



Book Series

Contemporary Perspectives in Early Childhood Education

Series Editors

Olivia Saracho, *University of Maryland*

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 child care.

Rationale

Child care environments have received research attention by those interested in understanding how participating in nonparental childcare 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 their home by non-parental adults. Young children's nonparental care is commonly referred to as "childcare," and is provided to children whose ages range from birth to 12 years of age. The provision of childcare services has become an increasingly important part of early childhood education. Childcare arrangements include center care, family day care, in-home care, relative care, and supplemental care. Childcare researchers have been conducting studies to understand how participating in nonparental child care might influence the children's development and learning outcomes. According to Carollee Howes, a distinguished researcher in childcare, there are more than enough childcare studies that help researchers make numerous major inferences. For example, she has found in her research that childcare quality seems to be more influential than either kind of childcare or age of admission in determining the children's development. The adults' type of care affects the quality in child care. In the environment adults have the opportunity to effectively assume both nurturing and instructional functions 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. Childcare researchers and scholars are invited to review, critically analyze, discuss, and submit a manuscript for the volume titled, *Contemporary Perspectives on Research on Child Care in Early Childhood Education*.

The concept of childcare 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 childcare 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 childcare, its historical roots, the role of childcare 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 September 1, 2019. 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 enquiries

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Books in this series:

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

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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

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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.

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