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Marilyn Fleer
Bert van Oers *Editors*

International Handbook of Early Childhood Education

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Marilyn Flear • Bert van Oers
Editors

International Handbook of Early Childhood Education

Volume I

 Springer

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Volume I

Part I Theoretical Perspectives

Editors: Marilyn Fleer and Bert van Oers

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Bert van Oers (PhD.) is special professor of cultural-historical theory of education at the Department of "Research and Theory in Education" at VU Amsterdam. He specialized in cultural-historical activity theory since the 1970s and is now working at a CHAT (cultural-historical activity theory)-based theory of play and playful learning. His major research interest focuses on the implementation of a play-based curriculum in primary school and the elaboration and evaluation of developmental education. He published about this (among others) in B. van Oers (ed.), *Developmental Education for Young Children*, Springer, 2012.

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Affrica Taylor is an associate professor in the geographies of childhood and education at the University of Canberra. Her background in indigenous Australian education and her doctoral studies in cultural geography have shaped her abiding interest in the relations between people, land, and other species in settler colonial societies. She is a founding member of the Common World Childhoods Research Collective (www.commonworlds.net) that explores children's relations with the more-than-human worlds. She discusses these relations in her recent books, *Reconfiguring the Natures of Childhood* and in the coedited collection (with Veronica Pacini-Ketchabaw) *Unsettling the Colonial Places and Spaces of Early Childhood Education*.

Phillip G. Payne is an associate professor in the Faculty of Education at Monash University, Australia. He specializes in environmental and experiential education theory and practice and interpretive approaches to qualitative inquiry. Phillip is currently working on a major project called 'ecopedagogy as/in scapes.' It is a material, realist and empirical development of his theoretical chapter in this handbook.

Part II Research Methodologies

Editors: Marilyn Fleer and Bert van Oers

Alma Fleet has reconceptualized her work/life balance. She supervises PhD. students at Macquarie University and is involved extensively in consultancies related to supporting educational change. She learns from her work with Aboriginal and Torres Strait Islander early childhood teachers and leads others in practitioner inquiry projects and exploring pedagogical documentation. She enjoys publishing with colleagues, in books, journals, and professional resources.

Deborah Harcourt is professor of early childhood at the Australian Catholic University. She is particularly attentive to a research focus that invites children into conversations on matters of interest and important to both children and adults, as part of socializing education and research communities to the UNCRC. She is also interested in the strong links between the co-construction of educational documentation between adults and children and ongoing professional learning.

Linda Harrison is professor of early childhood education at Charles Sturt University and an honorary fellow at the Murdoch Childrens Research Institute. She has a PhD. in developmental psychology (Macquarie University), plus qualifications in early childhood education, and the biological sciences. Her research is primarily quantitative in approach and has addressed a range of issues including children's experiences of childcare/early education; transitions; child socio-emotional, cognitive, and speech-language development; processes within services that underpin the provision of high-quality education and care; and new methodologies. Her work has been widely published, including in *Early Childhood Research Quarterly*, *Child Development*, and *Developmental Psychology*. Linda is associate editor for the *International Journal of Early Childhood* and coeditor of a special issue of the *Early Childhood Research Quarterly* on the Early Development Index (EDI).

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Part III Contemporary Research and Evidence: Early Childhood Education Globally

Western Europe and UK

Editors: Bert van Oers and David Whitebread

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Sue Bingham (PhD.) is a qualified Montessori teacher and spent over 15 years as a teacher and early years advisor for UK local authorities and a national preschool learning organization. During this time, she engaged with a variety of settings, advising and coaching practitioners in developmental education practice. Subsequently, she became involved in teaching at postgraduate level on the early years and primary PGCE course and on various education- and psychology-related master courses at the Faculty of Education, University of Cambridge, while completing her research doctorate there into children’s emotional and social development in the early years and how teachers can best support this within classroom settings. Recent work includes working with newly qualified teachers in a range of UK-independent and UK-maintained schools in articulating and evaluating “developmental education” specific to a variety of London school contexts.

Pascale Camus (PhD. student) has been working as advisor in education in a public administration in Wallonia-Brussels Federation (Belgium) where she is in charge of questions linked to inclusion of children with special needs (Office de la Naissance et de l’Enfance, ONE). She has worked as assistant at the Department of Education and Training at the University of Liège from 2010 to 2014. She is currently involved in a doctoral thesis on how very young children take part in the everyday life of a childcare service. Her publications are focused on the challenges of professionalization and quality in childhood education.

