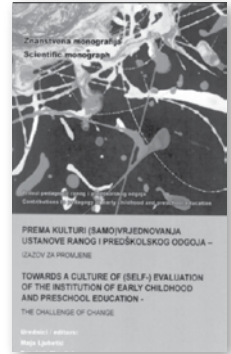


Publications / Izdanja

Towards a Culture of (Self-) Evaluation of the Institution of Early Childhood and Preschool Education–The Challenge of Change: Contributions to Pedagogy of Early Childhood and Preschool Education: Scientific Monograph.

Editors: Maja Ljubetić and Branimir Mendeš.
Split: Split: Nomen Nostrum Mudnić, 2012, 196 pages.
Bibliography at the end of each article.
ISBN 978-953-57365-0-9



This scientific monograph consists of fourteen articles attempting to tackle the issues of the relationship between pedagogy and the direction it has taken. This monograph brings together articles that investigate contemporary themes in the field of pedagogical science. All articles express a common desire to achieve a high level of quality in the field of pedagogical practice and the necessity to educate all the participants in the educational process for the culture of (self-) evaluation, aiming to improve the system of early childhood and preschool education. The monograph is an important contribution to pedagogical theory and practice as well as to understanding the importance of the evaluation of preschool institutions.

Prema kulturi (samo)vrednovanja ustanove ranog i predškolskog odgoja – izazov za promjene : prilozi pedagogiji ranog i predškolskog odgoja: znanstvena monografija.

Urednici: Maja Ljubetić i Branimir Mendeš.
Split: Nomen Nostrum Mudnić, 2012, 196 str.
Bibliografija iza svakog rada.
ISBN 978-953-57365-0-9

Ovu znanstvenu monografiju čini četrnaest radova u kojima se pokušalo odgovoriti na pitanja odnosa pedagogije i smjera u kojem se ona kreće. Monografija okuplja radove koji istražuju aktualne teme u području odgojnih znanosti. Sve radove povezuje potreba postizanja visoke razine kvalitete rada u predškolskim ustanovama, te nužnost osposobljavanja svih čimbenika u odgojno-obrazovnom procesu za kulturu samovrednovanja radi unaprjeđenja sustava ranog i predškolskog odgoja i obrazovanja. Monografija predstavlja važan doprinos pedagoškoj teoriji i praksi i razumijevanju važnosti vrednovanja predškolskih ustanova.

Nikola Pastuović

Education and Development: Impact of Education on Human Development and Changes in Society, and the Impact of Society on Education

Zagreb: The Institute for Social Research and Faculty of Teacher Education, 2012, 369 pages.

Bibliography.

Index.

ISBN 978-953-6218-47-9



Throughout six chapters of the book, the author explains, from several theoretical aspects, the importance of education for the development of human capital and the development of the society as a whole. In the first chapter the author discusses the conceptual correlation between the terms education and development as well as the objectives of education stemming from the purpose and objectives of the development. The second chapter brings a detailed psychological and sociological analysis of the impact of education on the development of an individual. The third chapter is dedicated to the contribution of education to the economic, political, socio-cultural and environmental aspect of the development of the society. The fourth chapter provides the definition of the term *educational science* and determines it as a “connection between the objective and the means“. In the fifth chapter, dedicated to the quality of education, the factors of the primary education quality are determined according to the systems theory elements, whereas the quality of the primary education in Croatia is analysed on the basis of the curriculum theory. The concept of the educational reform in view of other changes in education, specifically educational reforms in European transition countries is discussed in the sixth chapter.

Contents: Preface; Introduction; Conceptualisation of Essential Terms; Education and Individual Development; Education and Social Development; Science(es) about Educational Systems; Quality of Education; Educational Reform; Bibliography; Index.

Nikola Pastuović

Obrazovanje i razvoj: kako obrazovanje razvija ljude i mijenja društvo, a kako društvo djeluje na obrazovanje.

Zagreb: Institut za društvena istraživanja i Učiteljski fakultet, 2012, 369 str.

Bibliografija.

Kazalo pojmova.

ISBN 978-953-6218-47-9

Kroz šest poglavlja autor s više teorijskih aspekata objašnjava važnost obrazovanja za razvoj ljudskog kapitala i društva u cjelini. U prvom poglavlju istražuje se pojmovni međuodnos obrazovanja (i odgoja) i razvoja, te ciljevi obrazovanja koji proizlaze

iz svrhe i ciljeva razvoja. U drugom poglavlju posebno se razmatra djelovanje obrazovanja na razvoj osobe s psihološko-socijalnog aspekta. Treće poglavlje posvećeno je doprinosu obrazovanja gospodarskom, političkom, sociokulturnom i ekološkom aspektu društvenog razvoja. U četvrtom poglavlju definira se pojam znanosti o obrazovanju i određuje se kao „odnos cilj-sredstvo“. U petom poglavlju posvećenom kvaliteti obrazovanja prema elementima teorije sustava determiniraju se čimbenici kvalitete osnovnog obrazovanja, dok se uz pomoć teorije kurikula analizira kvaliteta osnovnog obrazovanja u Hrvatskoj. U šestom poglavlju koncept reforme obrazovanja razmatra se u odnosu na druge promjene u obrazovanju s osvrtom na obrazovne reforme u europskim tranzicijskim zemljama.

Sadržaj: *Predgovor; Uvod; Konceptualizacija osnovnih pojmova; Obrazovanje i razvoj osobe; Obrazovanje i razvoj društva; Znanost(i) o obrazovnim sustavima; Kvaliteta obrazovanja; Reforma obrazovanja; Kazalo pojmova; Popis priloga.*

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Nevenka Tatković, Snježana Močinić
Teacher for the Knowledge Society: Pedagogical and Technological Paradigms of the Bologna Process.

