

## Inkluderede studier

	<b>Reference</b>	<b>Abstract</b>
1	Alvestad, T. (2012): Små barns forhandlinger I lek. Oslo. Cappelen Damm Akademisk.	Forfatterens hovedfokus i denne boka er de yngste barnehagebarnas relasjoner og samspill gjennom forhandlinger i lek. Forhandlinger defineres som forsøk på å bli enige i relasjoner og lek til tross for at de involverte barna kan ha ulike individuelle erfaringer, uttrykksformer og forventninger. Ved hjelp av et stort innsamlet observasjonsmateriale fra barnehager, undersøker forfatteren hva de yngste barna forhandler om i lek, hvordan de forhandler og hvilke strategier de benytter i disse forhandlingene. Ifølge Alvestad lærer barn mye av de forhandlingene de inngår i, blant annet sosial, kulturell og personlig kompetanse. For barn lærer ikke bare av voksne, men også i det lekende samværet med hverandre. Ved å observere og prøve å forstå barns forhandlinger med hverandre, kan de voksne bidra positivt til at barnehagen kan bli en deltakende læringsarena for de yngste barna. Boka passer for førskolelærerstudenter og for personalet i barnehager.
2	Alcock, S. (2013): Toddlers' Complex Communication: Playfulness from a Secure Base. Contemporary Issues in Early Childhood, Vol. 14(2), 179-190	Attachment theory is presented in this article as involving embodied relational processes within complex relational systems. Two narrative-like "events" are represented to illustrate very young children playfully relating -- connecting and communicating inter- and intrasubjectively. The ethnographic-inspired research methods included the researcher as a participant observer, an outsider, an other, and a-part yet connected to the observation. Belonging and well-being, holding-on and letting-go, trust and the distributed nature of individual minds connected amidst playfulness, are images observed and interpreted in these (and other) events. Several of Winnicott's metaphorical concepts around transitional phenomena, transitional and potential space, holding, and the environment as a good enough mother, are employed to further extend interpretations and understandings of attachment in complex relational ways. The implications lie in understanding and applying concepts associated with attachment theory in complex ways, rather than simply viewing attachment in terms of simplistic concepts and categories.

3	Anderson, B. (2018): Young Children Playing Together: A Choice of Engagement. <i>European Early Childhood Education Research Journal</i> , Vol. 26(1), 142-155	This article highlights the findings of an empirical research project, using an ethnographic approach, taking place over one academic year. It investigates the different forms of engagement that children may present, when acting in free play situations in a nursery in NW England, without direct adult intervention. This range of engagement includes passive, intermittent and two forms of cooperative play, termed divergent and convergent. In the latter, children developed collaborations, using inter-subjectivity, through a series of phases. In this form of engagement, young children are able to develop and sustain play episodes, particularly where they are familiar and friendly with their play partner. Young children playing in peer dyads are the most common grouping for convergent play to occur, although the exclusivity of this grouping may appear to contradict practitioners' pro-social agendas.
4	Andrews, N., Hanish, L., Fabes, R. & Martin, C. (2014): With whom and where you play: Preschoolers' social context predicts peer victimization. <i>Social Development</i> , Vol. 23(2), 357-375	This short-term longitudinal study assessed the relations between the social context of children's play (playgroup size, playgroup gender composition, and play setting) in the fall and peer victimization in the spring for low-income, minority, preschool girls and boys. Gender differences in these associations, as well as the moderating effect of children's individual problem behavior, were considered. Using a multiple-brief observation procedure, preschoolers' (N = 255, 49 percent girls) naturally occurring play in each type of social context was recorded throughout the fall semester. Observers also rated children's victimization and problem behaviors in the fall, and teachers rated children's victimization at the end of the school year. Findings suggested that social context variables predicted spring victimization above and beyond fall victimization and individual levels of problem behavior, and that these associations varied for boys and girls. The findings signify the importance of the social context on changes in peer victimization. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
5	Aras, S. (2016): Free Play in Early Childhood Education: A Phenomenological Study. <i>Early Child Development and Care</i> , Vol. 186(7), 1173-1184	It is aimed to investigate perceptions and implementations of early childhood teachers on free play and their involvement in children's free play. Recent studies focused on that, although there is an increase in the amount of teacher involvement, the quality of this involvement should be clearly examined. Lev Vygotsky examined play as an opportunity providing a context for socially

		<p>assisted learning, a key role in abstract thinking, and a tool promoting development and learning. Teachers' involvement is considered as an important factor for the relationship between play and developmental outcomes. This phenomenological study used interview and observation. Results indicate that teachers respect the children's play. However, they get involved in when children have problems and need help. They use free playtime to complete their daily plans and take attendance.</p>
6	<p>Arnott, L. (2018): Children's Negotiation Tactics and Socio-Emotional Self-Regulation in Child-Led Play Experiences: The Influence of the Preschool Pedagogic Culture. Early Child Development and Care, Vol. 188(7), 951-965</p>	<p>Early Childhood Education (ECE) typically positions the child at the centre of their own learning, with a high degree of child-initiated and child-led experiences. As such, ECE is often characterized by 'free play' during which children are provided with opportunities to manage and negotiate their socio-emotional interactions. This process of self-regulation is carefully moulded by a complex preschool Pedagogic Culture. Drawing on data from two projects that investigated children's social and creative play through exploratory qualitative observations, interviews and child-centred play-based methodologies, this article describes how children interpret cues in formal ECE settings to determine how they manage and regulate their play experiences and socio-emotional interactions. Findings demonstrate that children interpreted four elements of the Pedagogic Culture: Child-Centred Pedagogies, Structural Hierarchies, Rules and Regulations, and Agency and Power. Children manoeuvred these elements of the Pedagogic Culture to shape their negotiation tactics and socio-emotional self-regulation.</p>
7	<p>Bae, B. (2018): Politikk, lek og læring: barnehageliv fra mange kanter. Bergen: Fagbokforlaget</p>	<p>I boka Politikk, lek og læring synliggjøres det hvordan barnehagelærerens komplekse arbeid er forankret i nasjonale og internasjonale dokumenter, og står i relasjon til overordnede prinsipper som vårt samfunn er forpliktet av. Barns liv i barnehage blir påvirket av mange forhold, og innholdet kaster lys over politiske prosesser så vel som prosesser i barnehagens hverdagsliv. Boka inneholder konkrete eksempler på lek og læring i praksis, og hvordan barnehagelærere kan møte barn på utviklende måter. Den gir samtidig innblikk i hvordan samfunnsmessige rammer skaper betingelser for det som skjer i barnehagebarns hverdag. Berit Bae (f. 1944) er dr.philos. og har vært professor i barnehagepedagogikk ved Høgskolen i Oslo og Akershus. Gjennom arbeid med</p>

		undervisning, etterutdanning og FoU-virksomhet i samarbeid med praksisfeltet har hun utviklet praksisnær barnehagekunnskap, og publisert både nasjonalt og internasjonalt. Oppmerksomheten har vært rettet mot kommunikasjons- og relasjonsprosesser mellom barnehagelærer og barn, og barns medvirkning i barnehagen, formidlet gjennom foredrag, artikler og bøker.
8	Berkhout, L., Bakkers, H., Hoekman, J. & Goorhuis-Brouwer, S. (2013): Observing free play in classrooms with an instrument based on video analysis. <i>Early Child Development and Care</i> , 183(1), 125-136	The aim of this study was to investigate the play behaviour of 877 children aged four to six in 47 classes of different sizes in the Netherlands. Video recordings were captured during choice (free play) time once in each class. The video recordings were analysed by trained bachelor students in education with the help of an observation instrument. In child-initiated play, children showed a variety of play, that is, sensory, motor, construction, make-believe, and arts and games that contribute to the physical, emotional, social and cognitive development. Make-believe play and arts and games were observed the most. A rich playing environment (e.g. sand and water and boxes to climb on) yielded variation in play. The results of this study show that experienced teachers and contextual factors are of importance to provoke a variety in play. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
9	Brendeland, A. (2018): <i>Lekelyst: med rom for innelek</i> . Oslo: Pedagogisk forum	Brendeland utfordrer leseren med spørsmålet: Er du en lekeklok voksen i en lekeklok barnehage? I leken møter barna utfordringer og avbrytelser. Med denne boka får du god hjelp til å oppdage noen hindringer og gjøre noe med dem, slik at barna i langt større grad opplever leken som fri. Her får du en rekke ideer til hvordan du kan innrede lekerom som inspirerer til lekende smaspill. Lekelyst egner seg til å skape fornyet forståelse for lek. Denne vil tenne en gnist i barnehagepersonalet og gjøre dem bedre rustet til å ta ansvar for barnas helhetlige lekemiljø. Det levnes ingen tvil: Arbeid med barn er arbeid med lek! "På hver eneste side kommer det et dryss av magisk støv mot leserens ansikt, og vips så er det ingenting som kan bli vanlig igjen. Les, nyt og la deg inspirere" Margareta Öhman
10	Broberg, M, Broberg, A.G, & Hagström, B. (2012). <i>Anknytning i förskolan - Trygghetens betydelse för lek och lärande</i> . Stockholm: Natur och Kultur.	Anknytning i förskolan är en bok som visar att trygga relationer är en förutsättning för lärande, särskilt för små barn. Barn som utvecklat en trygg anknytning till minst en vuxen på förskolan litar på att de blir tröstade när behov uppstår de kan då slappna av och ägna sig åt lek och utforskande.

		<p>Denna bok ger en grund i anknytningsteori och författarna visar med många exempel hur denna kunskap kan användas i förskolans vardag: vid inskolning, hämtning, samling, lek och vila.</p> <p>Anknytning i förskolan är skriven för blivande och verksamma förskollärare och pedagoger som arbetar med de yngsta barnen i förskolan.</p>
11	<p>Broekhuizen, M. L., Slot, P. L., van Aken, M. &amp; Dubas, J. S. (2017): Teachers' Emotional and Behavioral Support and Preschoolers' Self-Regulation: Relations with Social and Emotional Skills during Play. <i>Early Education and Development</i>, Vol. 28(2), 135-153</p>	<p>Research Findings: Drawing from a Dutch sample of 113 Dutch children (M age = 37 months, SD = 3.5) from 37 early care and education classrooms (19 child care centers and 18 preschools), this study examined whether the relation between classroom emotional and behavioral support and children's observed social integration and positive mood in a play situation depends on children's observed behavioral self-regulation. Multilevel analyses revealed a positive association between emotional and behavioral support and children's social integration for children low on behavioral self-regulation, but there was no such association for children high on behavioral self-regulation. Contrary to our expectations, children low on behavioral self-regulation showed more integration in the case of relatively highly supportive classrooms but not less integration in classrooms that were low in support. For children's positive mood, a positive association with emotional and behavioral support was found, and no association was found with behavioral self-regulation. Practice or Policy: This study's findings highlight the importance of emotionally and behaviorally supportive classroom experiences for young children's social and emotional skills. Moreover, results hint that experts should perhaps not see children low in behavioral self-regulation as always at risk for poorer social outcomes.</p>
12	<p>Brown, S. (2012): Leg - hvordan leg former hjernen, stimulerer fantasien og beriger livet. København. Dansk Psykologisk Forlag.</p>	
13	<p>Cordoni, G., Demuru, E., Ceccarelli, E. &amp; Palagi, E. (2016): Play, aggressive conflict and reconciliation in pre-school children:</p>	<p>Play provides children with the opportunity to train in fundamental social skills, including conflict management. Here, we evaluate the management of play, aggressive conflict and reconciliation in 3- to 5-year-old preschool children. 3-</p>

