found introducing the projector during the Winter months was the best time to showcase the initial awe & wonder of shadow and light play with our little ones. Our setting focuses on the principles of hygge play in the early years and this exciting projector transformed the room with warm colours, patterns and endless opportunities to explore in the moment. It makes the everyday extraordinary, which is exactly what our ethos is about!

The initial set up and arrival of the EY immersive projector certainly gave that wow factor. The children were instantly drawn to it as it was set out in the middle of the room. They went over to it, touched it, laid on it, took nearby fabrics and placed resources on it until finally they noticed the shadows they were changing and creating on the walls all around them.

My initial goal when integrating the immersive projector into our setting was for a child led approach to sparking imagination and observation. Eventually building up to modelling and creating stories with the materials around them. Having children of different ages, from babies to pre-schoolers, it was interesting to see the different ways they used the projector in their exploration. Given their ages and stages of development, some children solely observed, some played with it independently, some played parallel and others cooperatively.

Observing our pre-schoolers play:

Child F enjoyed taking the reindeer on and off of the projector and looking up to notice the effects. At first, he didn't notice that when placed around the bottom of the projector it would create shadows on the side of the walls. However, he did take instant fascination with the cause & effect on the ceiling. He then started to stack the wooden reindeer on top of each other and look up to see the changing patterns.

Child A joined in this play after spending some time observing. He initially used his hand to block the light and create shadows. This then sparked both boys to do this for some time and then lay on the dome to block out the light completely. Child A then started to line the reindeer around the edge of the dome and noticed how this affected the shadow placement saying "look reindeer" to the adult. He went from moving the reindeer from the top to the side of the dome multiple times to watch the shadows and light change and move. Finally he flew the reindeer up and over the dome witnessing the magic.

With adult assistance, using a wooden Santa and houses, child A and F and some other interested children created a Christmas Eve set up and talked about Santa flying with his magical reindeer to the roofs of every house. They then got snowflake fabric and together draped it over the projector to make it snow.

Skills observed whilst watching the children explore:

- Cause & effect
- Problem solving
- Eye tracking and visual motor coordination
- Physical skills and strength
- Concentration and focus
- Language skills
- Hand and eye coordination
- Creativity, curiosity and interest

I am really interested to see how our children will build on their initial learning of the properties of light and shadows for more inventiveness for creative play. **I see great potential in this immersive projector for sparking curiosity and imagination in play provocations.** For me it's a fantastic resource to provide visual stimulations, cognitive development, language skills and creativity.

-Kelly Shatford, Early Years Teacher, Tinker Tent

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Read about the experiences of children at Dukes and Duchesses Nursery, UK as they learn and explore with the Immersive Projector.



An immersive world, full of possibilities

Introducing the children to the Immersive Projector and the environments created was a magical experience. As practitioners, we love seeing the children get up close and personal to this wonderful dome of light. They are truly intrigued and excited to explore and learn. Some children want to touch the light and connect with the dome. Many are mesmerised by the different shadows created, and others look on with awe and wonder reflected on their faces.

One of main things observed is how the Immersive Projector brings another dimension in to the children's play. One of our children has a real interest in dinosaurs. Using the same dinosaurs and props as usual, but with the addition of the Immersive Projector, their play is suddenly taken to a whole new level and they interact with them in completely different ways to before.

A versatile resource with endless learning opportunities

We love the versatility of the dome. We have provided window clings which the children enjoy sticking on and peeling off. They also love making marks with chalk markers and gazing at the projections on the walls and ceiling. Practitioners use acetate sheets to make different shapes that can be placed around the dome for the younger children to explore. Some children enjoy creating their own. Due to the translucent nature of the clings and acetate sheets, the colours are transferred along with the shadows onto the surrounding surfaces.

We also observe children expressing their feelings and thoughts in different ways. Some get excited, others want to start investigating straight away, whilst some quietly watch, taking it all in.

Fostering curiosity and critical thinking skills

The Immersive Projector has brought out the inquisitive nature of the children. They are curious about the light and want to know how the shadows are created. They ask questions that lead them down different paths of enquiry. It is lovely watching some of the children work collaboratively to find answers and discuss their findings and ponder on some quite complex concepts which supports their critical thinking.

Children's interests and provocations

We use the Immersive Projector in a variety of ways. We follow our children's interests (especially younger children) and set up provocations such as Dinosaur land, space landscapes, Autumn scenes and Christmas workshops. Other children lead the learning themselves. We use it on a 1:1 basis and with groups of children, using our in depth knowledge to cater for their individual needs.

Creating an area for the Immersive Projector

We use the Immersive Projector in different areas of the building, moving it around accordingly. Sometimes we use it in the corner of a larger space and have also emptied a small storage room to create a magical learning environment.

And finally....

As practitioners, we all know the importance of communication and language and this resource provides golden opportunities to help support language enrichment along with many other areas of development. A simple but effective resource that is a great addition to our nursery setting.

- Many thanks to the team at Dukes and Duchesses Nursery, UK.

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Immersive Projector

Paola Lopez explains how children are using the Immersive Projector in different ways to explore and learn through the medium of light and shadows.



A child can learn the differences between light and shadow by exploring, observing, and creating with the use of materials within their reach. These materials enable them to reason, understand, and explain the intention of a phenomenon like the one we had the opportunity to observe and experience today.

One of the major benefits observed while using this interesting [projector](#) was how it called the children's attention to the natural game of light and shadow. Through our research, we have learned how this type of play is broad in nature, bringing benefits to children of different ages that are intrinsically interested in the properties of light and shadow.

Our goal for integrating the [projector](#) into the children's play was for them to use their imagination by creating stories with all the materials that were around them. Through our observations, we were in awe of the wonder and discovery expressed by the children, highlighting all the possibilities of their creativity and imagination.

Note: children of different ages participated in this invitation. Interestingly, each of the children seemed to find different functions for the projector when integrating it into their exploration.

General Observations

Through our observations, we realized how some of the children who participated perceived the movement of the shadow. In doing so, they were aware of the light from the projector as an individual stimulus. Through their interactions, they also discovered new functions for the projector, such as the mirror effect that Amelia found, or as an element to a story, such as a planet for the monsters. Furthermore, Gabriel and Ellia explored the special orientation created by hovering over it and looking through the other side while being aware of their shadows. It is important to highlight how sometimes the ages of the children intervene in the development of their play. In other words, how they play changes as children develop cognitively, emotionally, and socially. We were able to observe this as we witnessed how some of the children played individually, some played parallel, and others played cooperatively. There were observable differences between them, where variables such as age and the emotional bond of the children could be taken into account.

Observations and importance of the material

An important aspect worth highlighting is the great potential we see in the projector as a resource for play invitations. It is a resource that provides excellent benefits for visual stimulation and the development of the cognitive area, leading children to make innumerable connections and observable mental processes through the creativity expressed in their configuration of play. It also invites the development of language, which was highlighted when we observed how the children created, elaborated, and narrated stories around the projector (Storymakers).

Skills and Standards Observed:

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| ✓Coordination of movements | ✓Concentration and focus | ✓Creativity and Inventiveness |
| ✓Problem-solving | ✓Creative movement | ✓Object permanence |
| ✓Curiosity and interest | ✓Oral language | ✓Spatial relations |
| ✓Properties of light and shadows | ✓Hand-eye coordination | ✓Cognitive development |
| ✓Visual-motor coordination | ✓Imaginative and creative play | ✓Cause and effect |

For more examples, please visit [Paolo Lopez's blog on the TTS website](#).

- Paolo Lopez, Founder and Executive Director at Kinderoo Children's Academy, Inc.