In this article I direct attention to the fact that media powers cannot be discovered in formal state institutions only, but they need to be disclosed in informal and hidden institutions as well, which have impact on both the power and inability of the media. I point out that the real source of power is very often hidden behind formal political procedures: the process of democracy is just a facade ruled by true sources of political and economic power. I pinpoint the problem of truthful reporting and media manipulation. I dwell upon the process of informal and hidden institutions as well, which have real source of power only, but they need to be disclosed in informal and hidden institutions as well. Beside dominant, in all societies there exists alternative political communication and this comes afore especially in the times of crisis. In such times the media cannot “produce” the societal consensus, and elites are bound to reconstruct at least some of the important Institutions. As to the advent of the new information technologies, they cannot be taken only as factors of democratization. It is quite possible that they will lead to an unprecedented concentration of power, e.g. in the multinational companies.
Title: EDUCATION AGAINST/OR FOR THE AGGRESSIVE MARKET’S ROLE IN POST-MODERN SOCIETY
Author(s): Jana Bezenšek
Affiliation: Faculty of Education, University of Maribor; Maribor, Slovenia
Key words: education, market, consumer behaviour
Abstract: In the worldwide situation, provided by the rapid global process which have created a new social and cultural environment with unusual and adverse attitudes and antagonisms, the market has become a new educator: between family, school and social environment. Focused on population in strongly consumer oriented society, education for consumer behaviour about the rules of the market and social organisation of the sphere exchanges are of central importance to their individual and global social order. This is clearly the case in mass media debates on discussions on consumer learning, activities and sites. The author considers the main theories and suggests possible models on the pertinent social relationship and cultural influences in which consumption is embedded. She draws attention on, that favours consideration of a broader range of social relationship and cultural and contextual influences and points out how consumption-related learning for active education may originate outside the aggressive market behaviour.

Informatologia, 40, 2007, 3, 171-262

Title: PHYSICAL OVERBURDENING OF PUPILS WITH THE WEIGHT OF SCHOOL BAGS DURING THE PERIOD OF PASSING FROM EIGHT YEAR PRIMARY SCHOOL TO NINE YEAR PRIMARY SCHOOL
Author(s): Samo Fošnarič, Irena Delčnjak Smrečnik
Affiliation: Faculty of Education, University of Maribor, Maribor, Slovenia
Key words: pupils, the weight of a school bag, physical overburdening, eight-year primary school, nine-year primary school
Abstract: The article shows the empirical research which was carried out to present how children are overburdened by the weight of their school bags. 107 pupils who are now in the fifth grade and this year are finishing the eight-year-primary school and next year they are continuing in the nine-year-primary school were included in the research. We confirmed the finding that at average the weight of a school bag of eleven years old pupil does not exceed 10 per cents which is the highest value at one hour burdening. At twelve years old pupils the weight of school bags increases for 3,59 % of body weight of a pupil and that represents 13,17 % in relation to body weight. And there the critical point is exceeded. Obviously, there is a statistical discrepancy in the weight of school bags between eleven and twelve year’s old pupils. The reasons for the increase of weight should be looked for in school schedules for both grades and in the increase of the use of textbooks in the seventh grade of nine-year primary school.
Informatologia, 40, 2007, 3, 171-262

Title: MARGINS ABOUT INFLUENCE OF INFORMATICS ON CHANGES IN EDUCATION
Authors: Jovan Bazić, Vesna Minić

Affiliation: Faculty of Education in Prizren, University of Priština, Priština, Serbia

Key words: informatics, education, society, teachers, students

Abstract: In general, main changes, prompted by great influence of informatics on education, have been going on in three directions. First direction is continuous supplement to classic education with new contents, methods and models of teaching, new information-communication technologies and other diverse innovations. Second direction is development of distance education (or distance learning) in virtual world, on all levels of formal education, especially on university level, as well as development of various models of informal education which suit individual needs of people, (such as various courses, “the Third Age University”, etc.). Third direction is prolongation of schooling; increase of level of education of ordinary citizens; democratization of education sphere; vertical and horizontal connection of all levels and models of education; increase of level of general and professional culture of young people and adults, and stronger connection of education and work.