	What matters? Behaviour, Vol. 153(9-11), 1075-1102	year-old children show the highest levels of aggressive conflicts in free play, and do not reconcile their aggressive conflicts in the first months of the preschool year because they still lack social capacities to successfully manage interactions with peers. We found no gender bias in being aggressors or victims, but gender-typed traits were reflected in the expression of aggressiveness in same-sex peers for boys, who rely more on physical contacts than girls. Gender segregation in play is seen only in boys, regardless of age. Our results emphasize the importance of considering play, aggressive conflicts, and reconciliation as a whole, in order to obtain a comprehensive overview of the development of pre- and post-conflict dynamics in humans. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
14	Cugmas, Z. (2011). Relation between children's attachment to kindergarten teachers, personality characteristics and play activities. Early child development and care, 181(9), 1271-1289.	The purpose of this study was to develop the "observational scheme of child's free play in kindergarten" (OFP) and examine the associations between "child's attachment to his/her kindergarten teacher" (CAKT) and: (1) cognitive and social play behaviour, (2) child's contacts with his/her peers and teacher during free play session in kindergarten, and (3) child's personality characteristics. One hundred and one children (57.4% male) participated in the research. Children's ages ranged from 24 to 74 months (M = 51.4; SD = 12.0). Trained observers filled in the OFP, CAKT and the "inventory of child individual differences" (ICID). Play behaviour was observed at kindergarten during free play sessions of 60 minutes, and cognitive and social play categories were coded. Metric characteristics of the OFP appeared to be satisfactory. Results revealed significant correlations between children's secure and resistance attachment to their kindergarten teachers and cooperative play, the contacts with their peers and teachers during free play session in kindergarten and their personality characteristics. In future, it will be necessary to analyse the causal associations between discovered variables. (Contains 9 tables.)
15	Degotardi (2010) Degotardi, S. (2010): High-Quality Interactions with Infants: Relationships with Early-Childhood Practitioners' Interpretations and Qualification Levels in Play and Routine	This study investigated factors related to the quality of early-childhood practitioners' interactions with infants in play and routine contexts. Participants were 24 practitioners working with 9-20-month-old infants in long day-care infant programmes. Video-recordings of their interactions with a nominated infant during play and in routine contexts were rated for levels of sensitivity and

	Contexts. <i>International Journal of Early Years Education</i> , Vol. 18(1), 27-41	stimulation. Practitioners were asked to interpret extracts of this video footage and these interpretations were rated according to the complexity of the interpretive narrative. Results indicated relationships between practitioner qualification, their levels of interpretive complexity and the quality of their interactions. The quality of play interactions was significantly higher than that of routine interaction. The implications of these findings in relation to the provision of high-quality infant day-care programmes are discussed. (Contains 4 tables and 1 note.)
16	Devi, A., Fleer, M., & Li, L. (2018): 'We Set up a Small World': Preschool Teachers' Involvement in Children's Imaginative Play. <i>International Journal of Early Years Education</i> , Vol. 26(3), 295-311	Grounded in Vygotsky's cultural-historical theory, this paper examines how often teachers are involved in children's imaginative play and discusses their beliefs about their role in supporting children's imaginative play. To investigate this problem, video (65 hours of digital observations) and interview data (two hours and 30 minutes) of 60 children with 7 teachers from two preschools in Australia were analysed. Using Vygotsky's [1966. "Play and Its Role in the Mental Development of the Child." "Voprosy Psikhologii" 12 (6): 62-76] cultural-historical concept of play, and Kravtsov and Kravtsova's [2010. "Play in the L.S. Vygotsky's Nonclassical Psychology." "Journal of Russian and East European Psychology" 48 (4): 25-41] conception of 'subject positioning' (being inside and outside of the play), it was found that despite the general importance of play, teachers' involvement in developing children's imaginative play appears to be minimal. The interviews showed that teachers' beliefs about their role in children's imaginative play are directly related to the distance of their physical proximity and understanding of the play narrative being enacted. This paper argues that focusing on teachers' involvement in children's play is an important but under-researched dimension of play-based pedagogies in early childhood education.
17	Fleer, M. (2015): Pedagogical positioning in play—Teachers being inside and outside of children's imaginary play. <i>Early Child Development and Care</i> , Vol. 185(11-12), 1801-1814	Although there is a long tradition of play pedagogy in early childhood education, teachers have mostly taken a passive role in children's play. There are relatively few studies of the pedagogical roles adults take from inside of children's imaginary play. This paper seeks to fill this gap through presenting the findings of a study where the play pedagogy of five Australian childcare centres was analysed. Video observations of nine teachers interacting with children (3.3–5.5

		years) during free play time (399 h of video observations) were analysed using the concept of subject positioning. It was found most teachers positioning themselves outside of children's play. A typology of play is presented which includes teacher proximity to children's play; teacher intent is in parallel with children's intent; teacher is following the children's play; teacher is engaged in sustained collective play; and teacher is inside the children's imaginary play. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
18	Gray, P. (2011): The decline of play and the rise of psychopathology in children and adolescents. <i>American Journal of Play</i> , Vol. 3(4), 443-463	Over the past half century, in the United States and other developed nations, children's free play with other children has declined sharply. Over the same period, anxiety, depression, suicide, feelings of helplessness, and narcissism have increased sharply in children, adolescents, and young adults. This article documents these historical changes and contends that the decline in play has contributed to the rise in the psychopathology of young people. Play functions as the major means by which children (1) develop intrinsic interests and competencies; (2) learn how to make decisions, solve problems, exert self-control, and follow rules; (3) learn to regulate their emotions; (4) make friends and learn to get along with others as equals; and (5) experience joy. Through all of these effects, play promotes mental health. (Contains 48 notes and 1 figure.)
19	Hakkarainen, P., Bredikyte, M., Jakkula, K. & Munter, H. (2013): Adult play guidance and children's play development in a narrative play-world. <i>European Early Childhood Education Research Journal</i> , Vol. 21(2), 213-225	In this article, we present an innovative approach to adult participation in children's play development. Our theoretical background is based on Vygotsky's play concept, but we claim that adult play guidance is important and carries out different functions from one to seven years of age. We propose that an adult's minimal role in moving the boundaries of the zone

		<p>of proximal development (ZPD) is connected to failures of participation in joint play. Adults</p> <p>have to become genuine partners in children's play and must use appropriate narrative</p>
20	<p>Hakkarainen, P. &amp; Bredikyte, M. (2019): The adult as a mediator of development in children's play. In Smith, P.K. &amp; Roopnarine, J.L, (Eds.) The Cambridge handbook of Play – developmental and disciplinary perspectives. Cambridge, Cambridge University Press.</p>	
21	<p>Hedges, H. &amp; Cooper, M. (2018): Relational Play-Based Pedagogy: Theorising a Core Practice in Early Childhood Education. Teachers and Teaching: Theory and Practice, Vol. 24(4), 369-383</p>	<p>A commitment to long-standing child-centred ideologies and recent emphases on academic outcomes have both perpetuated narrow interpretations of play-based pedagogy in early childhood education. Instead, teachers might proactively and spontaneously deepen children's thinking and understandings related to children's own interests and motivations during thoughtful pedagogical interactions that arise from play. This paper draws on findings from a qualitative case study in Aotearoa, New Zealand where teachers used their professional expertise to engage with children's thinking and understandings. We analyse the professional knowledge, strategies and skills teachers brought to these relational and play-based interactions. We offer new conceptualising of teaching in highlighting the need to position a sophisticated blending of play, learning and teaching within participatory and relational pedagogies as a core practice of early childhood education. Further, we argue that two constructs--everyday and scientific concepts, and the zone of proximal development--position theoretically ways in which teachers' knowledge, expertise and engagement might contribute to these 'in the moment' rich, thoughtful understandings of what we term relational play-based pedagogy.</p>
22	<p>Henricks, T. (2019): Classic theories of play. I: Smith, P. K. &amp; Roopnarine, J. (red). The Cambridge Handbook of Play.</p>	

	Developmental and disciplinary perspectives. Cambridge University Press. 361-383	
23	Jensen, M. (2013): Lektorier. Lund. Studentlitteratur	
24	Knudsen, A. (2019). Børns hjerner: Hjerne, leg og dannelse i dagtilbud – og et opgør med tanken om tvangsmodning af børn. København. Dafolo	
25	Jones, E., & Reynolds, G. (1992). The play's the thing: Teachers' roles in children's play. Teachers College Press.	
26	Jung, J. (2011). Caregivers' playfulness and infants' emotional stress during transitional time. <i>Early Child Development and Care</i> , 181(10), 1397-1407.	The purpose of this study is to explore the playfulness of the teachers of infants and its relations to infants' emotional distress during the transitional time at a child care centre. The study used a qualitative case study. Two infant caregivers in a university-based child care centre participated in this study. For the three-month research period, observations, interviews, ongoing conversations, email exchanges and field notes were used as data sources. The findings revealed that the infant caregivers' playfulness appeared in a wide range of verbal and non-verbal behaviours, gestures and expressions. Also, the caregivers' playfulness helped to alleviate infants' emotional distress and made smooth transitions to new experiences. The study suggests playfulness is a constructive way for infants to build up the relationship between infants and teachers. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
27	Lecusay (2017)	Preschools are increasingly focused on children's cognitive development and school preparation at the expense of supporting the development of children as whole persons. Two preschool pedagogies that fall outside of this trend, and which have roots in Vygotsky's theories of learning and development, are playworlds and the Reggio Emilia-inspired pedagogy of listening. In playworlds,

		<p>children's pretend play is based in an understanding of children as creative. The pedagogy of listening does not focus on play but understands children as engaged, reflective culture creators, and focuses on the creation of environments that afford children's exploration, a concept not theorized to the same degree as pretend play. In this paper we investigate the concept of exploration and exploratory play in relation to pretend play, and present our understanding of a preschool pedagogy that focuses simultaneously on play and exploration as sufficient for the growth of the whole person, that is, their becoming as a subject. We make this case by presenting two projects, drawn from an ethnography of three Swedish Preschools, in which children's play and exploration were both foci. We argue that these examples force us to rethink what children do in pretend play and in exploration, and how both pretend play and exploration are related to learning and growth. Emphasizing subjectivity the introduction of scientific concepts, and school-based learning should be reconsidered from a didactical perspective: What, when, and how will scientific concepts be useful in the life of the child and for the growth of subjectivity?</p>
28	<p>Ledin, P. &amp; Samuelsson, R. (2017): Play and imitation: Multimodal interaction and second-language development in preschool. <i>Mind, Culture, and Activity</i>, Vol. 24(1), 18-31</p>	<p>This article targets the multimodal character of children's play and its potential for scaffolding second-language development. We follow children who are newcomers to a Swedish preschool and analyze their interactions. Play is, we argue, based on rules or tacit agreements between children, originating in the human capacity of imitation, and creates an opportunity to test out cultural patterns. Despite their limited language abilities, the children naturally engage in bodily play interactions where different objects are deployed. This can potentially underpin second-language development, not least when a child or teacher with better Swedish language proficiency participates. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
29	<p>Lemay, L., Bigras, N. &amp; Bouchard, C. (2016): Respecting but not sustaining play: Early childhood educators' and home childcare providers' practices that support children's play. <i>Early Years: An</i></p>	<p>This study examined and compared the extent to which early childhood educators' (ECEs) and home childcare providers' (HCPs) practices supported children's play. The sample included 50 ECEs and 20 HCPs in settings that care for 70 children at 18, 24, and 36 months old. At each time point, the childcare process quality was observed using the Educational Quality Observation Scales. Cross-sectional descriptive analysis revealed unsatisfactory scores on items that</p>

