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Collana	Early Childhood Research and Education: An Inter-theoretical Focus, , 2946-6105 ; ; 5
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Nota di contenuto	1. Using data systems to inform early childhood practice -- 2. Revisiting the roles of teachers as assessors of children's progress -- 3. The Collection and Use of Assessment information in Early Childhood Settings -- 4. Using digital tools to support STEM learning -- 5. An exploration of how e-portfolios shape how learning is supported, evidenced and communicated in early years education -- 6. Tools and time for noticing in early childhood pedagogy outdoors -- 7. Documentation as a tool for changing practices in Iceland -- 8. Using new tools to support a data, knowledge, action stance to explore children's experiences of curriculum -- 9. Using a variety of data collection methods to better understand students in physical education in primary schools -- 10. Disrupting the myths regarding young children's vulnerabilities by assessing emotional and social wellbeing -- 11. Dual purposes: Using children's self-assessment plans as summative data -- 12. Child-Voiced Assessment for Understanding Children's Learning and Transforming Pedagogic Practices -- 13.

Children as assessors of their own learning- the power of listening to children's own reflections -- 14. Developing teachers' capacity to use data systems -- 15. Using Activity-Focused Assessment Within an Embedded Instruction Framework -- 16. Towards the future use of data systems in early years settings. .

Sommario/riassunto

This book describes the use of data systems in early childhood settings (birth to eight years) for the purposes of assessment, evaluation and curriculum planning. It presents an international collection of research examining ways in which teachers and researchers have revisited notions of what constitutes effective assessment, revised ways in which they assess children's learning and development and use the knowledge gained for curriculum planning. It offers insights into contemporary research on how teachers and children are engaging with data systems as part of effective assessment and how these approaches influence practice. This book presents recent theorizing and examples of research which have investigated innovative approaches to assessment using data systems in early years settings. It represents both early childhood and junior primary contexts and includes research which focusses on teachers' perspectives and reflections on use of data systems. It also examines research which reflects on what children gain from being involved in these data systems.
