

Researching Effective Pedagogy in the Early Years

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Researching Early Years Contemporary Education Studies

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Researching Early Years Contemporary Education Studies:

Contemporary Research and Perspectives on Early Childhood Mathematics Education Iliada Elia, Joanne Mulligan, Ann Anderson, Anna Baccaglini-Frank, Christiane Benz, 2018-02-21 This book brings together a collection of research based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 TSG 1 at the 13th International Congress on Mathematical Education ICME 13 held at the University of Hamburg in 2016 It will help readers understand a range of key issues that early childhood mathematics educators encounter today Research on early childhood mathematics education has grown in recent years due in part to the well documented positive relation between children s early mathematical knowledge and their later mathematics learning and to the considerable emphasis many countries are now placing on preschool education The book addresses a number of central questions including What is mathematical structural development and how can we promote it in early childhood How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children s mathematical development How can children s informal mathematics related experiences affect instruction and children s learning in different mathematics content areas What is the role of tools including technology and picture books in supporting early mathematics learning What are the challenges in early childhood mathematics education for teachers education and professional development

Researching Early Years Jodi Roffey-Barentsen, 2014-03-10 The provision of quality Early Years education and care is high on the political agenda on a global scale Researching Early Years highlights particular aspects of this provision as it explores the importance of the development of language and communication skills in children play and risk taking and school readiness The publication contains exemplar assignments and dissertations from students on Foundation Degrees and BA programmes in Early Years who are also practitioners thus offering an insightful perspective

Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Spodek, 2013-01-17 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early childhood education this volume addresses critical cutting edge research on child development curriculum policy and research and evaluation strategies With a multitude of new and updated chapters The Handbook of Research on the Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible

Contemporary Perspectives on Research on Child Development Laboratory Schools in Early Childhood Education Olivia Saracho, 2019-05-01 Child development laboratory schools are dedicated to research based instruction and furthering

innovation in education Many of these schools are connected to universities where students are able to benefit from university resources and best practices Khan 2014 They have been in existence on university campuses for centuries in the United States The earliest colonial colleges e g Harvard Yale William and Mary University of Pennsylvania administered Latin schools or departments to prepare students for college Good Shirah 1988 Throughout the previous century college and university institutions have established child development laboratory schools In the early 1900s they were initially considered to be sites for the recent discipline of child study but their purposes have progressed gradually They also have assumed a fundamental function in promoting teaching research and service such as outreach engagement practice in child development and early childhood education However a lot of them had to struggle for their survival when economic periods turned out to be problematic Several extended operating programs were discontinued Barbour McBride 2017 In 1894 John Dewey founded the University of Chicago Laboratory School His laboratory school is unquestionably the most well known of experimental schools It was used to research develop and confirm innovative theories and principles of child development and education Later at the beginning of the early 1900s exemplary schools were developed as important centers for the preparation of teachers Dewey s laboratory school and the preparation of interns in a hospital were used as a model for laboratory schools to focus on methodical research dual faculty university appointments and the preparation of preservice teachers During the initial half of the 20th century laboratory schools increased in colleges and universities especially between 1920 and 1940 University based child development laboratory programs assumed a critical responsibility in contributing to the knowledge base on child development and early childhood education as well as the professional development of early childhood educators This concept of the child development laboratory schools has heavily influenced modern views Researchers and educators need to understand the current sources based on theoretical frameworks that contribute to the purposes of the child development laboratory schools The contents of the volume reflect the major shifts in the views of early childhood researchers and educators in relation to the research on child development laboratory schools the role of child development laboratory programs in early childhood education and their relationship to theory research and practice The chapters in this special volume reviews and critically analyzes the literature on several aspects of the child development laboratory schools This volume can be a valuable tool to researchers who are conducting studies in the child development laboratory schools and practitioners who are working directly or indirectly in these schools It focuses on important contemporary issues on child development laboratory schools in early childhood education ages 0 to 8 to provide the information necessary to make judgments about these issues It also motivates and guides researchers to explore gaps in the child development laboratory schools literature

Contemporary Perspectives on Research on Immigration in Early Childhood Education Olivia Saracho, 2023-06-01 Immigration is when individuals leave their country of residency to permanently settle in a different country According to the United Nations UN Department of Economic and Social Affairs in

