

Summary

Preliminary questions in educometrics

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Metrical explorations of separate segments of educometrics have not yielded desired results. Individual and unrelated metrical approaches (anthropometrics, sociometrics, psychometrics, econometrics, biometrics) have not resulted in a unique educometric theory. Individual metric measurements remain disparate and unconnected due to the inhibited and non-autonomous development of educometrics as a branch of educational studies. This has resulted in a number of theoretical and practical problems and difficulties in evaluating education quality. For this reason the author here addresses some of the opening questions in educometrics, aiming to indicate the necessity and importance of its development within the processes of educational reform. He advocates that distinct and unrelated measurings in education be transformed into an academic discipline – educometrics. Without establishing educometrics as a branch of education studies, it will not be possible to evaluate educational theories, develop specific research apparatus for education studies methodology, establish a new measuring system, or provide exact internal and external evaluations. The study aims at defining educometrics as a separate branch of pedagogy.

Key words: educometrics and other metrics, measuring in education, individual metrical approaches, measurement epistemology, measuring instruments, evaluation.