

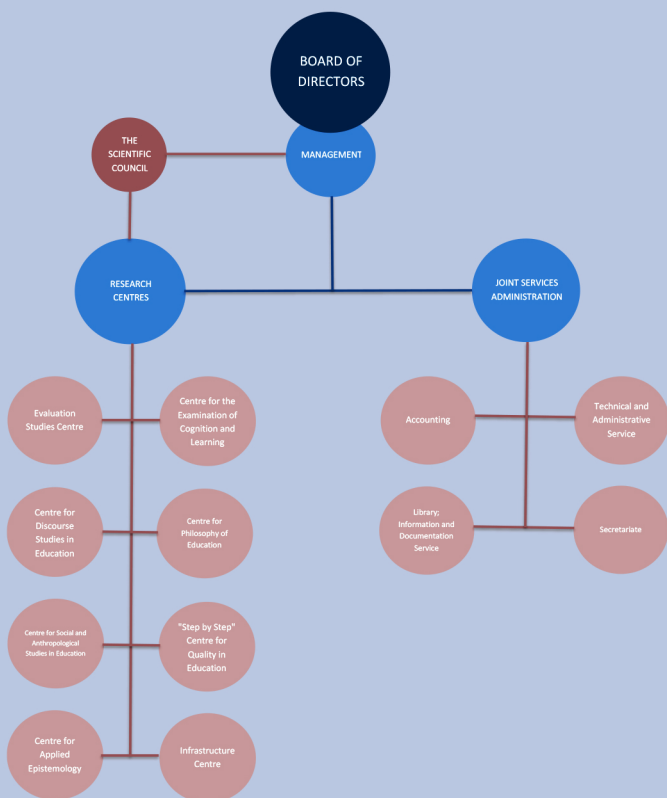
The background of the page features two large, stylized letters, 'P' and 'I', in a light blue-grey color. The 'P' is on the left and the 'I' is on the right, both with a thick, rounded, and slightly irregular font style. The 'P' has a long vertical stem and a curved top that extends to the right. The 'I' has a similar vertical stem and a curved top that extends to the left. The letters are positioned such that they frame the central text.

PEDAGOŠKI INŠTITUT

P

A few facts

Ljubljana 2019



PEDAGOŠKI INŠTITUT



A few facts

Ljubljana 2019

PLUTARCH:
THE MIND
IS NOT A
VESSEL TO
BE FILLED
BUT A
FIRE TO BE
IGNITED.

Foreword

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Dear all,

“This young pedagogical institution has no business whatsoever to pride itself on anything worthy of any special attention or of public recognition. Crammed into five barely appropriate “offices” located at Cankarjeva 5/III, its chronic lack of both staff and money hardly makes it appealing to anyone... When the Institute became operational on 1 May 1965, it was composed of 2 educationists, 2 psychologists, a Director with pedagogical education and a secretary. In three of the rooms, we set out ancient furniture brought from who-knows-where. Only the group from the Education Institute that transferred to our Institute got the “dowry” of several classier pieces of furniture on loan. The Court Administration, I believe, also gifted us an ancient typewriter that seemed to have come out of nowhere. And such were the unceremonial circumstances in which educational research work began in Slovenia...” This is how Dr Iva Šegula, the first regular Director of the Institute, remembers the concrete beginnings of the Educational Research Institute.

The actual origins of the Educational Research Institute, however, go back a decade more. In 1954, the PRS Council for Education and Culture established an Education Study Committee in Ljubljana. In 1956, the PRS Education Study Service was developed from said Committee, in the framework of which a group for educational and psychological research work was also formed. This group was composed of three researchers and represented the brain child of the Institute; on 1 May 1965, it was fully incorporated by the Institute.

The need for research work in the field of education was felt before 1956. In 1952 and 1953, the educational journals published several discussions on scientific research in the field of education. In 1952, Dr Vlado Schmidt wrote the following in the Journal of Contemporary Educational Studies (Sodobna pedagogika):

“All research work would have been directed by the Educational Research Institute. Working for this Institute should not have been an ancillary activity of its members, but rather their main profession... It is true that in Slovenia, nobody has ever considered educational research as being their main profession... But the time has come to make a step forward in the methodology related to the development of educational science.”

