1) This app builds on children’s innate fascination with animals (Melson, 2001). According to the biophilia hypothesis (Kellert, 2005; Wilson, 1984), humans have evolved with other life forms resulting in human attentiveness to living beings, especially animals. Research suggests that some of the earliest words that a very young child learns are the names for animals. A researcher, Gene Myers, spent a year in a preschool classroom closely observing young children as they encountered a variety of “visiting” and “resident” animals. He found many examples of these biophilia, documenting how children were drawn to these animals and in their fascination, were learning about the characteristics and needs of other species (Myers, 2007).

2) The concept of biophilia, as well as research documenting children’s fascination with animals, suggest that children will find an app about wild animals appealing and fun, regardless of the other benefits the app might provide. Most apps show cartoon animals and not real wild animals. Most media, such as children’s books, videos, and websites, focus on pets and domesticated or farm animals. Wild animals, defined as those animals who are not pets or domesticated farm animals, may live in the wild, in their natural habitat, or be found in zoos, nature parks, or aquariums. The vividness, accuracy, and immediacy of these striking images bring wild animals closer to the child. Since educational research shows (DeCorte, 2011) that children learn best when they are motivated and intrinsically interested in a subject, learning through engagement with animals is a natural.

3) In addition, the type of learning matters. When children can be self-directed and interactive, they learn more. For young children particularly, learning occurs through play and through engaging in a non-directive, non-didactic way. This has been called variously “discovery learning,” “experiential learning,” (Palmberg, & Kuru, 2000) and “free-choice learning” (Falk, & Dierking, 2002). Whatever the terms, they all mean that when children engage and experience, they learn. According to guidelines for “best practises” in early childhood education (www.naeyc.org), learning should be interactive, active, constructive and play-based. In an extensive review of educational studies, DeCorte (2011) showed that competence in many areas, including reading and math, is best achieved when chil-
Children are positively engaged, active, and collaborating in exploring material that is highly relevant to them. We have incorporated the key elements that DeCorte (2011) documents in this app: (a) using strategies to solve problems; (b) breaking down problems into parts; (c) getting feedback on progress and using it to try again; (c) maintaining attention, motivation and positive engagement in the task. In early childhood, engagement involves sensory learning—seeing, hearing, feeling, kinesthetic feedback (Sally, 2014). This app builds in multi-sensory stimulation. Children see real live wild animals, such as tigers, hear them make sounds, feel movements in their fingers (as the app makes their ipad move). In early childhood, experiential learning also means what children use their bodies not just their minds to learn. This app builds in actions, like “feeding” and giving a tiger a drink by tipping or shaking the ipad. Finally, the app is constructed as a playful, interactive game experience. In this way, it is an example of the “playful learning” that is the optimal pedagogical structure for early childhood (Hirsh-Patek, et al, 2009).

4) In early childhood, the development of empathy and perspective-taking is key to good social relationships with other children and adults, as well as school-related learning. Empathy refers to the ability to experience the feelings of another, while perspective-taking is broader, including the ability to perceive the world from the vantage point of another. Engaging with animals, wild and domestic, can be a tool to develop empathy and perspective-taking, since an animal’s needs are clearly different from that of the child. Research shows that children as young as three years of age have a solid grasp of what animals need (Myers, Saunders, & Garrett, 2004). In this app, interactive games specifically target the development of perspective-taking and empathy.

5) Our children are the future stewards of our planet. They will be in charge of protecting wild animals and their habitats. Research (Berenguer, 2010) shows that when empathy toward wild animals is encouraged, people develop a heightened sense of the need for environmental protection. Although this research tested adults, not children, it suggests that starting to build empathy toward wild animals early, may pay off throughout adulthood.

References:


VIIRRYY app may be enriched by including other activities and materials as part of the child’s experience. Here are some helpful resources:

**Websites:**

- [www.allianceforchildhood.org](http://www.allianceforchildhood.org) (for resources related to play with young children);
- [www.rootsandshoots.org](http://www.rootsandshoots.org) (Jane Goodall’s program for environmental education);
- [www.naeyc.org](http://www.naeyc.org) (The National Association for the Education of Young Children, the major professional association for early childhood educators).

**Books for parents and teachers:**


**Children’s books and educational DVDs:**

- **MEERKATS** National Geographic Readers: *Meerkats*, by Laura Marsh.
- **GIRAFFES** *A Giraffe Book for Kids* by Maura Kempa.
- **LIONS** Lions Picture Book for Kids: Fun Facts and Pictures about Lions by Torben Hansen.

**Activities for children:**

Adaptable for small groups of children (classroom) or for an adult with one or two children (parent and child), including but not limited to: arts projects, pretend play (dress up like a tiger), building projects (blocks, legos), outdoor play activities (treasure hunt for [pretend] tiger food); animal figures (see Learning Resources Jumbo Jungle Animals); live animals, such as lizards, hedgehogs, rabbits, guinea pigs, hamsters, birds—often kept in homes as pets, but also as resident or “visiting” pets in preschool classrooms.

These activities promote multiple skills important in early childhood education. For example, setting up a pretend jungle, with children dressing up as animals, can build empathy, promote creativity, enhance curiosity, and further connect children to wild animals and their habitats.
Scholarships from MIT can cover the full cost of attendance, helping international students with financial difficulty to attend this prestigious university. If you want to learn more about MIT scholarships, keep reading! MIT Scholarships (Undergraduate). MIT offers many need-based scholarships to international students. For example, the average need-based MIT scholarships were approximately $45,000 a year. Find Latest fully funded scholarships offered by Italy Government and Universities. ScholarshipsAds 2019 - 2020. The Government of Italy and Universities in Italy offer scholarships to international students and local citizens every year and we have listed here some best PhD Scholarships in Italy, Masters Scholarships in Italy, and undergraduate level scholarships. Scuola Normale Superiore PhD Scholarships in Italy 2019. Admin - June 1, 2019. 0. Scholarship supporting virry. Notes for Teachers and Parents Gail F. Melson, PhD, Purdue University. 1) This app builds on childrenâ€™s innate fascination with animals (Melson, 2001). VIRRY app may be enriched by including other activities and materials as part of the childâ€™s experience. Here are some helpful resources: Websites