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Classroom Video in Early Childhood Teacher Education: Reviewing the Literature to Inform Research and Practice / *Videos de Clase en la Formación de Docentes de Infantil: Revisando la Literatura para Guiar la Investigación y las Prácticas*

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Abstract

We reviewed the empirical research literature in which videos of classroom practice had been used to foster the learning of pre-service and/or in-service Early Childhood Education (ECE) teachers. The first goal was to identify research trends and gaps to inform the work of ECE researchers. Most studies have been conducted with in-service teachers within professional development programs and stand-alone projects. No research has investigated how ECE teachers' learning is affected by the situation type featured in videos, the teachers showcased, the length of videos, or the age of the children videotaped. The field needs more large-scale studies focusing on the impact of specific video-related variables and conducted in diverse learning settings. The second goal was to illustrate diverse ways in which classroom videos have been used to foster ECE teachers' learning. Key studies showcasing effective approaches are presented. The significance of this article relies on being the first systematic review focusing on classroom videos in the field of ECE, thereby contributing to raising ECE teachers' awareness of their learning ecologies.

Keywords: Learning Ecologies; Digital Technologies; Classroom Video; Early Childhood; Teacher Education; Professional Development; Literature Review

Resumen

Revisamos la literatura empírica en que videos de clase fueron utilizados para fomentar el aprendizaje de docentes en formación y/o ejercicio de Educación Infantil. El primer objetivo fue identificar tendencias y carencias en la investigación existente. Encontramos que mayoría de trabajos se han realizado con docentes en ejercicio, dentro de programas de desarrollo profesional y en estudios independientes. Ningún estudio ha investigado cómo el tipo de situación o de docentes caracterizados, la edad de los niños, o la duración de los videos afectan el aprendizaje docente. Argumentamos que se necesitan más estudios a gran escala centrados en el

Research Ideas For The Classroom Early Childhood Education

David B. Spangler



Research Ideas For The Classroom Early Childhood Education:

Resources in Education ,1998 *Handbook of Research on the Education of Young Children* Bernard Spodek,Olivia N. Saracho,2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field *Uncovering Student Thinking About Mathematics in the Common Core, Grades K-2* Cheryl Rose Tobey,Emily R. Fagan,2013-06-12 Get to the core of your students understanding of math Quickly and reliably identify your primary students math knowledge with these convenient and easy to implement diagnostic tools Tobey and Fagan provide 25 new assessments specifically for Grades K 2 and directly aligned with the Common Core Organized by strand the probes will enable you to Quickly and objectively evaluate each child s prior knowledge of basic math and numeracy Systematically address common mistakes and obstacles before they become long term problems Make sound instructional choices to improve all students math skills Fostering Children's Mathematical Power Arthur J. Baroody,Ronald T. Coslick,1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly changing world To meet the challenges of the 21st century students will especially need mathematical power a positive disposition toward mathematics curiosity and self confidence facility with the processes of mathematical inquiry problem solving reasoning and communicating and well connected mathematical knowledge an understanding of mathematical concepts procedures and formulas This guide seeks to help teachers achieve the capability to foster children s mathematical power the ability to excite them about mathematics help them see that it makes sense and enable them to harness its might for solving everyday and extraordinary problems The investigative approach attempts to foster mathematical power by making mathematics instruction process based understandable or relevant to the everyday life of students Past efforts to reform mathematics instruction have focused on

only one or two of these aims whereas the investigative approach accomplishes all three By teaching content in a purposeful context an inquiry based fashion and a meaningful manner this approach promotes children s mathematical learning in an interesting thought provoking and comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

Numeracy and Learning Difficulties

Peter Westwood,2012-12-06 By

understanding why children struggle with maths teachers are better equipped to provide effective support and nurture confidence in low achievers Numeracy and Learning Difficulties includes how to tackle common learning difficulties by following different teaching practices and principles identifying gaps in students knowledge and developing curricula that bridges these gaps improves numerical literacy using problem solving strategies and skills and a handy checklist of benchmarks in achievement

The All-Day Kindergarten and Pre-K Curriculum

Doris Pronin Fromberg,2012-03-22

Grounded in theory and research The All Day Kindergarten and Pre K Curriculum provides an activity based and classroom proven curriculum for educators to consider as they plan and interact with pre k and kindergarten children Allowing young children the opportunities to become independent caring critical thinkers who feel comfortable asking questions and exploring possible solutions the Dynamic Themes Curriculum offers children the skills they need for responsible citizenship and academic progress This book describes a culturally sensitive pre k and kindergarten curriculum in the context of literacy technology mathematics social studies science the arts and play and also discusses How to use the seven integrated conditions for learning to meet and exceed content learning standards How to organize for differentiated instruction and to integrate multiple forms of assessment How to teach literacy tools and skills in fresh ways How to work with families colleagues and community Building off of author Doris Fromberg s groundbreaking earlier work The All Day Kindergarten and Pre K Curriculum presents a practical curriculum centering on how young children develop meanings This is a fantastic resource for pre and in service early childhood teachers administrators and scholars