In September 1964, a good ten years after that, the Secretariate for Education and Culture held a meeting where the establishment, the profile and the tasks of the future Educational Research Institute were discussed. During the meeting, Stanko Gogala, the then-prefect of the Educational Studies Department of the Faculty of Arts, explained the first proposal related to the nature, the structure and the work of said Educational Research Institute, thus initiating the process of direct and concrete preparations related to the establishment of the Slovenian Educational Research Institute.

On 2 March 1970, the founding rights over the Institute were taken over by the University of Ljubljana, under the tutelage of which the Educational Research Institute has been functioning until 26 April 1995 when the Government of the Republic of Slovenia adopted the decision establishing the (independent) public research body called the Educational Research Institute.

Today, the Educational Research Institute is the principal institute for scientific research in the field of upbringing and education; its research work is related to the entire educational vertical, from pre-school education to higher education. Around 35 researchers working in 8 centres are not only researching so-called global knowledge studies (e.g. PISA, TALIS, PIRLS, TIMSS, ICCS...), even though this is what the Educational Research Institute is probably best known for to general public; they also deal with philosophical and, chiefly, ethical upbringing and education issues; communication and the ways language is used in the field of education; questions related to (the social construction of) gender in the educational process; and different psychosocial questions arising throughout the school teaching process, such as motivation, anxiety, empathy, bullying, violence against teachers, transition from kindergarten to school, and socio-economic status of students. Of course, these areas of research are not the only ones explored by the Educational Research Institute; to find out more about them, go to www.pei.si. We are looking forward to your visit!

Ljubljana, 15 July 2019

Professor Dr IGOR Ž. ŽAGAR, *Director of the Educational Research Institute*

EURIPIDES:
WHO
NEGLECTS
LEARNING IN
HIS YOUTH,
LOSES THE
PAST AND IS
DEAD FOR
THE FUTURE.

Description of the Centres

6 Centre for Discourse Studies in Upbringing and Education

The purpose of the Centre for Discourse Studies is predominantly studying the entire scope of communication, with a special focus on communication that stands out in the process of upbringing and education. The Centre also focuses on the continuous and gradual establishment of a (heuristic) model of communication which will take into consideration and respect the principles of language use, communication and delivery, as well as help teachers and students be aware of and use them – on several levels and interdependently:

Language is always our key tool, not only in science, upbringing and education, but also – these are only some of the fields – in economics, social work, political science (and politics), internal and external affairs...

For this purpose, we must first be aware of and internalise the (often overlooked) fact that the condition for any successful communication is a lack of conflict, which is mostly the effect and result of using politeness strategies, therefore respecting and not endangering an individual's integrity (and identity). Research of politeness strategies in the language (come to think of it, where else could they be applied and expressed?) has been a predominant topic in linguistic pragmatics for the last 20 years, and the application of results extends all the way from multicultural and intercultural studies to diplomacy. At the Centre for Discourse Studies, this field is discussed in the scope of rhetoric and argumentation that represent the centre of our research.

When we become aware of the role of language in the establishment and upkeep of communication, it is much easier to demonstrate and convince that the language itself contains some elements that already carry meaning in themselves, regardless of what we – its users – would like to express. These are mostly the so-called argumentative connectors (yet, only, already, even, also, but, etc.) which are crucial in argumentation and reasoning, as well as argumentative guidelines, which can be found in the lexis and define the course of discursive exchange.

Members of the Centre

Docent Dr JANJA ŽMAVC, Scientific Associate, *Head of Centre*
Professor Dr IGOR Ž. ŽAGAR, Scientific Councillor, *Director of the Educational Research Institute*

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Centre for Social and Anthropological Studies in Education

The Centre focuses on interdisciplinary themes linking humanities and social sciences. In addition, interconnections between different branches of anthropology and their bases also provide a certain level of standing to the name of the Centre which includes “anthropology in education”. As the most general part of educational studies, educational anthropology is derived from a thematisation of presuppositions related to upbringing, education and knowledge, i.e. information, which makes it a critical autorefraction of educational theories and practices.

In the framework of the paradigm of interdisciplinarity, the colleagues working at the Centre are focusing on research in the field of upbringing and education by taking into consideration the following key aspects:

development of democratic education through democratic educational and political culture;

introduction and justification of the meaning behind the research of “gender and education” as an inter- and multidisciplinary area building on the presupposition that academic boundaries simultaneously also represent epistemological boundaries;

reevaluation of existing knowledge through the connection of “information and power” through the questioning of the Western epistemology and manners in which information is obtained;

study of theoretical orientations of educational feminism;

exploration of the influence of cultural changes on the educational process and on the results of learning, as well as a reflection of current socio-political models;

exploration of the transformation of a school from a transmission to a transformation medium, exploration of the meaning behind curricular reform and of numerous other curriculum-related concepts.

