



Book Series

Contemporary Perspectives in Early Childhood Education

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Olivia Saracho, *University of Maryland*

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Contemporary Perspectives in Early Childhood Education is a series that offers an integrated view of current knowledge within the various areas of early childhood education. Each volume in the series presents a scholarly and critical analysis of the review of research and theory related to some aspect of early childhood education. The topics to be covered in each volume are determined by which aspects of the field are considered particularly important in relation to current research and theory. The topic for the next volume is immigration.

Rationale

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 an 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 are 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 need to 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.

Submission of Manuscripts

Researchers and scholars who are experts in this area are encouraged to submit their manuscripts for peer review no later than December 1, 2021. Each paper should be no longer than 6000 words in length that include references, tables, diagrams and other pictorial material. Authors also need to include any necessary permissions. For publication guidelines and all other inquiries contact Olivia Saracho at: ons@umd.edu

Books in this series:

- Contemporary Perspectives on Research on Immigration in Early Childhood Education
- Contemporary Perspectives on Research on Coronavirus Disease 2019 (COVID-19) in Early Childhood Education
- Contemporary Perspectives on Research on Child Care in Early Childhood Education
- Contemporary Perspectives on Research on Child Development Laboratory Schools in Early Childhood Education
- Contemporary Perspectives on Research in Motivation in Early Childhood Education
- Contemporary Perspectives on Research on Bullying and Victimization in Early Childhood Education
- Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education
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Contemporary Perspectives on Research on Immigration in Early Childhood Education

Olivia Saracho, University of Maryland

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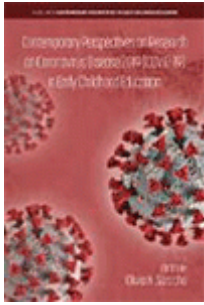
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Contemporary Perspectives on Research on Coronavirus Disease 2019 (COVID-19) in Early Childhood Education

Olivia Saracho, University of Maryland

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Coronavirus Disease 2019 (COVID-19), which is also known as SARS-CoV-2, has had a great impact in early childhood education programs. Since the effect of this epidemic was new, and little research had been conducted, this volume is devoted to understanding mutual and contemporary themes in the impact of Coronavirus Disease 2019 (COVID-19) in early childhood education. Early childhood education (ECE) centers encountered unprecedented challenges due to the COVID-19 crisis. Comprehensive reviews of the literature, descriptions of programs or situations, and research studies provided accounts of current situations in early childhood education including programs and individuals who were working with young children whose ages ranged from birth to eight years of age. The chapters in this special volume discuss how early childhood education faced unprecedented challenges due to the COVID-19 crisis and demonstrate the breadth and theoretical effectiveness of this domain. This volume provides a brief introduction that acknowledges the valuable contributions of these chapters to the impact of this pandemic in early childhood education and offers a valuable tool to practitioners and researchers who are conducting studies on the impact of COVID-19.

At the beginning of the year 2020, after a December 2019 outbreak in China, the World Health Organization acknowledged SARS-CoV-2 as a different kind of coronavirus. It immediately multiplied around the world, mostly through person-to-person contact. Infections ranged from mild to deadly. COVID-19 can cause a respiratory tract infection such as one's sinuses, nose, and throat or lower respiratory tract such as one's windpipe and lungs (World Health Organization, 2020a). On January 30, 2020, the World Health Organization (WHO) affirmed that COVID-19 had become a public health emergency causing an international problem. By March 12, 2020, everybody was aware of this pandemic. It also created an understanding about this first-time consciousness in research about this disease, which generated an immense publication production. It also became the basis for this special volume.

CONTENTS: PART I: UNDERSTANDING COVID-19: CHALLENGES AND PERSPECTIVES. The Impact of Coronavirus Pandemic on Early Childhood Education, *Olivia N. Saracho*. History of the Coronavirus Pandemic in Early Childhood Education, *Olivia N. Saracho*. **PART II: EARLY CHILDHOOD DEVELOPMENT AND COVID-19.** Teaching Preschool During COVID-19: Insights From the Field, *Susan Sonnenschein, Michele L. Stites, and Samantha H. Galczyk*. Early Childhood Education and Care Beyond the Pandemic, *Jitinder Walia and Jessica M. Kahn*. The Pursuit of Educational Equity During the COVID-19 Pandemic: Early Lessons on Instruction, Opportunity, and Effectively Serving Young Learners, *Ashlee Hover and Joshua Tipton*. Australian Early Childhood Educators' Emotional Well-Being During COVID-19 Pandemic, *Gloria Quinones, Melissa Barnes, and Emily Berger*. **PART III: THE ROLES OF TEACHERS AND FAMILIES DURING COVID-19.** Early Childhood Educators' Experiences and Responses to COVID-19: An Impact Study Across Five Countries, *Sylvia Christine Almeida, G. Kaveri, Judith Gomes, Aihua Hu, Prachi Gupta, Farhana Mannan, and Mahbub Sarkar*. The Effect of COVID-19 Pandemic: Teachers and Parents Role Shift in Early Childhood Education Practices, *Ade Dwi Utami and Anita Yus*. Addressing Inequities: Experiences of Early Childhood Special Educators During the COVID-19 Pandemic, *Jacquelyn M. Urbani and Samantha Watson-Alvarado*. **PART IV: TEACHER EDUCATION AND COVID-19.** The Effects of the Coronavirus Disease 2019 on Early Childhood Education Preparation Programs, *Tommetta Shaw*. Shifts in Teaching Modalities for the Preparation of Early Childhood Preservice Teachers During COVID-19, *Tuyin An and Dan Clark*. Equitable Participation: Elementary Science Teacher Education During COVID-19, *Aaron R. Gierhart*. "You Learn From It Because You Have No Choice. And You Do It": Teacher Candidates Adapting to Crisis, *Stephanie C. Sanders-Smith, Kutasha Bryan-Silva, and Ana Aracelly Olguín*. Reimagining Field Placements During the COVID-19 Pandemic: Challenges and Lessons Learned, *Kristen Linzmeier, Naomi Rahn, Brooke Winchell, and Lucinda Heimer*. Rebuilding Community: A University Laboratory School's Response to an Unprecedented Crisis, *Monica Miller Marsh, Tiffany Roenigk, Mustary Mariyam, and Adonia Porto*. The Impact of COVID-19 on a Graduate Student-Led Literacy Camp for Children, *Whitney Impellizeri, Vera J. Lee, and Katie Mathew*. **PART V: CONCLUSION FOR COVID-19.** COVID-19: Assessing the Crisis and Envisioning the Recovery, *Olivia N. Saracho*. About the Contributors.