Dyslexia, Dyspraxia and

Mathematics Dorian Yeo,2008-04-30 Written by a teacher with many years experience of teaching mathematics to primary school dyslexic and dyspraxic children with a wide range of abilities this book is designed to be a practical teaching guide It offers detailed guidance and specific teaching suggestions to all specialist teachers support teachers classroom teachers and parents who either directly teach mathematics to dyslexic and dyspraxic children or who support the mathematics teaching programmes of dyslexic or dyspraxic children Although the book has grown out of teaching experience it is also informed by widely acknowledged contemporary and international research which explores the cognitive aspects of learning mathematics and tries to understand why it is that some children fail to learn mathematics Many of the teaching principles described in the text have specific and quite far reaching implications The theoretical arguments should therefore also be of interest to

special needs coordinators heads of maths departments head teachers or other professionals who are responsible for designing or modifying the maths learning programmes of children with special learning and maths difficulties In more general terms the book hopes to contribute to the broad discussion of the cognitive features and educational needs of dyslexic and dyspraxic children *International Handbook of Mathematics Education* Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Colette Laborde, 2012-12-06 ALAN J BISHOP Monash University Clayton Victoria Australia RATIONALE Mathematics Education is becoming a well documented field with many books journals and international conferences focusing on a variety of aspects relating to theory research and practice That documentation also reflects the fact that the field has expanded enormously in the last twenty years At the 8th International Congress on Mathematics Education ICME in Seville Spain for example there were 26 specialist Working Groups and 26 specialist Topic Groups as well as a host of other group activities In 1950 the Commission Internationale pour l'Etude et l'Amelioration de l'Enseignement des Mathematiques CIEAEM was formed and twenty years ago another active group the International Group for the Psychology of Mathematics Education PME began at the third ICME at Karlsruhe in 1976 Since then several other specialist groups have been formed and are also active through regular conferences and publications as documented in Edward Jacobsen's Chapter 34 in this volume *Beyond Constructivism* Richard A. Lesh, Helen M. Doerr, 2003-05-01 This book has two primary goals On the level of theory development the book clarifies the nature of an emerging models and modeling perspective about teaching learning and problem solving in mathematics and science education On the level of emphasizing practical problems it clarifies the nature of some of the most important elementary but powerful mathematical or scientific understandings and abilities that Americans are likely to need as foundations for success in the present and future technology based information age *Beyond Constructivism Models and Modeling Perspectives on Mathematics Problem Solving Learning and Teaching* features an innovative Web site housing online appendices for each chapter designed to supplement the print chapters with digital resources that include example problems relevant research tools and video clips as well as transcripts and other samples of students work <http://tcct.soe.purdue.edu/books/ULandULjournals/models/ULandULmodeling> This is an essential volume for graduate level courses in mathematics and science education cognition and learning and critical and creative thinking as well as a valuable resource for researchers and practitioners in these areas

Mathematics Education Lyn D. English, Graeme S. Halford, 2012-12-06 To define better techniques of mathematics education this book combines a knowledge of cognitive science with mathematics curriculum theory and research The concept of the human reasoning process has been changed fundamentally by cognitive science in the last two decades The role of memory retrieval domain specific and domain general skills analogy and mental models is better understood now than previously The authors believe that cognitive science provides the most accurate account thus far of the actual processes that people use in mathematics and offers the best potential for genuine increases in efficiency As such they suggest that a

cognitive science approach enables constructivist ideas to be analyzed and further developed in the search for greater understanding of children's mathematical learning. Not simply an application of cognitive science, however, this book provides a new perspective on mathematics education by examining the nature of mathematical concepts and processes, how and why they are taught, why certain approaches appear more effective than others, and how children might be assisted to become more mathematically powerful. The authors use recent theories of analogy and knowledge representation combined with research on teaching practice to find ways of helping children form links and correspondences between different concepts so as to overcome problems associated with fragmented knowledge. In so doing, they have capitalized on new insights into the values and limitations of using concrete teaching aids which can be analyzed in terms of analogy theory. In addition to addressing the role of understanding, the authors have analyzed skill acquisition models in terms of their implications for the development of mathematical competence. They place strong emphasis on the development of students' mathematical reasoning and problem-solving skills to promote flexible use of knowledge. The book further demonstrates how children have a number of general problem-solving skills at their disposal which they can apply independently to the solution of novel problems, resulting in the enhancement of their mathematical knowledge.

