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Learning opportunities in kindergarten classrooms

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Document Version

Publisher's PDF, also known as Version of record

Publication date:

2014

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Mascareño Lara, M. (2014). *Learning opportunities in kindergarten classrooms: Teacher-child interactions and child developmental outcomes*. [Thesis fully internal (DIV), University of Groningen]. [S.n.].

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Propositions pertaining to the dissertation

Learning Opportunities in Kindergarten Classrooms
Teacher-child interactions and child developmental outcomes

by Mayra Mascareño Lara

1. Given the evidence that children in Chilean kindergarten classrooms of high socioeconomic vulnerability are able to participate in cognitively challenging conversations when they are adequately prompted (chapter 2), it is likely that many kindergarteners worldwide are under-challenged in their daily classroom conversations.
 2. Prompting literal content can be just as important as the use of inferential language in order to engage children in a cognitively challenging conversation (chapter 3).
 3. Rather than univariate approaches, evaluating the effectiveness of learning opportunities in early childhood classrooms requires approaches that acknowledge the links between developmental dimensions within the child (chapters 4 and 5).
 4. Research on classroom interactions requires methods that better portray how teachers interact with children of diverse characteristics, and how these interactional patterns relate to children's learning and development (this dissertation).
 5. The 'one size fits all' approach to early education in Chile is not effective in providing children from disadvantaged socioeconomic contexts with learning environments that can buffer their risk for learning and developmental delays (this dissertation).
 6. In educational settings, most of the interactions that trigger development are intentional; teachers need stronger support in order to provide children with meaningful interactions that promote development (this dissertation).
 7. Chile's educational system will have improved when the questions 'what school did you attend?' and 'what is your family income?' no longer mean the same.
 8. *"Remember when you were young, you shone like the sun"* – Pink Floyd, Shine on You Crazy Diamond.
 9. Home lies somewhere in between the lowlands ____ and the tips of the Andes /\V\
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