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Lysandra Sinclaire-Harding (PhD. student) is a teacher (ADHD specialist); doctoral researcher in psychology, neuroscience, and education at the University of Cambridge; and associate lecturer at Birkbeck, University of London. Her research and teaching practice is dedicated to young people displaying complex emotions and behaviors in class and who may be struggling to learn.

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Bert van Oers (PhD.) is special professor of cultural-historical theory of education at the Department of "Research and Theory in Education" at VU Amsterdam. He specialized in cultural-historical activity theory since the 1970s and is now working at a CHAT-based theory of play and playful learning. His major research interest focuses on the implementation of a play-based curriculum in primary school and the elaboration and evaluation of developmental education. He published about this (among others) in B. van Oers (ed.), *Developmental Education for Young Children*. Springer, 2012.

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Eastern Europe

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Irina Maluhina has been working for Pedagogical Centre “Experiment” since 1995 as a teacher of developmental computer games. She works with children of age 3–10. Her first education is engineering; then in 2006, she obtained her pedagogical education from the University of Latvia (Riga, Latvia). Her areas of interest are development in early years and using IT in studying process. She is coauthor of projects concerned with off-hour activity and curator of educational projects.

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Roman Shyyan is head of Lviv Regional In-Service Teacher Training Institute (1992–2000, 2005 till now). He graduated from Ivan Franko State University of Lviv in 1982 (now National University of Lviv). He obtained his PhD. in biology in

1990. He was engaged as a consultant on several international projects on education policy, which were implemented countrywide under the Soros Foundation, UNDP, World Bank, European Commission, Ministry of Foreign Affairs of Poland, and Ministry of Education and Science of Ukraine projects (since 2002), and was listed with the International Step by Step Association (1997–2000). He is coauthor of several textbooks for educators on education policy, school self-evaluation, and life-long learning. His areas of expertise are education policy analysis, project design and implementation, and professional development of educators.

Natalia Sofiy is a director of the Ukrainian Step by Step Foundation (USSF), which is a member of the International Step by Step Association (1998 until now). The mission of the USSF is to promote the changes in the system of education toward child-centered, inclusive education. She graduated from the National Pedagogical Dragomanov University in Kyiv (1987). She was an international consultant of Open Society Foundations in developing models of early childhood and inclusive education in such countries as Azerbaijan, Bangladesh, Bhutan, and Tajikistan. She worked as a team leader of the World Bank's project "Equal access to quality education" (2008–2010). She is coauthor of several manuals for educators on inclusive education, community schools, and leadership. Her areas of expertise are inclusive education, early childhood education, leadership, and professional development.

Aleksander Veraksa is a doctor of psychology (2014) and associate professor of the Faculty of Psychology, Lomonosov Moscow State University, and vice-president of Russian Psychological Society. He is a several-time winner of the President of Russia Grant for Talented Young Scientists as well as Lomonosov Moscow State University awards for research activity and has an experience of guiding 11 national research projects in developmental psychology. His areas of interest are preschool education, symbolic mediation in childhood, and cultural-historical approach.

Nikolay Veraksa is doctor of psychology, professor, and dean of the Faculty of Psychology of Education, Russian State University for the Humanities, professor of Moscow State Pedagogical University, and leading expert of Federal Institute of Education Development of Russia. He has a vast experience of teaching and research project organization in early years education (Cuba, Czech Republic, Mexico, Poland, Portugal, the UK, Ukraine, the USA, Russia, etc.). Under his supervision, more than 35 PhD. were defended. His areas of interest are child psychology, dialectical thinking, and methodology of psychology.

Nikolai Veresov is an associate professor of the Faculty of Education, Monash University, Australia. He has an experience as a day care center and kindergarten teacher (1987–1991) and secondary schoolteacher (1982–1987). He finished his first PhD. degree in Moscow in 1990 and started his academic career in Murmansk (Russia) as a senior lecturer (1991–1993) and head of the Department of Early Childhood (1993–1997). The second PhD. was obtained in the University of Oulu (Finland) in 1998. From 1999 to 2011, he had been affiliated to the Kajaani Teacher Training Department (Finland) as a senior researcher and the scientific director of the international projects. He published 5 books and over 60 articles available in 10

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Bronislav Zelcerman is a founder and scientific supervisor of Pedagogical Centre “Experiment,” Riga, Latvia. He developed a model of developmental education based on the ideas of D. Elkonin and V. Davidov known as developmental teaching. He also drew upon the methodology of G. Shchedrovitsky to create a system of activity thinking. He is the author of more than 90 works about problems in education, game forms in teaching, and principles of the different age student development. He teaches the subject “development of thinking and activity” and conducts individual educational projects in secondary school and qualification courses for teachers.

