CALL FOR PAPERS

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 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
- Handbook of Research Methods in Early Childhood Education - Volume 1
- Handbook of Research Methods in Early Childhood Education - Volume 2
- Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education
- Bernard Spodek
- Contemporary Perspectives on Research in Creativity in Early Childhood Education
- Contemporary Perspectives on Language and Cultural Diversity in Early Childhood Education
- Contemporary Perspectives on Mathematics in Early Childhood Education
- Contemporary Perspectives on Science and Technology in Early Childhood Education
- Contemporary Perspectives on Social Learning in Early Childhood Education
- Contemporary Perspectives on Socialization and Social Development in Early Childhood Education
- Contemporary Perspectives on Language Policy and Literacy Instruction in Early Childhood Education
- Contemporary Perspectives on Families, Communities and Schools for Young Children
- International Perspectives on Research in Early Childhood Education
- Studying Teachers in Early Childhood Settings
- Contemporary Perspectives on Play in Early Childhood Education
- Contemporary Perspectives on Early Childhood Curriculum
- Contemporary Perspectives on Literacy in Early Childhood Education

***************

**Special Paperback Set Price:**
$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit:
http://www.infoagepub.com/series/Contemporary-Perspectives-in-Early-Childhood-Education

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
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.


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.

research on bullying and victimization. This brief introduction acknowledges the valuable contributions of these chapters to the study of human motivation. 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 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.


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 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.