

1. Record Nr.	UNINA9910484875303321
Autore	Fattore Tobia
Titolo	Children's concepts of well-being : challenges in international comparative qualitative research // Tobia Fattore, Susann Fegter, Christine Hunner-Kreisel, editors
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2021] ©2021
ISBN	3-030-67167-4
Descrizione fisica	1 online resource (291 pages)
Collana	Children's Well-Being Indicators and Research ; ; Volume 24
Disciplina	362.7
Soggetti	Child welfare Children - Attitudes Well-being - Age factors Benestar Seguretat (Psicologia) Psicologia infantil Actitud (Psicologia) Infants Condicions econòmiques Condicions socials Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Foreword -- Understanding Children´s Concept of Well-Being: Challenges in International Comparative Qualitative Research -- Contents -- Contributors -- Chapter 1: Introduction -- 1.1 The Value of Qualitative Research on Children´s Well-being -- 1.2 Children´s Understandings of Well-being: Global and Local Contexts-Premises and Research Framework of a Multinational Comp... -- 1.3 The CUWB Network as a Methodological Learning Space: On the Diversity of Analytical Approaches Within the CUWB Network -- 1.4 The Volume and Its Contributions -- 1.4.1 Theoretical Challenges and Foundations -- 1.4.2 Methodological Innovations -- 1.4.3 Social Contexts and

Inequalities in Children's Well-being -- References -- Part I:  
Theoretical Challenges and Foundations -- Chapter 2: Child Well-Being as a Cultural Construct: Analytical Reflections and an Example of Digital Cultures -- 2.1 Introduction -- 2.2 Culture as a Challenge Within Child Well-Being Research -- 2.2.1 Child Well-Being as a Cultural Construct -- 2.2.1.1 Cultural Approaches Towards Child Well-Being -- 2.2.1.2 Researching Norms as Cultural Contexts of Children's Understandings of Well-Being -- 2.2.2 Children's Perspectives as Cultural Constructs -- 2.2.2.1 Children's Perspectives as Embedded in Cultural Contexts -- 2.2.2.2 Children's Perspectives Within Epistemological Cultures -- 2.3 The Analytical Approach -- 2.3.1 Theoretical Empiricism -- 2.3.2 Well-Being as a Cultural Construct: Norms, Values and Concepts of the Self as Cultural Elements that Constitute Children... -- 2.3.3 Researching Norms, Values and Concepts of the Self as Discursive Practices: The Epistemological Approach -- 2.3.4 Discursive (Evaluative) Differentiation: The Unit of Analysis and a Two-Step Approach -- 2.4 Children's Understandings of Well-Being as Part of Digital Cultures. 2.4.1 Effects of Digitalisation on Children's Well-Being -- 2.4.2 Digital Cultures of Well-Being -- 2.5 Conclusion -- References -- Chapter 3: The Relevance of Nation in Children's Understanding of Well-Being in Azerbaijan and Germany from an Intersectional ... -- 3.1 Introduction -- 3.2 The Starting Point of Our Considerations: A Critique of Methodological Nationalism and Child Well-being Research -- 3.3 Knowledge-constituting Interest: How to Conceptualize Cross-border Research Which Takes into Account Nation as an Empirica... -- 3.4 Rationale for this Chapter -- 3.5 Vechta Project: Data Sample -- 3.5.1 Context Azerbaijan -- 3.5.2 Context Germany -- 3.5.3 Intersectional, Praxeological Multi-level Analysis of the Data: Agency in Unequal Societal Relations of Power -- 3.6 Children's Understanding of Well-being in (sub-)urban Places in Azerbaijan and Germany -- 3.6.1 Concepts of Well-being: Places and Spaces -- 3.6.2 Discursive and Structural Levels -- 3.7 How Does Nation Become Relevant? Conclusions Regarding the Significance of Nation from an Intersectional Perspective -- 3.8 Final Considerations: Intersectional, Cross-Border Research on Children's Understanding of Well-being -- References -- Chapter 4: A New Theoretical Framework for the Study of Children's Experiences of Well-being -- 4.1 Introduction -- 4.2 Empirical Data -- 4.2.1 Theoretical Framework -- 4.2.2 Methodology -- 4.3 Findings -- 4.3.1 Modes of Action and Forms of Well-being -- 4.3.2 Well-being as Integration of Modes of Action -- 4.3.3 A Processual Approach of Well-being -- 4.3.4 Children as "Negotiators" of their Well-being -- 4.4 Conclusion -- References -- Chapter 5: School and Well-being: Education, Self-determination and Adult-imposed Aspirations -- 5.1 Introduction -- 5.2 Child Well-being Research -- 5.2.1 Research Literature on Schools and Children's Well-being. 5.3 Methods -- 5.3.1 Briefing the Children -- 5.3.2 Customising the Data Collection Methods -- 5.4 School as a Site of Co-existing Expectations -- 5.4.1 School as Promoting Self-determination -- 5.4.2 School as Promoting Adult-imposed Aspirations -- 5.5 Discussion -- 5.6 Conclusion -- References -- Part II: Methodological Innovations -- Chapter 6: The Powerful Combination of Group Interviews and Drawings: How to Give Children a Voice in the Understanding of Wel... -- 6.1 Subjective Well-being, its Importance and Study in Adults and Children -- 6.2 Giving Children a Voice in the Understanding of Well-being -- 6.3 Survey-based Research on Children's Subjective Well-being in Portugal -- 6.4 The Contribution of Qualitative Methodologies to the Study of Well-being -- 6.5 A Combined Qualitative Approach for Studying children's Well-being -- 6.6 Method -- 6.6.1 Participants --