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20. The 11th Edition of *Helping Children Learn Mathematics* is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems. This text is built around three main themes: helping children make sense of mathematics, incorporating practical experiences and using research to guide teaching. It also integrates connections and implications from the Common Core Standards Mathematics CCSS.M.
Mathematical Reasoning Raymond Nickerson, 2011-02-25. The development of mathematical competence both by humans as a species over millennia and by individuals over their lifetimes is a fascinating aspect of human cognition. This book explores when and why the rudiments of mathematical capability first appeared among human beings, what its fundamental concepts are, and how and why it has grown into the richly branching complex of specialties that it is today. It discusses whether the truths of mathematics are discoveries or inventions and what prompts the emergence of concepts that appear to be descriptive of nothing in human experience. Also covered is the role of esthetics in mathematics. What exactly are mathematicians seeing when they describe a mathematical entity as beautiful? There is discussion of whether mathematical disability is distinguishable from a general cognitive deficit and whether the potential for mathematical reasoning is best developed through instruction. This volume is unique in the vast range of psychological questions it covers as revealed in the work habits and products of numerous mathematicians. It provides fascinating reading for researchers and students with an interest in cognition in general and mathematical cognition in particular. Instructors of mathematics will also find the book's insights illuminating.

The Early Childhood Curriculum Suzanne Krogh, Kristine Slentz, 2001-04. This is the fourth volume in

our four volume book series This volume will consider the differing needs of teachers at varying age levels and the balance between naturally intergrated learning and subject oriented cirriculum The Development of Arithmetic Concepts and Skills Arthur J. Baroody, Ann Dowker, 2013-06-17 This volume focuses on two related questions that are central to both the psychology of mathematical thinking and learning and to the improvement of mathematics education What is the nature of arithmetic expertise How can instruction best promote it Contributors from a variety of specialities including cognitive developmental educational and neurological psychology mathematics education and special education offer theoretical perspectives and much needed empirical evidence about these issues As reported in this volume both theory and research indicate that the nature of arithmetic expertise and how to best promote it are far more complex than conventional wisdom and many scholars past and present have suggested The results of psychological educational and clinical studies using a wide range of arithmetic tasks and populations including normally and atypically developing children non injured and brain injured adults and savants all point to the same conclusion The heart of arithmetic fluency in general and the flexible and creative use of strategies in particular is what is termed adaptive expertise meaningful or conceptually based knowledge The construction of adaptive expertise in mathematics is for the first time examined across various arithmetic topics and age groups This book will be an invaluable resource for researchers and graduate students interested in mathematical cognition and learning including mathematics educators developmental and educational psychologists and neuropsychologists educators including teachers curriculum supervisors and school administrators and others interested in improving arithmetic instruction including officials in national and local education departments the media and parents **Strategies for Teaching Fractions** David B. Spangler, 2011-08-17 Any way you slice it fractions are foundational Many students struggle with fractions and must understand them before learning higher level math Veteran educator David B Spangler provides research based tools that are aligned with NCTM and Common Core State Standards He describes powerful diagnostic methods for error analysis that pinpoint specific student misconceptions and supplies specific intervention strategies and activities for each error pattern Also included are tools for analyzing student work and providing timely specific and meaningful interventions within an RTI framework The targeted interventions for each error pattern promote teaching for conceptual understanding and are supported by documented academic research Practical materials include Reproducibles for diagnostic tests Practice pages for exercises keyed to the diagnostic tests and error patterns Pages for practicing alternative algorithms and estimation Teacher resources for hands on activities game sheets and pieces and more Worksheets answer keys and online resources Each main unit along with the sections on academic research and Big Ideas concludes with a set of teacher reflection questions for use in a professional development setting Get ready get set and help your students tackle fractions with confidence **Changing Perspectives Resource Manual** ,1997 **Teaching Mathematics 3-5: Developing Learning In The Foundation Stage** Gifford, Sue, 2005-08-01 The book places particular

emphasis on adult initiated number focused activities and playful challenging and sensitive teaching strategies to engage younger children The strategies are based on research and work with practitioners and are illustrated by children s own responses such as making number jokes It covers key areas of mathematics including number shape and space measures and problem solving with appropriate expectations and common difficulties as well as suggested activities Teaching by Design in Elementary Mathematics, Grades K-1 Jennifer Stepanek,Melinda Leong,Linda Griffin,Lisa Lavelle,2010-11-16

Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration *Integrated Curriculum and Developmentally Appropriate Practice* Craig H. Hart,Diane C. Burts,Rosalind Charlesworth,1997-07-10

Combines research and practice on integrated developmentally appropriate curriculum that helps theorists researchers parents and teachers understand how to match early childhood teaching practices to the integrated manner that young children naturally think and learn **A Clinician's Guide to Learning Disabilities** Carleen Franz, Lee Ascherman, Julia Shaftel,2017-11-16 Intended for mental health professionals whose clients experience learning disabilities this book succinctly describes the assessment and diagnostic process for learning disabilities using DSM 5 R and IDEA Extensive case studies illustrate learning disabilities from preschool through college Psychoeducational reports and test scores are demystified Clinicians will improve their ability to advocate on behalf of their clients educational challenges

The Top Books of the Year Research Ideas For The Classroom Early Childhood Education The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous engrossing novels captivating the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the fascinating narratives that have captivated audiences this year. The Must-Read : Colleen Hoover's "It Ends with Us" This poignant tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover masterfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can prevail. Research Ideas For The Classroom Early Childhood Education : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This spellbinding historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens' "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens spins a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of compelling stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a masterful and thrilling novel that will keep you wondering until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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