

Samfundet I Pdagogisk Arbejde

Forskning i pædagogisk praksis Studier i pædagogisk sociologi Pædagogik Pædagogik og livskvalitet Pædagogik og fænomenologi Inklusionens pædagogik Pædagogik - refleksion og faglighed Grundbog i pædagogik til lærerfaget Barndom og pædagogisk kvalitet i dagtilbud Pædagogik som fag og praksis Fantasiens Hus Children's Play and Development Collaborating Against Child Abuse Den tværprofessionelle praktiker Childhood and Disability in the Nordic Countries Friluftsliv Professionspsykologi Pædagog i en mangfoldig verden Æstetik og læring Teachers meet social workers Ulla Liberg Hans Dorf Lars Aagerup Sigrid Brogaard Clausen Søren Dupont Carsten Pedersen Åge Rokkjær Claus Madsen Torben Næsby Jens Christian Jacobsen Ole Hummelgaard Ivy Schousboe Susanna Johansson Andy Højholdt R. Traustadóttir Peter Bentsen Kari Kragh Blume Dahl Niels Mors Bennyé D. Austring Jóhannes Miðskarð, PhD

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forskning i pædagogisk praksis stiller skarpt på nye opdagelser fra nordiske forskere forskerne har det til fælles at resultaterne fra deres undersøgelser handler om børns hverdagsliv i daginstitutioner og fritidsordninger forskerne beskriver deres resultater og deres pointer åbner for nye indsigter og pædagogiske handlemuligheder som optakt til hver forskningsartikel har kirsten poulsgaard og ulla liberg skrevet en kort introduktion hvor forskerne og deres undersøgelser præsenteres i bogens sidste kapitel er der en beskrivelse af de anvendte forskningsmetoder og tips til hvordan pædagoger selv kan udforske deres praksisfelt

i studier i pædagogisk sociologi kortlægger forskere fra dpu danmarks institut for pædagogik og uddannelse den pædagogiske sociologis udvikling og aktualitet bogen indeholder kapitler om både national og transnational uddannelsespolitik og om uddannelsesinstitutionernes didaktik og faglighed på forskellige uddannelsesstrin desuden er der kapitler om intervention ulighed og mønsterbrydning i uddannelsessystemet og eksempler på særlige metodiske tilgange til den pædagogiske sociologi studier i pædagogisk sociologi kan læses som et bidrag til en forståelse af de komplekse politiske sociale og organisatoriske sammenhænge der danner ramme om pædagogisk praksis på tværs af uddannelsesområder og institutioner bogen er især henvendt til studerende på kandidatuddannelsen i pædagogisk sociologi og på professionsuddannelserne de 20 kapitler giver os ny viden om hvordan vi kan forstå og håndtere børns unges og voksnes læring og socialisering i et samfundsmæssigt perspektiv

hvordan kan fænomenologien inspirere til nye pædagogiske problemstillinger søren dupont sætter særligt fokus på kroppens betydning i pædagogikken især inspireret af den franske filosof og fænomenolog maurice merleau ponty

gennemgang af den socialt inkluderende pædagogiske praksis for alle børn i dagtilbud heriblandt udsatte børn som tidligere var blevet sendt videre til specialstøtte

bogen består af tekster om pædagogik og er direkte målrettet lærerfaget den leverer en sammenhængende men selvfølgelig ikke udtømmende indføring i det grundlæggende inden for pædagogik i relation til lærergerningen i det 21 århundrede den er aktuel i forhold til det senmoderne vilkår vi skal bedrive skole under hvor lærerne skal undervise eleverne og fremme og understøtte elevernes læreprocesser

børnene er det råstof danmarks fremtid skabes af derfor er det helt afgørende at vi som samfund hele tiden gør os klogere på hvordan vi giver alle vores børn den bedst mulige trivsel tryghed læring og udvikling det er et rigtig stærkt afsæt for at forske i hvordan vi som samfund skaber den bedste kvalitet for alle vores børn i deres dagtilbud samtidig giver det os en særlig forpligtelse til at vi som samfund bruger den viden forskningen stiller til vores rådighed når vi træffer de afgørende beslutninger om hvordan dagtilbuddenes indhold og rammer skal være bogen her er en revideret og udvidet udgave af barndom og pædagogisk kvalitet i dagtilbud 2 der udkom sidste år der er nye kapitler om sociale relationer i og omkring skolestart overgange mellem dagtilbud skole og sfo tidlig indsats og sundhed og sundhedsfremme endelig er der et nyt metodeafsnit med præsentation af konceptuel ramme og et nyt dialogværktøj kvalid

de danske skoler daginstitutioner og uddannelses steder burde være indrettet til og optaget af hvordan børn og unge uddannes

bedst muligt sådan er det desværre ikke uddannelsessystemet i dagens danmark er ikke indrettet til at vidensudvikle og uddanne børn og unge til fremtiden meget tyder på at dagens uddannelsessystem ej heller uddanner børn og unge til den aktuelle virkelighed trods mange fine ord om inklusion innovation kreativitet og dannelse praktiserer det danske uddannelsessystem det den amerikanske psykolog jerome s bruner kalder de kendte svares pædagogik groft sagt lærer danske børn og unge at gentage de rigtige svar om allerede eksisterende viden en gentagelseskultur der fremmer automatiseret videns tilegnelse med henblik på test og eksaminer det er i sagens natur nødvendigt at basale skolefaglige kompetencer er en del af den grundlæggende uddannelse af børn og unge men er det også nødvendigt at gøre alle børn og unge til test robotter er det nødvendigt og hensigtsmæssigt at børn og unge skal slæbe sig gennem et uddannelsessystem der i høj grad gør videns tilegnelse til et spørgsmål om at lære hvilke svar der forventes det nuværende uddannelsessystem rustet ikke i tilstrækkelig grad børn og unge til nutidens og fremtidens udfordringer

