

person's personality and output, it becomes necessary for the teacher to help her students to think critically and creatively. So this concluding chapter of the book centers on the aspect of imbibing reflective thinking skills amongst students through activities. Thinking skills include brainstorming, which is an excellent way of promoting fluent thinking, flexible thinking, inductive thinking, logical thinking, inference making, problem-solving, decision-making, and observation. So the role of the teacher here is to create a classroom environment in such a manner that students should indulge in out-of-box thinking model.

Hence, this book is an excellent reference not only for trainee teachers but for teacher educators as well. Each chapter of the book is meticulously organised into objectives and overview of the topic and concludes with a summary, discussion questions, activities, technological connection, connection with the field, list of online resources and student study sites for the specific chapter.

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Early Childhood Education Teachers' Perspectives, Effective Programs and Impacts on Cognitive Development

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Early childhood education is the basic foundation and strong means to success in school as well as in higher studies. It is an indispensable part of the overall development of the children. It provides a challenging

environment to learn among school children. Positive interactions begin with the fellows under the guidance of teachers. In fact, the modern education systems around the world have effective systems, however,

updates for more new patterns, effective teaching practices of teachers and widespread programmes are necessary in order to enable and increase the skills of early childhood.

The book titled *Early Childhood Education: Teachers' Perspectives, Effective Programs and Impacts on Cognitive Development* is a notable scholarship on self-regulated learning related to cognitive education, the metacognition and student-centred teaching patterns in order to conceptualise existing educational system in early childhood. The book also elaborates about early childhood. The events and activities during early childhood period make influences in the life of the children. It introduces and provides new ideas and perspectives of education which will remain a crucial part of their school life even upto the higher education.

The editor, Kristina Vann of the book has collected well-defined research work on early childhood education in this volume. She sheds light on teachers' perspectives, effective programmes and impacts on cognitive development from the experiences of existing educational system. The book is comprehensive and is based on empirical research work.

Six chapters, plus preface, have been organised in this edited book. In the first chapter, the authors begin by describing the importance of social emotional learning (SEL) and cognitive abilities as foundation of

academic success in early childhood stage. This chapter as an introduction articulates and assesses the positive inter-relationship among SEL and cognitive abilities and academic achievements in early childhood. Two preschool SEL programmes are described in the chapter. Some teaching strategies which support SEL in preschool are also presented.

In the second chapter, the authors explored how cognitive skills and metacognitive self-regulated learning strategies are important in order to identify students' level of cognitive abilities to intervene through teaching process, to solve the existing problems. The case studies of total 68 pupils at the age of five have been analysed by the authors in this chapter. The objective of the study was to assess the use of metacognitive, cognitive and motor strategies on a given task. The study has been carried out with an ad-hoc instrument-based think-aloud technique, and having adequate reliability and validity values for assessment (p.18).

The chapter titled as "Teaching and Learning in Natural Environments" points out findings of 18 months' research study conducted on young children and early childhood teachers involved in out-of-centre nature adventure programmes. It further explains how the social learning and natural environments come up to build the knowledge of children. Finally, it concludes by suggesting the strategies for centre and teachers

interested in developing out-of-centre nature experiences for children. The author suggests that nature adventure programmes should be an integral part of the curriculum of all early childhood education settings.

Subsequently, the chapter four titled as “The Shift from Factual Teaching to Conceptual Understanding in Early Childhood Education: Challenges in Lesson Planning” elaborates the importance of conceptual understanding in early childhood education. The author pointed out that conceptual framework helps students to focus and make connections with important ideas of content. The author elaborates that shifting from factual teaching to conceptual teaching is a time-consuming and challenging task.

Importance of metacognition in early childhood has been discussed in chapter five. It further elaborates that the basic metacognitive skills may be effectively developed among preschoolers through participation in physical activities and sports. Recommending students-centred teaching styles at this stage, the

author is of the view that these styles help young children to reflect on their own learning.

In the last chapter titled “Reciprocal Teaching Style and Metacognition in Early Childhood”, the authors observed the effectiveness of reciprocal teaching style for the promotion of metacognition during early childhood stage. The authors have taken a case study and analysed 38 students at the age of seven years. It revealed that the reciprocal teaching style is an effective method to enhance metacognition among children in early childhood years.

The book presents a well-defined research-based synoptic view of early childhood education with special reference to the role of teachers in designing early childhood education programmes. This would be of immense help to the teachers, teacher educators and students to plan and organise early childhood education with a child-friendly perspective.

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