	International Journal of Research and Development, 36(4), 383-398	comprise the 'Adult's practices that support children's play' subscale. The item 'respects children's play' was the only exception, with scores in the satisfactory range. In addition, compared to HCPs, ECEs obtained higher scores. This study suggests that although ECEs and HCPs generally respected children's play, their interventions did not extend further to sustain play. There is a need to improve ECEs' and HCPs' practices to sustain young children's development and learning during play. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
30	Lillard, A., Matthew, D. L., Hopkins, E., Dore, R., Smith, E. & Palmquist, C. (2013). The Impact of Pretend Play on Children's Development: A Review of the Evidence. Psychological Bulletin, Vol. 139, 1-34	Pretend play has been claimed to be crucial to children's healthy development. Here we examine evidence for this position versus 2 alternatives: Pretend play is 1 of many routes to positive developments (equifinality), and pretend play is an epiphenomenon of other factors that drive development. Evidence from several domains is considered. For language, narrative, and emotion regulation, the research conducted to date is consistent with all 3 positions but insufficient to draw conclusions. For executive function and social skills, existing research leans against the crucial causal position but is insufficient to differentiate the other 2. For reasoning, equifinality is definitely supported, ruling out a crucially causal position but still leaving open the possibility that pretend play is epiphenomenal. For problem solving, there is no compelling evidence that pretend play helps or is even a correlate. For creativity, intelligence, conservation, and theory of mind, inconsistent correlational results from sound studies and nonreplication with masked experimenters are problematic for a causal position, and some good studies favor an epiphenomenon position in which child, adult, and environment characteristics that go along with play are the true causal agents. We end by considering epiphenomenalism more deeply and discussing implications for preschool settings and further research in this domain. Our take-away message is that existing evidence does not support strong causal claims about the unique importance of pretend play for development and that much more and better research is essential for clarifying its possible role
31	Little, H. & Shirley, W. (2010): Individual differences in children's risk perception and	Child characteristics including age, gender, risk-taking behaviour and sensation seeking are thought to influence children's ability to appraise risks. The present

	<p>appraisals in outdoor play environments. International Journal of Early Years Education, Vol. 18(4), 297-313</p>	<p>study investigated children's risk perceptions and appraisals in the context of common outdoor physical play activities. Risk perceptions and appraisal of four- and five-year olds were assessed using a pictorial risk appraisal measure and through individual semi-structured interviews examining children's decision-making. Sensation seeking and risk-taking behaviour were assessed using self- and parent-report measures. Results revealed that the children were able to identify injury risk behaviours however differentiating the severity of the potential injury was less accurate. Furthermore, the children appeared to use these judgements in their play to inform their behaviour whilst using playground equipment. Whilst they actively sought out those activities that offered challenge and excitement, they were aware of their abilities and showed caution in engaging in activities that were beyond their current capabilities. The results have implications for the provision of calculated risk-taking in outdoor play and for adult responses to the risk-taking behaviour of children. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
32	<p>Luchs, A. &amp; Fikus, M. (2013): A comparative study of active play on differently designed playgrounds. Journal of Adventure Education and Outdoor Learning, Vol. 13(3), 206-222</p>	<p>The physical and social environment of children in cities is continuously changing. Knowledge about the positive effects of natural play experiences within the child's development is becoming widely known. Affordances of diverse landscape elements and especially loose parts for play in natural environments influence play activities. New concepts of natural playgrounds emerge and call for more research in this field. We conducted a comparative study on differently designed playgrounds (contemporary, naturally structured) in Bremen, Germany. The aim of the study was to further explore how diverse play environments afford different forms of play in kindergarten children aged between five and six years. Results show differences in number and duration of play episodes as well as in the occurrence of different categories of play. Existing observational instruments need improvement to adequately evaluate the impact of new playground concepts on early childhood activities. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
33	<p>Løkken, G. (2005): Toddlerkultur - Om et- og toåriges sociale samspil i vuggestuen. København. Hans Reitzels Forlag.</p>	

34	Løndal, K. & Greve, A. (2015): Didactic Approaches to Child-Managed Play: Analyses of Teacher's Interaction Styles in Kindergartens and After-School Programmes in Norway. <i>International Journal of Early Childhood</i> , Vol. 47(3), 461-479	This article explores the nature of teachers' involvement in child-managed play. We approached this didactic issue through analysis of interactional situations in a kindergarten and an after-school programme and by drawing on relational theory and the concept of "pedagogical tact". Qualitative material was gathered from observations and video recordings of children and their teachers in the kindergarten and the after-school programme, and interactional situations were analysed. The findings show that in both institutions, teachers' involvement follows three main approaches: surveillance, an initiating and inspiring approach, and a participating and interactional approach. Whether surveillance is based on judgments about safety or about rules, it seems to hamper the children's play. Children in both institution types seem to like when teachers' involvement included the initiation of new activities. Such activities often transform into child-managed play. Teachers' inspiring communications and interactions were also characterised by recognition and acknowledgement, and this approach appeared to promote child-managed play. It seems important that a surveillance approach does not overshadow an initiating and inspiring approach or a participating and interactional approach in interactional situations through which teachers act with pedagogical thoughtfulness and tact.
35	March, S., & Fler, M. (2016). "Soperezhivanie": Dramatic Events in Fairy Tales and Play. <i>International Research in Early Childhood Education</i> , 7(1), 68-84.	The concept of "perezhivanie" has gained theoretical attention and is beginning to feature in empirical studies of young children, where the role of emotion is foregrounded (e.g., Ferholt, 2010). However, the idea of a "collective perezhivanie" of adults and children in early childhood settings has not yet been researched. In the context of collective emotional imagination (Fler & Hammer, 2013; Fler & Peers, 2012), this paper foregrounds the key relations between audience and players, and between real relations and role relations. It extends a line of work developed by Zaporozhets (1986, 1986/2002, 1994/2005) and furthered by Strel'kova (1986) and El'koninova (2001, 2002) on a related concept known in Russian as "soperezhivanie." Through a study of 25 children, three educators, and the first named author, participating in a fairy tale festival in a multi-age children's care setting in Australia (60 hours of video observations) the concept of "soperezhivanie" is drawn upon to make sense of the experiences of the participants. It was found that moments of collective "perezhivanie" were

		co-experienced by children and teachers when teachers took a role in the play and the group united around a key moment of emotional contradiction in the fairy tale. This research provides insights into ways in which early childhood educators can plan for children's emotional development in collective whole group contexts. The outcomes make a contribution to the unfinished work of Vygotsky on the concept of "perezhivanie."
36	Mawson, W. (2014): Experiencing the "Wild Woods": The Impact of Pedagogy on Children's Experience of a Natural Environment. <i>European Early Childhood Education Research Journal</i> , Vol. 22(4), 513-524	Outdoor play environments offer a wide range of potential affordances to both teachers and children. Teachers' pedagogy is a strong determining factor in children's ability to utilise the affordances of a particular environment. This article describes the way in which a group of teachers and children in a New Zealand education and care centre viewed and interacted with "the wild woods", a nearby large wooded natural environment. All children and teachers spent time in the woods at least once a week. The researcher spent one morning a week for 10 months in the centre and accompanied the group to the woods. The teachers had differing levels of participation and interaction with the children, and differing beliefs on how much the environment should be shaped and enhanced. These differing pedagogical approaches had a clear impact on the children's experiences. The impact of the differing pedagogies on the children's experience of the natural environment are documented and the implications for teaching and learning in outdoor environments are discussed.
37	Meacham, S., Vukelich, C., Han, M., & Buell, M. (2016). Teachers' responsiveness to preschoolers' utterances in sociodramatic play. <i>Early Education and Development</i> , 27(3), 318-335.	Research Findings: This descriptive study used sequential analysis to examine both preschool teachers' responsiveness to children's utterances in sociodramatic play and the children's responses to their teachers' utterances. Eleven teachers in a Head Start program were videotaped while interacting with children in the dramatic play center. Salient findings of this study are threefold: (a) Teachers' responsiveness and the children's responsiveness to their teachers' talk varied substantially, (b) the children responded frequently to the teachers' topic-continuing utterances, and (c) the children responded frequently in the pretend play mode when teachers extended the children's utterances following the topics initiated by the children. Practice or Policy: The current study contributes to the extant research by providing a more fine-grained analysis of children's response modes in the sociodramatic play context. In addition, the current study suggests

		<p>that teacher education and that practice and policies supporting teaching quality should consider emphasizing the details of teacher-child interaction in the dramatic play center at the utterance level.</p>
38	<p>Morgante, J. (2013): Ecological resources affect children's play. <i>Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement</i>, Vol. 45(2), 115-123</p>	<p>[Correction Notice: An Erratum for this article was reported in Vol 45(3) of <i>Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement</i> (see record 2013-18528-001). In the article, the author's affiliation was incorrect. Additionally, the words, "and social contexts," were inadvertently added to the caption for Figure 2. The online version of this article has been corrected.] Nonhuman animals', infants', and young children's play seems partially determined by the ecological arrangement and specifically, the surface on which play will occur and the available materials. The effect of surface and materials on children's play has received some attention, but it has not been investigated systematically. To address this issue, children's play forms and social participation were observed weekly at a sensory table, an activity that uses both surfaces and objects. The sensory table surface consisted of rocks, sand, soil, or water, and available play materials comprised of either minimally-structured or highly-structured objects. Sand and water yielded the most salient differences. More sophisticated cognitive and social play forms occurred with sand whereas water evoked more rudimentary activity. The availability of highly-structured objects produced more mature cognitive play forms; minimally-structured objects led to more sophisticated social activity. The results of this study suggest some of the ways that ecological arrangements direct children's play. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract) Original language abstract Les jeux des animaux, des bébés et des jeunes enfants semblent partiellement déterminés par la disposition environnementale, en particulier, par la surface sur laquelle s'effectue le jeu et le matériel disponible. L'effet de la surface et du matériel sur les jeux des enfants a fait l'objet d'une certaine attention, mais il n'a pas été examiné de façon systématique. Pour étudier le sujet, on a observé, sur une base hebdomadaire, les formes de jeu ainsi que la participation sociale d'enfants à une table sensorielle qui comportait à la fois diverses surfaces et des objets. La surface de la table sensorielle incluait des roches, du sable, de la terre ou de</p>

		<p>l'eau, et le matériel de jeu incluait des objets soit très peu structurés, soit hautement structurés. Le sable et l'eau ont donné lieu aux différences les plus marquées. Le sable a suscité les formes de jeux les plus sophistiquées sur les plans cognitif et social, et l'eau, les activités les plus rudimentaires. L'accès à des objets très structurés a donné lieu à des formes de jeu plus avancées sur le plan cognitif; les objets très peu structurés ont donné lieu à une activité sociale plus sophistiquée. Les résultats de cette étude suggèrent quelques façons dont la disposition environnementale influe sur les jeux des enfants. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
39	<p>Morrissey, A., Scott, C. &amp; Rahimi, M. (2017): A comparison of sociodramatic play processes of preschoolers in a naturalized and a traditional outdoor space. <i>International Journal of Play</i>, Vol 6(2), 177-197</p>	<p>Sociodramatic play processes such as role play, transformations, persistence, and metacommunication are regarded as both important markers and facilitators of development. They are also influenced by the nature of the environment and resources available. With increased interest in the influence of naturalized play environments on sociodramatic play, researchers in this study used event sampling to compare sociodramatic play processes of 4- to 5-year-olds in two spaces at their preschool: one traditional and one highly naturalized. Play episodes in the naturalized space persisted for longer, were more mobile, and involved more fantasy role play. A chi-square analysis showed that children in the naturalized yard also demonstrated significantly higher levels of object substitutions, imaginative transformations, and metacommunications. Greater affordance of open-ended materials, flexible playscapes, and a greater sense of seclusion and quiet are proposed as possible factors, with implications for practice and design. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
40	<p>Mullick, A. (2013). Inclusive indoor play: An approach to developing inclusive design guidelines. <i>Work</i>, 44(Supplement 1), 5-17.</p>	<p>Objective: The purpose of the Inclusive Indoor Play study was to learn about indoor play and develop design guidelines to inform design of inclusive playthings. Participants: Children with and without disabilities, parents, teachers, therapists, daycare owners and designers. Methods: Focus group interviews; Children's drawings; and Indoor play simulation. Results: The major findings suggest that: 1) play should encourage a child's creativity and develop imagination, 2) inclusive play concept must be employed to design playthings for children with wide age group, 3) inclusive designs improve usability,</p>

