

## References

- Applefield, James. M., Huber, R., & Moallem, M. (2000). Constructivism in Theory and Practice: Toward a Better Understanding. *The High School Journal*, 84(2), 35-53. <http://www.istor.org/stable/40364404>
- Aspfors, J., & Eklund, G. (2017) Explicit and implicit perspectives on research-based teacher education: newly qualified teachers' experiences in Finland, *Journal of Education for Teaching*, 43(4), 400-413, DOI: 10.1080/02607476.2017.1297042
- Bredenkamp, S. (1994). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, DC: NAEYC
- Buchanan, T. K., Burts, D. C., Bidner, J., White, V. Y., & Charlesworth, R. (1998). Predictors of the developmental appropriateness of the beliefs and practices of first, second and third grade teachers. *Early Childhood Research Quarterly*, 13(3), 459-483. [http://dx.doi.org/10.1016/s0885-2006\(99\)80052-0](http://dx.doi.org/10.1016/s0885-2006(99)80052-0)
- Buchs, C., Filippou, D., Pulfrey, C., & Volpé, Y. (2017). Challenges for cooperative learning implementation: reports from elementary school teachers. *Journal of Education for Teaching*. 43, 296-306. <http://dx.doi.org/10.1080/02607476.2017.1321673>
- Buehl M. M., Beck J. (2015). The relationship between teachers' beliefs and practices. In Fives H., Gregorie Gill M. (Eds.), *International handbook of research on teachers' beliefs* (pp. 66-84). New York, NY: Routledge.
- Cochran-Smith, M., Barnatt, J., Friedman, A., & Pine, G. (2009). Inquiry on Inquiry: Practitioner Research and Student Learning, *Action in Teacher Education*, 31(2), 17-32, <http://dx.doi.org/10.1080/01626620.2009.10463515>
- Cokley, K. (2000). Perceived faculty encouragement and its influence on college students. *Journal of College Student Development*, 41(3), 348-352
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113-143. <https://doi.org/10.3102/003465430298563>
- Darling-Hammond, L. & J. Baratz-Snowden. (2005). *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers our Children Deserve*. San Francisco, CA: John Wiley & Sons.
- Darling-Hammond, L., Hyley, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto: Learning Policy Institute. <http://dx.doi.org/10.54300/122.31>
- DeVries, R., and Kohlberg, L. (1990). *Constructivist early education: Overview and comparisons with other programs*. Washington, DC: National Association for the Education of Young Children.
- DeVries, R. & Zan, B. (1994). *Moral classrooms, moral children: Creating a constructivist atmosphere in early education*. New York: Teachers College Press.
- DiPietro, K. (2004). The effects of a constructivist intervention on preservice teachers. *Educational Technology & Society*, 7(1), 63-77.

## Konishi / LEARNING AND APPLYING CONSTRUCTIVIST APPROACHES TO ELEMENTARY CLASSROOMS

- Handal, B. & Herrington, A. (2003). Mathematics teachers' beliefs and curriculum reform. *Mathematics Education Research Journal*, 15(1), 59-69. <http://dx.doi.org/10.1007/bf03217369>
- Helm, H. W., & Bailey K. G., D (2013). Perceived benefits of presenting undergraduate research at a professional conference. *North American Journal of Psychology*, 15.
- Holt-Reynolds, D. (1992). Personal History-Based Beliefs as Relevant Prior Knowledge in Course Work. *American Educational Research Journal*, 29(2), 325-349. <http://dx.doi.org/10.3102/00028312029002325>
- Karchmer-Klein, R. & Konishi, H. (2023). A mixed-methods study of novice teachers' technology integration: Do they leverage their TPACK knowledge once entering the profession?. *Journal of Research on Technology in Education*, 55(3), 490-506. <http://dx.doi.org/10.1080/15391523.2021.1976328>
- Katz, L. G. (1988). What should young children be doing? *American Educator: The Professional Journal of the American Federation of Teachers*, 12(2), 28-33.
- Kinkel, D. H., & Henke, S. E. (2006). Impact of undergraduate research on academic performance, educational planning, and career development. *Journal of Natural Resources and Life Sciences Education*, 35, 194-201. <http://dx.doi.org/10.2134/jnlrse2006.0194>
- Lee, S. Y., Baik, J., & Charlesworth, R. (2006). Differential effects of kindergarten teacher's beliefs about developmentally appropriate practice on their use of scaffolding following in-service training. *Teaching and Teacher Education*, 22(7), 935-945. <http://dx.doi.org/10.1016/j.tate.2006.04.041>
- Leggett, C. (2003). The benefits of undergraduate research. *Science Career Magazine*. Retrieved August 08, 2014, from [http://sciencecareers.sciencemag.org/career\\_development/previous\\_issues/articles/2380/the\\_benefits\\_of\\_undergraduate\\_research](http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/2380/the_benefits_of_undergraduate_research)
- Lerikkanen, M. K., Kiuru, N., Pakarinen, E., Poikkeus, A. M., Rasku-Puttonen, H., Siekkinen, M., & Nurmi, J. E. (2016). Child-centered versus teacher-directed teaching practices: Associations with the development of academic skills in the first grade at school. *Early Childhood Research Quarterly*, 36(3), 145-156. <https://peda.net/jyu/okl/ryhmat/multilete-2018/multilete/ha/lvo:file/download/91723489672a3e167c32bdfc748d6b38cbc81b43/dx.doi.org/10.1016/j.ecresq.2015.12.023> <http://dx.doi.org/10.1016/j.ecresq.2015.12.023>
- Lim, C. P., & Chan, B. C. (2007). Micro lessons in teacher education: Examining preservice teachers' pedagogical beliefs. *Computers & Education*, 48, 474-494. <http://dx.doi.org/10.1016/j.compedu.2005.03.005>
- Missouri Department of Elementary and Secondary Education (2013). *The Early Childhood Framework for Curriculum and Assessment: Project Construct*. Third Edition. Jefferson City, MO.

- Munthe, E., & Rogne, M. (2015). Research based teacher education. *Teaching and Teacher Education*, 46, 17-24.  
<http://dx.doi.org/10.1016/j.tate.2014.10.006>
- Murray, J. (2015). Early childhood pedagogies: Spaces for young children to flourish. *Early Child Development and Care*, 185(11-12), 1715-1732.  
<https://doi.org/10.1080/03004430.2015.1029245>
- Pfannenstiel, J., & Schattgen, S. (1997). Evaluating the effects of pedagogy informed by constructivist theory: A comprehensive comparison of student achievement across different types of 34 kindergarten classrooms. Paper presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA.
- Ray, J. A. (2002) Constructivism and classroom teachers: What can early childhood teacher educators do to support the constructivist journey? *Journal of Early Childhood Teacher Education* 23(4), 319-325.  
<http://dx.doi.org/10.1080/1090102020230404>
- Rimm-Kaufman, S. E., & Chiu, Y.-J. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools*, 44(4), 397-413. <https://doi.org/10.1002/pits.20231>
- Scott-Little, C., La Paro, K. M., & Weisner, A. (2006). Examining Differences in Students' Beliefs and Attitudes: An Important Element of Performance-Based Assessment Systems for Teacher Preparation Programs, *Journal of Early Childhood Teacher Education*, 27(4), 379-390, DOI: 10.1080/10901020600996273
- Vartuli, S. (1999). How early childhood teacher beliefs vary across grade level. *Early Childhood Research Quarterly*, 14(4), 489-514.  
[https://doi.org/10.1016/S0885-2006\(99\)00026-5](https://doi.org/10.1016/S0885-2006(99)00026-5)