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Nota di contenuto	Introduction -- Chapter I Development of social and emotional competences in early education -- I.1 The development of affectivity in preschool -- I.1.1 Strong/secure attachment -- I.1.2 Weak - fugitive/anxious attachment -- I.1.3 Weak - durable attachment -- I.1.4 Unorganized - weak attachment -- I.1.4.1 Self-esteem and behavioral disorders -- I.1.4.2 Sociability and addiction within social relations -- I.1.4.3 Brotherhood relationships -- I.1.4.4 Empathy -- I.1.4.5 Collaborative manner -- I.1.4.6 Problem-solving and creativity I.2 Social and emotional competence in the preschool period -- Chapter II Early childhood education through outdoor activities - theoretical frame -- II.1 Educational theories about outdoor activities -- II.1.1 The Froebel pedagogy -- II.1.2 The Montessori pedagogy -- II.1.3 Nature (forest) pedagogy -- II.2 Outdoor activities -- II.2.1 Outdoor kindergarten - concept and context -- II.2.2 The history of outdoor (forest) kindergarten -- II.2.3 Forms of outdoor (forest) kindergartens -- II.2.3.1 The classic kindergarten in the nature -- II.2.3.2 The integrated kindergarten in the nature II.2.3.3 Other versions -- II.2.4 Differences between traditional and outdoor kindergartens -- II.3 Education through the outdoor activities and the impact for development of preschool's personality -- II.3.1 Social education -- II.3.2 Sensory development -- II.3.3 Motor

development -- II.3.4 Education for the environment -- II.3.5 Organization and daily activities -- II.3.6 Education for dangers in the nature -- II.3.7 Nature - a therapeutic factor -- Chapter III Development of children personality through the outdoor activities - research -- III.1 Objectives of the research III.2 Research hypotheses -- General hypothesis 1: -- General hypotheses 2: -- General hypothesis 3: -- III.3 Description of the method and the data collection tool -- III.4 Subjects of the research -- III.5 Coding, analysis and data-processing procedures -- III.6 Overall results -- III.6.1 Comparative analysis of the emotional abilities of children in outdoor and traditional kindergartens -- III.6.2 Comparative analysis of the social abilities of preschool children in outdoor kindergartens and traditional kindergartens III.6.3 Comparative analysis of the cognitive abilities of preschool children in outdoor and traditional kindergartens -- III.6.4 Comparative analysis of the motivational abilities of preschoolers in outdoor and traditional kindergartens -- III.7 Interpretation of research hypotheses -- III.7.1 General hypothesis 1 -- III.7.1.1 Specific hypothesis 1.1 -- III.7.1.2 Specific hypothesis 1.2 -- III.7.1.3 Specific hypothesis 1.3 -- III.7.1.4 Specific hypothesis 1.4 -- III.7.2 General hypothesis 2 -- III.7.2.1 Specific hypothesis 2.1 -- III.7.2.2 Specific hypothesis 2.2

Sommario/riassunto

Early childhood education is a new & priority of European trends education and a means of increasing the quality of the life. This study aims to provide an analysis of the kindergartens in nature experiences, where children's lives are conducted in close contact with nature and the outdoor activities in any season and in any weather are an important part of the daily program. These outdoor activities have a significant contribution to social and emotional development of the preschoolers. The concept of kindergartens in nature is an innovative educational concept in which the education for sustainable management and environment has an integrated approach. These activities contribute to the social and emotional development of preschoolers.

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Nota di contenuto	Intro -- Nordic Utopias and Dystopias -- Editorial page -- FILLM Advisory Board -- Title page -- Copyright page -- Table of contents -- Series editor's preface -- Introduction -- The Nordic, "Norden," the North -- Shifts in dystopian imagination -- The structure of the book -- References -- Part 1. Nordic welfare state utopianism -- From Niels Klim to Björk's Utopia: Some historical and present trajectories of utopia and dystopia in the Nordic tradition -- "Project Norden" -- Subterranean utopias: A sacred geography -- The Anthropocene -- Acknowledgements -- References -- Crisis after utopia: Intellectuals, academics and the Scandinavian debate on utopia at the turn of the 1980s: The case of the Swedish magazine KRIS -- A satirical utopia -- Nordic academics in search of utopia -- Intellectuals without fixed utopias -- References -- Utopianism reinstated: The fall and rise of a society in Zombie city -- Critical utopia and transformative utopianism -- The grand narrative of zombie fiction -- Zombie City and the welfare state -- Re-negotiating the future -- Conclusion -- References

-- An ethnographic account of the Nordic utopia in Scotland -- The Nordic Noir Book Club: A case study -- Members' views -- The crime genre -- Utopia: The good and the non-existent -- A political vision -- Scotland and the Nordic region: A hand in glove? -- The darker side of the Nordic region -- Conclusion -- References -- Part 2. Nature in transformation -- Creeping into the present: Iida Rauma's *Seksistä ja matematiikasta* as eco-dystopian realism -- The realist novel in the age of global environmental issues -- Living towards extinction -- Ordering of the world -- Conclusion -- References -- Snowy state: The children's history of Sweden -- History -- The idea of North -- Book one: When the People Arrived -- Book two: Look there, a Town! Book three: When Sweden Was at Its Greatest -- Book four: When the Swedes Moved to Town -- Conclusion -- References -- Frozen futures or tropical Greenland?: Climate change arctopias in Cold Earth and Allatta! 2040 -- Arctic utopia and dystopia -- Beyond apocalypse: Cold Earth as climate change dystopia -- Arctopias from Greenland: From Cold Earth to Allatta! 2040 (2015) -- Conclusion -- References -- Children of the district: Pastoral and the welfare state in Monika Fagerholm's *The End of the Glitter Scene* novels -- An unattainable ideal: The district and the Nordic welfare state as dark pastoral milieus -- "When the summer throws you away": Pastoral and the otherness of children as a critique of the Western child -- "The district hates itself": The end of the glitter scene novels as a description of the Finland-Swedish minority's self-conception -- Conclusion -- References -- Part 3. Confronting dystopian futures -- Harry Martinson's *Aniara* as a Menippean satire for the Anthropocene -- Nuclear threat and destruction -- Mima, Mimaroben and Isagel -- An end and perhaps a beginning -- Conclusion -- References -- Who is in power, you say?: Two young adult dystopias from modern day Scandinavia -- Exploration of power and reflections on history -- Relations and growth in a new world -- Hero-figures and story structure in the two worlds -- Criticising society without a society: Dystopia in a vacuum -- The implied audience and power -- Conclusion -- References -- Remembering in the age of global warming: Emmi Itäranta's *Memory of Water* as ecological trauma fiction -- Traces of a throwaway society -- Water and vulnerability -- Entanglements of human and non-human worlds -- Conclusion -- References -- Space for love or arts of living on a damaged planet: Dystopia and utopia in novels by Karin Boye, Johanna Nilsson and Johanna Sinisalo.

The green depth: A space of love and resistance -- Karin Boye's legacy: Johanna Nilsson's *det grönare djupet* (2015) -- Johanna Sinisalo's *Auringon ydin* -- Conclusion -- References -- Index.

Sommario/riassunto

Through the varied subjects -- ranging from avant-garde literature and long poems to noir TV-series, young adult fiction, popular historiography, and political discourse in literature outside of Norden -- the volume brings forth a historically rich, multi-layered picture of social, cultural and environmental imagination in the Nordic countries.