		<p>broaden market appeal, and increase user base, and 4) customizable playthings help children with and without disabilities personalize play situations. Three play principles provide new directions to designing inclusive playthings: 1) offer many play opportunities, 2) provide many modes of play, and 3) include many levels of play challenges. Conclusions: Inclusive Design Guidelines were developed from the findings of three studies: Focus group interviews, Children's drawings, and Play simulation. The guidelines served as useful tools for inclusive design and they were employed to design of six indoor playthings. The playthings were instrumental in promoting social inclusion and they met the criteria of the Inclusive Indoor Play project. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
41	<p>Møller, S. (2015): Imagination, Playfulness, and Creativity in Children's Play with Different Toys. <i>American Journal of Play</i>, Vol. 7(3), 322-346</p>	<p>Based on a four-month experimental study of preschool children's play with creative-construction and social-fantasy toys, the author examines the influence of both types of toys on the play of preschool children. Her comparative analysis considers the impact of transformative play on the development of imagination during play activities and explores ways to support children's playful initiatives. She argues that, by transgressing play scenarios, children often develop a more playful attitude. Toys, imagination, and the setting are important factors in the play children initiate, and transgressing the immediate play scenario affects each of these factors.</p>
42	<p>Møller, S. (2016): Playfulness, Imagination, and Creativity in Play with Toys: A Cultural-Historical Approach. <i>International Research in Early Childhood Education</i>, Vol. 7(2), 111-128</p>	<p>The aim of this article is to present a wholeness perspective on the relation between creative imagination and children's activity when playing with toys. This is explored through a case retrieved from a 4-month experimental research project, specifically from a social fantasy play session. In order to analyse and examine children's play, the study builds on a dynamic model of human activity--a Vygotskian approach--placed within a contemporary cultural-historical framework. This is expanded upon with an analytical model that connects creative play with the concept of change in play. In this model of transgression, children's playful activities are understood as the basis for the transformation of play during play. This model offers an opportunity to observe transformations through initiatives and negotiations of the play activity. In the study, toys are conceptualised by types of mediation; that is, as toys used for social fantasy play</p>

		and as toys used for creative construction play. It is shown that a wholeness perspective on play and changes during play must take into consideration children's transgressions and negotiation of these transgressions. This gives a potential to observe how these act upon cultural traditions and institutional practices as transgressions of the established life-world.
43	Nelson, L.J., Hart, C.H. & Evans, C.A. (2008): Solitary-Functional Play and Solitary-Pretend Play: Another Look at the Construct of Solitary-Active Behavior Using Playground Observations. <i>Social Development</i> , Vol. 17(4), 812-831	Although the construct of solitary-active behavior calls for the aggregation of solitary-functional play and solitary-pretend play, there is little empirical support for combining them into one construct. Furthermore, little work has been done in early childhood to examine these behaviors on the playground. The purpose of this study was to observe children's behavior on the playground to explore whether solitary-functional and solitary-pretend behaviors are related to one another and to other indices of social adjustment/maladjustment. Examining a sample of 361 preschoolers, results revealed that (1) solitary-functional and solitary-pretend play were not related, (2) solitary-functional play was associated with solitary-passive and reticent behaviors, as well as less social play, cooperative rough and tumble play, sociable/friendliness, assertiveness, and lower peer acceptance, and (3) solitary-pretend play was linked to lower peer acceptance and more social maladjustment, including venting, reactive aggression (but not proactive aggression), active exclusion, victimization, and being distractible.
44	Nicolopoulou, A. & Ilgaz, H. (2013): What Do We Know about Pretend Play and Narrative Development? A Response to Lillard, Lerner, Hopkins, Dore, Smith, and Palmquist on "The Impact of Pretend Play on Children's Development: A Review of the Evidence", <i>American Journal of Play</i> , Vol. 6. 55-81	This article argues that Vygotsky's analysis of children's play and of the ways it can serve as a powerful matrix for learning and development has two important implications that are not always fully appreciated. First, children's social pretend play can promote development both in the domains of cognition and language and in dimensions of social competence, such as self-regulation and cooperation. Second, tapping play's value in the education of young children is not purely a matter of alternating didactic/academic instruction with unstructured free-play periods. We also need to devise educational practices that systematically integrate the play element into the curriculum in carefully structured ways that simultaneously engage children's enthusiasm and provide scope for their own initiative and creativity. One concrete example of a play-based activity that can do this successfully is the storytelling/ story-acting practice developed by Vivian

		<p>Paley. Drawing on a recently completed 2-year study of this practice in several preschool classrooms serving low-income 3- to 5-year-olds from diverse ethnic backgrounds, we focus on an individual case study to illustrate how participation in this practice can generate mutually reinforcing benefits in language and social competence for the children involved. In the process, we consider the significance of both peer-group relations and socio-emotional relations with adults and their complementary roles in helping promote these competencies. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
45	<p>Nilsson, M., &amp; Ferholt, B. (2014). Vygotsky's theories of play, imagination and creativity in current practice: Gunilla Lindqvist's "creative pedagogy of play" in US kindergartens and Swedish Reggio-Emilia inspired preschools. <i>Perspectiva</i>, 32(3), 919-950.</p>	<p>The ideal of modern western childhood, with its emphasis on the innocence and malleability of children, has combined with various social conditions to promote adult's direction of children's play towards adult-determined developmental goals, and adult's protection of children's play from adults. However, new forms of play, in which adults actively enter into the fantasy play of young children as a means of promoting the development and quality of life of both adults and children, have recently emerged in several countries (Sweden, Serbia (the former Yugoslavia), Finland, Japan and the United States). In this paper we discuss the theoretical support for this new form of activity: we argue that Gunilla Lindqvist's reinterpretation of Vygotsky's theory of play, with its emphasis on the creative quality of play, is unique amongst contemporary Western European and American theories of play. And we describe a series of formative interventions that are both instantiations of this new form of activity and an investigation of its theoretical support, which are being conducted in the United States and Sweden. Researchers at the Laboratory of Comparative Human Cognition at the University of California, San Diego have implemented and studied Lindqvist's creative pedagogy of play in U.S. early childhood public school classrooms. Over the past year the central component of this pedagogy, playworlds, has been introduced and studied in three Swedish Reggio-Emilia inspired preschools. In conclusion, some of the findings from these research projects are presented.</p>
46	<p>Nilsson, M., &amp; Ferholt, B. (2017). Playworlds and the pedagogy of listening.</p>	

	In The Routledge International Handbook of Early Childhood Play (pp. 261-273). Routledge.	
47	Nordtømme, S. (2015): En teoretisk utdyping av rom og materialitet som pedagogisk ressurs i barnehagen. Nordisk barnehageforskning [elektronisk ressurs], (Vol. 10) [14 sider]	
48	Ólafsdóttir, S. M., Danby, S., Einarsdóttir, J., & Theobald, M. (2017). 'You need to own cats to be a part of the play': Icelandic preschool children challenge adult-initiated rules in play. <i>European Early Childhood Education Research Journal</i> , 25(6), 824-837.	In preschool settings, children challenge the adult-initiated rules in many ways during their play activities with peers. This ethnographic study with children aged 3-5 years was built on Corsaro's sociology of childhood construct that views children as agents and active participants in preschool society. The study is conducted in two preschools in Iceland, and explores children's perspectives of adult-initiated rules in their preschool settings and how they challenge these rules in their play activities. Children's perspectives were explored by video-recording their play activities and inviting the children to watch and discuss the recordings. The children reported how they interactionally managed the adult-initiated rules in their preschool settings. The findings indicate the different strategies used by the children to challenge these rules, which were often related to who could take part in the play. The implication of the study is a better understanding of the complexity of rules within and around children's play in peer cultures. Such understanding offers educators awareness of how these rules influence children's participation in play activities.
49	Ooi, L., Baldwin, D., Coplan, J., & Rose-Krasnor, L. (2018): Young children's preference for solitary play: Implications for socio-emotional and school adjustment. <i>British Journal of Developmental Psychology</i> , Vol. 36(3), 501-507	The purpose of this study was to provide additional psychometric support for the Preference for Solitary Play Interview (PSPI) and to examine the associations between self-reported preference for solitary play and indices of adjustment in early childhood. Participants were N = 340 children attending kindergarten and grade 1. Children completed the PSPI, and teachers provided assessments of children's socio-emotional and school adjustment. In support of the validity of the PSPI, preference for solitary play was positively associated with asocial behaviours. Further, preference for solitary play displayed an indirect (but not direct) association with peer exclusion via asocial behaviours. Findings are

		<p>discussed in terms of the social and behavioural implications of preference for solitary play in early childhood. Statement of contribution: What is already known on this subject? 1. Children who spend more time alone are at increased risk of adjustment difficulties. 2. However, some individuals desire to spend time alone because of an appreciation for solitude. 3. A preference for solitude is not associated with negative adjustment in adults and older youth. What does this study add? 1. This study is among the first to examine self-reported preference for solitary in early childhood. 2. Preference for solitude may not be related to emotional or school difficulties in young children. 3. However, a heightened display of solitary behaviours may still evoke negative responses from peers. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
50	<p>Palaiologou, I. (2017): Assessing children's play: Reality or illusion? The case of early years foundation stage in England. <i>Early Child Development and Care</i>, Vol. 187(8), 1259-1272</p>	<p>Since the introduction of the Early Years Foundation Stage (EYFS) in England in 2008, assessment of children has taken a formal and standardized measurable approach. Such an approach goes against most findings of play-oriented research. Thus, the project reported here employed participatory action research with practitioners in order to identify elements of child-initiated play, strategies which allowed practitioners' participation as partners and ways (if any) of assessing such an approach. It was found that practitioners should be concerned to explore meaningful possibilities of assessing children's play as it is impossible to separate or to distinguish functions that appear in children's initiated play for assessment purposes. Instead, practitioners' concern should be on the creation of environments that encourage play and offer opportunities, experiences, expectations and motivation which empower children to make choices and decisions based on polyphony, interactions, commitment, confidence and expertise. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
51	<p>Pálmadóttir, H., &amp; Johansson, E. M. (2015). Young children's communication and</p>	<p>The article explores how young children between one and three years old communicate and prioritise values in order to create and be a part of a</p>

	<p>expression of values during play sessions in preschool. <i>Early Years</i>, 35(3), 289-302.</p>	<p>community during play sessions in an Icelandic preschool. Furthermore, it aims to investigate the value conflicts that might occur and how the children resolve such conflicts. The study adopts the phenomenological approach of Merleau-Ponty emphasising human bodily existence. Data consist mainly of video recordings. The findings show three main categories that illustrate the values that the children prioritised and found meaningful to their interaction in their play: the value of ownership of toys, the value of others' well-being and the value of belonging to the community. The values could also be in opposition to values that were either prioritised within the group of children or emphasised by the educators. The study implies that play situations are a valuable arena for children's learning of values. The value conflicts appeared to be especially important, including children's confrontations with each other's perspectives and requiring the children to clarify their views. Thus, children's positions and possibilities within the group became visible and influenced the resolution of the conflicts.</p>
52	<p>Pálmadóttir, H., &amp; Johansson, E. M. (2015). Young children's communication and expression of values during play sessions in preschool. <i>Early Years</i>, 35(3), 289-302.</p>	<p>This article aims to explore young children's (from one to three years old) perspectives of the role and pedagogy of educators in play in an Icelandic preschool. The intention is to explore the meaning that children put into involving educators in their play and whether the children experience educators' actions as a resource for their play. The study is based on a phenomenological approach. Data consist of video recordings and field notes of 46 children, from one to three years old, as well as eight educators. Four main categories that illustrate children's perspectives on the role of the educators emerged: (a) assistance connected to play situations and play material, (b) confirmation of competence, (c) support connected to children's social interactions, and (d) participation in play and playful actions. The findings reveal that children's perspectives and experiences in their own life-worlds in play can be considered an important dimension that contributes to changes in the pedagogical practices that are emphasised in curriculum. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
53	<p>Pui-Wah, C. (2010): Exploring the tactfulness of implementing play in the</p>	<p>'Learning through play' in early childhood education is widely advocated, but studies show that play is not easily enacted in classrooms. The quality of</p>