6.6.2 Instruments -- 6.6.3 Data Collection Procedures -- 6.6.4 Data Analyses Procedures -- 6.7 Results -- 6.8 Discussion -- References -- Chapter 7: The Voices of Young Children Experiencing Difficulties at School -- 7.1 Introduction -- 7.2 Methodology -- 7.2.1 Background -- 7.2.2 Participants -- 7.2.3 Instrument -- 7.2.4 Analysis -- 7.3 Findings -- 7.3.1 The Maps -- 7.3.2 The Posters -- 7.3.3 The Process -- 7.4 Discussion -- 7.5 Conclusion -- Appendix 1: One of the Maps Produced by the Participants -- Appendix 2: A Poster Produced by the Participants -- References -- Chapter 8: Deepening in the Use of Discussion Groups with Children as Researchers' Advisers: Strengths, Challenges and Applica... -- 8.1 Why Is it So Important to Take into Account Children's and Adolescents' Opinions in Qualitative Research? -- 8.2 Different Contributions from a Qualitative Methodology that Allow us to Obtain Data from Children. 8.3 Conceptual Delimitation of Group Qualitative Techniques: Focus Groups, Discussion Groups and Group Interviews -- 8.4 Strengths and the Challenges of Using Discussion Groups with Children and Adolescents -- 8.5 Research Applications of DG with Children and Adolescents in Health and Social Sciences -- 8.6 The Use of Discussion Groups to Explore Children's and Adolescent's Subjective Well-being (SWB) -- 8.6.1 Example 1: Contributions of DG at a Conceptual Level: A Qualitative Longitudinal Study on the Well-being of Children and... -- 8.6.2 Example 2: Contributions of Discussion Groups with Children and Adolescents at a Methodological Level: Comparing Paper B... -- 8.6.2.1 Items on Domain-satisfaction: How Satisfied Are You with Each of the Following Things in Your Life? -- 8.7 Discussion -- References -- Chapter 9: The Children's Delphi: A Participatory Methodological Framework for Conducting Research on Children's Subjective We... -- 9.1 Introduction -- 9.2 The Vagaries of Child Participation in Contemporary Research with Children -- 9.2.1 Child Participation and Subjective Well-being -- 9.3 Introducing the Children's Delphi -- 9.4 Using the Children's Delphi for Conducting Research on Children's Subjective Well-being -- 9.5 Conclusion -- References -- Part III: Social Contexts and Inequalities in Children's Well-being -- Chapter 10: Does Socioeconomic Status Matter? Exploring Commonalities and Differences in the Construction of Subjective Well-B... -- 10.1 The Method and the Fieldwork -- 10.2 Home as a Relational Space -- 10.3 School as a Relational Space -- 10.4 Conclusion -- References -- Chapter 11: Continuities and Discontinuities of Experiences of Well-Being at School in Chilean Adolescents of Different Socioe... -- 11.1 Introduction -- 11.2 School Reality in Chile -- 11.3 Subjective Well-Being of Boys and Girls at School. 11.4 Relevance of the Voices of Boys, Girls and Adolescents -- 11.5 Experience as an Object of Study -- 11.6 Method -- 11.6.1 Methodological Approach -- 11.6.2 Participants -- 11.6.3 Fieldwork Procedures -- 11.6.4 Fieldwork Tools -- 11.6.5 Data Analysis -- 11.7 Results -- 11.7.1 Interpersonal Links at School -- 11.7.1.1 Links with Classmates -- To Meet and Share -- Support and Companionship -- Loyalty -- Absence of Violence and Mistreatment -- 11.7.1.2 Links with Teachers -- Emotional Support and Teacher Commitment -- To Be Understood by the Teachers -- Teacher Support and Help -- Being Respected and not Mistreated by Teachers -- 11.7.2 The Teaching-Learning Environment -- 11.7.2.1 Teaching Methods -- Participatory Classes -- Respect for Learning Paces -- Fun and Entertaining Teaching -- 11.7.2.2 Good Working Atmosphere in the Classroom -- Absence of Being Told off and Shouted at -- Absence of Disorder in Classes -- 11.7.3 Physical Space -- 11.7.3.1 Recreation and Sports Equipment -- 11.7.3.2 Good Infrastructure Conditions -- 11.7.4

Adolescents' Agency -- 11.7.4.1 Autonomy and Freedom -- 11.7.4.2 Respected in Their Decisions -- 11.7.4.3 Absence of Uniformity -- 11.7.4.4 Surveillance at School -- 11.8 Discussion -- References -- Chapter 12: Conceptualising Children's Subjective Well-Being: A Case Study of Bhambapur, Punjab, India -- 12.1 Introduction -- 12.2 Study Aims and Methods -- 12.3 Brief Description of Bhambapur -- 12.3.1 Researcher Positionality -- 12.4 Sample -- 12.5 Data Analysis -- 12.6 Findings -- 12.6.1 Good childhood/child well-being -- 12.6.2 Social and Personal Relationships -- 12.6.3 Adversity and Hardship -- 12.6.4 Vulnerability and Agency -- 12.7 Discussion and Conclusion -- References -- Chapter 13: Nepalese Children's Understanding of Well-Being from the Perspective of Safety -- 13.1 Introduction: The Global Context.  
13.2 The Nepalese Context.

---