Australasian

Editor: Sue Grieshaber

Laila Farhana Apan Banu is a development professional working in the field of education development. She has worked in different capacities at BRAC University, the Aga Khan Foundation’s Early Childhood Development Support Project, and the Bangladesh Government’s sector-wide program for primary education PEDP3, mostly focusing on expanding disadvantaged children’s alternative educational opportunities. Apan is currently working as education officer at UNICEF Bangladesh. Her portfolio involves early learning and preprimary education, primary education, teacher education, inclusive education, parenting education, non-formal/second chance education, mother tongue-based multilingual education, and education in emergencies. Her research interests include language and literacy education; early childhood care, development, and education; equity and disparity issues in education; and inclusive education.

Jane Bone is involved in research in the area of early childhood education in Australia (and formerly in New Zealand). Her expertise is in holistic and alternative approaches to pedagogy and learning, including research involving Steiner-, Montessori-, and Reggio Emilia-based preschools. Her main research area explores spirituality in early childhood settings and is internationally recognized. This research involves sensitive areas of research about values and beliefs.

Susan Grieshaber is professor of early years in the Faculty of Education at Monash University, Melbourne, Australia. Her research interests include early childhood curriculum, policy, pedagogy, and families; qualitative research methodologies; and women in the professoriate. She has published widely and is foundation coeditor of the internationally renowned journal *Contemporary Issues in Early Childhood*.

Helen May is emeritus professor of education at the University of Otago, New Zealand. Her research interests are in early childhood policy, history, and curriculum. She has been involved in advocacy work and advisory roles across a range of early childhood policy initiatives in both New Zealand and international settings.

She is the author of a number of books including *The Discovery of Early Childhood* (1997, 2013), *Politics in the Playground* (2001, 2009), *School Beginnings* (2006), *I am Five and I Go to School 1900–2010* (2011), and (with B. Kaur and L. Prochner) *Empire, Education, and Indigenous Childhoods* (2014).

Hanapi Mohamad works as lecturer in early childhood education at the Universiti Brunei Darussalam. His research explores on creativity in early childhood education, with a particular focus on how to promote creativity in the classroom.

Joce Nuttall is a research professor in the Learning Sciences Institute Australia at Australian Catholic University, where she is director of the Teacher Education, Quality and Professional Practice research program. Joce's research describes, implements, and theorizes effective formative interventions in professional learning in early childhood education, particularly in childcare.

Emma Pearson currently works as senior lecturer in early childhood education at the Universiti Brunei Darussalam. Her research explores social and cultural contexts of young children's learning and development, with a particular focus on how these can and should be incorporated in both policy and practice.

Shukla Sikder is a PhD. student in the Faculty of Education, Monash University, Australia. Her thesis is on infant-toddler development of scientific concepts through play activities as part of everyday family practices. Her research interests include play, family practices, infant-toddler age group, child development, and early childhood science using cultural-historical theory.

Anne Smith (1940–2016) was professor emeritus at the University of Otago and adjunct professor at Southern Cross University, New South Wales. Formerly director of the Children's Issues Centre, she was involved in teaching, research, policy development, and advocacy about children and childhood since the 1970s. In 2011, Anne was a member of the Ministry of Education Early Childhood Taskforce. She published *Children's Rights Towards Social Justice* in 1916. Her other books include *Children's Voices*, *Children as Citizens*, *Learning in the Making*, and *Global Pathways to Abolishing Physical Punishment*.

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Asia**Editors: Liang Li, Yuejuan Pan and Xiaoying Wang**

Phan Thi Thu Hien is currently a lecturer at Ho Chi Minh City University of Education (Vietnam). Her teaching and research interests include early childhood education, early childhood teacher education, and cultural-historical theory.

Liang Li PhD. (2012), ME (EC), ME (TESOL International), Grad. Dip. ECE, B. Law, is a senior lecturer teaching undergraduate and postgraduate students and an early career researcher in the Faculty of Education at Monash University, Australia. Her research interests focus on play and pedagogy, child development, cultural world of babies and toddlers, family study, early childhood teacher education, and visual methodology. Liang publishes nationally and internationally (contact: liang.li@monash.edu).

