

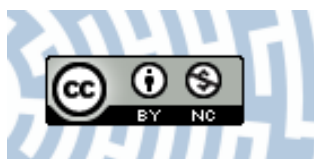


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Title: Editor's preface

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Citation style: Juszczak Stanisław. (2005). Editor's preface. "The New Educational Review" (2005, no. 3/4, s. 7-8).



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Editor's Preface

The double number 2005/3–4 of *The New Educational Review* is the seventh issue of our journal since the start of its foundation in 2003. In December 2005 it will have existed for two years in the pedagogical space of Central Europe. We assumed that our journal should become an international forum of an exchange of pedagogical thought on post-modern educational, social as well as cultural reality not only in the Central European countries but all over the world. In this issue we publish texts not only from Poland, the Czech Republic and Slovakia but also from the USA, England and Hungary. Looking at the previous numbers of our journal we can conclude that except both theoretical and empirical research on phenomena and processes typical of educational sciences, there have been published interdisciplinary issues coming from the borderline of sociology, psychology and related problems, and the cognitive education developing dynamically in the world. We have published texts being theoretical analyses, descriptions and discussions of empirical research and also personal reflections on a range of the mentioned problems.

The diversity of problems presented in the journal found its realization in introducing subject sessions – the same in succeeding issues or different ones – depending on the spectrum of problems that the contributors were concentrated on.

In this issue the editorial board have proposed the following subject sessions: Philosophy in education, Sociology of family, Social pedagogy, Pedeutology, Technology of education, and Review.

Two first articles concern philosophy in education. Martin Žilínek characterizes moral basics of education in the European cultural-spiritual territory and Sándor Karikó writes on the conformism in education – he would like to answer the question: How should schools educate?

In the framework of sociology of family Wojciech Świątkiewicz characterizes functioning of the family in the world of axiological turmoil, presenting a lot of sociological data from the empirical research carried out in Poland.

The subject session: Social pedagogy is richly represented in this issue by representatives from different academic centres. Iwona Wagner describes alternatives for unemployed graduates in the context of opportunities and threats. Magdalena Grabowska writes on gender stereotypes of young adults and styles of sexual education. Jolana Hroncová introduces the problem of criminality of Romany people in Slovakia. Soňa Kariková and Miroslava Šimegová present results of empirical research on bullying, mobbing and bossing at all types of violence in schools in Slovakia. Małgorzata Mikut characterizes life orientations of the Polish rural youth.

In many issues we have presented the problems of Pedutology or teacher training. This subject session contains a few interesting articles concerning this problem. Carol A. Radisch from the USA presents a transformative graduate programme in elementary education used at West Chester University. Alistair Ross, Barbara Read, Marjanca Pergar Kuscer, Marta Fúlóp, Cveta Pucko, Mihaly Berkics, Monika Sándor and Merryn Hutchings present findings from a joint project supported by the British Academy and the Academies of Science of Hungary and Slovenia. The research aimed to identify similarities and differences between the ways in which teachers (of primary and secondary age children) in the three countries constructed and understood the terms “citizenship”, “enterprise”, “cooperation” and “competition”. Jacek Pyżalski discusses coping with misbehaviour and discipline from the teacher’s perspective. Lesław Kulmatycki, Katarzyna Bukowska and Mirosław Marks describe four types of role of adapted physical education teachers. Michaela Pišová characterizes teacher professional development and Janusz Stanek analyzes values preferred by teachers and students for teacher training faculties.

In the subject session: Technology of education one can find a few works that present very interesting results of different empirical research. Maria Kozielska characterizes development of technical imagination as the effect of computer-aided of learning of physics. Beata Gurgová describes students of teaching experiencing stage fright and Jana Janeková writes on the impact of self-made musical instruments on pupils’ motivation.

We hope that this edition and the succeeding ones will encourage new readers from different countries to participate in an open international discussion. On behalf of the Editor’s Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*.