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| 1. Record Nr. | UNINA9910810546903321 |
| Autore | Fleer Marilyn |
| Titolo | Early learning and development : cultural-historical concepts in play // Marilyn Fleer |
| Pubbl/distr/stampa | Cambridge : , : Cambridge University Press, , 2010 |
| ISBN | 1-139-88575-8 1-107-48429-4 1-107-47850-2 1-107-47837-5 1-107-47860-X 1-107-47846-4 1-107-47841-3 0-511-84483-2 |
| Descrizione fisica | 1 online resource (xxi, 243 pages) : digital, PDF file(s) |
| Disciplina | 372.21 |
| Soggetti | Early childhood education Early childhood education - Historiography Play Child development |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Title from publisher's bibliographic system (viewed on 05 Oct 2015). |
| Nota di bibliografia | Includes bibliographical references (pages 221-236) and index. |
| Nota di contenuto | Part I. Learning and Development in Play. A political-pedagogical landscape ; Parallel conceptual worlds ; Teacher beliefs about teaching concepts ; Valued curriculum concepts in early education ; Teacher knowledge of subject matter concepts ; Empirical and narrative knowledge development in play ; Children building theoretical knowledge in play. -- Part II. Cultural-Historical Theories of Play and Learning. Cultural-historical programs that afford play development - play as a leading activity ; Theories about play and learning ; The imaginative act as conceptual play. -- Part III. Learning and Development as Cultural Practice. Views on child development matter ; A revolutionary view of development ; Children's development as participation in everyday practices across institutions ; A cultural- |

historical view of play, learning and development.

Sommario/riassunto

Early Learning and Development provides a unique synthesis of cultural-historical theory from Vygotsky, Elkonin and Leontiev in the twentieth century to the ground-breaking research of scholars such as Siraj-Blatchford, Kratsova and Hedegaard today. It demonstrates how development and learning are culturally embedded and institutionally defined, and it reflects specifically upon the implications for the early childhood profession. Divided into parts, with succinct chapters that build upon knowledge progressively, the everyday lives of children at home, in the community, at pre-school and at school are discussed in the context of child development and pedagogy. The book explicitly problematises the foundations of early childhood education, inviting postgraduates, researchers and academics to drill down into specific areas of international discourse, and extending upper-level undergraduates beyond the fundamental underpinnings of their learning. Ultimately Early Learning and Development offers new models of 'conceptual play' practice and theory within a globally resonant, cultural-historical framework.

2. Record Nr.

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Autore

Nelson Charles A (Charles Alexander)

Titolo

Romania's abandoned children : deprivation, brain development, and the struggle for recovery // Charles A. Nelson, Nathan A. Fox, Charles H. Zeanah

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Cambridge, Massachusetts ; ; London, England : , : Harvard University Press, , 2014
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Descrizione fisica

1 online resource (416 p.)

Altri autori (Persone)

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Disciplina

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Soggetti

Abandoned children - Romania - Psychology
Abandoned children - Deinstitutionalization - Romania
Deprivation (Psychology)

Lingua di pubblicazione

Inglese

Formato

Materiale a stampa

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|-----------------------|---|
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Front matter -- Contents -- Preface -- Chapter 1. The Beginning of a Journey -- Chapter 2. Study Design and Launch -- Chapter 3. The History of Child Institutionalization in Romania -- Chapter 4. Ethical Considerations -- Chapter 5. Foster Care Intervention -- Chapter 6. Developmental Hazards of Institutionalization -- Chapter 7. Cognition and Language -- Chapter 8. Early Institutionalization and Brain Development -- Chapter 9. Growth, Motor, and Cellular Findings -- Chapter 10. Socioemotional Development -- Chapter 11. Psychopathology -- Chapter 12. Putting the Pieces Together -- References -- Notes -- Acknowledgments -- Index |
| Sommario/riassunto | Romania's Abandoned Children reveals the heartbreaking toll paid by children deprived of responsive care, stimulation, and human interaction. Compared with children in foster care, the institutionalized children in this rigorous twelveyear study showed severe impairment in IQ and brain development, along with social and emotional disorders. |