Sirene Lim is currently a senior lecturer at the SIM University, developing a locally awarded full-time early childhood degree program while volunteering with a center catering to disadvantaged children and families. Prior to this, she has worked in the Ministry of Education and at the National Institute of Education teaching a range of preservice, in-service, and research students. She continues to contribute toward strengthening the local community of early childhood professionals in Singapore.

Chia-Fen Lin is deputy director of the Master Program of Youth and Child Welfare, School of Continuing Education, Chinese Culture University, Taiwan, ROC. Her recent book is *Theory and Practices of Service Marketing in Cultural and Educational Industries: Examples of Chinese Preschool Edu-care Institutions* (Psychology Press, 2011).

Xiangying Liu is professor in the Department of Childhood Education, Faculty of Education at Fukuyama City University in Japan. Her areas of teaching and research are comparison of early childhood education and care system in East Asia, language development and education of bilingual children, and early childhood teacher education. She also created and published many picture books for infants in Japan in addition to the study.

Yuejuan Pan is an associate professor in Beijing Normal University. Her research interests focus on early childhood education quality and evaluation, play and kindergarten curriculum, and early math education. Currently, she directs a project on assessment of school readiness in math and a project on meta-evaluation of kindergarten quality evaluation system. She was awarded Beijing Higher Education Young Elite in 2013 by the Beijing Municipal Commission of Education and BNU Young Elite in 2014 by Beijing Normal University.

Xiaoying Wang is a professor in preschool and school education in the Faculty of Education at Northeast Normal University. She is a doctoral tutor, deputy director of the training center for principals of kindergarten education, and training department director with the Ministry of Education. She is a committee member of the

Preschool Education Experts Guidance Committee of the Ministry of Education and committee member of the World Organization for Early Childhood Education (OMEP) in China. She is a deputy director of the Health Education Professional Committee of the Chinese Preschool Education Research Association. She serves as an editor of *Studies in Early Childhood Education*.

Africa and Middle East

Editor: Joseph Agbenyega

Joseph S. Agbenyega is senior lecturer in early childhood inclusive education at Monash University Faculty of Education. His research focuses on developmental disabilities, cultural diversity, and teacher professional learning.

Eleni Athinodorou has recently completed a PhD. examining the nature of early childhood and the constraints and possibilities for preschool education in postwar Sierra Leone. Eleni is currently a lecturer at the Orthodox Christian College in Sierra Leone, West Africa, where she lectures on a range of early childhood subjects. She has worked as a kindergarten teacher in Australia, Hong Kong, and China and managed a range of children's services including family day care and center-based care in Australia and early childhood principal in China. Eleni is the author of three children's books and has been a consulting writer for several resources for preservice teachers. She was also a reviewer of appeals for the National Childcare Accreditation Council (NCAC), Canberra, Australia.

North American

Editors: Artin Göncü and Carolee Howes

Angela Pons Clifford (PhD.) has been an early childhood educator and teacher researcher for 17 years in both urban and rural areas of the USA. She currently teaches in South Carolina where she also serves as a mentor to new and interning teachers and as a member of leadership teams at the school and district level. Dr. Pons Clifford received her bachelor of arts in early childhood education from the University of South Carolina Aiken and master of arts in instructional leadership and PhD. in educational psychology from the University of Illinois at Chicago. Her interests include parent involvement, inquiry-based instructional practices, and early childhood curriculum and instruction.

Kathleen Flanagan has more than 40 years' experience in child and family policy, with a concentration in early childhood education and care. Her involvement includes teaching experience in early childhood education in both Canada and the USA. She has led interministerial initiatives and government task forces at the provincial government level and intergovernmental initiatives and negotiations focused on early learning and childcare agreements. An educational and social policy consultant since 2005, her recent work has focused on strategic policy design, curriculum development, and policy and program reviews at the provincial, regional, national, and international levels. She co-led *You Bet We Still Care! – Canada's*

national research on human resource issues in the childcare sector. She was the architect of Prince Edward Island's new system of early years centers and is currently (2015) leading Manitoba's Child Care Commission. She has authored numerous reports and studies and regularly presents at provincial and national conferences. Kathleen is a PhD. candidate at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, specializing in the early years.

