

Erziehungskonzepte Im Wandel Eine Qualitative Inh

Sheila Kamerman, Shelley Phipps, Asher Ben-Arieh

Erziehungskonzepte im Wandel Carmen

Eschner,2017-01-06 Carmen Eschner rekonstruiert Kontinuitäten und Wandel in Elternratgebern für die Säuglings- und Kleinkindzeit vom Ende des Zweiten Weltkrieges bis heute. In ihrem eindrucksvollen Kompendium werden die einflussreichen Schriften zum Thema Elternrat dokumentiert, charakterisiert und analysiert. Die am sozialökologischen Modell von Bronfenbrenner orientierte Studie verortet die dominanten Narrative im historischen und kulturellen Kontext und schließt damit eine Forschungslücke. Die Autorin zeigt, wie Forschungsergebnisse - etwa aus der Bindungsforschung - immer stärker Eingang in Erziehungsratgeber finden. Umgekehrt gehen von Elternratgebern immer wieder Anstöße zur gesellschaftlichen Diskussion über Erziehung und auch Impulse für die wissenschaftliche Auseinandersetzung aus.

Krieg und Geschlecht im 20. Jahrhundert Vincent

Streichhahn,Riccardo Altieri,2021-10-31 Das 20. Jahrhundert als »Zeitalter der Extreme« (Eric Hobsbawm) ist in starkem Maße durch kriegerische und genozidale Auseinandersetzungen geprägt. Bei deren Untersuchung nahm die Geschichtsschreibung jahrzehntelang mehrheitlich eine androzentrische Perspektive ein und ignorierte die in den 1980er-Jahren besonders im angelsächsischen Raum einsetzende Forschung zu Geschlecht, Militär und Krieg. Die internationalen Beiträger*innen des Bandes widmen sich daher aus interdisziplinärer Perspektive der Geschlechterfrage in der Kriegsforschung. Ihre Analysen zu den Weltkriegen, zum Spanischen Bürgerkrieg sowie u.a. zu den Themen Mobilisierung, Wissenschaft und Kultur liefern einen wichtigen Beitrag zur geschlechtergeschichtlichen und -theoretischen Durchdringung der Kriegsgeschichte.

Familienerziehung im historischen Wandel Jutta

Ecarius,2013-07-02 Das Buch untersucht den sozialen Wandel von familialer Erziehung in drei Generationen im Zeitraum vom

Kaiserreich bis zur Gegenwart. Die Ergebnisse der empirisch-qualitativen Generationenporträts münden in eine Theorie der Familienerziehung. Grundlegende Annahme ist, dass Familienerziehung im Kontext von drei Generationen ein typisches Muster gegenwärtiger Zeit ist. Favorisiert wird ein Mehrebenenansatz, mit dem vertikal der Zeitraum über drei Generationen und horizontal in jeder Generation drei Generationen fokussiert werden. Untersucht wird, wie sich die Betreuungs- und Erziehungspraxis der Eltern und Großeltern sowie die Lern- und Bildungsbedingungen der Kinder in familialen Generationsbeziehungen über drei Generationen vor dem Hintergrund der Sozialgeschichte vom Kaiserreich bis zur DDR und nach 1989 verändern und pädagogische Institutionen Einfluss nehmen. Angesetzt wird am Modell des Befehls- und Verhandlungshaushaltes, der um zentrale Inhalte erweitert und präzisiert wird. Diese münden in eine Theorie der Familienerziehung.

Adoleszenz und Arbeit Andreas Fischer, 2022-08-31 Wie wollen Jugendliche arbeiten, wie entwickelt sich ihr subjektives Verhältnis zur Erwerbsarbeit und welche Rolle spielen dabei gegenwärtige Sozialisationsbedingungen und gesellschaftliche Dynamiken? Der Topos der Selbstverwirklichung in Diagnosen und Erzählungen zur »Jugend von heute« schreibt sich stetig fort, doch Andreas Fischer zeigt auf Grundlage adoleszenztheoretischer Überlegungen und im Anschluss an arbeits- und jugendsoziologische Debatten, dass dessen Fundament in der Theorie zunehmend brüchig wird. Was das konkret für das subjektive Verhältnis Jugendlicher zur Erwerbsarbeit bedeutet, veranschaulicht er über eine umfangreiche quantitative und qualitative Empirie.

Bedingungslose Jugendhilfe Mark Schrödter, 2019-12-11 Die Bedingungslose Jugendhilfe beschreibt den Versuch, die gegenwärtig degradierende Bedarfsprüfung zur Gewährung von Hilfen zur Erziehung zu überwinden und gleichzeitig ihre

Inanspruchnahme zu de-stigmatisieren. Im Buch wird zunächst die Konzeption des erzieherischen Bedarfs dekonstruiert und in den Forschungsdiskurs eingebettet. Dann werden die stigmatisierenden Folgen des erzieherischen Bedarfs anhand empirischer Beispiele rekonstruiert. Schließlich werden die Implikationen und Konsequenzen einer Bedingungslosen Jugendhilfe aus rechtlicher, ökonomischer und sozialpädagogischer Perspektive beleuchtet.