	<p>classroom: A Hong Kong experience. <i>Asia-Pacific Journal of Teacher Education</i>, Vol. 38(1), 69-82</p>	<p>learning through play has been questioned in various countries, especially when learning outcomes are a global concern. This paper examines how one teacher implemented learning through play within a formal and didactic Hong Kong pre-school classroom. Following this real-life adaptation of the play pedagogy, this paper aims to illuminate the practical theories of linking play with learning in the classroom. The findings support the adoption of 'play' in young children's learning and reveal tactful ways in which a teacher can encourage the evolving 'flow' of children's play while simultaneously scaffolding their learning. The paper analyses the tact involved in the above process and suggests key dimensions for realizing 'learning through play' in the classroom. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
54	<p>Pyle, A. &amp; Bigelow, A. (2015): Play in kindergarten: An interview and observational study in three Canadian classrooms. <i>Early Childhood Education Journal</i>, Vol. 43(5), 385-393</p>	<p>The benefits of play to children's development and academic learning are often discussed in the research. However, inconsistencies in definitions of play and differing perspectives concerning the purpose of play in educational settings make it challenging for teachers to determine how to productively integrate play-based pedagogies into their classrooms. This challenge is compounded by the inclusion of increasingly academic standards in kindergarten curricula resulting in the need to determine if and how teachers can integrate play-based pedagogies and mandated academic standards. The purpose of this study was to examine three teachers' approaches to integrating play-based learning in their kindergarten classrooms. Specifically, teachers' conceptions of the purpose of play and their role in structuring play-based learning were explicitly examined. This paper concludes with a discussion concerning the challenges teachers face in negotiating a balance between academic learning and the use of developmentally appropriate practices such as play, and the need for further research to determine if and how particular play-based approaches support the development of academic, social, and emotional skills. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
55	<p>Pyle, A. &amp; DeLuca, C. (2017): Assessment in Play-Based Kindergarten Classrooms: An Empirical Study of Teacher Perspectives</p>	<p>Kindergarten education is changing. Current reforms have increased accountability structures requiring teachers to integrate assessments throughout their instruction to support academic learning while retaining developmentally appropriate pedagogies such as play-based learning. Despite these reforms,</p>

	and Practices. Journal of Educational Research, Vol. 110(5), 457-466	comparatively little research has been conducted on teachers' assessment practices within play-based instructional contexts. The purpose of this study was to explore teachers' approaches to assessment in play-based kindergarten education and specifically to examine how assessment practices differed based on teachers' conceptions of the purpose of play in student learning. Data were obtained from 77 Ontario kindergarten teachers via (a) an electronic survey, (b) in-depth interviews, and (c) classroom observations. Overall, data from this study suggest a misalignment in teachers' perspectives of the purpose of play and what teachers assess during periods of play.
56	Pyle, A., DeLuca, C. & Danniels, E. (2017): A Scoping Review of Research on Play-Based Pedagogies in Kindergarten Education. Review of Education, Vol. 5(3), 311-351	Across a number of countries, play-based learning is the mandated pedagogy in early years' curricula. However, a lack of consensus remains both in research and practice regarding the value and role of play in children's learning. This scoping review analyses 168 articles addressing play-based learning for 4-5 year old children divided into three categories: research on play for developmental learning, research on play for academic learning and factors influencing play in kindergarten classrooms. Much of the research endorsed play as fulfilling an important role in early learning. However, two disparate perspectives concerning the role of play for developmental versus academic learning demonstrate different orientations towards the value and potential benefits of play. Research focused on developmental learning endorsed the use of free play and a passive teacher role, while research focused on academic learning endorsed teacher-directed and mutually directed play where the teacher fulfills an active play role. A similar lack of consensus was found among research with educators regarding the role and benefits of play. These findings indicate a need to move away from a binary stance regarding play and towards an integration of perspectives and practices, with different types of play perceived as complementary rather than incompatible.
57	Pyle, A. & Danniels, E. (2017): A Continuum of Play-Based Learning: The Role of the Teacher in Play-Based Pedagogy and the Fear of Hijacking Play.	Research Findings: Research has demonstrated the developmental and educational benefits of play. Despite these benefits, teacher-directed academic instruction is prominent in kindergarten. There is increasing acknowledgment in curricula and policies of the challenges presented by a lack of play in classrooms and the need to support academic learning using developmentally appropriate

	<p>Early Education and Development, Vol. 28(3), 274-289</p>	<p>practices. Current research emphasizes a narrow definition of play-based learning as a child-directed practice, resulting in teacher uncertainty about the implementation of this pedagogical approach. Fifteen kindergarten classrooms were examined using qualitative methodology, including observations and teacher interviews. Two different teacher profiles emerged: The 1st profile saw play and learning as separate constructs and reported challenges meeting academic demands using play-based learning. Their students primarily engaged in free play. The 2nd profile believed that play could support academic learning and that teachers fill an important role in play. Their students engaged in 5 different types of play, situated along a continuum from child directed to more teacher directed. Practice or Policy: The continuum of play-based learning provides a broader and more concrete definition of play-based learning to help teachers implement this pedagogical approach and to enhance the study of play-based learning in early years research.</p>
<p>58</p>	<p>Rajapaksha, P. L. N. R. (2016): Promoting Oral Language Skills in Preschool Children through Sociodramatic Play in the Classroom. International Journal of Education and Literacy Studies, Vol. 4(1), 15-23</p>	<p>Children best learn language through playful learning experiences in the preschool classroom. The present study focused on developing oral language skills in preschool children through a sociodramatic play intervention. The study employed a case study design under qualitative approach. The researcher conducted a sociodramatic play intervention collaboratively with the class teacher for a group of 10 children selected utilizing purposive sampling method in a preschool classroom. The intervention was conducted in a preschool located in Colombo, Sri Lanka for 3 weeks. The observation, interview and reflective journal were the instrument used to collect data. The observation carried under two criteria namely, ability to initiate a conversation and ability to respond in a conversation revealed that the sociodramatic play intervention created many opportunities to develop oral language skills in the children than the regular classroom activities. The sociodramatic play activities enhanced children's oral language skills while creating a language rich playful learning experiences.</p>
<p>59</p>	<p>Rasmussen, H. T. (2017): Legens fænomenologi – et essay. I: Øksnes, M. &amp; Rasmussen, H. T. (red). LEK. Oslo. Cappelen Damm Akademisk. 70-88.</p>	

	Fakbokforlaget. 67-85	
60	Rasmussen, H. T. (2014). Det er bare noget vi leger ik'? – på rundtur i en dansk institution. I: Rasmussen, H. T. (red.). På Spor etter Lek – Lek under moderne vilkår. Bergen.	
61	Rentzou, K. (2014): Preschool children's social and nonsocial play behaviours. Measurement and correlations with children's playfulness, behaviour problems and demographic characteristics. Early Child Development and Care, Vol. 184(4), 633-647	Children's play contributes to their overall development. Yet, not all types of play have the same effects. On the contrary, nonsocial play has been found to be correlated with social, emotional and behavioural difficulties. The present study had a twofold aim. On the one hand it aimed at assessing Greek preschool children's social and nonsocial play, employing the Preschool Play Behaviour Scale, children's playfulness, employing Children's Playfulness Scale, and children's potential behaviour problems, with the Preschool Behaviour Questionnaire. On the other hand, it aimed at examining whether the types of play children engage in are predicted by their playfulness and by potential behaviour problems, as well as whether personal and family variables affect children's social and nonsocial play. Results suggest that the sample exhibits rather medium levels of nonsocial behaviours during play. Thus, correlation analysis showed that social and nonsocial types of play are predicted by playfulness components and that certain behavioural problems and personal and family characteristics are correlated with types of play. Implications are discussed and suggestions for future research are formulated. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
62	Reunamo, J., Lee, H., Wang, L., Ruokonen, I., Nikkola, T. & Malmstrom, S. (2014): Children's creativity in day care. Early Child Development and Care, Vol. 184(4), 617-632	In this research, children's creativity in pretend play and the conditions for creativity during high involvement are studied from four points of view: as a zone for proximal development, as a skill, as a personal orientation and as a culturally shared environment creation. The theoretical model is influenced by Vygotsky's ideas of creativity as cultural mediation. The research methods are systematic observation and skill evaluation. The participants are 280 Finnish four- to five-year-old children in day care. The results highlight the importance of play both by sheer volume and also by children's involvement in it. Children's internalised skills result in personal choices and a personal network of peer

		<p>contacts. The different choices result in different creative culture production environments. Creative children attract each other and they meet in creative social processes. However, less creative children get excluded from the creative core. Thus, children who need creative scaffolding the most get it the least. The possibilities of involving children in creative processes are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
62	<p>Ridgway, A., Liang, L. &amp; Quiñones, G. (2016): Transitory Moments in Infant/Toddler Play: Agentic Imagination. <i>International Research in Early Childhood Education</i>, Vol. 7(2), 91-110</p>	<p>Studying relationships in infant/toddler play, using visual narrative methodology to identify transitory moments, supports our current research on babies and toddlers. We use Vygotsky's theorisation of play to understand children's affective and intellectual aspirations in play. The theoretical discussion, using cultural-historical concepts, argues for identification of transitory moments as turning points for learning. Through examining transitory moments in screen-capture snapshots from video, researchers illustrate the actual worlds of infant/toddler play where personal and collective meaning, and affect and resolution, are created and located. Our study of infant/toddler relationships in play reveals several transitory moments reflecting imaginative thought in action: agentic imagination. A case example from Long Day Care brings visual narrative together with a dialogue commentary to provide meaning of the playful circumstances in which babies' and toddlers' "affective incentives" (Vygotsky, this issue, p. 9) are realised and resolved in imaginary situations. This paper addresses a gap existing in pedagogical awareness of what transitory moments in play can mean for infant/toddler learning and development in early childhood education.</p>
63	<p>Rushton, S., Juola-Rushton, A., &amp; Larkin, E. (2010). Neuroscience, play and early childhood education: Connections, implications and assessment. <i>Early Childhood Education Journal</i>, 37(5), 351-361.</p>	<p>Paralleling the works of Cambourne's Conditions of Literacy Learning ("The Reading Teacher, 54"(4), 414-429, 2001), Copple and Bredekamp's ("Developmentally appropriate practice in early childhood programs serving children from birth though age." National Association for the Education of Young Children, Washington, 2009) Developmentally Appropriate Practices and the findings from the field of Neuroscience this article explores the important components of creating an active, stimulating learning environment; one purposely designed to actively engage the minds of young children in order to</p>

		help strengthen their neurological networks. The article concludes its exploration with the role of "mirror neurons" in the learning environment and how they affect the young child's mood, emotions, and empathy.
64	Ruud, B. (2010a): Fra ekskludering til inkludering i lek. Barnehagefolk, (Årg. 27 [i.e. 26] ( 3), 33-38	
65	Ruud, E.B. (2010b): Førskolebarn som blir avvist og ignorert av andre barn I lek – En eksplorative intervensjonsstudie. Ph.d.-afhandling Universitetet i Oslo	
66	Samuelsson, I. P. & Johansson, E. (2009): Why Do Children Involve Teachers in Their Play and Learning? European Early Childhood Education Research Journal, Vol. 17(1), 77-94	This article focuses on why children involve teachers in their play and learning in early childhood education. The main question is: For what reasons might children invite teachers to take part in their play? The data consists of video-observations of children from eight preschools and one primary school. In the analysis we find five categories in which children's reasons for involving teachers can be traced: to get help from the teacher, be acknowledged as competent persons, make the teachers aware of other children breaking rules, get information about and confirmation of how things work, and involving teachers in play. Both children and teachers seem to agree on these forms of interplay. These could be signs of a traditional teacher role, i.e. that teachers know how things should be, and has the power and knowledge to mediate. At the same time, another picture stands clearly out, of the child as well as the teacher. The fact that children themselves make room for their playfulness indicates that the teachers to some extent give children that room. However, this demands that teachers develop a goal-oriented strategy, which involves play as well as learning. (Contains 2 notes.)
67	Sandseter, E. B. (2009c): Affordances for risky play in preschool: The importance of features in the play environment. Early Childhood Education Journal, Vol. 36(5), 439-446	The purpose of this article is to qualitatively explore the affordances for risky play in two different preschool outdoor environments, an ordinary preschool playground and a nature playground, based on Gibson (The ecological approach to visual perception, 1979) theory of affordances and Heft's and Kytteä's (Heft in Children's Environ Qual 5(3) 29–37, 1988; Kytä in J Environ Psychol