Pula: University of Juraj Dobrila in Pula, Department of Educational Sciences, 2012, 239 pages.

Bibliography.

Index.

ISBN 978-953- 7498-51-1

This book resulted from the authors' long-lasting work on the scientific project *ICT and Students' Position in the Bologna Process*. The authors discuss new pedagogical and technological paradigms in teacher education in the Bologna process from the theoretical and empirical aspect. The authors' aim in writing this book was to establish pedagogical guidelines for observing and resolving the issue of teacher competences and lifelong teacher education for the knowledge society. Also, the authors emphasize the importance of using ICT technologies in teacher education aiming to enable acquisition of knowledge and skills required for the implementation of ICT in the primary school curriculum.

Contents: *Preface; Bologna Process and Building European Higher Education Area; Pedagogical and Empirical Paradigms for the Knowledge Society; Research; Conclusion; Summary; Bibliography; Index of Authors; Index of Terms; List of Illustrations; List of Tables; List of Charts.*



Nevenka Tatković, Snježana Močinić

Učitelj za društvo znanja: pedagogijske i tehnologijske paradigme bolonjskoga procesa.

Pula: Sveučilište Jurja Dobrile u Puli, Odjel za odgojne i obrazovne znanosti, 2012, 239 str.

Bibliografija.

Imensko kazalo. Kazalo pojmova.

ISBN 978-953-7498-51-1

Ovo djelo nastalo je na osnovi višegodišnjega rada na znanstvenom projektu *ICT i položaj studenata u Bolonjskom procesu*. Autorice s teorijskoga i empirijskoga stajališta razmatraju nove pedagogijske i tehnologijske paradigme obrazovanja učitelja u okviru bolonjskoga procesa. Svrha ovoga djela je, prema zamislima autorica, postavljanje pedagogijskih smjernica za sagledavanje i rješavanje pitanja učiteljskih kompetencija i cjeloživotnog obrazovanja učitelja za društvo znanja. Također, ističe se važnost uporabe i korištenja ICT tehnologija u obrazovanju učitelja s ciljem stjecanja znanja i vještina potrebnih za implementaciju ICT-a u kurikulum osnovne škole.

Sadržaj: *Predgovor; Bolonjski proces i stvaranje europskoga prostora visokoga obrazovanja; Pedagogijske i tehnologijske paradigme obrazovanja za društvo znanja; Empirijski dio; Zaključna razmatranja; Sažetak; Summary; Bibliografija; Indeks autora; Indeks pojmova; Popis slika; Popis tablica; Popis grafikona.*



New Paradigms in Early Education.

Editor: Dubravka Maleš

Zagreb: Faculty of Humanities and Social Sciences,

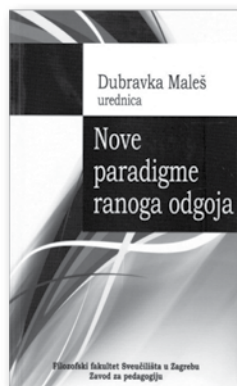
Department of Pedagogy, 2011, 301 pages.

Bibliography at the end of each article.

Index.

ISBN ISBN 978-953-175-394-4

This scientific monograph resulted from the work on the project “*New Paradigms in Early Education*” at the Faculty of Humanities and Social Sciences, Department of Pedagogy, approved by the Ministry of Science, Education and Sport in the year 2007. The starting points for the study were the foundations of the most recent scientific concepts relating to children, childhood and early education both in the family environment and in preschool institutions. Based on the overall conclusion of the study, a family needs to be a place where democratic style of education and open dialogue will be fostered, and where children’s rights will be respected. At the



same time, institutional environment is going through changes from the traditional preschool institution towards the learning organization involving all the participants of the educational process. This monograph contains eleven scientific articles aiming to contribute to the development in pedagogical theory and practice, and indicate changes in the approaches to child education both in the family environment and preschool institutions.

Contents: *Introduction; Child and Childhood; Towards the New Family Education Culture; Modern Approaches to Researching and Creating New Concepts in Institutional Early Education; Preschool Teachers' Education; Index.*

Nove paradigme ranoga odgoja

Urednica: Dubravka Maleš

Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju, 2011, 301 str.

Bibliografija iza svakog rada. Kazalo.

ISBN 978-953-175-394-4

Ova znanstvena monografija rezultat je rada na znanstvenom projektu „Nove paradigme ranoga odgoja“, koji je Ministarstvo znanosti, obrazovanja i športa odobrilo 2007. godine. Studija se temelji na polazištima najnovijih znanstvenih spoznaja od djetetu, djetinjstvu i ranom odgoju u okruženju obitelji i predškolske ustanove. U obitelji je prema općem zaključku studije potrebno stvarati demokratski stil odgoja kroz njegu dijaloga i poštovanje prava djeteta, dok se institucijsko okruženje mijenja od tradicionalne predškolske ustanove prema organizaciji koja uči i uključuje sve sudionike odgojno-obrazovnog procesa. Ovu studiju čini jedanaest vrijednih radova kojima se želi doprinijeti unaprjeđivanju pedagoške teorije i prakse i ukazati na promjene u pristupu odgoja djece u obitelji i predškolskim ustanovama.

Sadržaj: *Uvod; Dijete i djetinjstvo; Za novu kulturu obiteljskoga odgoja; Suvremeni pristupi istraživanju i koncipiranju institucijskoga ranog odgoja; Obrazovanje odgajatelja, Kazalo imena.*