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Members of the Centre

Assistant Professor Dr VALERIJA VENDRAMIN, Senior Scientific Associate, *Head of Centre*

Professor Dr DARKO ŠTRAJN, Scientific Councillor

ANA MLADENović, MA, Young Researcher

Dr BOGOMIR NOVAK, Senior Scientific Associate (retired)

Evaluation Studies Centre

The Evaluation Studies Centre is operating in the framework of research areas of education and psychology. In its core, the Centre is concerned with the evaluation of the school system, of its parts and of the system as a whole, while pursuing the objective of ameliorating the educational system in order to achieve optimal effects for individuals, classes, schools, and communities by having its members actively participate in interrelated areas. The Centre's research team is focusing on the promotion of equal educational opportunities, thus encouraging the development of all individuals participating in the process of education. By dealing with the material scope of studying factors influencing the reduced possibility of gaining knowledge in students and their well-being (through their internal states and behaviours), we (also) expand our capacities to the field of mental health. The core concepts of our field are related to the social and emotional aspects of learning and teaching from the point of view of both students and teachers. The group builds on knowledge and experience obtained through numerous research projects and on increasing international cooperation, mostly through the possibility of jointly shaping pan-European guidelines of ameliorating and evaluating the learning process.

The content of our research:

social and emotional factors of learning and teaching, well-being;

the positive development of young people in various contexts;

pre-school education and transition to school, and cooperation with parents;

professional development of teachers, educators, and other professionals in the field of upbringing and education;

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integration, pupils and students with special needs, immigrant pupils and students.

Members of the Centre

Docent Dr ANA KOZINA, Scientific Associate, *Head of Centre*

TINA PIVEC, Young Researcher

Dr TINA RUTAR LEBAN, Research Associate

MANJA VELDIN, Researcher

Docent Dr MAŠA VIDMAR, Scientific Associate

Assistant Professor Dr TINA VRŠNIK PERŠE, Senior Scientific Associate

Centre for Philosophy of Education

The theoretical framework of research implemented within the Centre is related to classic and modern philosophical ideas on upbringing and education. Said research includes various philosophical approaches towards analysing and interpreting epistemological, metaphysical, ethical, and political dimensions of upbringing and education. Particular attention is paid to a critical analysis of core concepts (upbringing, education, indoctrination, citizenship, tolerance, justice, equal opportunity, human and children's rights, knowledge, patriotism, etc.).

Members of the Centre

Docent Dr ZDENKO KODELJA, Scientific Councillor, *Head of Centre*

Professor Dr MARJAN ŠIMENC, Scientific Councillor

Dr MITJA SARDOČ, Senior Scientific Associate

CICERO:
THE
AUTHORITY
OF THOSE
WHO TEACH
IS OFTEN AN
OBSTACLE
TO THOSE
WHO WANT
TO LEARN.

In the framework of the centre, we are implementing interdisciplinary research in the following research fields: developmental and social psychology, social philosophy, philosophy of education, anthropology of everyday life, and media studies.

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When conducting our research, we keep in mind that paying attention to crucial questions, as well as addressing and asking them, is of crucial importance for an efficient design of research problems and viewpoints. This is why we are focusing on the issues of the public and administrative discourse, as well as of the prevailing scientific paradigms, that crucially define our current understanding of both general society and education. Therefore, we examine the role and the influence of prevailing ideologies and ways of understanding current planning and implementation of policies and practices in the field of upbringing and education. We also pay special attention to specific influences of cultural patterns, convictions, and standing presumptions on the cognitive, personal, and social development of children and young people.

The exploration of our study of the role and importance of knowledge and education for optimum psycho-social development for all children and adolescents and their empowerment for active citizenship (development of critical thinking, political and media literacy, as well as intercultural and civil competencies) in the context of current social changes.