		<p>22:109–123, 2002, Kyttä in <i>J Environ Psychol</i> 24:179–198, 2004) extended work on this theory. Observations of risky play in two Norwegian preschools, one ordinary preschool (where play took place on an ordinary playground) and one nature and outdoor preschool (where play took place in a nature area) were conducted. In addition, the children were interviewed about their actualized affordances of risky play, their mobility license, and the constraints on risky play. The results show that both play environments afford an extensive amount of risky play among the children, and that the degree of mobility license tolerated by the staff is an important factor for the children to actualize these affordances. Differences in the qualities and features in the two play environments were found to have an impact on the degree of riskiness in the play situations. As such, the nature playground afforded a higher degree of risk in children’s risky play. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
68	<p>Sandseter, E. B. (2009b): Characteristics of risky play. <i>Journal of Adventure Education and Outdoor Learning</i>, Vol. 9(1), 3-21</p>	<p>This paper explores what makes children’s risky play risky. Risky play can generally be defined as thrilling and exciting forms of play that involve a risk of physical injury. Few, if any, studies have been conducted to explore what identifies play activity as risky. The present study aims to determine what characteristics to judge risky play by. Risky play in two Norwegian preschools was observed and videotaped during 18 observation days over five months. The results reveal two categories of risk characteristics in children’s play: (1) environmental characteristics (features of the play environment), and (2) individual characteristics (how the play was carried out by the child). These two categories include several different risk characteristics that identify the risk in risky play. The results indicate that both features of the play environment as well as children’s risk-taking actions based on their subjective risk perception influence the objective risk present in the play situation. The study contributes to an increased focus on children’s natural urge for risky play, and to what characterizes such play. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
69	<p>Sandseter, E. B. (2009a): Children's Expressions of Exhilaration and Fear in</p>	<p>Children naturally seek and conduct exciting forms of play that involve a risk of physical injury (risky play). Even though several prior studies give descriptions</p>

	Risky Play. Contemporary Issues in Early Childhood, Vol. 10(2), 92-106	of risky play, none of them deeply explore children's expressions of how they experience different kinds of risky play. This study aims to do that. The results from video observations of children's risky play in two Norwegian preschools reveal that children experience several emotions, expressed bodily, facially, and verbally, while engaging in risky play. Their experiences include both pure exhilaration and pure fear, and quite often both emotions are present at the same time. The findings also indicate that one of the main aspects of risky play is to keep the exhilaration bordering on the feeling of pure fear; but if pure fear occurs, the play ends with withdrawal. Suggested implications of the study are that risk taking should be acknowledged as an important part of children's play, and that children should be able to engage in challenging play adjusted to their individual sense of risk and urge for exhilaration. (Contains 1 table.)
70	Sandseter, E. B. H. (2014). Early childhood education and care practitioners' perceptions of children's risky play; examining the influence of personality and gender. Early child development and care, 184(3), 434-449.	While there is a growing interest in children's risk-taking behaviours and their safety when at play, there is also a focus on the need to balance the hazards of risks with the benefits of risk. This is also a growing concern among researchers of early childhood education and care (ECEC). The research conducted thus far on ECEC practitioners' perceptions of children's risky play has been qualitative. The aim of this study takes a quantitative approach to ECEC practitioners' perceptions of children's risky play with an aim to reveal how the perception is related to the practitioner's age, gender, and personality. Questionnaires, including a personality test, were administered to 116 Norwegian ECEC practitioners (20% male practitioners). The results indicate that male practitioners score higher on excitement-seeking scales than female practitioners, have a more liberal attitude towards children's risky play, and allow children to engage in greater risky play than women. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
71	Sandseter, E. B. & Sando, O. J. (2016): "We Don't Allow Children to Climb Trees": How a Focus on Safety Affects Norwegian Children's Play in Early-Childhood Education and Care Settings. American Journal of Play, Vol. 8(2), 178-200	The authors point out a basic contradiction: On one hand, we want to keep children as safe as possible; On the other, they suggest, learning to take risks is a normal part of childhood and child development. In Norway, research has shown that early-childhood education and care (ECEC) practitioners have, in the past, taken a permissive approach to children's risk taking. In this article, the authors surveys ECEC managers to explore how the increasing focus on safety in

		Norwegian society affects ECEC programs. They find the previously more relaxed attitudes regarding risky play among children to be changing in such settings. They describe restrictions recently introduced into everyday program activities, and they discuss the implications both for ECEC pedagogy and for children's play, learning, and development.
72	Schousboe, I. (2013): The structure of fantasy play and its implications for good and evil games. I: Schousboe, I. & Winther-Lindqvist, D. (red.). Children's Play and Development – Cultural-Historical Perspectives. International perspectives on Early Childhood Education and Development Series, Vol. 8. Springer press. 13-29	In play, Vygotsky noted, the child seems to be a head taller than itself. The question is: What can it see from this position? In order to help answer this question, the interrelatedness between special characteristics of the format of common fantasy play and specific possibilities of action which this kind of play offers the playing children will be pointed out. Children will be explored from a perspective which highlights them as active producers of culture who can be co-constitutors of each other's Zones of Proximal Development. Of course children are creative agents both when they take over traditional norms and when they do not. But in order to expose the relative autonomy of children's groups, I will principally discuss children's engagement in activities which are beyond or opposed to the prevailing moral codes of society.
73	Scrafton, E. & Whittington, V. (2015): The Accessibility of Socio-Dramatic Play to Culturally and Linguistically Diverse Australian Preschoolers. European Early Childhood Education Research Journal, Vol. 23(2), 213-228	Socio-dramatic play is preschool children's leading learning activity (Karpov 2005; Vygotsky 1978). Yet entering play often poses challenges (Corsaro 2003), particularly for culturally and linguistically diverse (CALD) children (Hruska 2007). At preschool four-year-old CALD children are both acquiring a new language, and learning new rules, social structures and cultures. As 18% of Australian children possess diverse language heritages (Centre for Community Child Health and Telethon Institute for Child Health Research 2011), many CALD preschoolers may have compromised access to play. Using a multi-case study purposive design, this study investigated the circumstances under which CALD preschoolers access play. Ten children and four educators participated. Shyness/sociability, strategy use, English proficiency, common home knowledge and interests, mutual peer relationships, and peer support were found to be important to access. Recommendations include educator support for particularly shy, home-language-isolated CALD children through explicit language and social support, within a relevant, stimulating physical environment.

74	Sederberg, M., & Bahrenscheer, A. (2018). Pædagogers mod og kropslighed i risikofyldt leg. <i>Mov: e</i> , (6), 41-49.	I denne artikel er det pædagogernes mod og kropslighed, der er i fokus. Hvad udtrykker pædagogerne omkring deres egen rolle i arbejdet med at skabe rammer for risikofyldt leg i dagtilbud? Og hvad tænker de, der kan begrænse børns risikofyldte leg? Hvilke tanker gør pædagogerne sig i forhold til at udfordre og/eller modvirke en forsigtighedskultur, hvor det er de voksne, der stopper børn i deres risikofyldte lege på baggrund af egne normer og værdier fremfor institutionens samlede reflektivt begrundede normer og værdier? Disse refleksioner kobles til en teoretisk ramme omkring udvikling af pædagogers professionspersonlige kompetencer, der beskrives som en trekant mellem det personlige, det professionelle og det kropslige (Winther, 2012). I denne artikel kobles det professionspersonlige til pædagogers arbejde med risikofyldt leg i læringsmiljøer, hvor deres kropslighed kommer i spil. Formålet med denne artikel er således, at synliggøre og diskutere pædagogers rolle arbejde med risikofyldt leg i et kropsligt og didaktisk perspektiv.
75	Sederberg, M., & Bahrenscheer, A. (2018). Børn i risikofyldt leg. <i>Mov: e</i> , (6), 31-41.	Med afsæt i forskningsprojektet ”Risikofyldt leg i dagtilbud” belyser artiklen hvordan risikofyldt leg kan skabe særlige udviklingsmuligheder og trivsel for børn i dagtilbud. Risikofyldt leg defineres som ”En spændende og udfordrende leg, der indebærer usikkerhed og risiko for fysisk skade” (Sandseter 2015: 16). Risikoen ved disse lege er ikke altid til stede, den kan være objektiv og reel, eller opfattet som farlig og risikofyldt af børn eller pædagoger. Det drejer sig om aktiviteter, hvor børnene balancerer på grænsen af at have kontrol. Legen bliver netop spændende i og med, at der er en risiko og frygt for det ukendte. Det er tydeligt, at for at skabe sådanne muligheder kræver det, at pædagoger skaber rammer, der tillader og rummer muligheder for risikofyldt leg. Forskningsprojektet, der blev igangsat i foråret 2017 under professionshøjskolen UCC, forskningsprogrammet Sundhed, viser via interviews med pædagoger, at risikofyldt leg har et stort potentiale i forhold til at tænke leg på en anderledes og udfordrende måde. Risikofyldt leg ser ud til at kunne styrke motorisk udvikling, gåpåmod, social og personlig udvikling samt trivsel i samspillet mellem børn.
76	Seland, M. & Sandseter, E. B. & Bratterud, Å. (2015): One- to Three-Year-Old Children's Experience of Subjective	The aim of the study on which this paper is based was to explore in which situations and contexts Norwegian 1-3-year-olds experience subjective wellbeing in day care. The data in this study was collected through qualitative

	<p>Wellbeing in Day Care. Contemporary Issues in Early Childhood, Vol. 16(1), 70-83</p>	<p>phenomenological observations of 18 children, and an inductive process of analysis was conducted. The results show that 1-3-year-olds express clear wellbeing and pleasure when devoting themselves to social interaction and play, and exploration alone or with other children and staff members. Staff members creating an intersubjective space dominated by high sensitivity and responsiveness is also an important factor for toddlers' wellbeing. Wellbeing is expressed in situations where the child is seen, understood and recognized as a subject with own intentions, needs and preferences, which may be understood as a relational way of participation in everyday life. This study may contribute to developing knowledge about the wellbeing of toddlers by listening to their voices, and enables a better understanding of the content of the wellbeing concept in an educational context for very young children.</p>
77	<p>Shohet, C. &amp; Klein, S. (2010): Effects of variations in toy presentation on social behaviour of infants and toddlers in childcare. Early Child Development and Care, Vol. 180(6), 823-834</p>	<p>The objective of this study was to examine the effects of variations in presentation of play materials on social behaviour of 18- to 30-month-old children. The study group included 102 children attending infant and toddler classes in 14 public childcare centres in Israel. Play materials were presented to the children either in a suggestive manner (as part of a scenario suggesting a context for play) or a random manner (without any planned organisation). Social behaviour of the two age groups was differentially affected by the manner in which play materials were presented. Toddlers showed a decline in aggressive behaviour following the suggestive presentation, whereas infants showed an increase in aggressive behaviour. Clinical implications of the current study include the possibility of using physical environmental variables as means for affecting children's experiences in childcare. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
78	<p>Singer, E., Nederend, M., Penninx, L., Tajik, M. &amp; Boom, J. (2014): The teacher's role in supporting young children's level of play engagement. Early Child Development and Care, Vol. 184(8), 1233-1249</p>	<p>This paper discusses the results of a study of the relationships between teacher behaviour and the level of play engagement in two- and three-year-old children in Dutch childcare centres. We found that the continuous proximity of the teacher had the greatest impact on the level of play engagement, while the teacher's walking around and only brief contacts with the children had a negative impact. In line with earlier studies, two-sided and reciprocal interactions between teacher and children also yielded positive results for play</p>

