



You have downloaded a document from
RE-BUŚ
repository of the University of Silesia in Katowice

Title: Editor's Preface

Author: Stanisław Juszczak

Citation style: Juszczak Stanisław. (2006). Editor's Preface. "The New Educational Review" 2006, No. 3-4, s. 9-11.



Uznanie autorstwa - Użycie niekomercyjne - Licencja ta pozwala na kopiowanie, zmienianie, remiksowanie, rozprowadzanie, przedstawienie i wykonywanie utworu jedynie w celach niekomercyjnych. Warunek ten nie obejmuje jednak utworów zależnych (mogą zostać objęte inną licencją).



UNIwersYTET ŚLĄSKI
W KATOWICACH



Biblioteka
Uniwersytetu Śląskiego



Ministerstwo Nauki
i Szkolnictwa Wyższego

Stanisław Juszczuk
Editor in Chief

New Educational Review

Editor's Preface

The double number 2006/3–4 of *The New Educational Review* is the tenth issue of our journal since the start of its foundation in 2003. In December 2006 it will have existed for three years in the pedagogical space of Middle Europe. Our assumption that our journal should become an international forum of an exchange of pedagogical thought on post-modern educational, social as well as cultural reality in the Middle European countries: Poland, the Czech Republic and Slovakia, has been fulfilled. In this issue we publish papers from other Middle European countries: Hungary and Latvia, and in the next issue we will publish papers also from Ukraine and Russia. For this reason our journal is a unique scientific magazine of international range in Middle Europe. As it is open for presentation of scientific papers all over the world, articles by researchers from other countries of the European Union have already been published – in this issue we publish papers from: the United Kingdom, Sweden, Norway and also from the USA and Republic of South Africa.

In the present issue the editorial board have proposed the following subject sessions: Education in the contemporary society, Psychology in education, Pedology, Communication and Information Technologies in education, Education at elementary schools, and Chronicle.

In the first subject session there are mainly the lectures presented during the International Conference on “*Education in the knowledge-based society*” which was held at the Faculty of Education and Psychology of the University of Silesia in Katowice (Poland) on 25-26 October, 2006. Stanisław Juszczuk describes the contemporary sociological, psychological and pedagogical problems of the knowledge-based society and he pays special attention the role of education in the changing society, construction of knowledge and shaping of main job skills and abilities. Alistair Ross examines various analyses of the relationship between citizenship and rights, drawing on the work of T.H. Marshal, Karl Vasak and John

Urry, and relates these to citizenship education. It is argued that citizenship can be defined around conceptions of human rights, and that these have developed in civil, political and social phases. Harald Nilsen presents reflections related to the Norwegian School Reform 2006, made public as “Knowledge promotion”. Gerhard Banse characterizes education in a changing technological environment, shows some trends and problems in the current development of ICTs and discusses some cultural and social implications of these trends. Göran Linde analyses the concept of quality both in relation to original etymological meanings and the imbedded implications, and by empirical semantics as regards the present use of language and operational definitions in quality assurance practice. Oskars Zīds continues the subject of quality but in the context of development of educational management. Blanka Kudláčová characterizes the importance of philosophy and philosophical anthropology for the development of transformation of educational sciences.

The subject session entitled “Psychology in education” begins with the article by Małgorzata E. Górnik-Durose, who introduces reasons for “educational possession”, defining this concept in terms of educational objectives and means of their realization which are to help people in conscious and responsible choices related to fulfilling their vital needs using effectively available material resources. In his article Wojciech Ożarowski discusses the usefulness of methodological seizing based on the logistic Rasch model in constructing of a new diagnostic tool: POA questionnaire (Pomiar Osobowości Autorskiej) is designed to examine the author’s personality based on Kazimierz Obuchowski’s personality theory. Erol Sundelovitz presents school readiness of children entering formal schooling in South Africa in a multicultural context, using cultural psychology as an appropriate methodology. Yuri N. Karandashev proposes a constructive reading of Vygotsky’s original text “The Structure and Dynamics of Age”, supplemented by his own formal description with the use of mathematical tools.

The subject session entitled “Pedeutology” starts with the paper by Beata Kosová (we would like to inform the readers that prof. Beata Kosová has been appointed rector of Matej Bel University in Banská Bystrica), who answers the question whether the teaching profession has the attributes typical of genuine professions. Vlastimil Švec draws attention to the significance of implicit pedagogical knowledge, understood to be the “hidden” knowledge of students of teaching, in the educational process of future teaching staff. Alice Dombi Fayne and Juhász Gyula introduce the Hungarian version of the competence-based pedagogy training that meets the current EU expectations. This competence-based training shows several results of projects that aim at developing pedagogy talents and focus on professionalism, emphasizing the importance of professional motivation. Josef Malach describes the new role of the teacher – the role of a facilitator and instigator of the

personal development of individuals in the sense of their more effective participation in economic growth and social processes, which requires creation of a new scientific discipline – the didactics of entrepreneurial education and at the same time also a new model for preparation of teachers for its realization in practice within the scope of pre-graduate or postgraduate preparation. Svatopluk Slovák continues this subject and indicates the importance of entrepreneurial initiative teaching, education of entrepreneurs in the educational system in the context of new social-economic conditions at the beginning of the 21st century.

In the subject session “Information and Communication Technologies in education” David L. Bolton writes on the results of the use of technology in education in the United States, which helps students acquire the skills to process and use information to solve problems. Introducing constructivism to the process of learning helps students learn the structure of knowledge and stimulates higher-order thinking. Anna Watoła presents selected research results concerning the ways of using a computer and appropriate computer programmes in the work of the kindergarten headmaster, administrative workers and in teachers’ educational and didactic work. Agnieszka Siemińska-Łosko characterizes barriers limiting the initiation and the usage of Information Technology by teachers in Polish schools.

In the subject session “Education at elementary school” Brigita Šimonová focuses on the issue of teaching literature at the first level of primary schools. Jana Kašpárková describes the problem of grammar school climate from the point of view of students, teachers and parents.

In the Chronicle we publish information about the faculty of Pedagogy and Psychology of the University of Silesia in Katowice (Poland): first (very important for the whole community of educationalists in Poland) concerns the doctorate *Honoris Causa* of the University of Silesia for Professor Wincety Okoń, and the second information is on the 30th anniversary of the foundation of this faculty (1976-2006).

We hope that this edition, like the previous ones, will encourage new readers not only from the Middle European countries to participate in an open international discussion. On behalf of the 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*.