

NCUM DAG- OG FRITIDSTILBUDSOMRÅDET

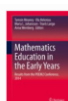
Tre udfordringer

Forfatters navn
5. oktober 2020

KØBENHAVNS
PROFESSIONS
HØJSKOLE

Hvad "er" matematikken i det tidlige børneliv?

Pædagoger o.a. har ikke nødvendigvis et klart billede af hvad matematik er i dag, og hvordan det indgår i børnenes tidlige udvikling



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When Is Young Children's Play Mathematical?

Authors Authors and affiliations

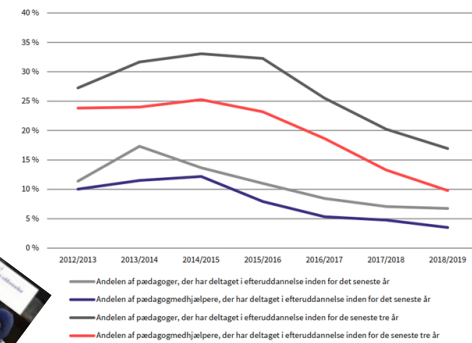
Ola Helenius, Maria L. Johansson, Troels Lange, Tamsin Meaney, Eva Riesbeck, Anna Wernberg



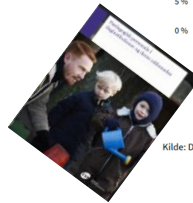
Hvordan ser det ud med uddannelse og formelle krav?

- Børns matematiske opmærksomhed og dannelse indgår ikke i uddannelse eller efteruddannelse af professionsudøvere på området.
- Børns matematiske udvikling indgår kun sparsomt i de pædagogiske læreplaner.

Udvikling i deltagelse i formel efteruddannelse blandt pædagoger og pædagogmedhjælpere



Kilde: Danmarks Evalueringsinstitut på baggrund af registerdata fra Danmarks Statistik.



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Københavns Professionshøjskole

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XP

Er viden tilgængelig?

Der findes ikke meget (tilgængelig) viden om børns matematiske udvikling i den danske kulturelle kontekst.

EARLY EDUCATION AND DEVELOPMENT
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Routledge
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Short Danish Version of the Tools for Early Assessment in Math (TEAM) for 3-6-Year-Olds

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ABSTRACT

Sound assessment tools are needed to evaluate effects of mathematics interventions that familiarize children with early mathematics concepts before they enter the formal school system. We developed a short version of an existing early mathematics tool based on analyses of data collected in a nationally representative Danish sample. Research findings: The Danish adaptation and development process of the Tools for Early Assessment in Math (TEAM) for children aged 3-6 years was carried out in four steps: (a) choosing and translating relevant items; (b) conducting a pilot study; (c) testing items in a representative sample of Danish children aged 3-6 years ($n = 5,621$); and (d) analyses based on Rasch models. The process resulted in a final 19-item version—the DN-TEAM (final)—that has no differential item functioning relative to age and gender and is sensitive to the full range of abilities. The great majority of the children viewed the test as enjoyable. Practice or Policy: The DN-

DANISH NUMBER NAMES AND NUMBER CONCEPTS

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This paper raises some questions concerning the relation between Danish number names and digits in the canonical base 10 system. Our hypothesis is that in Danish, number names are more complicated than in other languages, and for this reason, Danish children have more difficulties learning and working with numbers. From this point of view, we investigate how the relation between numbers and number names differs from language to language and how the names influence the number concepts. We compare Danish, English and Japanese number names and show from semantic and cognitive perspectives how the qualitative differences in how the first 100 numbers are named may give rise to linguistically determined differences in children's concept of numbers and in the cognitive load of arithmetic processes.

INTRODUCTION



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