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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Children's Moral Lives: An Ethnographic and Psychological Approach; Copyright; Contents; Acknowledgements; 1 Introduction: Children's Moral Experiences at School; 1.1 Adults' Interest in Children's Morality: From Indifference to Intervention; 1.2 Understanding Moral Development in Culture; 1.2.1 Theoretical approaches; 1.2.2 The need for ethnography; 1.2.3 But what is morality?; 1.3 The School; 1.3.1 Socioeconomic and ethnic composition; 1.3.2 Values and discipline; 1.4 The Research; 1.4.1 Methodology; 1.4.2 The researcher; 1.5 Structure of the Book; Notes 2 What Counts as Harm?: Playful Aggression and Toughness2.1 The Prevalence of Playful Aggression; 2.2 Playful Aggression in Children's Friendships; 2.3 Finding the Line Between Play and Harm; 2.4 Drawing the Line Differently: Contrasting Interpretations of Playful Aggression; 2.4.1 Being sensitive; 2.4.2 Girls and boys; 2.4.3 Adults and children on playful racism; 2.5 Crossing the Line; 2.5.1 Demonstrating toughness; 2.5.2 Using harm to demonstrate toughness; 2.5.3 Toughness, playful aggression and social class; 2.6 Implications for Schools; Notes 3 Physical Aggression: Prioritising Harm Avoidance, Reciprocity or Dominance?3.1 School Rules: No Hitting; 3.2 The Morality of Fairness,

Reciprocity and Retaliation; 3.2.1 Reciprocity versus harm avoidance at Woodwell Green; 3.2.2 'She has to get her own back': Zak and Faizel on reciprocity; 3.2.3 Fairness in aggressive boys' lives; 3.3 Hierarchy, Respect and Physical Aggression; 3.3.1 Masculinity and violence; 3.3.2 'Mr Gardner said don't hit, tell a teacher, but it never worked': Paul negotiating hierarchy at Woodwell Green; 3.4 Implications for Schools; Notes

4 'Whose Game Is It?': Understanding Exclusion4.1 School Rules: All Play Together; 4.1.1 Children's views of exclusion; 4.1.2 Understanding exclusion on the playground; 4.2 Exclusion and Power; 4.2.1 'Whose ball is it?' Exclusion from boys' football games; 4.2.2 Dominance struggles: 'Holly tries to take over from me as leader of the gang'; 4.3 Exclusion for Game Maintenance and Success; 4.4 Exclusion Without an Excluder; 4.4.1 Three's a crowd; 4.4.2 Ethnic identity and friendship; 4.4.3 Distorted perceptions; 4.5 Exclusion as Reciprocity; 4.6 Implications for Schools

4.6.1 Mismatches between classroom representations and playground reality4.6.2 Power, status and accountability; Notes; 5 Loyalty in Girls' Friendships; 5.1 Possessiveness, Loyalty and Independence; 5.2 Loyalty in Best Friendship; 5.2.1 Maria: 'I let her play with other people but why can't I play too?'; 5.2.2 Navneet: 'She's running off with Sarina'; 5.2.3 Zena: Prioritising independence and popularity; 5.2.4 Erickah: Loyalty and loneliness; 5.2.5 Multiple values: Reconciling loyalty with freedom and status; 5.3 Loyalty through Sharing Enemies 5.3.1 'She'll say if you talk with Anjali I won't be your friend': Taking sides

Sommario/riassunto

Children's Moral Lives makes use of case studies, observation, interviews and questionnaires to offer a fascinating, behind-the-scenes view of children's school lives and the complex moral issues and disputes they routinely negotiate The first ethnography of childhood to focus on children's morality in the peer groupCase studies shed light on the psychological, social and cultural processes by which children and adults reach starkly different moral judgments of the same situationsCombines qualitative insights and quantitative data into recommendations for

2. Record Nr.	UNINA9910783741103321
Autore	Heijden A. H. C. van der.
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Edizione	[1st ed.]
Descrizione fisica	xiii, 378 p
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Prologue. Part 1: Considerations. The Problem and the Approach. Types of Tasks and Instructions. The Internal Representation of the Instruction. Part 2: Report Tasks. An Intentional Machine. Paradigms with Accuracy as the Dependent Variable. Paradigms with Latency as the Dependent Variable. Part 3: Act Tasks. Towards an Effective Visual Position. The Cognitive Control of Saccadic Eye Movements. Act Tasks and Report Tasks. Epilogue.
Sommario/riassunto	This is an important work which aims to identify, address and solve some major problems and issues in the psychology of visual perception, attention and intentional control.