

School of Education Library

Pathfinder on Early Childhood

Scope:

Early Childhood refers to educational programs and strategies geared toward children from birth to eight years old. This time period is widely considered the most vulnerable and crucial stage of a person's life.

Library of Congress Subject Headings: **Broader Term, Narrower Terms**

Broader Term: **Education**

See Also: **Study and Teaching** (Early Childhood)

Narrower Terms:

- **Education, Preschool**
- **Education, Primary**
- **Kindergarten**

A. BOOKS

Beaty, J.J. (2019). *Preschool appropriate practices: environment, curriculum, and development*.

Cengage Learning, Inc.

A broad & balanced curriculum in primary schools: educating the whole child. (2019). Learning Matters.

Colker, L. J. (2018). *High-quality early childhood programs: the what, why, and how*. Redleaf Press.

Collaborative cross-cultural research methodologies in early care and education contexts.

(2019). New Routledge.

Heidemann, S. (2016). *The thinking teacher: a framework for intentional teaching in the early childhood classroom*. Free Spirit Publishing, Inc.

Kuhn, M. R. (2015). *Developing fluent readers: teaching fluency as a foundational skill*. The Guilford Press.

Mukherji, P. (2018). *Research methods in early childhood: an introductory guide*. SAGE.

Rendon, T. (2017). *Saving play: addressing standards through play-based learning in preschool and kindergarten*. Redleaf Press.

Roche, M. (2015). *Developing children's critical thinking through picture books: a guide for primary and early years students and teachers*. Routledge.

B. EBooks

Davidson, H., Rocheleau, J., & Mazzei, M. (2021). *Preschool*. In J. L. Longe (Ed.), *The Gale Encyclopedia of Children's Health: Infancy through Adolescence* (4th ed., Vol. 5, pp. 2289-2292). Gale.

[https://link-gale-](https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX8067400669/GVRL?u=phusc&sid=bookmark-GVRL&xid=bf88c2a1)

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[com.usclibrary.idm.oclc.org/apps/doc/CX3630900642/GVRL?u=phusc&sid=bookmark-GVRL&xid=89d131d9](https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX3630900642/GVRL?u=phusc&sid=bookmark-GVRL&xid=89d131d9)

Kennedy, D. E. (2019). *Parent-Child Relationships, III. Early Childhood*. In J. J. Ponzetti, Jr. (Ed.), *Macmillan Encyclopedia of Families, Marriages, and Intimate Relationships* (Vol. 2, pp. 634-636).

Macmillan Reference USA. [https://link-gale-](https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX7751500212/GVRL?u=phusc&sid=bookmark-GVRL&xid=ba969ed5)

[com.usclibrary.idm.oclc.org/apps/doc/CX7751500212/GVRL?u=phusc&sid=bookmark-GVRL&xid=ba969ed5](https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX7751500212/GVRL?u=phusc&sid=bookmark-GVRL&xid=ba969ed5)

Kindergarten. (2019). In M. J. Tyrkus (Ed.), *VideoHound's Golden Movie Retriever* (2019 ed., p. 870).

Gale. [https://link-gale-](https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX2491423933/GVRL?u=phusc&sid=bookmark-GVRL&xid=2d186b4a)

[com.usclibrary.idm.oclc.org/apps/doc/CX2491423933/GVRL?u=phusc&sid=bookmark-GVRL&xid=2d186b4a](https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX2491423933/GVRL?u=phusc&sid=bookmark-GVRL&xid=2d186b4a)

National, R. C., Institute, O. M., Board, O. C. Y. A. F., & Committee, O. T. S. O. C. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. National Academies Press.

<https://www.proquest.com/pq1academic/docview/2131730142/5C476C2B6B74300PQ/6?accountid=5019>

Punishment in Kindergarten. (2016). In S. Constantakis (Ed.), *Poetry for Students* (Vol. 53, pp. 177-193). Gale. <https://link-gale-com.usclibrary.idm.oclc.org/apps/doc/CX3633400023/GVRL?u=phusc&sid=bookmark-GVRL&xid=2e5f9ce1>

The Wiley Handbook of Early Childhood Care and Education (2019). In Brown C. P., Benson McMullen M. and File N. (Eds.), John Wiley & Sons, Incorporated.
<https://www.proquest.com/pq1academic/docview/2175215396/1B1CDC22F34D4D77PQ/1?accountid=50192>

C. EJournals

Alelaimat, A. M., Ihmeideh, F. M., & Alkhalwaldeh, M. F. (2020). Preparing Preservice Teachers for Technology and Digital Media Integration: Implications for Early Childhood Teacher Education Programs. *International Journal of Early Childhood*, 52(3), 299-317.
<https://doi.org/10.1007/s13158-020-00276-2>

Chaudhary, N. (2020). Early Childhood Education in Contemporary Indian Society: Finding Meaning through Cultural Traditions and Developmental Science. *Journal of Psychosocial Research*, 15(2), 373-384.

French-lee, S., & Dooley, C. M. (2015). An Exploratory Qualitative Study of Ethical Beliefs Among Early Childhood Teachers. *Early Childhood Education Journal*, 43(5), 377-384.
<https://doi.org/10.1007/s10643-014-0659-0>

Macewan, A. (2015). Early childhood education, economic development, and the need for universal programs: With a focus on new England. *Economics, management and financial markets*. 10(1), 11-47. <http://ezproxy.usc.edu.ph/login?url=https://www.proquest.com/scholarly-journals/early-childhood-education-economic-development/docview/1676462213/se-2>

Melasalmi, A., Hurme, T., & Ruokonen, I. (2022). Purposeful and Ethical Early Childhood Teacher: The Underlying Values Guiding Finnish Early Childhood Education. *ECNU Review of Education*, 5(4), 601-623. <https://doi.org/10.1177/20965311221103886>

Rothuizen, J. J. (2022). Pedagogy and Ethics in Early Childhood Education and Care: A Danish Hermeneutic Inquiry. *ECNU Review of Education*, 5(4), 624-642.
<https://doi.org/10.1177/20965311221105526>

D. Audio Visual Materials CD and DVD Format

- Motivation: The Key to Success in Teaching and Learning
- No.1-Motivationally Anchored Instruction
- No.2-Motivationally Anchored Classrooms
- No.3-Motivationally Anchored Schools
- No.3-Teacher as Community Builders
- Improving Instruction through Observation Feedback
- No.1- Different Models of Providing Classroom-Based Assistance
- No.2- Observation Techniques
- No.3- Approaches to Working Closely with Teachers
- Qualities of Effective Teachers No.1-Building a Foundation
- No.2-Managing the Classroom
- No.3-Planning and Delivering Instruction
- The Teacher Series
- No.1 Teacher as Intellectual Guide
- No.2 Teacher as Community Builder
- No.3-Teacher as Instructional Leader
- Classroom Management That Works
- No.1-Sharing Rules and Procedures
- No.2-Developing Relationships
- No.3-Fostering Student Self-Management
- No.2-Teacher Factors
- No.3-Student Factors
- No.1 School Factors

- Authentic Classroom Assessment
- Performance Assessment
- Using Classroom Assessment to Guide Instruction
- No.1-Techniques for Assessment
- No.2-The Assessment Instruction Link

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