

1.	Record Nr.	UNINA9910480726303321
	Autore	Lopez Vilar Carmen
	Titolo	Gilda : ¡quiero ver la television! / / textos, Carmen Lopez Vilar ; ilustraciones, Arantxa Fernandez Maxide
	Pubbl/distr/stampa	[Place of publication not identified] : , : Ediciones Dykinson, , 2016
	ISBN	84-9085-835-7
	Descrizione fisica	1 online resource (83 paginas) : ilustraciones
	Disciplina	863.01089282
	Soggetti	Television and children Electronic books.
	Lingua di pubblicazione	Spagnolo
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910498503403321
	Autore	Nisbet Hugh Barr
	Titolo	On the Literature and Thought of the German Classical Era : Collected Essays / Hugh Barr Nisbet
	Pubbl/distr/stampa	Cambridge, : Open Book Publishers, 2021
	ISBN	2-8218-3135-8
	Descrizione fisica	1 online resource (viii-336 p.)
	Altri autori (Persone)	NisbetHugh Barr
	Soggetti	Literature German Dutch Scandinavian culture Europe language Germany Enlightenment literature Age of Goethe eighteenth-century environmentalism German thought natural history nineteenth-century

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>University This elegant collection of essays ranges across eighteenth and nineteenth-century thought, covering philosophy, science, literature and religion in the 'Age of Goethe.' A recognised authority in the field, Nisbet grapples with the major voices of the Enlightenment and gives pride of place to the figures of Lessing, Herder, Goethe and Schiller. The book ranges widely in its compass of thought and intellectual discourse, dealing incisively with themes including the philosophical implications of literature and the relationship between religion, science and politics. The result is an accomplished reflection on German thought, but also on its rebirth, as Nisbet argues for the relevance of these Enlightenment thinkers for the readers of today. The first half of this collection focuses predominantly on eighteenth-century thought, where names like Lessing, Goethe and Herder, but also Locke and Voltaire, feature. The second has a wider chronological scope, discussing authors such as Winckelmann and Schiller, while branching out from discussions of religion, philosophy and literature to explore the sciences. Issues of biology, early environmentalism, and natural history also form part of this volume. The collection concludes with an examination of changing attitudes towards art in the aftermath of the 'Age of Goethe.' The essays in this volume are brought together in this collection to present Nisbet's widely-acclaimed perspectives on this fascinating period of German thought. It will be of interest to scholars and students of the intellectual life of Europe during the Enlightenment, while its engaging and lucid style will also appeal to the general reader.</p>

3. Record Nr.	UNINA9910261142603321
Autore	Ralf Brand
Titolo	How Do Emotions and Feelings Regulate Physical Activity?
Pubbl/distr/stampa	Frontiers Media SA, 2017
Descrizione fisica	1 online resource (149 p.)
Collana	Frontiers Research Topics
Soggetti	Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>Up to date the scientific discussion about how frequency and regularity of physical activity can be increased is dominated by social-cognitive models. However, increasing evidence suggests that emotions and feelings have greater influence on physical activity than originally assumed (Rhodes, Fiala, &amp; Conner, 2009). Generally speaking, humans possess an evaluative system with a basic action tendency to approach pleasurable events and to avoid aversive ones (Cacioppo &amp; Berntson, 1999). Evaluative responses to a behavior and associated emotional states may influence a decision regarding whether or not to repeat being physically active. Generally, behavior associated with positive evaluations has a higher probability of being repeated than behaviors without such an association. On the contrary, an association with negative evaluations tends to decrease the probability of repeating to be physically active. Hence, evaluative responses to physical activity or the related situation can be an important aspect in the process of physical activity maintenance (McAuley et al., 2007). Several social-cognitive models of behavior change and maintenance were recently extended to take the influence of affective responses into account, in a way that variables already included in the models (e.g. outcome expectancies or attitudes) were more clearly articulated into their cognitive and affective components. For example, with regard to Social Cognitive Theory, Gellert, Ziegelmann and Schwarzer (2012) proposed to distinguish between affective and health-related outcome</p>

expectancies, and in the Theory of Planned Behavior, researchers suggested to differentiate between cognitive and affective attitudes (Lawton, Conner, & McEachan, 2009). The results of these and other studies suggest that affective components make a unique contribution to the explanation of the physical activity behavior (Brand, 2006). Other examples come from social cognition research, where it was shown that automatic evaluative responses are part of our everyday life and that they decisively influence health behavior (Hofmann, Friese, & Wiers, 2008). Accordingly, there is evidence that people who exercise regularly hold more positive automatic evaluations with exercise than non-exercisers (Bluemke, Brand, Schweizer, & Kahlert, 2010). Although significant progress has been made in showing that evaluative responses to physical activity and associated emotional states are important predictors of physical activity underlying psychological processes are far from being fully understood. Some important issues still remain to be resolved. Which role play affective states compared to concrete emotions when influencing physical activity? How do affective states and emotions interact with cognitive variables such as intentions? Are evaluative processes before, during or after physical activity important to predict future physical activity? Do negative and positive evaluations interact antagonistically or rather synergistically when physical activity as a new behavior shall be adopted? Future research will help us to resolve these and a lot of other so far unresolved issues.

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