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Editor's Preface

The fourth number of *The New Educational Review* in 2016 is the forty-sixth issue of our journal since the start of its foundation in 2003. In this issue there are mainly papers from: the Czech Republic, Indonesia, Iran, Malaysia, Poland, Russia, the Slovak Republic, Slovenia, South Korea, Russia, Taiwan, Turkey, Ukraine, and the USA, because our journal is open for presentation of scientific papers from all over the world.

In the present issue the International Editors' Board have proposed the following subject sessions: Social Pedagogy, General Didactics, Special Pedagogy, Kindergarten Education, and Chosen Aspects of Psychology.

In the subject session "Social Pedagogy" we publish nine articles. The purpose of the study described by Tomasz Huk is to identify the number of children aged 10–12 who use Facebook, as well as how they use this medium. The objective of the research and development conducted by Ismail, Syamsul Bachri Thalib, Sulaiman Samad, and Ramian Mahmud is to create a description of the operational model of character education and to determine the effectiveness of a character education model in enhancing students' academic independence. The article by Blahoslav Kraus looks into the process of socialization and upbringing in contemporary families. The study described by Petr Kutáč addresses the weight of school bags as one of the risk factors for poor posture in pupils during mandatory school attendance. In their article, Olga V. Bezpalko *et al.* evaluate the criteria and indicators of the measuring of university education quality. The aim of the work by Monika Piątkowska and Elżbieta Biernat is an evaluation of the relation between risk behaviour of adolescents (bad eating habits, sedentary behaviour and abuse of psychoactive substances and stimulants) and fulfilling pro-health recommendations related to physical activity. In her article Katarzyna Front-Dziurkowska would like to signal that some life paths combine a few awful experiences implying an absence of support of the immediate environment as well as of institutional support by entities whose responsibility is to provide help. The study described by

Ingrid Emmerová analyses legislative possibilities and actual activities of social pedagogues in schools in Slovakia. The research conducted by Miriam Niklová and Michaela Šajgalová aims to monitor the current state of pupils' aggressive behaviour towards teachers.

In the subject session "General Didactics" we publish six articles. The purpose of the study presented by Ján Bajtoš and Mária Kašaiová is to present research conducted in the conditions of vocational education in the Slovak Republic, aimed to assess the effectiveness of the use of interactive whiteboards for teaching vocational subjects. Alicja Gałązka and Magdalena Trinder investigate the relationship between locus of control and achievement in second language learning, when using reading and listening as the measure of learners success. The main purpose of the study by Cheng-Chang Tsai is to investigate the preferences of English-major students to determine their reading activities when they have the choice of reading a printed text or an electronic text. The study conducted by Slavica Čepon identifies the perceptions of the reasons for speaking anxiety in foreign languages for specific purposes by Slovenian students and their teachers. The paper by Stanisław Juszczyk and Yongdeog Kim discusses a new model of social learning that makes use of open educational resources and flexible forms of learning in Poland and in South Korea. In their paper, Marleny Leasa, Melvie Talaua, and John Rafafy Batlolona examine the effectiveness and practicality of modules used to teach the elementary students in Ambon, Moluccas, Indonesia and as a result generate a thematic module based on a Numbered Heads Together cooperative learning model.

In the subject session "Special Pedagogy" we publish four articles. The object and aim of the undertaken surveys described by Katarzyna I. Bieńkowska and Agnieszka Woźniak is to assess the modifying impact of a child's language development on selected areas of their mother's functioning – the appearance of symptoms of depression, and concentration on the child's disability. In their article, Marta Licardo and Majda Schmidt determine differences in self-determination between high school students with and without disabilities and determine the influence of three predictors of self-determination in vocational education: gender, group and grade point average. Teresa Żółkowska describes the American model of normalization and its deconstruction. Disclosing the problems concerning the theoretical assumptions of the concepts of this model allows for perceiving the way in which society constructs the subject of a disabled person. The aim of the paper of Katja Roj et al. is to examine the effect of swimming activities on the development of swimming skills in student with physical disability and determine whether these activities also affect the student's general motor development.

In the subject session “Kindergarten Education” we publish one article. Rasim Basak presents two qualitative studies: the first study focused on perfectionist characteristics in drawings of fifth graders, and the second study is designed based on the findings from the earlier study, but it focuses on drawings of kindergarteners.

In the subject session “Chosen Aspects of Psychology” we publish two papers. Abdulwahab Pourghaz, Hossein Jenaabadi, and Zahra Ghaeninejad examine the relationship between personality types and sense of humour and their association with teachers’ performance improvement. The study described by Lada Kaliská and Ján Kaliský is based on research analyses of K.V. Petrides’ (2001) trait emotional intelligence construct verified by his Trait Emotional Intelligence Questionnaire.

We hope that this edition, like previous ones, will encourage new readers not only from the Central European countries to participate in an open international discussion. On behalf of the International Editors’ Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*, according to the formal requirements placed on our website: www.educationalrev.us.edu.pl – Guide for Authors.