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Editor in Chief

New Educational Review

Editor's Preface

The last, double number 3–4 of *The New Educational Review* in 2007 is the thirteen issue of our journal since the start of its foundation in 2003. This number finishes the fourth year of our functioning in the pedagogical space of Middle Europe. In this issue there are mainly papers from three countries: the Slovak Republic, the Czech Republic and Poland. As it is open for presentation of scientific papers from all over the world, articles by researchers from the Republic of South Africa and Norway are published.

In the materials published in this issue one can find the contributions prepared by Slovak scientists, especially from the Pedagogical Faculty of Matej Bel University in Banská Bystrica. In September 2007 this university celebrated the 15th anniversary of its foundation. Even though Matej Bel University (MBU) is relatively young, the Pedagogical Faculty (PF) with its more than 50 years of tradition is one of its pillars. At present more than 3000 students study at the PF of MBU both full-time and part-time. They are educated at 12 departments, where the biggest number of students have enrolled in the study programmes of the teaching of academic and educational subjects, but also in pre-school and elementary pedagogy and psychology. The PF provides education particularly to future pedagogues, however, practice requires the education of experts also in other related study branches, and therefore they prepare experts also in the area of social work and evangelical theology and mission. Part of the study is also a post-graduate study programme, in which the PF of MBU established a Centre for PhD students for its participants; information about this Centre can be found in the “Chronicle”.

The contributions published by the scientists from MBU present some results from the research conducted by teams in the framework of different national grants and by individual researchers.

In the present issue the editorial board have proposed the following subject sessions: Social Pedagogy, Health Education, Special Pedagogy, Pedeutology,

Technology of Education, Educational Management, Psychology of Gender, Creativity and Values, and Chronicle.

In the first subject session there are papers connected with the subject of “Social Pedagogy”. Peter Jusko pays special attention to the problem of youth unemployment. There is a wide range of social and pedagogical interventions into this multidisciplinary phenomenon including preventive counselling, coordination of the school system and the labour market, and criticism and innovation of social changes that would bring help to unemployed youth. Gaudenz B. Assenza and Dora Assenza present their view on the influence of violent acts and behaviour presented by television on the increase or real-life violence, mainly among children and youth. Ewa Jarosz writes on the problems of family violence in the local community. The author suggests four basic aims of research: establishing the picture of the problem of family violence, working out the context of its incidence, recognizing and monitoring the possibility to reduce it in a local environment and the assessment of the effectiveness of applied solutions, programmes and means. Jolanta Maćkowiak describes the problem of child abuse in the family, which is manifested by physical and psychic violence. What results from her empirical research is a strong relationship between aggression, using dependence agents (alcohol, narcotics, cigarettes, steroids and drugs) and escapes from home. Anna Hudecová clarifies bullying as a socio-pathological phenomenon focusing on the secondary prevention through an intervention programme. Soňa Kariková focuses on a specific type of violence, which is called mobbing (violence among employees), in educational environments, describing a form of prevention in the shape of education of teachers by the use of socio-psychological trainings.

The subject session entitled “Health Education” contains an article by Joanna Bulska, who characterizes an important and vital role of the teacher in a school where the fundamental law of every child is health education. The author has paid special attention to a holistic approach to health and a conception of versatile health education recommended by WHO, UNESCO and UNICEF.

The subject session entitled “Special Pedagogy” contains a paper by Marcin Wlazło, who indicates that teaching reading and bibliotherapy is a useful method for education and rehabilitating children and youth with a mental disability. They are a coherent way for developing children’s speech, language, memory, imagination, creative thinking, and emotional maturity.

In the subject session “Pedagogy” Beata Dyrda and Irena Przybylska present the new dimensions of the teacher’s roles, they consider the nature of the relation between personal and professional competences and how they contribute to effective teaching as well as participation in professional learning communities. Jan Lašek and Šárka Wiesenbergová concentrate on future teachers’ attitudes toward

their profession and publish the results of their empirical studies made on a sample of university students of teacher training.

In the subject session "Technology of Education" Harald Nilsen and Henning Bueie focus on the study of information and communication technologies as a tool for learning in a holistic perspective. They present students' actual use of a personal computer in a lower secondary school in Norway related to the atmosphere in the classroom, to social relations, to the teacher's role, to work processes and to the conception of learning and learning outcomes. Pierre du Plessis and Tom Bisschoff discuss the problem of diversity and complexity in the classroom, showing racial and cultural diversity. In their opinion individual teachers in individual classrooms play an important role in providing equity of opportunity to learn and in ameliorating racism. In his contribution Pavol Odaloš wants to find out and to compare the orthographic quality of Romany and non-Romany pupils in the second, third and fourth year of elementary schools by means of the evaluation of identical texts of dictations and using a comparative analytic-synthetic method. Mária Kouteková explains the mission of Salesian centres in the leisure education of children and youth in their free time. Alžbeta Brozmanová and her co-workers present research findings in the field of motivation for the study of social work at the Pedagogical Faculty of Matej Bel University from graduates' perspective as an output of a partial task within the faculty project.

The subject session "Educational Management" contains a contribution by Julius Sekera, who describes a project of research into pedagogical staffs in educational institutes within the Czech Republic planned for three years, i.e. 2006–2008.

The last subject session contains contributions from the psychology of gender, creativity and values. Lucia Pašková deals with gender differences in achievement motivation of university students as well as search for specific aspects of personality that participate in achievement motivation. Beata Žitniaková-Gurgová focuses on the investigation into the influence of gender on students' achievement motivation, taking into account achievement motive, anxiety hindering achievement and anxiety supporting achievement. Vladimír Salbot presents thoughts about the nature of creativity and basic methodological approaches to its study in the world. Marta Valihorová shows a definition of the terms value, value system and value preferences of high school students.

In the issue "Chronicle" one can find a conversation of Harald Nilsen with the writer, pedagogue and thinker Inge Eidsvåg on the subject of his new book entitled: "The Student, the Teacher and the School: Challenges in the 21st Century". Jolana Hroncová analyses the contribution of Professor Ondrej Baláž, honorary editor of *The New Educational Review*, to the establishment and development of social pedagogy in Slovakia. The issue finishes with information on the international

scientific conference on “Educational Centre for Doctorate Students” at the Pedagogical Faculty of Matej Bel University.

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*, which in September 2007 was placed by the Ministry of Science and Higher Education in Poland on the parametrical list of scientific journals in the range of humanistic as well as social sciences and obtained maximal number of 6 points.