2017 a cumulative of 258 million persons were residents in a country that differed from their own The September 11 2001 terrorist attacks and the increase in prohibited immigration impelled the United States US to propose a number of immigration laws In 2012 the US Department of Homeland Security DHS established the Deferred Action for Childhood Arrivals DACA policy which allowed undocumented immigrants to work legally without being deported as long as they maintain a useful and lawful status Approximately 800 000 immigrants attained DACA standing permitting them to legally work and go to school in the US Furthermore the immigration law of 1965 prompted an excessive entrance of multicultural immigrants to the United States which brought about a great representation of children who live with immigrant families These children faced several environmental structures which were affected by changes and multiplicity in their family situations Immigrant children attempted to understand a different culture values and emerging issues in relation to their assimilation paths The purpose of this volume is to offer a complete representation of the way immigrant children and families respond and develop in the US and Europe It will extend current knowledge and reinforce contemporary frameworks that associate the cultural differences between immigrant families and teachers In the classroom environment teachers have the opportunity to effectively assume both nurturing and instructional roles to aid young children to cultivate their social and cognitive abilities The teachers personal characteristics formal education specialized training and cultural knowledge may affect their effectiveness in the classroom environment Most of the studies show that both family and teachers have the most significant effects on the children s development and learning Immigration researchers and scholars were invited to review critically analyze discuss and submit a manuscript for the volume titled *Contemporary Perspectives on Research on Immigration in Early Childhood Education* The concept of immigration has heavily influenced modern views in early childhood education Researchers scholars and educators need to understand the current sources based on theoretical frameworks that contribute to the purposes of immigration in the United States and Europe The contents of the volume reflect the major shifts in the views of early childhood researchers scholars and educators in relation to the research on immigration its historical roots the role of immigration in early childhood education and its relationship to theory research and practice

Contemporary Perspectives on Research in Creativity in Early Childhood Education Olivia Saracho, 2012-05-01 Recently a new understanding of creative thought and creative performance has surfaced It has also attracted the attention of early childhood professional organizations and researchers Professional organizations have included it in their publications and conferences While current creativity researchers have initiated a far more sophisticated understanding of young children s creative thinking ways to assess creativity strategies to promote creativity and research methodologies The purpose of this volume is to present a wide range of different theories and areas in the study of creativity to help researchers and theorists work toward the development of different perspectives on creativity with young children It focuses on critical analyses and reviews of the literature on topics related to creativity research development theories and

practices It will serve as a reference for early childhood education researchers scholars academics general educators teacher educators teachers graduate students and scientists to stimulate further dialogue on ways to enhance creativity The chapters are of high quality and provide scholarly analyses of research studies that capture the full range of approaches to the study of creativity behavioral clinical cognitive cross cultural developmental educational genetic organizational psychoanalytic psychometric and social Interdisciplinary research is also included as is research within specific domains such as art and science as well as on critical issues e g aesthetics genius imagery imagination insight intuition metaphor play problem finding and solving Thus it offers critical analyses on reviews of research in a form that are useful to early childhood researchers scholars educators and graduate students It also places the current research in its historical context The volume is also of interest to the general readers who are interested in the young children s creativity The chapters are authored by established scholars in the field of young children s creativity

Contemporary Perspectives on Research on Child Care in Early Childhood Education Olivia Saracho, 2021-04-01 Child care environments have received extensive research attention by those interested in understanding how participating in nonparental child care might influence the children s development and learning Throughout the United States US Census Bureau 2011 and Europe Organization for Economic Co operation and Development 2006 a large number of young children are cared for outside of the home by non parental adults Young children s nonparental care is commonly referred to as child care and is provided to children whose ages range from birth to 12 years of age The provision of child care services has become an increasingly important part of early childhood education In fact the United Nations Children s Fund 2019 states that a large majority of children worldwide spend at least some of their week in child care such arrangements include center care family child care in home child care relative child care and supplemental child care Child care researchers have been conducting studies to understand how participating in nonparental child care might influence the children s development and learning outcomes There are more than enough child care studies to make numerous major inferences For example research outcomes show that child care quality seems to be more influential than either the kind of child care or age of admission in determining the children s development and learning The adults child care affects the quality in child care In the environment adults who are caring for the children have the opportunity to effectively assume both nurturing and instructional roles to help young children cultivate their social and cognitive abilities The teachers effectiveness is related to their individual characteristics such as formal education specialized training and the classroom environment However the majority of the studies show that both family and quality of child care have the most significant effects on the children s development and learning Therefore the concept of child care has heavily influenced modern views Researchers scholars and educators are beginning to understand the current foundations based on theoretical frameworks that contribute to the purposes of the child care in the United States and Europe The contents of the child care volume reflect the major shifts in the views of these early childhood researchers scholars and educators in relation to

research outcomes on child care its historical roots the role of child care in early childhood education and its relationship to theory research and practice