this book provides new theoretical insights to our understanding of play as a cultural activity all chapters address play and playful activities from a cultural historical theoretical approach by re addressing central claims and concepts in the theory and providing new models and understandings of the phenomenon of play within the framework of cultural historical theory empirical studies cover a wide range of institutional settings preschool school home leisure time and in various social relations with peers professionals and parents in different parts of the world europe australia south america and north america common to all chapters is a goal of throwing new light on the phenomenon of playing within a theoretical framework of cultural historical theory play as a cultural collective social personal pedagogical and contextual activity is addressed with reference to central concepts in relation to development and learning concepts and phenomena related to zpd the imaginary situation rules language play collective imagining spheres of realities of play virtual realities social identity and pedagogical environments are presented and discussed in order to bring the cultural historical theoretical approach into play with contemporary historical issues essential as a must read to any scholar and student engaged with understanding play in relation to human development cultural historical theory and early childhood education

this book is open access under a cc by 4 0 license this edited collection explores the background and implementation of the nordic barnahus or children s house model recognised as one of the most important reforms related to children who are the victims of crime in the nordic region this book discusses both its potential to affect change and the challenges facing it the model was introduced as a response to a growing recognition of the need for more integrated and child centred services for children exposed to violence and sexual abuse in the barnahus structure different professions work together to ensure that victimized children receive help and treatment and that their legal rights are met this original study is organised into four broad themes child

friendliness support and treatment the forensic child investigative interview children s rights perspectives and interagency collaboration and professional autonomy each themed section includes in depth chapters from different nordic countries outlining and analysing the practice and outcomes of the collaborative work engaged in by barnahus from different perspectives the introductory and concluding chapters offer a comparative lens useful for policy and practice implementation within the nordic welfare state context and beyond ensuring this book has global academic and practical appeal

forfatteren inddrager sociologiske kulturteoretiske pædagogiske organisatoriske og didaktiske perspektiver på det tværprofessionelle samarbejde mellem pædagoger lærere socialrådgivere og uddannelsesvejledere og der opstilles en model udviklingskompasset for potentialerne i dette samarbejde

this collection provides a comprehensive insight into disabled children and youth in nordic countries it seeks to understand the experiences of children from their own perspectives and takes a multidisciplinary approach grounded in the new social studies of childhood and the nordic relational approach to disability

teoretiske og praktiske aspekter af friluftsliv og pædagogisk arbejde om hvordan friluftsliv kan inddrages i undervisningen og i det pædagogiske arbejde

hver person bringer sine unikke erfaringer følelser og handlemønstre med sig ind i sit arbejde den måde vi arbejder på som professionelle er med andre ord personlig uanset vores beskæftigelse alligevel overses den personlige og psykologiske dimension ofte i forståelsen af den professionelle lærer pædagog sygeplejerske eller socialrådgiver professionspsykologi introducerer et nyt område og begreb i forskningen om professionerne indtil nu er de professionsuddannede ofte blevet fremstillet med et sociologisk blik som en nærmest ensartet gruppe der skal leve op til nogle bestemte samfundsmæssige krav med et psykologisk blik kan vi i stedet forstå dem som personer og professionalisme som et komplekst psykologisk fænomen ved at fokusere på blandt andet relationer professionsetik anerkendelse autenticitet organisering og praksis med perspektiver fra mange forskellige fagområder såsom psykologi pædagogik filosofi og sociologi giver bogens 18 forfattere deres bud på hvad professionspsykologi er og de undersøger hvad professionspsykologi kan bruges til af såvel professionelle og forskere som undervisere og studerende når vi skal forstå psykologiens og det personliges betydning i det professionelle virke

what happens when social workers line of thinking meets with teachers line of thinking miðskarð gives answer to this question throughout this book from his study of how consulting sessions with social workers influence school professionals further

perspectives on how to deal with issues in vulnerable children s lifeworlds the theoretical framework is mainly based on hannah arendt s political theorisations which is placed in an existential phenomenological tradition this book is mainly for social workers and student social workers in denmark england and those in other countries that are interested in interprofessional working set in denmark with a contrast from england however teachers maybe mostly schoolleaders form teachers and teachers in pedagogical learning centres early childhood pedagogues and managers and leaders in the family social work sector and in the educational sector will also find gold in this book lastly students and scholars who work with hannah arendt will find the compressed introduction and the implementation of arendt s theorisations of high interest this book is an important contribution to our understanding of multi professional working and is highly recommended nick frost emeritus professor of social work leeds beckett university leeds uk it is rare that one comes across a new perspective like miðskarð s on the work of hannah arendt especially with regard to the application of her philosophical ideas joop berding phd philosopher of education and author the netherlands miðskarð demonstrates that arendt s theorisations can be useful for gaining new knowledge about interprofessional working which traditional books on interprofessional working do not address inge schiermacher former lecturer in social work at university college copenhagen denmark

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