

SAMFUNDET I PÆDAGOGISK ARBEJDE

NATUR OG MILJØ I PÆDAGOGISK ARBEJDE FORSKNING I PÆDAGOGISK PRAKSIS HANDLEKOMPETENCER I
PÆDAGOGISK ARBEJDE MED SOCIALT UDSATTE BØRN OG UNGE KONCEPTER I PÆDAGOGISK ARBEJDE SAMFUNDET
I PÆDAGOGISK ARBEJDE PRAKSIS OG TEORI I PÆDAGOGISK ARBEJDE KVALITET I PÆDAGOGISK ARBEJDE MED
BØRN DANSK PÆDAGOGISK TIDSSKRIFT OMSORG I PÆDAGOGISK ARBEJDE PÆDAGOGISK ARBEJDE PÆDAGOGISK ARBEJDE
FREMMEDE GRUND OBSERVATION OG BESKRIVELSE I PÆDAGOGISK ARBEJDE SOCIAL WORK IN EUROPE NORDISK TIDSKRIFT
FOR FILOLOGI OG PÆDAGOGIK NORDISK TIDSKRIFT FOR PHILOLOGI OG PÆDAGOGIK AT UDVIKLE PÆDAGOGISK NÆRVÆRET
I PÆDAGOGISK PRAKSIS RELATIONER MELLEM TEORI OG PRAKSIS I PÆDAGOGISK OG LÆRERFAGLIGT
ARBEJDE MINISTERIALTIDENDE ETISKE DILEMMAER I PÆDAGOGISK ARBEJDE RIGSDAGSTIDENDE NORDISK TIDSKRIFT FOR
FILOLOGI OG PÆDAGOGIK LASSE EDLEV ULLA LIBERG FRANK EBSER CHRISTIAN AABRO CARSTEN SCHOU
OLE BERIT KUNNI KRISTBY DITTE ALEXANDRA WINTHER-LINDQVIST JAN JAAP ROTHUIZEN CARL BERG BERIT
MILLER DENMARK. RIGSDAGEN

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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 BØRNER 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.

INDSATSER FOR AT BEDRE LIVSCHANCERNE FOR UDSATTE BØRN OG UNGE ER OFTE KOMMET TIL KORT PÅ TRODS AF STIGENDE UDGIFTER. TIL DISSE INDSATSER HAR DET IKKE VÆRET MULIGT AT OPNÅ DEN ØNSKETE EFFEKT. TVÆRTIMOD SER DET UD TIL AT UDGIFTER OG UDBYTTE ER OMVENDT PROPORTIONALE. DE UDSATTE BØRN OG UNGE RISIKERER AT GENTAGE DE NEGATIVE MONSTRE DE ER VOKSET OP MED. DET ER IKKE LET AT PÅVISE EN ÅRSAG TIL PROBLEMET. INTERNATIONAL FORSKNING PEGER PÅ MULIGHEDERNE I TIDLIGE INDSATSER I DAGINSTITUTIONERNE. MENS NYERE DANSK FORSKNING PEGER PÅ AT SPÆNDINGER OG KONFLIKTSITUATIONER PÆGER OMRÅDET Både på system og institutionsniveau. Sådanne konfliktsituationer kan bremse udviklingsarbejdet med de udsatte børn og unge. Men også fremprovokere forandringer. FORSKNINGSPROJEKTET TAGER AFSAET HER I EN TEORETISK NYTÆNKNING OG REKONSTRUKTION AF FORSKNINGSOMRÅDET MED HENBLIK PÅ AT IDENTIFICERE NYE UDVIKLINGSMULIGHEDER. BOGEN ER EN SAMMENFATNING AF RESULTATER FRA FORSKNINGSPROJEKTETS ANALYSER AF KVANTITATIVE OG KVALITATIVE DATA OG BESKRIVER TILLIGE HVA INTERVENTIONENS TEORETISKE OG EMPIRISKE BAGGRUND SAMT DENS IMPLEMENTERING. FORSKNINGSPROJEKTETS EFFEKT OG RESULTATANALYSER GØR DET MULIGT AT OPSTILLE NYE HYPOTESER OM BEST PRACTICE. DE PRÆSENTEREDE RESULTATER ER DERMED ET BIDRAG TIL DEBATTEN OM SAMFUNDETS INDSATS FOR UDSATTE BØRN OG UNGE.

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