

## Experiences and Reflections on the Construction of Smart Kindergartens in a Chinese City

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### Abstract

The smart kindergartens are established based on social development, urban characteristics, technological development and thoughts about the future development. During the exploration of such kindergartens in China, we start from the top-level design to think about and implement four segments of technology and safety, technology and collaborative office, technology and education practice, and technology and teacher training. In the application of smart campus management, we focus on the people using technology. We not only concern the information technology capability of teaching staff but also think about how to make administrative and support staff practically immerse in our smart campus system and become an important part during system development and iterate through information technology. In the application of education and course practice, technology can help us broaden children's study channels, and some data of physical development can help us better adjust teaching models. With the technology development today, the involvement of other disciplines should be considered in using smart teaching methods. Similarly, in this process, regarding data, we should pay more attention to the moral philosophy of technology and only use technology to better understand children but no use them.

**Keywords:** Smart Kindergarten, Information Technology, Early Childhood Education, Education Management, Moral Philosophy of Technology