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| Soggetti | Early childhood education Teaching Research - Methodology Learning, Psychology of Early Childhood Education Didactics and Teaching Methodology Research Skills Learning Theory |
| Lingua di pubblicazione | Inglese |
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| Nota di bibliografia | Includes bibliographical references. |
| Nota di contenuto | Introduction -- Scientific knowledge -- The importance and functions of theory -- Quality criteria -- Some notes on normativity and research -- Scientific language practices -- Coda: Summary and the importance of being mindful of pareidolia. |
| Sommario/riassunto | This book concisely explores the distinguishing features of scientific knowledge and research in early childhood education and care (ECEC). It has a dual-level focus of containing and relating the concrete practices of conducting research with the more fundamental conceptual discussions around research – the Bildung of the researcher. The book introduces and succinctly explains the concepts of methodology, theoretical knowledge about method, and how all parts of conducting |

research are informed by theory. The interrelation of these concepts, and many premises of research, are often regarded as assumed knowledge. In this book, premises of research are explicated and discussed, as well as methods on how to engage in informed dialogue. This introductory text explicates many features of scientific knowing and knowledge building in ECEC that tend to be presumed rather than clarified. It will be important in furthering the professional development of PhDstudents, Master's students, supervisors, and researchers.