Zusammengenommen spricht dies dafür, erzieherische Hilfen nach § 27 ff. SGB VIII nicht mehr als Hilfen in defizitären Krisensituationen, sondern als grundständige Unterstützung autonomer Elternschaft zu konzipieren.

Elternschaft in jungen Familien zwischen Lebenswelt und Institution Andreas Langfeld, 2020

Theologische Revue, 1986

Handlungstheoretisch fundierte Didaktik nachhaltiger Berufsbildung Anna Bliesner-Steckmann, 2017-10-12 Anna Bliesner-Steckmann stellt sich der Frage, wie Bildung respektive Didaktik beschaffen sein muss, damit ein moralisch-nachhaltiges Handeln nicht in eine normative Pädagogik mündet. Die Autorin stellt dazu den selbstaufgeklärten, mündigen Lernenden in den Fokus ihrer Arbeit und weist nach, dass es neben einer lerntheoretischen auch einer handlungstheoretischen Grundlegung auf psychologischer Basis bedarf. Ein zentrales Ergebnis ihrer interdisziplinären Studie ist das entwickelte Prozessmodell zu moralisch-nachhaltigem Urteilen und Handeln, aus welchem sich konkrete Hinweise für die Gestaltung pädagogischer Interventionen ableiten lassen.

In Liebe verbunden Sylka Scholz, Karl Lenz, Sabine Dreßler, 2014-03-31 Trotz der Pluralisierung von Lebensformen gehören eine dauerhafte Liebe und die gemeinsame Elternschaft weiterhin zu den wichtigsten Lebenszielen. Um die vielfältigen Verunsicherungen, die mit dem sozialen Wandel einhergehen, zu überwinden und die Kontinuität ihrer Beziehungen zu sichern,

greifen immer mehr Paare und Eltern auf Ratgeber zurück. Aber welche Leitbilder von Liebe, Zweierbeziehung, Elternschaft und Geschlecht vermitteln die Ratgeber? Die Beiträge dieses Bandes untersuchen erstmals eine große Zahl von Beziehungs- und Erziehungsratgebern im Zeitvergleich und legen ihre jeweiligen kulturellen Legitimationsmuster offen.

Sisyphus Siegfried Bernfeld,1973-01-01

Childhood in the Middle Ages Shulamith Shahar,2023-05-26

Drawing on a wide variety of European sources, *Childhood in the Middle Ages* (1992) examines attitudes towards children, images of childhood, and the concept of the stages of childhood in medieval culture, from the nobility to the peasantry. It makes fascinating and illuminating reading for anyone interested in the social and cultural history of medieval Europe as well as the history of child-rearing and education.

Society Without the Father Alexander Mitscherlich,1993

Education for Sustainable Development in the Postcolonial

World Leon Tikly,2019-12-06 Education for Sustainable Development (ESD) lies at the heart of global, regional and national policy agendas, with the goal of achieving socially and environmentally just development through the provision of inclusive, equitable quality education for all. Realising this potential on the African continent, however, calls for radical transformation of policy and practice. Developing a transformative agenda requires taking account of the 'learning crisis' in schools, the inequitable access to a good quality education, the historical role of education and training in supporting unsustainable development, and the enormous challenges involved in complex system change. In the African continent, sustainable development entails eradicating poverty and inequality, supporting economically sustainable livelihoods within planetary boundaries, and averting environmental catastrophe, as well as dealing with health pandemics and security threats. In addressing these challenges, the book:

explores the meaning of ESD for Africa in the context of the 'postcolonial condition' critically discusses the Sustainable Development Goals (SDGs) as well as regional development agendas draws on a wealth of research evidence and examples from across the continent engages with contemporary debates about the skills, competencies and capabilities required for sustainable development, including decolonising the curriculum and transforming teaching and learning relationships sets out a transformative agenda for policy-makers, practitioners, NGOs, social movements and other stakeholders based on principles of social and environmental justice. Education for Sustainable Development in the Postcolonial World is an essential read for anyone with an interest in education and socially and environmentally just development in Africa.

The Origins of Human Disease Thomas

McKeown,1991-08-26 This book is a history of the diseases of humankind and their causes from earliest times to the present day. It is a tour de force drawing upon the author's extensive work on the history of infection, as well upon evidence drawn from archaeology, history and demography.

Children Rudolf Dreikurs,Vicki Soltz,1964 Children:The Challenge gives the key to parents who seek to build trust and love in their families, and raise happier, healthier, and better behaved children. Based on a lifetime of experience with children--their problems, their delights, their challenges--Dr. Rudolf Dreikurs, one of America's foremost child psychiatrists presents an easy to follow program that teaches parents how to cope with the common childhood problems that occur from toddler through preteen years. This warm and reassuring reference helps parents to understand their children's actions better, giving them the guidance necessary to discipline lovingly and effectively.