		engagement. Both our quantitative and qualitative analyses showed a strong co-variation of variables. When the teacher paid only brief visits, and peers also walked in and out, there was a greater likelihood of one-sided interactions, When the teacher was always nearby, we observed the opposite. Dutch teachers spend most of their time walking around. Their pedagogy seems to be based on a model of individual care and control and insensitiveness of group dynamic processes. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
79	Skovbjerg, H. M. K. (2014): Legestemninger og det farefulde. I: Rasmussen, T. (red.). På Spor etter Lek – Lek under moderne vilkår. Bergen. Fakbokforlaget. 29-47	
80	Smith, P.K. (2010): Observational methods in studying play. I: Pellegrini, A. (red.). The Oxford Handbook of the development of play. New York. Oxford University Press. 138-149	In this chapter I discuss the use of observational methods in the study of play, both in humans and non-human species. In the first part, I give a short history of observational methods, and then consider issues around types of observational methods, such as participant and non-participant observation, and (briefly) alternatives to observation (for human children: indirect methods based on verbal report, such as interviews and questionnaires). Intersecting with the use of observational measures is the context of observation, and in particular whether behavior is heavily constrained within the setting, and whether the environment can be considered 'natural.' The 'discovery' of rough-and-tumble play in human children provides an interesting case study of the importance of observational methods. In the second part, I consider some theoretical presuppositions regarding observational work, moving into the main technical issues: category schemes, recording techniques, measures, sampling, analysing, and reliability and validity; with some examples from studies of play.
81	Sommer, D. (2015): Tidligt I skole eller legende læring? Evidensen om langtidsholdbar læring og utvikling i	

	daginstitutionen. I: Klitmøller, J. & Sommer, D. (red.). Læring, dannelse og udvikling – kvalificering til fremtiden i daginstitution og skole. Hans Reitzels Forlag. 61-83	
82	Sommer, D. (2017a). Udvikling. Samfundslitteratur	
83	Sommer, D. (2017b). Leg fra fortid til fremtid – et nyt paradigme, I: Øksnes, M. & Rasmussen, T. H., (red). LEK. Cappelen Damm Akademisk. 18-50	
84	Stanton-Chapman, T. L. (2015). Promoting positive peer interactions in the preschool classroom: The role and the responsibility of the teacher in supporting children's sociodramatic play. <i>Early Childhood Education Journal</i> , 43(2), 99-107.	Teachers play an important role in expanding and supporting children's play and interactions with peers. This manuscript provides specific guidelines for interventions teachers can use to promote successful peer interactions in preschool settings. The strategies discussed include: (a) preparing the physical environment for play (e.g., toy selection, themes); (b) entering and exiting children's play gracefully, (c) using talk to promote play episodes and social interactions, and (d) selecting the most appropriate intervention strategies based on direct observation.
85	Stern-Ellran, K., Zilcha-Mano, S., Sebba, R. & Binnun, N. (2016): Disruptive effects of colorful vs. non-colorful play area on structured play—A pilot study with preschoolers. <i>Frontiers in Psychology</i> , Vol. 7, <a href="https://doi.org/10.3389/fpsyg.2016.01661">https://doi.org/10.3389/fpsyg.2016.01661</a>	To contribute to young children's development, sensory enrichment is often provided via colorful play areas. However, little is known about the effects of colorful environments on children while they engage in age-appropriate tasks and games. Studies in adults suggest that aspects of color can distract attention and impair performance, and children are known to have less developed attentional and executive abilities than adults. Preliminary studies conducted in children aged 5–8 suggest that the colorfulness of both distal (e.g., wall decorations) and proximal (e.g., the surface of the desktop) environments can have a disruptive effect on children's performance. The present research seeks to

		<p>extend the previous studies to an even younger age group and focus on proximal colorfulness. With a sample of 15 pre-schoolers (3–4 years old) we examined whether a colorful play surface compared to a non-colorful (white) play surface would affect engagement in developmentally appropriate structured play. Our pilot findings suggest that a colorful play surface interfered with preschoolers' structured play, inducing more behaviors indicating disruption in task execution compared with a non-colorful play surface. The implications of the current study for practice and further research are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
86	<p>Storli, R. &amp; Hagen, L. (2010): Affordances in Outdoor Environments and Children's Physically Active Play in Pre-School. <i>European Early Childhood Education Research Journal</i>, Vol. 18(4), 445-456</p>	<p>The purpose of this article is to quantitatively and qualitatively explore children's physically active play outdoors in a traditional playground and natural (nature) environment and discuss how these environments influence children's physical activity. Fjortoft has previously explored the relationship between environmental affordances and children's play and development. She suggests that environmental complexity and diversity in nature are highly associated with increased play opportunities and activities. To explore the interactive relationship between children and their material environments, Kyttä has theoretically specified and clarified this relationship in the view of ecological perceptual psychology based on Gibson's theory of affordances. To understand how affordances in the play environment influence 3- to 5-year-old children's (n = 16) level of physical activity play, accelerometers were used to measure physically active play, and Heft's functional taxonomy of children's outdoor play environment was utilised in observing how the children actualised the potential affordances in free play. The results show there is no difference in the level of physically active play between the traditional playground environment and the natural environment in this study. Strong correlations of level of physically active play on an individual basis were found among the different days. This indicates that the children's physically active behaviour on an individual basis is similar from day-to-day, relatively independent of the environment. In analysing these results for the potential benefits of physically active play in pre-school, constraints in the individual (personal characteristics), the physical environment</p>

		(complexity, diversity) and the sociocultural environment (pre-school culture) are discussed. (Contains 1 note, 4 tables, and 3 figures.)
87	Storli, R. (2013): Characteristics of indoor rough-and-tumble play (R&T) with physical contact between players in preschool. Nordisk barnehageforskning [elektronisk ressurs], (Vol. 6), [15 sider].	
88	Sutton-Smith, B. (1997). The ambiguity of Play. Havard University Press.	
89	Syrjämäki, M., Pihlaja, P. & Sajaniemi, N. (2018): Enhancing Peer Interaction during Guided Play in Finnish Integrated Special Groups. European Early Childhood Education Research Journal, Vol. 26(3) 418-431	This article focused on the pedagogy that enhances peer interaction in integrated special groups. In Finland, most children identified as having special educational needs (SEN) attend day-care in mainstream kindergarten groups; the rest are in integrated or segregated early childhood special education (ECSE) groups in public day-care centres [National Institute of Health and Welfare. 2013. "Child Day Care 2013--Municipal Survey." Accessed March 15, 2016. <a href="https://www.julkari.fi/bitstream/handle/10024/116231/Tr16_14.pdf?sequence=4">https://www.julkari.fi/bitstream/handle/10024/116231/Tr16_14.pdf?sequence=4</a> ]. An integrated group, which typically consists of seven children without and five with SEN, is supposed to be an inclusive environment that provides an atmosphere in which every child can feel togetherness and be scaffolded [Pihlaja, P. 2009. "Erityisen tuen käytännöt varhaiskasvatuksessa -- näkökulmana inklusio." [The Special Education Practices in Early Childhood Education--Inclusion as Viewpoint.] "Kasvatus" 2: 146-156]. Our aim was to examine how ECSE professionals' pedagogical practices were used to enhance peer interaction in interactive play. We analysed 14 videotaped sessions of guided play and conceptualized the studied phenomenon by portraying five guidance types in which the identified pedagogical practices were used in different ways.
90	Szumski, G., Smogorzewska, J., & Karwowski, M. (2016). Can play develop social skills? The effects of 'Play Time/Social Time' programme	This paper presents results of the evaluation of a programme for the development of social skills, called 'Play Time/Social Time' (PTST; Odom et al. 1997), undertaken in Polish pre-schools. Over 150 pre-schoolers participated in the intervention: children with disabilities (autism, intellectual, physical, and

	implementation. <i>International Journal of Developmental Disabilities</i> , 62(1), 41-50.	<p>sensory disabilities), children with low social skills but without disabilities, as well as normally developed children. We observed whether there are changes in children's social skills after participation in the PTST programme. We assessed the effectiveness of the intervention by using growth curve modelling and repeated-measures ANOVA. Both methods demonstrated positive effects of the programme with high effect size. Additionally, we found the PTST to be especially effective in developing social skills of children with disabilities and with low social skills. These findings provide potentially important consequences for the development of social skills among children with disabilities and children who display behavioural problems. Specifically, it demonstrates that the PTST, as a very effective programme, may be introduced among very young children. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
91	Sørensen, H. V. (2017). Hvad foregår der på børnehavens legeplads?. In <i>Lek</i> (pp. 88-108). Cappelen Damm.	<p>I denne artikel præsenteres analyser og resultater fra et empirisk studie af hvad der foregår, når fireårige børn og deres pædagoger er ude på legepladsen i en traditionel børnehave i Danmark og i en friluftsbørnehave i Norge. Legepladsens fysiske rammer (størrelse, indretning og udstyr) har betydning for hvor fysisk aktive børnene er og hvad børnene leger. Omfanget af den tid, børn tilbringer på legepladsen, hvilke regler, der gælder og hvordan pædagogerne interagerer med børnene har også betydning. Børnene i en norsk friluftsbørnehave er væsentligt mere fysisk aktive på legepladsen, sammenlignet med børnene i en dansk, traditionel børnehave. Børnene i den traditionelle børnehave leger mere stille rolleleg, som for eksempel familieleg end børnene gør i friluftsbørnehaven. Pædagogerne i begge børnehaver holder opsyn med børnene og intervernerer med konfliktmægling og trøst, når de bliver tilkaldt eller observerer et behov.</p>
92	Thibodeau, R. B., Gilpin, T., Brown, M. & Meyer, B.A. (2016): The effects of fantastical pretend-play on the development of executive functions: An intervention study. <i>Journal of Experimental Child Psychology</i> , Vol. 145, 120-138	<p>Although recent correlational studies have found a relationship between fantasy orientation (FO; i.e., a child's propensity to play in a fantastical realm) and higher order cognitive skills called executive functions (EFs), no work has addressed the causality and directionality of this relationship. The current study experimentally examined the directionality of the observed relationship between FO and EF development in preschool-aged children through an innovative play intervention employing a randomized controlled design. A sample of 110</p>

		<p>children between the ages of 3 and 5 years were randomly assigned to one of three conditions: fantastical pretend-play intervention, non-imaginative play intervention, or business-as-usual control. Results revealed that children who participated in a 5-week fantastical pretend-play intervention showed improvements in EFs, whereas children in the other two conditions did not. Within the fantastical pretend-play condition, children who were highly engaged in the play and those who were highly fantastical demonstrated the greatest gains in EFs. These data provide evidence for the equifinal relationship between fantasy-oriented play and EF development, such that engaging in fantasy-oriented play may be one of many ways to directly enhance EF development. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
93	<p>Tompkins, V., Zucker, T. A., Justice, L. M., &amp; Binici, S. (2013). Inferential talk during teacher–child interactions in small-group play. <i>Early Childhood Research Quarterly</i>, 28(2), 424-436.</p>	<p>This study examined teachers' questions and children's responses during a play-based activity implemented in small groups within preschool classrooms. The first aim of this study was to describe teachers' questions in terms of four levels of abstraction (i.e., a continuum of literal to inferential questions) and children's responses to these questions. The second aim was to examine the relations between teachers' questions and children's responses using sequential analyses, to include children's level of abstraction and mean length of utterance (MLU). Participants were 39 teachers and up to six children from their preschool classroom. We found that teachers' questions made up an average of 25% of their talk to children during play, and were relatively balanced between literal and inferential questions. Furthermore, significant sequential associations were found between the level of abstraction of teachers' questions and the level of abstraction of children's responses (e.g., teachers' inferential questions tended to elicit children's inferential responses). Finally, we found that teachers' inferential questions were not related to children's MLU; that is, teachers' more abstract questions did not elicit longer utterances from children. These findings suggest that play is a valuable context in which teachers may promote children's use of inferential language. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>