Research orientations and objectives:

developing analytical starting points in order to study and interpret paradigmatic and ideological changes in the field of upbringing and education;

exploring social justice in the context of school (tolerance, justice, social responsibility, solidarity, emancipation, public/private);

exploring various forms of the process of upbringing and education, taking into consideration individual differences yet enabling the acquisition and the development of interest for both elementary and useful skills;

studying social interactions in specific contexts of society (school, peers, youth organisations, local communities, socio-political system), and the effects they have on the development of (social) cognition, motivation, personality, and social behaviour of children and young people;

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developing participatory school communities (researching different areas of creating an inclusive school environment in connection with the local community contributing to the empowerment of young people in order to ensure they become active citizens); developing strategies for the social inclusion of children and young people, especially of the culturally and socially deprived (e.g. immigrants, young people becoming adults) based on theoretically founded and empirically proven models;

constructing and arranging measurement devices for the fields of socio-cognitive concepts, relationship towards knowledge, intercultural competencies, learning and didactic approaches, social interactions, and organisational culture.

Members of the Centre

Docent Dr ALENKA GRIL, Senior Scientific Associate, *Head of Centre*
SABINA AUTOR, MA, Assistant with Master's Degree
Docent Dr IGOR BIJUKLIČ, Scientific Associate

“Step by Step” Centre for Quality in Education

The activities of the “Step by Step” Centre for Quality Upbringing and Education (Slovene abbreviation: the “CKVI KZK”) are based on the principles of equal opportunities, the principles of a democratic civil society, children's rights and rights of parents, contemporary knowledge related to development of children and their learning, and how different factors influence those two parameters. Within the Centre's activities special attention is paid to the most vulnerable groups of children and their parents. Through its activities with the purpose of ensuring professional development of practitioners and providing action and participatory research of the practices related to the process of upbringing and education, the Centre aims to provide high-quality upbringing and education while planning, introducing and evaluating changes in the field of pre-school education and transitioning to elementary school.

The Centre manages, coordinates, and provides substantive guidance to the “Step by Step” quality evolution network.

The internal web page of the “Step by Step” Centre for Quality Upbringing and Education is available at www.korakzakorakom.si

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The “Step by Step” Centre for Quality in Education is one of the founding members and a full member of the International Step by Step Association.

Members of the Centre

Docent Dr JERNEJA JAGER, Research Associate, *Head of Centre*

MATEJA REŽEK, MA, Researcher with Master’s Degree

Assistant Professor Dr SONJA RUTAR, Scientific Associate

PETRA ZGONEC, Researcher

MATEJA MLINAR, Researcher

PETRA BOZOVIČAR, Researcher

Centre for Applied Epistemology

The Research Centre for Applied Epistemology is geared towards exploring epistemological, sociological, macro- and micro-social, communication, and pedagogical aspects of knowledge. Some of the most important research projects in this field are considered to be the international research studies (in the field of knowledge) coordinated by the following international centres: International Association for the Evaluation of Educational Achievement – the IEA (TIMSS, PIRLS, CivED/ICCS, SITES/ICILS), Organisation for Economic Co-operation and Development – the OECD (TALIS, PISA), and European Commission – the EC (ESLC). The Centre is divided into three departments: the Department of IEA Studies, the Department of OECD and EU Studies, and the Department of Curricular Analyses and Knowledge Theories. Within the framework of the Educational Research Institute (and of the whole of Slovenia), the Centre coordinates the aforementioned international comparative research studies conducted by the IEA and by the OECD, through its own national coordination centres set up for this purpose. Analyses of the development of educational policies also represent an important scope of action of the Centre. In terms of content, the research of the members of the Centre for Applied Epistemology can be divided into the following contextual groups:

theories of knowledge and international research studies in the field of knowledge;

14 policy-making in the field of education (curricular policies; educational policies);

textbooks and teaching materials (e-textbooks, e-learning materials).

Members of the Centre

Docent Dr EVA KLEMENČIČ, Senior Scientific Associate, *Head of Centre*

ŠPELA JAVORNIK, Young Researcher

Dr PLAMEN V. MIRAZCHIYSKI, Scientific Associate

JURE NOVAK, Researcher

BARBARA JAPELJ PAVEŠIČ, Researcher

KLAUDIJA ŠTERMAN IVANČIČ, Researcher

Dr URŠKA ŠTREMEL, Scientific Associate

ARISTOTLE:
THE ROOTS OF
EDUCATION
ARE BITTER,
BUT THE FRUIT
IS SWEET.

LEONARDO
DA VINCI:
LEARNING
NEVER
EXHAUSTS THE
MIND.

