



Contemporary Perspectives on Science and Technology in Early Childhood Education (Contemporary Perspectives in Early Childhood Education)

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For decades, politicians, businessmen and other leaders have been concerned with the quality of education, including early childhood education, in the United States. While more than 50% of the children between the ages of three and five are enrolled in preschool and kindergarten programs in the United States, no state, federal, or national standards exist for science or technology education in preschool or kindergarten programs. Knowledge about science and technology is an important requirement for all in contemporary society. An increasing number of professions require the use of scientific concepts and technological skills and society as a whole depends on scientific knowledge. Scientific and technological knowledge should be a part of every individual's education. There are many ways to enhance young children's scientific thinking and problem-solving skills as well as their technological abilities. The purpose of this volume is to present a critical analysis of reviews of research on science and technology education in early childhood education. The first part of the volume includes contributions by leading scholars in science, while the second part includes contributions by leading scholars in technology.

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