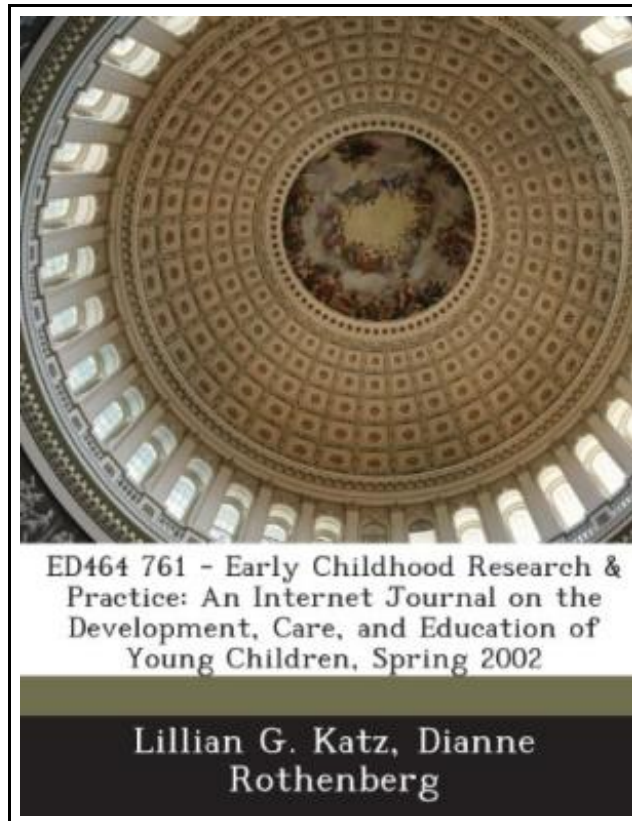


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Bibliogov, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. The journal emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. Also included are articles and essays that present opinions and reflections. The first part of this issue of ECRP contains the following major articles on research and practice: (1) *ttMovingup the Grades: Relationship between Preschool Model and Later School Successtt*(Rebecca A. Marcon); (2) *The Role of Pretend Play in Children s Cognitive Development* (Doris Bergen); (3) *Learning To Guide Preschool Children s Mathematical Understanding: A Teacher s Professional Growth* (Anna Kirova and Ambika Bhargava); and (4) *tlDemographicCharacteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States* (Gitanjali Saluja, Diane M. Early, and Richard M. Clifford). The second part presents the following observations and reflections: (1) *Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia* (Carolyn Pope Edwards). Two additional feature articles focus on child care and the Project Approach: (1) *Keeping Current in Child Care Research--Annotated Bibliography: An Update* (Deborah Ceglowski and Cara Bacigalupa); and (2) *Faces to the Window: The Construction Project1t*(Julia H. Berry Elizabeth H. Allen). The journal concludes with a description of new ERIC/EECE publications and activities, along with general information and links related to the journal. (HTH).



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