



Psychological Perspectives on Early Childhood Education: Reframing Dilemmas in Research and Practice

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The field of early childhood education and the science of psychology have a long and closely intertwined history. The study of young children's learning within school contexts provides a test of developmental theory while at the same time identifies the limits of psychology for informing practice. The purpose of this book, part of the Rutgers Invitational Symposium on Education Series, is to bring together the work of the leading researchers in the field of child development and early education to inform three issues facing the United States today:

- * clarifying developmentally appropriate instruction from the perspective of cognitive developmental psychology;
- * ensuring that young children's schooling adequately addresses content; and
- * meeting cognitive goals while simultaneously supporting social and emotional development.

Throughout, the role of empirical inquiry in developmental psychology for the practice of early education is examined.

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