Parenting Culture Studies Ellie Lee,Jennie Bristow,Charlotte Faircloth,Jan Macvarish,2023-12-26 Now in its second edition, Parenting Culture Studies seeks to understand how parenting is

taken as a particular mode of childrearing that reflects broader social trends. Ten years after the initial volume's groundbreaking publication, the authors once again closely examine how the main aspects of parenting have been established, explored, and critically evaluated. Chapters revisit phenomena such as intensive parenting and politics around parenting, as well as controversial issues including policing pregnant women's bodies and parental determinism. In addition to updates throughout the volume, including those addressing literature that has built from the book's original publication, the book features a new third part discussing parents dealing with risk assessment, school closures, contradictory care arrangements, and vaccine hesitancy during the COVID-19 pandemic.

Centuries of Childhood Philippe Ariès, 1979 In this book, Ariès surveys children and their place in family life from the Middle Ages to the end of the 18th century.

Famines During the 'Little Ice Age' (1300-1800) Dominik Collet, Maximilian Schuh, 2017-08-01 This highly interdisciplinary book studies historical famines as an interface of nature and culture. It will bring together researchers from the natural and social sciences as well as the humanities. With reference to recent interdisciplinary concepts (disaster studies, vulnerability studies, environmental history) it will examine, how the dominant opposition of natural and cultural factors can be overcome. Such an integrated approach includes the archives of nature as well as archives of man. It challenges deterministic models of human-environment interaction and replaces them with a dynamic, historicising approach. As a result it provides a fresh perspective on the entanglement of climate and culture in past societies.

From Child Welfare to Child Well-Being Sheila Kamerman, Shelley Phipps, Asher Ben-Arieh, 2009-10-23 This chapter provides a brief overview of the book highlighting the modest progress from child welfare to child well-being reflected in these chapters, and the parallel movement in Kahn's career

and research, as his scholarship developed over the years. It then moves to explore the relationship between two overarching themes, child and family policy stressing a universal approach to children and social protection stressing a more targeted approach to disadvantaged and vulnerable individuals including children and the complementarity of these strategies. Introduction To a large extent Alfred J. Kahn was at the forefront of the developments in the field of child welfare services (protective services, foster care, adoption, and family preservation and support).

Over time his scholarship moved to a focus on the broader policy domain of child and family policy and the outcomes for child wellbeing. His work, as is true for this volume, progressed from a focus on poor, disadvantaged and vulnerable children to a focus on all children. He was convinced that children, by definition, are a vulnerable population group and that targeting all children, implementing a universal policy as a strategy would do more for poor children than a narrowly focused policy targeted on poor children alone. As we first argued more than three decades ago (Not for the Poor Alone; "Universalism and Income Testing in Family Policy"), one could target the most disadvantaged within a universal framework, and this would lead to more successful results than targeting only the poor.

Teaching As A Reflective Practice Ian Westbury, Stefan Hopmann, Kurt Riquarts, 2012-08-06 This volume presents a mix of translations of classical and modern papers from the German Didaktik tradition, newly prepared essays by German scholars and practitioners writing from within the tradition, and interpretive essays by U.S. scholars. It brings this tradition, which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum theory entered Germany--and which is now experiencing a renaissance--to the English-speaking world, where it has been essentially unknown. The intent is to capture in one volume the core (at

least) of the tradition of Didaktik and to communicate its potential relevance to English-language curricularists and teacher educators. It introduces a theoretical tradition which, although very different in almost every respect from those we know, offers a set of approaches that suggest ways of thinking about problems of reflection on curricular and teaching praxis (the core focus of the tradition) which the editors believe are accessible to North American readers--with appropriate translation. These ways of thinking and related praxis are very relevant to notions such as reflective teaching and the discourse on teachers as professionals. By raising the possibility that the new tradition of Didaktik can be highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse--and for exploring the implications of these ideas for both teacher education and for a curriculum theory appropriate to these new contexts for theorizing, this book opens up a gold mine of theoretical and practical possibilities.

The book delves into *Erziehungskonzepte Im Wandel Eine Qualitative Inh.* *Erziehungskonzepte Im Wandel Eine Qualitative Inh.* is a crucial topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into *Erziehungskonzepte Im Wandel Eine Qualitative Inh.*, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 2: Essential Elements of *Erziehungskonzepte Im Wandel Eine Qualitative Inh.*
 - Chapter 3: *Erziehungskonzepte Im Wandel Eine Qualitative*

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- Chapter 4: Erziehungskonzepte Im Wandel Eine Qualitative Inh in Specific Contexts
- Chapter 5: Conclusion

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 3. In chapter 2, this book will delve into the foundational concepts of Erziehungskonzepte Im Wandel Eine Qualitative Inh. The second chapter will elucidate the essential principles that need to be understood to grasp Erziehungskonzepte Im Wandel Eine Qualitative Inh in its entirety.
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 6. In chapter 5, the author will draw a conclusion about Erziehungskonzepte Im Wandel Eine Qualitative Inh. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Erziehungskonzepte Im Wandel Eine Qualitative

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