Artin Göncü (PhD. 1983) is professor emeritus at the University of Illinois at Chicago where he served as the chair of the Department of Educational Psychology (2006–2009) and taught courses in child development, sociocultural approaches to human development, practicum in early childhood education, and play and its role in education. Dr. Göncü's research illustrates the role of cultural and social contexts in human development and education. His specific research projects focus on the development of imaginative play during childhood, parents' and teachers' roles in child development, professional development of early childhood teachers, as well as the role of play in adult education and development. Dr. Göncü served as an editor of *Mind, Culture, and Activity: An International Journal*. His editorial board memberships include *Child Development*, *Human Development*, *Early Childhood Research Quarterly*, *American Educational Research Journal*, *Early Education and Development*, *International Journal of Behavioral Development*, and *Bogazici University Journal of Education* and board memberships of the Jean Piaget Society and Center for Child Culture at Ankara University, Turkey. Dr. Göncü's publications include *Analyzing Children's Play Dialogues*, *Play and Development*, *Children in Play*, *Story and School*, and *Children's Engagement in the World*.

Sandra Soliday Hong is an investigator at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill. Her research examines the association between the quality of early care and education and the school readiness and social development of low-income children and dual language learners, with a focus on implications for quality rating and improvement systems.

Nina Howe is a professor of early childhood and elementary education at Concordia University, Montreal, and holds a Concordia University research chair in early childhood development and education. She is also a principal member of the Centre for Research in Human Development at Concordia University. She teaches in both B.A. programs (early childhood and elementary education and child studies) and at the graduate level (M.A. program in child study, PhD. in education) and has been an active supervisor of graduate students. Dr. Howe's areas of research interest include the socio-emotional development of preschool and school-aged children, sibling relationships (particularly pretense, conflict, teaching), children's play, and early childhood education (e.g., professional development for early childhood educators). She has published numerous articles, and her work has been continuously supported by a number of granting agencies for over 25 years (e.g., Social Science and Humanities Research Council of Canada).

Carollee Howes is a professor emerita and research professor in human development and psychological studies at the University of California at Los Angeles. She is also director of the Center for Improving Child Care Quality at the UCLA. Her research interests are in the area of very young children's development of interpersonal relationships, children's experiences in childcare and preschool, and interventions for caregivers and teachers of young children. Howes has published in numerous journals including *Child Development*, *Developmental Psychology*, *Zero to Three*, *Social Development*, and *Early Childhood Research Quarterly*. Her recent books include *A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom* and *Culture and Child Development in Early Childhood Education: Practices for Quality Education and Care* published by Teachers College Press and *The Promise of Pre-K, Foundations for Teaching Excellence: Connecting Early Childhood Quality Rating, Professional Development, and Competency Systems in States, Dual Language Learners in the Early Childhood Classroom*, and *Effective Professional Development in Early Childhood Education* all published by Brooks.

Marisha L. Humphries (PhD.) is an associate professor in the Department of Educational Psychology and a licensed clinical psychologist. She received her bachelor of science in psychology from Howard University and her master of arts and PhD. in clinical psychology from the University of Illinois at Chicago. Dr. Humphries' research seeks to develop an integrated approach to studying African-American children's normative and prosocial development and utilizing this basic research to create culturally and developmentally appropriate school-based behavior promotion programs. Her work examines African-American children's emotional and social competence and the ways in which schools can support children's development in this area. Due to her interest and experience in applied research, Dr. Humphries' work considers the contextual and cultural factors associated with children, families, and schools.

Michal Perlman has a PhD. in developmental psychology from the University of Waterloo. She is an associate professor of applied psychology and human development at the University of Toronto and is also cross appointed at the School of Public Policy and Governance. Dr. Perlman studies issues related to quality in early childhood education and care (ECEC) including how it should be defined and measured as well as the links between different aspects of ECEC program quality and child outcomes. She has worked with different levels of government in Canada and the USA to explore how ECEC quality measurement can be used for monitoring and quality improvement purposes. Dr. Perlman's interests focus on the quality of interactions between ECEC staff and children but also on how interaction patterns between different family members impact the development of young children.

Promjawan Udommana specializes in early childhood development and education in diverse cultures and is currently a school licensee of Melodies International Kindergarten, Bangkok, Thailand. She is also a director of Child connect: center for educational research and consultation. There, she publishes early childhood-related articles and organizes seminars for parents and teachers.

Latin America

Editors: Rebeca Mejía-Arauz and Gloria Quiñones

Alia Barrios is psychologist and doctor of psychology in human development processes and health and serves as professor of psychology at Higher Education Institute of Brasília, Brazil. Her areas of teaching are human development and education. Her researches are focused on moral development.