94	<p>Trawick-Smith, J. &amp; Dziurgot, T. (2010): Untangling Teacher-Child Play Interactions: Do Teacher Education and Experience Influence "Good-Fit" Responses to Children's Play?. <i>Journal of Early Childhood Teacher Education</i>, Vol. 31(2), 106-128</p>	<p>The purpose of this study was to determine if levels of teacher education and experience would influence how teachers respond to children's play needs in a preschool classroom. The interactions of eight teachers--three of whom were categorized as high education/high experience, three as low education/high experience, and two as low education/low experience--were videotaped and analyzed over a 6-month period. Specific levels of child play need and teacher guidance were first coded. The degree to which there was a good fit between the amount of child need and teacher support was examined. Differences in these good- (and poor-)fit interactions across the three groups of teachers were studied. Four interviews with adult participants were conducted to elucidate quantitative findings. Findings show that teachers with high levels of education and experience were more likely to perform good-fit play interactions. In interviews, teachers from this group identified specific elements of teacher education that enhanced their classroom experiences and, consequently, their ability to match their interactions to children's play needs. In contrast, low/high teachers were more likely to provide poor-fit responses to play, often giving direct support when none was needed. Teachers of the low/low group were unpredictable in their responses to children's play, often failing to interact at all when opportunities arose for meaningful play intervention. Interviews with these two groups revealed reasons for these poor-fit interactions, including a lack of knowledge about play and an inability to reflect on child outcomes. Implications of these findings for teacher education are considered. (Contains 3 figures and 4 tables.)</p>
95	<p>Trawick-Smith, J., Wolff, J., Koschel, M. &amp; Vallarelli, J. (2015): Effects of toys on the play quality of preschool children: Influence of gender, ethnicity, and socioeconomic status. <i>Early Childhood Education Journal</i>, Vol. 43(4), 249-256</p>	<p>This study examined the effects of nine toys on the play of 60 3- and 4-year-old children in culturally diverse preschool classrooms. The toys, which varied in their features and intended uses, were selected from a list of those that were nominated by teachers and parents as being developmentally beneficial. Each toy was video recorded for 240 h during free play time in four different classrooms. Researchers coded 828 two-minute segments of children's play with these toys using a play quality with toys (PQT) rating instrument developed in a previous investigation. Toys were found to vary significantly in their impact on play quality. PQT scores were also found to vary for each toy depending on the</p>

		gender, socioeconomic status, and ethnicity of the child playing with it, and the length of time it was available in the classroom. Implications for selecting toys for classrooms and observing children's play with them are presented. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
96	Trawick-Smith, J. (2012): Teacher-child play interactions to achieve learning outcomes: Risks and opportunities. In T.C. Pianta's (ed.) Handbook of early childhood education. p. 259-277 NY: The Guilford Press	
97	Tsai, C. Y. (2015). Am I interfering? Preschool teacher participation in children play. Universal Journal of Educational Research, 3(12), 1028-1033.	This study aimed to explore the timing and strategies of teacher participation in children's play and the factors which have a bearing on teacher participation. This study used qualitative research and conducted observation of natural situations. The samples were preschool teachers in an elementary school's affiliated kindergarten in Hualien. The children were observed while playing at learning areas during free play time. In order to enhance the depth of the research, data were collected from observations of play, interviews with the teacher, and examination of on-site documents. The results of qualitative analysis revealed that preschool teachers usually intervene in children's play actively. Preschool teachers used different strategies depending on the different behavior of children play. As for whether or not to participate; these depend on the teacher's educational philosophy, degree of familiarity with the children, and the overall situation in which the play is occurring. Moreover, each of these factors influences one another, and thus need to be considered together.
98	Tucker, P. (2008). The physical activity levels of preschool-aged children: A systematic review. Early childhood research quarterly, 23(4), 547-558.	This systematic review presents research on the physical activity levels of preschool-aged children (aged 2-6 years). Thirty-nine primary studies (published 1986-2007) representing a total of 10,316 participants (5236 male and 5080 female), from seven countries are described and the physical activity behaviors of this population are considered in accordance with the National Association for Sport and Physical Education (NASPE) physical activity guidelines for preschoolers. Upon review of the evidence, it is apparent that nearly half of

		<p>preschool-aged children do not engage in sufficient physical activity. Current recommendations suggest a minimum of 60 min of physical activity per day; only 54% of participants throughout the studies achieved this. Furthermore, as with other age groups, boys participate in considerably more physical activity than girls. It is clear from this systematic review that nearly half of children studied are not meeting the recommended guidelines for physical activity. Therefore, effective interventions that promote and foster physical activity in children are necessary, especially in females. However, a more objective physical activity guideline for preschoolers is necessary; measurement of activity needs to become more unified to compare and track activity more effectively. (Contains 1 table.)</p>
99	<p>Wallerstedt, C. &amp; Pramling, N (2012): Learning to play in a goal-directed practice, Early Years, 32:1, 5-15</p>	<p>This study concerns the relationship between learning and play. On the basis of sociocultural theory, some ideas are put forward about how this relationship can be conceptualised in the context of goal-directed practice. Empirical data from primary school with children 6–8 years old are used to illustrate and discuss this conceptualisation. It is suggested that learning and play need to be seen as intrinsically interwoven, and that children's play is contingent on their learning, more particularly the cultural tools they have</p>
100	<p>White, R. (2012): The Power of Play: a research summary on play and learning. <a href="https://www.childrensmuseums.org/images/MCMResearchSummary.pdf">https://www.childrensmuseums.org/images/MCMResearchSummary.pdf</a></p>	
101	<p>Winther-Lindqvist, D. (2013): Tilrettelæggelse af det fysiske legemiljø i daginstitutionen. Paedagogisk Psykologisk Tidsskrift, Vol. 50(3), 23-34</p>	<p>This article describes how the physical environment, toys and equipment provided for children's various forms of play in early childhood education is important for the quality of children's play. Working from a cultural-ecological perspective on education and development it is argued that it requires knowledge and expertise to provide rich playing environments for preschool children. Focusing on and providing an optimal physical environment is part of taking care of children in a play based curriculum like the Danish. The article describes various forms of play and their developmental relevance along with recommendations for how to stimulate play in nursery (0-3) and day care (3-6)</p>

		pedagogically and physically. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
102	Winther-Lindqvist, D. (2014). Den sociale fantasilegs forandrende potentialer – symbolske og reale identiteter i børnehaven. I: Rasmussen, T.H. (Red.). På Spor etter Lek – Lek under moderne vilkår. Bergen. Fakkbokforlaget. 85-104	kapitlet argumenterer for en legebaseret pedagogisk tilgang og de voksnes viktige rolle for børns leg i børnehaven. forskjellige former for leg presenteres og sammenheng med førskolebarnets utvikling. den sociale fantasileg i børnehaven presenteres ud fra analysen af en seksuelt overskridende leg med henvisning til legens forandrende potentialer for børns relationer og identiteter.
103	Winther-Lindqvist, D. (2017): The role of play in Danish Child Care. I: Ringsmose, C. & Kragh-Müller, G. (red.). Nordic Social pedagogical approach to Early Years. International perspectives on Early Childhood Education and Development Series, Vol. 15. Springer press. 95-115	
104	Winther-Lindqvist, D. (2019): Playing games with rules in early childcare and beyond. I: Smith, P. K. & Roopnarine, J. (red). The Cambridge Handbook of Play. developmental and disciplinary perspectives. Cambridge University Press. 222-240	This chapter outlines how children play with rules in Early care and provides an analysis of the rules they play by and why. through examples it is illustrated that a game of soccer is mostly recognizable as a social fantasy game among the 5 year olds and that the way they construct rules reflect their social identities and personal concerns with their social life in Early care. Their playing and the rules are then understood as existential project among the children.
105	Wolf, K. D. (2015). Oppfordringer til små barns lekende samspill i barnehagen. Personalets medvirkning og omgivelsenes muligheter. Barn, Vol. 33(1), 25-39.	

106	<p>Zachrisen, B. (2016): The Contribution of Different Patterns of Teachers' Interactions to Young Children's Experiences of Democratic Values during Play. <i>International Journal of Early Childhood</i>, Vol. 48(2), 179-192</p>	<p>Developing a sense of belonging and experiences about the value of community are important democratic values that children may learn during play in preschool. Through the different ways that teachers' interact with children during play, children can learn about democratic values. This study is part of a Nordic project on values education in early childhood education and care settings and data from this project are used in the analyses. The data consisted of video observations from informal play situations in seven Norwegian preschools, with children aged from 18 to 36 months. The nature of practitioners' interactions with the children was explored in the analyses. There were different ways that practitioners interacted during dyadic and group interactions, and they communicated different values about belonging and community. The findings showed that group interactions can safeguard children's opportunities to experience democratic practices in a more comprehensive manner than are available to children in dyadic interactions. It is important that practitioners are aware how different ways of interacting with children in play situations, either in dyadic interactions or group interactions, may result in different values being conveyed to children about democracy.</p>
107	<p>Zych, I., Ortega-Ruiz, R. &amp; Sibaja, S. (2016): Children's play and affective development: Affect, school adjustment and learning in preschoolers. <i>Infancia y Aprendizaje / Journal for the Study of Education and Development</i>, Vol. 39(2), 380-400</p>	<p>Preschool education is a privileged setting where social development and the progressive achievement of emotional adjustment occur. During this stage, affect plays an important role in social interaction. Furthermore, children's play has been described as an activity with a great potential for promoting development. This article reports results from the systematic observation of 38 five- to six-year-old children in four different school activities on two separate occasions. A total number of 304 registries, totalling 1,520 minutes, were made during the observations, which were conducted with the objective of comparing affective expression in different activities and inquiring into its relationship to school adjustment and performance in preschoolers. It was found that affect's intensity and quality is higher during play. Results are discussed taking into account positive relationships between affect and school adjustment and performance, concluding that children's play is a privileged activity for affective development and should be promoted in preschool education. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>

108	<p>Änggård, E. (2009). Skogen som lekplats: Naturens material och miljöer som resurser i lek. <i>Nordic studies in education</i>, (2), 221-234.</p>	
109	<p>Øksnes, M. (2011): <i>Lekens flertydighet – om barns lek I en institutionaliserad barndom.</i> Bergen. Capelen Damm Akademisk.</p>	<p>Barns lek har mange former. Utgangspunktet for denne boken er å erkjenne at variasjon, mangfold og flertydighet er viktig når det gjelder å forstå barns lek. Forfatteren vektlegger at barn skal erfare glede og lekelyst, at leken skal ha egenverdi. I tillegg til å løfte frem perspektiver som anerkjenner lekens flertydighet, presenteres forskning som inkluderer observasjoner av barns lek og samtaler med barn om hvordan de erfarer sin egen lek i institusjoner som barnehage og SFO. Det er stor variasjon i hvordan folk forstår barns lek. I den pedagogiske lekdiskursen som preger våre pedagogiske institusjoner, fremheves likevel stadig visse former for lek fremfor andre. Ofte oppfattes lek som et nyttig pedagogisk redskap som skal bidra til barns læring og utvikling. I en tid da barns liv blir stadig mer organisert og styrt av voksne, ønsker forfatteren å løfte frem andre perspektiver på lek enn dem som har dominert, og som har fokusert på lekens nytteverdi. Boken retter seg mot studenter som tar sikte på å arbeide med barn i barnehage, skole, skolefritidsordningen (SFO), aktivitetsskolen (AKS) eller andre fritidsarenaer, samt faglig personale i disse institusjonene og andre som er opptatt av lek.</p>