Infrastructure Centre

- 16** The concept of the infrastructure programme of the Educational Research Institute is to provide support for the scientific research in the field of education, mainly when it comes to implementing all necessary activities in order to provide methodological compliance of various types of data collection in the field of education, and including Slovenia into international research studies in the field of education (such as PISA, PIRLS, ICCS, TALIS etc.) that became an important source of operationalisation of the objectives related to upbringing and education, both nationally and internationally. The added value of the infrastructure programme lies in the fact that databases are collected, sorted, and maintained in one place, in accordance with uniform, stringent technical standards, by using specific methodology and knowledge which, *inter alia*, also enable the possibility of international and historic comparison of the results obtained in international researches. Each individual international research project is implemented periodically, once every few years; in addition to providing an overview of the state of the art, this also makes it possible to research trends related to achievements and other data and comparing Slovenia and its upbringing and educational system on an international level with other countries.

Thus, the principal activity of the infrastructure programme is designing and creating databases from national and international research projects, and statistically analysing said data. The knowledge that the infrastructure programme of the Educational Research Institute has been developing for many years now plays an important role in this process since the creation of said databases requires specific approaches to statistical compilation and analyses.

Within the scope of collection, management, and maintenance of said databases, as well as when it comes to their processing, analyses, and interpretations, the Centre also cooperates with Slovenian universities and faculties when it comes to study placements, voluntary student work, and preparation of graduate theses, master's theses and doctoral dissertations. Last but not least, the stakeholders of the Slovenian upbringing and educational system (chief among them being schools, principals, and teachers) are also important users of the results of the infrastructure programme.

Members of the Centre

MOJCA ČUČEK, MA, Researcher with Master's Degree, *Head of Centre*

SUZANA GERŽINA, MA, Researcher with Master's Degree

ANA MLEKUŽ, MA, Researcher with Master's Degree

KARMEN SVETLIK, MA, Researcher with Master's Degree

SIMONA ŠTIGL, Researcher

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Administration

The Department of Joint Services/the Administration carries out tasks related to the fields of management, law, finance, accounting, personnel, administration, information and documentation.
Organisational units:

Accounting;

Technical and Administrative Service;

Library; Information and Documentation Service;

Secretariate.

The Department of Joint Services/ the Administration is managed by the Secretary of the Educational Research Institute who is responsible for the legal, organisational and general tasks, for monitoring staff policies, and for representing the Educational Research Institute upon authorisation in the absence of its Director.

Administrative employees

Professor Dr IGOR Ž. ŽAGAR, Scientific Councillor, Director of the Educational Research Institute

TAMARA KOTNIK, Company Secretary

NEVENKA ZEMLJIČ DRNOVŠEK, Professional Associate VI

ZDENKA OBAJDIN, Head Accountant

VIOLETA ŽENATI, Accountant

POLONA RAMŠAK ZAVIRŠEK, Librarian

CONFUCIUS:
EVERY TRUTH
HAS FOUR
CORNERS: AS
A TEACHER
I GIVE YOU
ONE CORNER,
AND IT IS FOR
YOU TO FIND
THE OTHER
THREE.

International Comparative Research Studies in the Field of Knowledge

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Large comparative research studies in the field of knowledge are being directed by two international organisations, i.e. the OECD (Organisation for Economic Co-operation and Development) and the IEA (International Association for the Evaluation of Educational Achievement). Additionally, several other organisations are spearheading other research with a more narrow, regional scope. The Educational Research Institute in Slovenia coordinates said international comparative research studies in the field of knowledge (also known as “international large-scale student assessments – the “ILSA”), as well as educational comparative studies, for both organisations, e.g. for the IEA and for the OECD. It is important that reliable and quantifiable data related to the state of our educational system are available in Slovenia, and that said data and indicators are being collected on a regular basis (in several cycles). This applies to both the elementary level (that the IEA research studies are usually oriented towards, with the exception of the TIMSS Advanced research) and the secondary level (that the OECD PISA usually deals with). Fundamentally, organisations adopt different approaches when it comes to the conceptualisation of their research projects. While the IEA research mainly focuses on academic knowledge, the manner in which it is obtained, transformed, etc., and, above all, its curricular foundations (which is why different types of literacy are generally measured in the 4th and 8th grades, during the period of compulsory education), the PISA mostly focuses on competencies being researched in relation to how young, schooled 15-year-olds are prepared to enter the labour market and life, instead of focusing on where they acquired these competencies. In this context, we are only mentioning this characteristic; other differences between these two global organisations are namely also arising from different conceptualisations of measurement domains when it comes to collecting data. However, it is important to point out that these research projects do not only collect data related to different types of literacy/competencies of pupils/students, but also collect other background data that better explain their achievements. Different questionnaires are therefore included in different research projects: for pupils/students, for schools or their principals, for teachers, for parents (in one instance), and national contextual questionnaires. What international comparative research projects are being

