Spatial and numeracy skills at the beginning of preschool: A large-scale, nationally representative study

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Early numeracy skills and spatial reasoning skills are both key predictors of later mathematics learning (e.g., Nguyen et al., 2016; Verdine et al., 2017), highlighting the critical role of preschool mathematics education in supporting mathematics achievement through the primary and secondary years. The current observational study engaged a nationally representative sample of 1,770 preschool children at the beginning of the academic year using a game-based digital activity to capture their patterning, spatial language, perspective-taking (a kind of spatial reasoning skill), and a range of numeracy skills. This talk will present on the findings, which informs preschool mathematics education.

References

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