SUMMARIES

Pedagogues' emotional approaches in children's play and communities among children in vulnerable positions

By Julia Nørgaard Ravn

This study builds on existing research examining pedagogues' involvement in children's play. However, this study differs from the existing research, which often focuses on the various physical roles pedagogues take in or alongside children's play. Instead, this article adopts an emotional perspective on pedagogues' involvement in children's play, exploring how pedagogues' emotional approaches during play impact children's communities and interactions. The theoretical perspective of the article is based on attachment psychology, primarily influenced by Stern, Fonagy, and Bowlby. The empirical basis consists of participant observations collected in an ECEC in Denmark, located in a so-called disadvantaged residential area. A thematic analysis of the empirical material has identified four themes: 1) A joyful presence, 2) Empathy in emotional states, 3) A safe foundation and 4) An absent presence. These four themes highlight the significance of pedagogues' emotional approaches in children's communities and play. The study suggests that pedagogues' presence in children's play seems to create a sense of security, forming a foundation for children's mutual interactions and play. Additionally, the study indicates that as pedagogues' emotional approaches become more present and intersubjective, they attain a different and more emotional significance for children's mutual interactions.

Keywords: Emotional approach, play, children's communities, attachment theory, early childhood education, children in vulnerable positions

Ethnic Minority Mothers' Experience of Community and Diversity in Collaboration with Their Child's ECEC (Early Childhood Education and Care)

By Lone Svinth & Freja Meier Marker

The article examines how ethnic minority mothers balance their collaboration with their child's ECEC between community and diversity and what significance this collaboration has for the mothers' participation and subjectivity. The study, based on a critical psychological perspective, includes

three group interviews with eleven ethnic minority mothers. We find, for instance, that ethnic minority mothers generally describe a fruitful collaboration based on an equal and trusting community. For example, two of the women tell how they have initiated Eid celebrations due to their participation in the ECEC's Parents' Council and thereby have transformed and expanded their collaboration with the institution. However, the women also experience that the pedagogues are generally less inviting and engaged in the collaboration with minority mothers compared to the majority parents, and most of the informants have experienced discrimination. The analysis also shows that the compulsory ECEC attendance for young children from so-called ghetto areas and compulsory language tests challenge the collaboration and the experience of the ECEC as an inclusive community. These experiences impact the women's everyday life and opportunities for participation in parental collaboration. In other words, the meaningful community between minority mothers and ECEC is challenged by the political initiatives of recent years and monocultural norms and values.

Keywords: Childcare, collaboration, ethnic minority, compulsory childcare

The Critical Potentials of Interventions in Interprofessional Collaboration Concerning Children's Communities – CGB & GT

By Christoffer Granhøj Borring & Gry Marie Tybjerg

This article focuses on interprofessional collaboration regarding children's communities in schools. This work often departs in various interventions implemented in schools to guide professional collaboration. The article is theoretically grounded in critical psychology and social practice theory. Through analyses of two cases, we demonstrate the conditions contributing to incorporating these interventions. Additionally, we show that it is crucial how each intervention is situated, developed, and contextualised within the specific practices where they are intended to have an impact. Finally, we discuss the critical potential of pedagogical interventions in interprofessional collaboration and elaborate on how professionals can collectively develop and contextualise interventions, thereby transforming practice.

Keywords: Interprofessional Collaboration, Pedagogical methods, Children's communities, critical psychology

Social research in support of democratic communities through 'future workshops'

By Liesanth Yde Nirmalarajan & Rasmus Sommer Hansen

The purpose of this article is to develop and refine methodological principles for democratic community-supportive research based on a specific research project about families in vulnerable positions. First, we present an ideal for a democratic community and a participatory approach to research aimed at enhancing such communities, along with a set of methodological principles that such research should follow. We emphasise political equality, democratic control, and the derived need to minimise the risk of epistemic injustice towards citizens in marginalised positions. Subsequently, we examine the methodological potential of future workshops in illuminating marginalised perspectives. We conclude that good intentions regarding the inclusion of marginalised perspectives in research are insufficient in themselves to realise a form of research that serves democratic communities, and to do so requires that the methodological principles need to be situated and negotiated with the participants involved.

"Good for a Girl"
– A Netographic Field Study of Female Video Game Live-streamer's Participation in Twitch.tv

By Maria Sønderby Persson & Andreas Lieberoth

Communities can take on various forms in the digital age, thereby creating numerous opportunities and new kinds of barriers to meaningful participation. Through the utilisation of netnographic fieldwork among female gamers who livestream games such as *Fortnite*, *Counter-Strike*, and *Call of Duty*, this article sheds light on the field surrounding female gamers on platforms like *TikTok*, *Twitch*, and *YouTube*. Engaging in "gaming" is not limited to playing computer games but also encompasses an expanded palette of online and offline social spaces, where following, watching, and commenting on others' gameplay constitute prominent forms of participation. Specifically, the study illustrates discursive practices on the streaming platform Twitch.tv and examines which subject positions are made available to female streamers, and thus to female viewers, through interaction between the streamer and the livestream's audience. Drawing on seven hours of concurrent video recordings of the streamer, gameplay, and comment threads on four female gamers' Twitch channels, the study analyses how the expanded gaming community's player-viewer-commentator roles encompass various

forms of participation. The article discusses how specific cases illustrate discursive practices that children and young people may encounter through their gaming interests and how gender normative positioning observed in streaming sessions may limit women and girls' meaningful participation in online gaming communities.

Keywords: Gaming, gaming communities, women, streaming, netnography, discourse

Well-being Community
– The Psychological and Psychological Benefits of Communal Sound Interventions & Vibroacoustic Technology

By Charlotte Fooks

This article discusses a Western adoption of communal Eastern well-being practices primarily focusing on contemporary sound wellness interventions. Three spiritual well-being practices are explored, their historical origins are defined, and psychosomatic effects are compared. The article seeks to understand the psychological and physiological advantages of combining community and sound. The aim is to understand better how meaningful communities are formed through sound baths and how they can improve well-being. The benefits of audible tactile sound and results from current research into audio/tactile vibroacoustic technology are discussed. Interdisciplinary, the article highlights the best methodological practices for quantifying the effects of sound baths and vibroacoustic technology. Referencing cognitive and psychological insight, it synthesises empirical and theoretical knowledge to advance intellectual discourse. Implications for further research are explored, and a future for sound therapy is hypothesised.

Keywords: Sound baths, music therapy, holistic well-being, communal well-being interventions, sonic perception, vibroacoustic technology