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The Modern Child; A handbook - The Salisbury Review International Handbook of Children, Media and Culture. This essential volume brings together the work of internationally-renowned researchers, each experts in their field, in order to capture the diversity of children and young people's media cultures around the world.

The expanded and completely revised new edition of this well established handbook provides essential information on a topic of increasing importance across a range of disciplines and practices.

While the notion of young people as individuals worthy or capable of having rights is of relatively recent origin, over the past several decades there has been a substantial increase in both social and political commitment to children's rights as well as a tendency to grant young people some of the rights that were typically accorded only to adults. In addition, there has been a noticeable shift in orientation from a focus on children's protection and provision to an emphasis on children's participation and self-determination. With contributions from a wide range of international scholars, the Handbook of Children's Rights brings together research, theory, and practice from diverse perspectives on children's rights. This volume constitutes a comprehensive treatment of critical perspectives concerning children's rights in their various forms. Its contributions address some of the major scholarly tensions and policy debates comprising the current discourse on children's rights, including the best interests of the child, evolving capacities of the child, states' rights versus children's rights, rights of children versus parental or family rights, children as citizens, children's rights versus children's responsibilities, and balancing protection and participation. In addition to its multidisciplinary focus, the handbook includes perspectives from social science domains in which children's rights scholarship has evolved largely independently due to distinct and seemingly competing assumptions and disciplinary approaches (e.g., childhood studies, developmental psychology,

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sociology of childhood, anthropology, and political science). The handbook also brings together diverse methodological approaches to the study of children's rights, including both quantitative and qualitative perspectives, and policy analysis. This comprehensive, cosmopolitan, and timely volume serves as an important reference for both scholarly and policy-driven interest in the voices and perspectives of children and youth.

Cyber-bullying, sexting, and the effects that violent video games have on children are widely discussed and debated. With a renowned international group of researchers and scholars, the Second Edition of the Handbook of Children and the Media covers these topics, is updated with cutting-edge research, and includes comprehensive analysis of the field for students and scholars. This revision examines the social and cognitive effects of new media, such as Facebook, Twitter, YouTube, Skype, iPads, and cell phones, and how children are using this new technology. This book summarizes the latest research on children and the media and suggests directions for future research. This book also attempts to provide students with a deliberate examination of how children use, enjoy, learn from, and are advantaged or disadvantaged by regular exposure to television, new technologies, and other electronic media.

"It is refreshing to see a book such as this which is both broad in its conceptualization of the field of child research and deep in its focus. The volume's editors are paragons of awareness when it comes to the need for interdisciplinary research and theory to illuminate the lives and experience of children." - James Garbarino, Loyola University Chicago "Covers a satisfying and unprecedentedly wide range of research relating to childhood. The contributors include many eminent international scholars of childhood, making the book a valuable resource for child researchers. Child advocates will also find the book to be invaluable in their efforts to improve children's well-being, and to change policies and practices for the better." - Anne Smith, University of Otago "A really scintillating collection that will provide a lasting perspective on child studies - stimulating and comprehensive!" - Jonathan Bradshaw, University of York In keeping with global changes in children's social and legal status, this Handbook includes examination of children as family members, friends, learners, consumers, people of faith, and participants in law and politics. The contributors also discuss the methodological and ethical requirements for research that occurs in natural settings and that enables children themselves to describe their perspective. The book is divided into three parts: Part I: Setting-Specific Issues in Child Research Part II: Population-Specific Issues in Child Research Part III: Methods in Research on Children and Childhood

This volume contains 25 essays that present the latest research on how children use and are influenced by various mass media, but also on the business models underlying the industry and an array of possible

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policies and interventions designed to protect children. The editors draw upon experts in the fields of developmental psychology, developmental science, communication, and medicine to provide an authoritative, comprehensive look at the empirical research on media and media policies within the field.

Printbegrænsninger: Der kan printes kapitelvis.

This handbook provides a comprehensive, interdisciplinary examination of childhood violence that considers children as both consumers and perpetrators of violence, as well as victims of it.

PETER BRYANT & TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies, as the chapter by Sprenger-Charolles clearly shows, and so do the difficulties that they encounter in learning about their own orthography. Nevertheless most people, who have the chance to learn to read, do in the end read well enough, even though a large number experience some significant difficulties on the way. Most of them eventually become reasonably efficient spellers too, even though they go on make spelling mistakes (at any rate if they are English speakers) for the rest of their lives. So, the majority of humans plainly does have intellectual resources that are needed for reading and writing, but it does not always find these resources easy to marshal. What are these resources? Do any of them have to be acquired? Do different orthographies make quite different demands on the intellect? Do people differ significantly from each other in the strength and accessibility of these resources? If they do, are these differences an important factor in determining children's success in learning to read and write? These are the main questions that the different chapters in this section on Basic Processes set out to answer.

The Work Group on Community-Based Systems of Care of the American Academy of Child and Adolescent Psychiatry explain how to integrate system practice based on the systems-of-care philosophy into the clinical, conceptual, and policy perspectives of modern child and adolescent psychiatry. The guide looks at conceptual foundations, integrating clinical modalities, working across populations and settings, and administration and evaluation. The contributors include professionals and family colleagues working in system-of-care programs outside of psychiatry across the US. Annotation (c)2003 Book News, Inc., Portland, OR (booknews.com).

A Handbook of Children and Young People's Participation brings together key thinkers and practitioners from diverse contexts across the globe to provide an authoritative overview of contemporary theory and practice around children's participation. Promoting the participation of children and young people - in decision-making and policy development, and as active contributors to everyday family and

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community life - has become a central part of policy and programme initiatives in both majority and minority worlds. This book presents the most useful recent work in children's participation as a resource for academics, students and practitioners in childhood studies, children's rights and welfare, child and family social work, youth and community work, governance, aid and development programmes. The book introduces key concepts and debates, and presents a rich collection of accounts of the diverse ways in which children's participation is understood and enacted around the world, interspersed with reflective commentaries from adults and young people. It concludes with a number of substantial theoretical contributions that aim to take forward our understanding of children's participation. The emphasis throughout the text is on learning from the complexity of children's participation in practice to improve our theoretical understanding, and on using those theoretical insights to challenge practice, with the aim of realising children's rights and citizenship more fully.

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