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The author demonstrates that while the concept of 'imagination' has been the cornerstone of Western intellectual traditions from Plato to Postmodernism, models of child fantasy play have always intruded into such theorizing because of children's unique capacity to throw into relief our understanding of the relationship between representation and reality.

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This innovative book finally takes seriously the need for anthropologists to produce in-depth ethnographies of children's play. In examining the subject from a cross-cultural perspective, the author argues that our understanding of the way children transform their environment to create make-believe is enhanced by viewing their creations as oral poetry. The result is a richly detailed 'thick description' of how pretence is socially mediated and linguistically constructed, how children make sense of their own play, how play relates to other imaginative genres in Huli life, and the relationship between play and cosmology. Informed by theoretical approaches in the anthropology of play, developmental and child psychology, philosophy and phenomenology and drawing on ethnographic data from Melanesia, the book analyzes the sources for imitation, the kinds of identities and roles emulated, and the structure of collaborative make-believe talk to reveal the complex way in which children invoke their experiences of the world and re-invent them as types of virtual reality. Particular importance is placed on how the figures of the ogre and trickster are articulated. The author demonstrates that while the concept of 'imagination' has been the cornerstone of Western intellectual traditions from Plato to Postmodernism, models of child fantasy play have always intruded into such theorizing because of children's unique capacity to throw into relief our understanding of the relationship between representation and reality.

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Recent work on children's digital cultures has identified a range of literacies emerging through children's engagement with new media technologies. This edited collection focuses on children's digital cultures, specifically examining the role of play and creativity in learning with these new technologies. The chapters in this book were contributed by an international range of respected researchers, who seek to extend our understandings of children's interactions with new media, both within and outside of school. They address and provide evidence for continuing debates around the following questions: What notions of creativity are useful in our fields? How does an understanding of play inform analysis of children's engagement with digital cultures? How might school practice take account of out-of-school learning in relation to digital cultures? How can we understand children's engagements with digital technologies in commercialized spaces? Offering current research, theoretical debate and empirical studies, this intriguing text will challenge the thinking of scholars and teachers alike as it explores the evolving nature of play within the media landscape of the twenty-first century.

This book has been replaced by Cultural Issues in Play Therapy, Second Edition, ISBN 978-1-4625-4690-9.

At the heart of this volume is the recognition that children 's engagement with play and story are intrinsically and intricately linked. The contributing authors share a passionate interest in the development and well-being of children, in particular through their use of imagination and adaptation of the everyday into play and stories. Following these principles, the volume explores the connections between play, story, and pretense with regard to many cultural and contextual factors that influence the way these elements vary in children 's lives. In a departure from earlier collections on play and story, the

authors take a particular focus on normative as compared with atypical development. This collection begins with an approach to understanding the developmental relationship between play and story, which recognizes their similarities while acknowledging their differences. Much of the collection addresses pretend play and story in children with autism spectrum disorder, an understudied but important group for consideration, as these dimensions of their lives and development have often been considered problematic. The volume also includes sections on play and story in classroom settings and play and story across cultures, including non-English-speaking environments such as Israel, Romania, China, and Mexico. It concludes with a discussion of how play differs across sociocultural and economic contexts, making a unifying claim for the importance of play in children's lives but also calling for an understanding of what play means to very different groups of children.

The Child Psychology and Mental Health series is designed to capture dynamic interplay by advocating for strengthening the science of child development and linking the science to issues related to mental health, child care, parenting and public policy.

Bringing together a collection of chapters from international experts in the field of early childhood education, *Rethinking Play and Pedagogy in Early Childhood Education* seeks to explore how play in the Early Years is valued as a means of learning. The book discusses how play is presented, transformed by institutional and pedagogical discourses and ultimately experienced by children. Adopting cultural, conceptual and contextual approaches to play and pedagogy across its chapters, this book addresses contemporary emerging issues surrounding play and pedagogy including: the application of critical and socio-cultural analyses to play in early childhood renewed interest in the aesthetic, creative and affective dimensions of play in early childhood education competing discourses of 'performativity', market forces, social reconstruction and child-centredness children's voice and participation within educational settings globalization, migration and cultural pluralism the role of digital technology in early childhood education diversity, identity and social justice within early childhood settings. With international appeal and relevance, this book will be of interest to students taking undergraduate, Masters and doctoral courses in early childhood education, childhood and education studies as well as academic teachers and researchers, policy-makers and international agencies working with young children.

The new edition of *The Child as Musician: A Handbook of Musical Development* celebrates the richness and diversity of the many different ways in which children can engage in and interact with music. It presents theory - both cutting edge and classic - in an accessible way for readers by surveying research concerned with the development and acquisition of musical skills. The focus is on musical development from conception to late adolescences, although the bulk of the coverage concentrates on the period when children are able to begin formal music instruction (from around age 3) until the final year of formal schooling (around age 18). There are many conceptions of how musical development might take place, just as there are for other disciplines and areas of human potential. Consequently, the publication highlights the diversity in current literature dealing with how we think about and conceptualise children's musical development. Each of the authors has searched for a better and more effective way to explain in their own words and according to their own perspective, the remarkable ways in which children engage with music. In the field of educational psychology there are a number of publications that survey the issues surrounding child and adolescent development. Some of the more innovative present research and theories, and their educational implications, in a style that stresses the fundamental interplay among the biological, environmental, social and cultural influences at each stage of a child's development. Until now, no similar overview has existed for child and adolescent development in the field of music. *The Child as Musician* addresses this imbalance, and is essential for those in the fields of child development, music education, and music cognition.

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