Angela Uchoa Branco works at the Institute of Psychology, University of Brasilia, Brazil. She carried out research projects, from a cultural semiotic constructivist approach, concerning early child education and development, as well as the role of communication and metacommunication processes in different aspects of human development. Her research team investigates the microgenesis and ontogenesis of human values, moral development, and social interactive patterns among children, adolescents, and adults, published in various international journals and volumes. In 2004, she edited with Dr. Jaan Valsiner the book *Communication and Metacommunication in Human Development* (Info Age Publishing) and, in 2012, the book *Cultural Psychology of Human Values* (Info Age Publishing).

Rodrigo A. Cárcamo is associate professor of developmental psychology in the School of Psychology at the University of Magallanes, Punta Arenas, Chile. He received his doctorate in the Center for Child and Family Studies at Leiden University, the Netherlands, where he is currently guest researcher. His research has focused on childcare, attachment relationships, and quality of the early childcare programs [rodrigo.carcamo@umag.cl].

Susana Frisancho is faculty professor at the Department of Psychology, Pontificia Universidad Católica del Perú. She obtained the PhD. in psychology from Fordham University, New York. Her areas of speciality are cognitive development and moral development, constructivism, moral education, and construction of knowledge. Her recent work and publications focus on moral identity and justice in persons with moral and social commitment, on moral reasoning of indigenous wise persons and leaders, as well as on students' beliefs about human rights.

Rebeca Mejía-Arauz is faculty professor and researcher in the Department of Psychology, Education, and Health at ITESO University, Guadalajara, Mexico. She obtained the doctoral degree in developmental psychology from the University of California, Santa Cruz, M.Sc. in social psychology from the London School of Economics, and a speciality in cognitive development from ITESO University. Her line of research focuses on sociocultural and cognitive development, specifically on processes of social interaction, participation, and communication for learning. Current projects involve children's literacy development in urban Mexico, children's out of school practices in urban and indigenous contexts, and cultural and intergenerational family transformations affecting children's participation in cultural activities and their education and development.

Maria Eugenia Rabbe is a psychologist with a specialization in preschool education and educational administration. She has been a university teacher and worked in preschool education for more than 20 years. Her special interest is going to investigate the relationship between process to learn and the cognitive development especially in preschool students.

Francisco José Rengifo-Herrera is a Colombian-born psychologist. Over the last decade, he did research and teaching in the area of developmental and educational psychology. He obtained his master's in cognitive psychology and learning at the Universidad Autónoma de Madrid, and in recent years, he has been working from a semiotic and cultural approach. Rengifo-Herrera received his doctorate in human development and health from the joint graduate program of the University of Brasilia, Brazil, in 2014. His work research seeks to understand the development of social values in Colombian and Brazilian children about violence, peace, collaboration, and competition. Francisco was professor at different Colombian's universities; until March of 2014, he worked with the University of Ibagué. From April of 2014, he is substitute teacher at the University of Brasilia (address: Rua 19 Norte, Lote 05, Apartamento 1505, Águas Claras, Distrito Federal, 71,915-000, Brasilia, Brazil [email: frengifo@unb.br]).

María Isabel La Rosa is faculty professor at the Department of Psychology, Pontificia Universidad Católica del Peru (PUCP). She obtained the master in developmental and educational psychology from the Universidad Autónoma de Barcelona (UAB). Her areas of speciality are educational psychology, construction of knowledge, learning and teaching strategies, teaching teachers, and mentoring. Her recent works focus on microteaching in higher and basic education.

Gloria Quñones is a lecturer in the Faculty of Education, Monash University, Australia, and member of the Child and Community Development Faculty Research Group. Her research interest focuses on play, pedagogy, emotions, and visual methodologies. Gloria is coauthor with Avis Ridgway and Liang Li for the book *Early Childhood Pedagogical Play: A Cultural-Historical Interpretation Using Visual Methodology* (2015), Springer.

Nordic

Editor: Stig Broström, Johanna Einarsdottir, and Ingrid Pramling Samuelsson

Stig Broström is professor in early childhood education at Aarhus University, Department of Education, Denmark. His main areas of research are based on cultural-historical activity theory related to preschool, transition to school, the first years in school, curriculum theory, children's play, social competence, democracy, and friendship.

Feiyan Chen is an assistant professor of Early Childhood Education at California State University, Fresno, United States. She has been in the field of early childhood education and development across diverse cultural contexts for about 20 years. Her research interests focus on early years learning and development, with special atten-