Contemporary Perspectives on Research on Child Care in Early Childhood Education

Olivia Saracho, University of Maryland

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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.

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Contemporary Perspectives on Research on Child Development Laboratory Schools in Early Childhood Education

Olivia Saracho, University of Maryland

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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 & Teller, 1973). Rutgers Preparatory School was founded in 1768 and was linked to the university until the 1950s (Sperduto, 1967). During the course of time, the laboratory schools have

changed to meet the needs of the teaching professionals and have frequently guided the instructional methods to improve the science and art of teaching [International Association of Laboratory Schools (IALS), 2018]. They have also changed throughout the years from part-day, part-time programs (McBride, 1996, Myers & Palmer, 2017) to full-day child care, some of which is inclusive of care offered through student service funds (Keyes, 1984; 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.

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Contemporary Perspectives on Research in Motivation in Early Childhood Education

Olivia Saracho, University of Maryland

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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.

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Contemporary Perspectives on Research on Bullying and Victimization in Early Childhood Education

Olivia Saracho, University of Maryland

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While the research on bullying and peer victimization has increased considerably over the past 20 years, a number of studies are emerging that document mixed results of bullying and prevention programs. During the last decades, several special issues devoted to research on bullying and victimization have been published in national and international scholarly journals. Based on the increase of published articles on bullying and victimization in journals, textbooks, government reports, and documents in professional organizations, it is timely for a special volume on research on bullying and victimization to appear in the series on *Contemporary Perspectives in Early Childhood Education*. The purpose of this volume is to share a collection of research strands on bullying and victimization of young children. It describes the historical roots and suggests anti-bullying programs and strategies to decrease bullying and victimization. The bullying and victimization volume can be a valuable tool to researchers who are conducting studies in that area. It focuses on important historical and contemporary issues on bullying and victimization 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 on research on bullying and victimization.

CONTENTS: PART I: INTRODUCTION: UNDERSTANDING BULLYING AND VICTIMIZATION WITH YOUNG CHILDREN. Research on Bullying and Victimization in Young Children, *Olivia N. Saracho*. Research and Foundations for Understanding Bullying in Early Childhood Education, *Olivia N. Saracho*. **PART II: BULLYING AND VICTIMIZATION IN DIFFERENT EARLY CHILDHOOD EDUCATION SETTINGS.** Bullying in Early Childhood, *Debra Pepler and Joanne Cummings*. Understanding Bullying Among Preschool-Aged Children, *Elizabeth Bistrong, Catherine Bradshaw, and Hillary Morin*. Applying Olweus' Conceptualization of Bullying to Early Childhood, *Amanda J. Williams, Danielle Smith, and Rebecca Winters*. Peer Victimization in Early Childhood: Identification and Risk, *Becky Kochenderfer-Ladd and Gary W. Ladd*. Bullying and Children With Disabilities, *Susan P. Limber, Robin M. Kowalski, Patricia W. Agatston and Hy V. Huynh*. Cyberbullying Among Children 0 to 8 Years, *Robin Kowalski and Gary Giumetti*. **PART III: EXPLORING PRACTICE IN FAMILY SYSTEMS AND PERSPECTIVES.** Families' Understanding of Bullying and Strategies for Working With Their Young Children, *Vickie E. Lake*. Families, Schools and Child Bullying: What We Know; What We Can Do? *Alice Sterling Honig*. Bullying and Victimization Among 4 to 8 Year Olds: Temperamental, Parental, and Systemic Correlates, *Panayiotis Stavrinides and Militsa Nikiforou*. **PART IV: DEVELOPMENTAL PROCESSES AND INTERVENTION STRATEGIES.** Bullying in Early Childhood: Measurement Issues, Prevalence, and Intervention, *Peter K Smith*. Integrating Bullying Prevention in Early Childhood Education Pedagogy, *Laura Repo and Juuso Repo*. Social Emotional Learning and Bullying Prevention: Why and How Integrated Implementation May Work, *Jennifer E. Gibson, Sehra Polad, Paul D. Flaspohler, and Vanessa Watts*. Openness and Agency as Strategies for Addressing Bullying, *Jyrki Reunamo, James Ko, Doris Cheng, Hui-Chun Lee, Li-Chen Wang, and Essi Salminen*.