

1. Record Nr.	UNINA9910299524403321
Titolo	Statistics in Early Childhood and Primary Education : Supporting Early Statistical and Probabilistic Thinking / / edited by Aisling Leavy, Maria Meletiou-Mavrotheris, Efi Paparistodemou
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2018
ISBN	9789811310447 9811310440
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (xxiv, 313 pages 73 illustrations)
Collana	Early Mathematics Learning and Development, , 2213-9281
Disciplina	372.21 519.50712
Soggetti	Early childhood education Mathematics - Study and teaching Learning, Psychology of Statistics Early Childhood Education Mathematics Education Instructional Psychology Statistical Theory and Methods
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Part I Theory and conceptualisation of statistics and probability in the early years -- 1 Theorising links between context and structure to introduce powerful statistical ideas in the early years -- 2 Probabilistic thinking and young children: Theory and pedagogy -- Part II Learning statistics and probability -- 3 Emergent reasoning about uncertainty in primary school children with a focus on subjectivity probability -- 4 Variation and expectation for six-year-olds -- 5 The impact of culturally responsive teaching on statistical and probabilistic learning of elementary children -- 6 Inscriptional capacities and representations of young children engaged in data collection during a statistical investigation -- 7 Scaffolding statistical inquiries for young children -- 8 How kindergarten and elementary school students understanding the

concept of classification -- Part III Teaching statistics and probability: Curriculum issues -- 9 Unpacking implicit disagreements among early childhood standards for statistics and probability -- 10 Statistical graphs in Spanish textbooks and diagnostic tests for 6-8 year-old children -- Part IV Teaching statistics and probability: Tasks and materials -- 11 Initiating interest in statistical problems: The role of picture story books -- 12 Teachers' reflections on challenges for teaching probability in the early years -- 13 Design, implementation and evaluation of an instructional sequence to lead primary school students to comparing groups in statistical projects -- 14 Data representations in early statistics: Data sense, meta-representational competence and transnumeration -- 15 Supporting young children to develop combinatorial reasoning -- Part V Teaching statistics and probability: Modelling -- 16 Integrating games into the early statistics classroom: Teacher professional development on game-enhanced learning -- 17 Young children's statistical literacy in modelling with data and chance.

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### Sommario/riassunto

This compilation focuses on the theory and conceptualisation of statistics and probability in the early years and the development of young children's (ages 3-10) understanding of data and chance. It provides a comprehensive overview of cutting-edge international research on the development of young learners' reasoning about data and chance in formal, informal, and non-formal educational contexts. The authors share insights into young children's statistical and probabilistic reasoning and provide early childhood educators and researchers with a wealth of illustrative examples, suggestions, and practical strategies on how to address the challenges arising from the introduction of statistical and probabilistic concepts in pre-school and school curricula. This collection will inform practices in research and teaching by providing a detailed account of current best practices, challenges, and issues, and of future trends and directions in early statistical and probabilistic learning worldwide. Further, it will contribute to future research and theory building by addressing theoretical, epistemological, and methodological considerations regarding the design of probability and statistics learning environments for young children.

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