Informatologia, 40, 2007, 3, 216-222

Title: INTEGRATION OF KNOWLEDGE IN EDUCATION
Author(s): Josip Mesarić

Affiliation: Faculty of Economy, University of Osijek, Osijek, Croatia

Key words: knowledge integration, economic curriculum, ontology, semantic web

Abstract: Complex problem solving, or simply the insight into the whole and understanding the topic of interest, raise the necessity for integration (fusion, merging) of non-contiguous, unconnected, disparated and fragmented knowledge. In this paper we investigate the causes of knowledge fragmentation in educational curricula on faculties of economics in the Republic of Croatia, as well as requirements for integration of economic knowledge. A concept for vertical and horizontal knowledge integration for given problem context based on semantic web technology is proposed.
DEHUMANIZATION OF HOSPITALITY INDUSTRY USING INFORMATION-COMMUNICATION TECHNOLOGIES

Vlado Galičić, Slobodan Ivanović

Faculty of Tourism and Hospitality Management Opatija, University of Rijeka, Rijeka, Croatia

Abstract: The man is standing on the threshold of the Information Age in which information-communication technologies (in the further text as ICT) offer unimagined possibilities on every field of operating and of living. ICT spread human intellectual possibilities and with that they contributed a lot in developing of our civilization but there are some questions: is it our life in this Information Age better, nicer and easier? Are we more satisfied with our work and life? Are we safer thanks to the usage of ICT? On the other hand, there are opening some questions like are we more lonely and more occupied in our job and in our communication because of ICT? Well, with great advantages of its usage and evident benefits, ICT considers also bad consequences, that is, it has also negative sides – dehumanization of working, human relationships, culture. This means that a man is entrapped in continuous improving, so there is more and more present the opinion that ICT and some similar innovations, which are applying in hospitality industry, alienate people or they lead towards dehumanization and towards de-socialization inside the human component. Even if we can’t deny to the usage ICT some merits like development of quality in the area of preparation and offering service in hospitality industry or introduction of standardization as a prerequisite of offering service quality, it is incontestable that an enormous quantity of computer appliances in everyday work led towards the dehumanization.

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INTERPERSONAL COMMUNICATION IN THE DAYS OF THE INFORMATION REVOLUTION

Author(s): Bozena Muchacka
Affiliation: Pedagogical University of Cracow, Cracow, Poland

Key words: human communication, technology, development

Abstract: Modern society is often described as being information-based, mass, web-structured and globalised. Changes in human environment change man’s functioning and the character of social life. Human interactions with the environment ceased to involve just the interrelationship of external objects. Numerous researches from all branches of science point to the presence of new elements (telepathic media) and new structure of the environment (global economy, characteristic framework of social experience) which arrive at new “social quality”. Human intercommunications have undergone revolutionary change. General access to the Internet, e-mail and mobile phones constitute new techniques of communications. These modern communications solutions, combined with fast pace of life and the size of communications can on one hand stimulate human development, while on the other hand they undermine the development of personal knowledge, experience and life style. In the age of technopolisation, it seems crucial to conduct a debate on behaviour regulating mechanisms such as knowledge and wisdom, as the process of hunting just for information results in blocking the opportunities for development, reflection and reactivity. This paper presents and discusses the above issues.

IMPLEMENTATION OF THE STUDY PROGRAMME “MEDIA IN EDUCATION” at Faculty of Education in Sombor

Author(s): Vukan Popović
Affiliation: Faculty of Education, University of Novi Sad, Novi Sad, Yugoslavia

Key words: media, media designer, education

Abstract: The last decade of the 20th century and the beginning of the 21st century have been marked by the so-called “digital revolution” bringing epoch-making changes in society. These changes are the result of the technological progress which has had a considerable impact on the education and has been radically changing present learning and teaching processes. Many countries have accepted the newly appearing situation, altered their educational systems, and switched to education for new professions emerging as a result of the technological progress. Faculty of Education in Sombor provides education for experts in designing media in education. A new educational paradigm, implying the transition from offer to demand schooling as well as new technologies such as multimedia and the Internet, imposes the use of new teaching facilities and, consequently, new methods in teaching procedures. The process of education for a society of knowledge shall be a life-long one. It is necessary to prepare young people for these changes and train them in due time to use all technological innovations and work creatively in the areas of specialisation they have chosen. The aim of this paper is to present the experiences acquired through the implementation of teaching matter in exercises being part of the course of Media in education, and the formation of learning resources that are indispensable for training teachers for the new age.