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Working with pre-schoolers: a dual commentary.

Gellert, Uwe (ed.) et al., Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer (ISBN 978-3-319-15409-1/hbk; 978-3-319-15410-7/ebook). *Advances in Mathematics Education*, 191-198 (2015).

Summary: The commentary on the chapters of *A. Chronaki* et al. [in: Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer. 143–159 (2015; ME 2015f.00547)], of *Z. Nikiforidou* and *J. Pange* [in: Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer. 161–171 (2015; ME 2015f.00460)] and of *J. Cwikla* and *J. Vonk* [in: Educational paths to mathematics. A C.I.E.A.E.M. sourcebook. Collected papers based on the presentations at the 63rd and 64th conference, Barcelona, Spain, summer 2011 and Rhodes, Greece, summer 2012. Cham: Springer. 173–189 (2015; ME 2015f.00332)] sets the topic of working with pre-schoolers in a historical context. It draws on contributions of Comenius, Fröbel, Pestalozzi and others and traces the key developments in developmental psychology. Finally, it points to the importance of research on pre-school mathematics as a condition for well-thought conceptualisations of pre-school education practice.

Classification: D31 D41 A30 D20

Keywords: historical perspective; developmental psychology; Comenius; kindergarten; early-childhood education

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