

1. Record Nr.	UNINA9910462496803321
Titolo	Early childhood in a global context [[electronic resource] /] / edited by John Sutterby
Pubbl/distr/stampa	Bingley, UK, : Emerald, 2012
ISBN	1-283-63494-5 1-78190-075-2
Descrizione fisica	1 online resource (232 p.)
Collana	Advances in early education and day care ; ; vol. 16
Altri autori (Persone)	SutterbyJohn A. <1966->
Disciplina	372.21 372.210973
Soggetti	Early childhood education Child development Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	FRONT COVER; EARLY EDUCATION IN A GLOBAL CONTEXT; COPYRIGHT PAGE; CONTENTS; LIST OF CONTRIBUTORS; INTRODUCTION; ACKNOWLEDGMENTS; REFERENCE; CHAPTER 1 KINDERGARTEN CURRICULUM REFORM IN MAINLAND CHINA AND REFLECTIONS; A BRIEF HISTORY OF KINDERGARTEN CURRICULUM IN CHINA BEFORE THE CURRENT REFORM; THE KINDERGARTEN CURRICULUM REFORM FROM 1980 TO THE PRESENT; REVIEW AND ANALYSIS OF STUDIES ON THE EFFECTS OF THE REFORM ON CLASSROOM PRACTICE; CULTURAL AND INSTITUTIONAL REFLECTIONS ON THE REFORM; CONCLUSION; REFERENCES CHAPTER 2 BRIDGING CULTURAL DIFFERENCES USING DIGITAL TOOLS FOR THE PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD TEACHERS IN TWO GLOBAL CONTEXTSTWO DIFFERENT CONTEXTS FOR PROFESSIONAL DEVELOPMENT; DIGITAL TOOLS; VIGNETTES THAT ILLUSTRATE BENEFITS OF USING DIGITAL TOOLS IN PROFESSIONAL DEVELOPMENT; DIGITAL TOOLS PROMOTE TWO-WAY LEARNING; RISKS ASSOCIATED WITH THE USE OF DIGITAL TOOLS; CONCLUSION; ACKNOWLEDGMENT; REFERENCES; CHAPTER 3 FLORIDA PERKS: A STATEWIDE PROFESSIONAL DEVELOPMENT INITIATIVE FOR

PREKINDERGARTEN TEACHERS; WHO DID WE SERVE?; THE PERKS PROFESSIONAL DEVELOPMENT MODEL  
EVALUATION OVERVIEW FINDINGS FROM THE FLORIDA PERKS PROJECT; SUSTAINABILITY OF OUTCOMES; CONCLUSIONS AND RECOMMENDATIONS; ACKNOWLEDGMENTS; REFERENCES; APPENDIX A: CONTENT COVERAGE IN COLLEGE CLASSES; APPENDIX B: VPK TEACHER-TECHNICAL ASSISTANCE SPECIALIST RELATIONSHIP AND STRATEGIES SCALE; CHAPTER 4 USING LEARNING STUDY AS IN-SERVICE TRAINING FOR PRESCHOOL TEACHERS; BACKGROUND; PREVIOUS RESEARCH ON LEARNING STUDY; VARIATION THEORY; PHENOMENOGRAPHY: METHODOLOGICAL FRAMEWORK; THE CURRENT STUDY; RESEARCH FINDINGS - TEACHERS' EXPRESSED EXPERIENCES OF USING LEARNING STUDY; DISCUSSION; REFERENCES  
CHAPTER 5 IMPROVING CHILDREN'S ATTITUDES AND AWARENESS TOWARD A HEALTHY LIFESTYLE IN EARLY CHILDHOOD: A FIVE-EUROPEAN COUNTRY INTERVENTION PROGRAM IMPORTANCE OF HEALTHY LIFESTYLE IN EARLY CHILDHOOD EDUCATION; CONTRIBUTION OF PHYSICAL EDUCATION AND PHYSICAL ACTIVITY; TARGETING AT CHILDREN'S AWARENESS TOWARD A HEALTHY LIFESTYLE; "EARLY STEPS" PROJECT; CONCLUSIONS - FUTURE SUGGESTIONS; ACKNOWLEDGMENTS; REFERENCES; CHAPTER 6 DEVELOPMENT AND SUSTAINABILITY OF HIGH-QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS IN ZAMBIA; RATIONALE FOR EARLY CHILDHOOD DEVELOPMENT PROGRAMS AND PROGRAMMING  
CONTEXT OF ZAMBIA DISCUSSION; ACKNOWLEDGMENTS; REFERENCES; CHAPTER 7 PHILOSOPHY FOR CHILDREN AND THE DEVELOPMENTAL PROCESS OF DIALOGICAL CRITICAL THINKING IN GROUPS OF PRESCHOOL CHILDREN; THE DEVELOPMENT OF THOUGHT AND PHILOSOPHY FOR CHILDREN; MODEL OF THE DEVELOPMENTAL PROCESS OF DIALOGICAL CRITICAL THINKING; METHODOLOGY; RESULTS; DISCUSSION AND CONCLUSION; ACKNOWLEDGMENTS; REFERENCES; CHAPTER 8 THE EFFECTIVENESS OF COMMUNITY OF PRACTICE IN SUPPORTING ISRAELI KINDERGARTEN TEACHERS DEALING WITH AN EMOTIONALLY LADEN TOPIC; HOLOCAUST IN THE ISRAEL EARLY CHILDHOOD CLASSROOM  
THE COMMUNITY OF PRACTICE AS A SOLUTION

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Sommario/riassunto

This volume of *Advances in Early Education and Day Care* examines early education from perspectives around the globe. The eight chapters come from a variety of locations including China, Israel, Sweden, Italy, Greece, Zambia, The United States and Canada. These chapters discuss professional development in several contexts, children's understandings and programs for children. This volume should give the reader an idea of the range of work that is being done around the globe. The unique feature of this volume is that it brings together insider perspectives on early education in different contexts

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2. Record Nr.	UNINA9910135069403321
Titolo	Contemporary hypnosis : the journal of the British Society of Experimental and Clinical Hypnosis
Pubbl/distr/stampa	Whurr Publishers Bancyfelin, Carmarthenshire SA33 5ND, UK, : Crown House Pub
ISSN	1557-0711
Descrizione fisica	1 online resouce
Disciplina	615
Soggetti	Hypnotism Hypnosis Psychiatry Hypnose Hypnotherapie Hipnotisme Periodical Periodicals. Periodique electronique (Descripteur de forme) Ressource Internet (Descripteur de forme) Revistes electròniques
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed Published by: John Wiley & Sons, <2005->2009.