Classroom Discussion Questions and Further Readings

Recommended use:

These discussion questions and additional readings offer resources useful for undergraduate or graduate classes covering development and evaluation of prekindergarten curricula. Materials are linked to Four Lessons Learned described in Chapter V of Monograph 86.1.

Recommended readings:


Videos, commentaries, teaching materials, and more are available at [monographmatters.srcd.org](http://monographmatters.srcd.org)

INTRODUCTION

Each topic below corresponds with a particular chapter of the Monograph, and within each topic, there are several discussion questions. After completing the readings from the Monograph, students may choose one of the prompts below to write a reflection paper or discuss these issues during class. For a shorter assignment, this could be a 2- to 3-page paper assignment based only on the reading within the monograph. Students could submit these short papers prior to classroom discussion, or they could bring a draft to class and later edit it to integrate the classroom discussion. For a longer research paper assignment for a more advanced class, students could also explore the readings suggested below each topic. Several topics below also have accompanying PowerPoint resources available at [monographmatters.srcd.org](http://monographmatters.srcd.org)
TOPICS AND DISCUSSION QUESTIONS

Discussion Questions and Additional Readings

Curricula as a Tool for Improving Early Childhood Instruction: Literature Review

Chapter I (Nesbitt & Farran, 2021)

Would the adoption of a scripted, intentional curriculum focused on academic skills prevent later fade out of the effects of prekindergarten programs?


How do self-regulation and executive function skills relate to academic achievement?

Should the focus in prekindergarten be on the development of self-regulation and executive function skills?


monographmatters.srcd.org


Experimental Research Designs to Evaluate Prekindergarten Curricula

Chapters II and III (Nesbitt & Farran, 2021)

**How can researchers conduct randomized controlled trials in field-based settings?**


**PowerPoint presentation:**

**How can the effectiveness of an early childhood curriculum be assessed?**

Experimental evaluations mean teachers are always teaching something newly learned but non-experimental evaluation suffers from self-selection bias. How can researchers account for these issues?

Early Childhood Classroom Processes Associated with Children’s Outcomes

How do we design early childhood classroom practices that matter for children’s cognitive, social, and emotional development?


Why is the level of young children’s involvement important for learning?


### Improving Prekindergarten Quality with Curricula: Discussion and Conclusions

**Chapter V (Nesbitt & Farran, 2021)**

**Discussion Questions and Additional Readings**

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