Contemporary Perspectives on Research in Motivation in Early Childhood

Education Olivia Saracho, 2019-03-01 Researchers from different disciplines e.g. physiological psychological philosophical have investigated motivation using multiple approaches For example in physiology the scientific study of the normal function in living systems such as biology researchers may use electrical and chemical stimulation of the brain the recording of electrical brain wave activity with the electroencephalograph and lesion techniques where a portion of the brain usually of a laboratory animal is destroyed and subsequent changes in motivation are noted Petri Cofer 2017 Physiological studies mainly conducted with animals other than humans have revealed the significance of particular brain structures in the control of fundamental motives such as hunger thirst sex aggression and fear In psychology researchers may study the individuals behaviors to understand their actions In sociology researchers may examine how individuals interactions influence their behavior For instance in the classroom students and teachers behave in expected ways which may differ when they are outside the classroom Saracho 2003 examined the students academic achievement when they matched or mismatched their teachers way of thinking She identified both the teachers and students individual differences and defined consistencies in their cognitive processes In philosophy researchers can study the individuals theoretical position such as supporting Maslow s 1943 concept that motivation can create behaviors that augments motivation in the future Abraham H Maslow s theory of self actualization supports this theoretical position Petri Cofer 2017 These areas and others are represented in this volume This volume is devoted to understanding mutual and contemporary themes in the individuals motivation and its relationship to cognition The current literature covers several methods to the multifaceted relationships between motivational and cognitive processes Comprehensive reviews of the literature focus on prominent cognitive perspectives on motivation with young children which includes ages from birth to eight years of age The chapters in this special volume review and critically analyze the literature on several aspects of the relationships between motivational and cognitive processes and demonstrates the breadth and theoretical effectiveness of this domain This brief introduction acknowledges the valuable contributions of these chapters to the study of human motivation This volume can be a valuable tool to researchers who are conducting studies in the motivation field It focuses on important contemporary issues on motivation in early childhood education ages 0 to 8 to provide the information necessary to make judgments about these issues It also motivates and guides researchers to explore gaps in the motivation literature

Contemporary Perspectives on Research in Theory of Mind in Early Childhood

Education Olivia Saracho, 2014-01-01 Over the last 35 years studies focusing in young children s knowledge about the mental world have developed into an important area This body of social knowledge is called theory of mind which refers to the individuals ability to interpret and anticipate the other individuals thinking feeling and behavior based on their interpretation of the situation Many researchers and theorists believe that a representational theory of mind offers a basis for various

critical facets of social cognitive performance such as teaching and learning lying and pretending making and keeping friends and social learning more generally The purpose of this volume is to share a collection of research strands on theory of mind research It describes its historical roots and suggests improved alternatives The focus of the volume is to provide a review and critical analysis of the literature on a contemporary domain of knowledge on young children s Theory of Mind For several decades scholarly research on theory of mind has been flourishing and a collection of new publication outlets have emerged such as the ones reviewed in the volume which offers a thorough critical analysis of the research in contemporary perspectives on research in theory of mind in early childhood education The researchers who conducted the critical analyses of the research focused on understanding the mind in relation to 1 young children 2 several assessment procedures 3 metacognitive and neuroscientific processes 3 emotion and educational representations 4 interaction of social and cultural elements and 5 inferences and future research directions The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood theory of mind in a specific area of study

A Student's Guide to Education Studies Catherine A. Simon, Stephen Ward, 2019-12-05 This new edition of *A Student's Guide to Education Studies* is an essential resource for any undergraduate making their first explorations into the fascinating world of education It explores a wide range of alternative visions of education encouraging students to challenge the perceived notions about learning and knowledge Offering new perspectives and powerful ideas for discussion on a variety of long standing topics such as class race and gender the book is organised around five enduring themes Policy and Politics Global and Environmental Education Knowledge and Learning Childhood and Youth Professionalism and Employment With a distinctive international and global focus this new edition has been extensively updated to reflect the latest research and thinking in the field and features new chapters on The sociology of education and the philosophy of education Inclusion Childhood and youth Professionalism and work based learning Populism in politics Including summary points questions for discussion and annotated suggestions for further reading this book provides the theoretical background needed to carry out a critical analysis of education policy and practice and is an essential resource for all students of Education Studies

Decoding **Researching Early Years Contemporary Education Studies**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Researching Early Years Contemporary Education Studies**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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