Mathematics Pedagogies in Play-Based Kindergarten

The Context
There is rising concern in research and practice to improve early years mathematics education as initial mathematical mastery sets the foundation for future academic success.

The Study
20 kindergarten classrooms

This study used observational data from 20 kindergarten classrooms that promote play as a dominant pedagogical approach to understand current pedagogies teachers use for mathematics learning.

Conclusions
Three classroom pedagogical orientations were identified:
- child-controlled
- shared-control
- teacher-controlled math contexts.


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