coordinated by the Educational Research Institute? The following national coordination centres are established in the framework of the Centre for Applied Epistemology, which is one of the research centres of the Educational Research Institute: the IEA PIRLS (reading literacy of fourth-graders), the IEA TIMSS (numeracy and literacy in science of eighth-graders, and TIMSS Advanced – mathematics and physics on a pre-graduation level), the IEA ICILS (computer and information literacy of eighth-graders), the IEA ICCS (civic upbringing and education of eighth-graders), the OECD PISA (numeracy, literacy in science, and reading competencies in Slovenia, generally measured in first-year students), and the OECD TALIS study (which only includes principals and teachers). The Head of Centre for Applied Epistemology is also Slovenia's representative in the IEA General Assembly. However, the national coordination centres are not only responsible for the implementation of individual research projects; they also prepare national reports, secondary studies of the data appearing in them, etc.

List of Major Projects and Programmes

National Projects

ARRS Programmes:

The Social Contract in the 21st Century: Historical, Sociological, Philosophical, Ethical, Educational, and Teaching Aspects (2015–2019)

Educational Research (1999–2019)

Applied Developmental Psychology (2004–2019)

Collecting, Managing and Archiving Data in the Upbringing and Educational System (2009–2020)

ARRS Projects:

Language Policy in the Republic of Slovenia and the Needs of its Users (2016–2017)

Neoliberalism in the European Education Area: Between the Efficiency and Fairness of the Slovenian Educational Policies and

Practices (2016–2018)

Positive Youth Development in Slovenia: Developmental Principles in the Context of Migrations (PYD-SI-MODEL) (2019–2022)

Radicalisation and Violent Extremism (2018–2021)

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Research Lessons provided by Modern Scientific Content and Recognising Talented Pupils (2017–2020)

Supportive Learning Environment for Motivated Learning and Quality Knowledge (2018–2020)

Effectiveness of Different Types of Study Support in Self-Regulation of E-Learning (2018–2021)

Health Care as a Scientific Discipline in Slovenia: an Internationally Comparable System of Secondary and Tertiary Health Care Education as the Foundation of Research Projects and the Contribution of Science towards Sustainable Social Development (2015–2017)

Projects of the European Social Funds:

Innovative Learning Environments – Innovative Pedagogies 1:1 (2015–2018)

JEŠT: Languages Count (2017–2022)

KAUČ: For the Quality of Slovenian Textbooks (2017–2022)

We Only Exist with Others (2016–2021)

OBJEM: Reading Literacy and Development of the Slovenian Language (2016–2022)

SKUM: Developing Communicative Competencies in Cultural and Artistic Education (2017–2022)

Evaluation and Monitoring of the Quality of the Upbringing and Educational System through International Studies and Research Projects (2016–2020)

International Projects:

ŽATS2020 – Assessment of Transversal Skills 2020 (2015–2018)

- 22** BRAVEdu – Breaking the poverty taboo: Roles and responsibilities of education (2017–2019)

CAREER Creating Awareness Raising and Empowerment for Employability and Resiliency (2014–2015)

DIDESU Differentiation of instruction for teacher professional Development and students' Success (2015–2017)

EQUAP Enhancing quality in early childhood education and care through participation (2014–2016)

E-story; MEDIA AND HISTORY. From cinema to the web. Studying, representing and teaching European History in the digital era (2015–2018)

ETTECEC, Early attention for the inclusion of children with autism spectrum disorder in ECEC systems (2017–2019)

EUFOLIO EU Classroom Eportfolios (2013–2015)

Evrošstudent VII (2019–2021)

HAND in HAND: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) (2017–2020)

INTESYS; Together – Supporting vulnerable children through integrated early childhood services (2017–2019)

Khetaun: Together: with key steps towards inclusion of Romani children in quality preschool education (2015–2018)

SIRIUS 2.0 Policy Network on Migrant Education (2018–2021)

Social inclusion, education and urban policy for young children (2016–2019)

START: A good start for all: Sustaining Transitions across the early years (2016–2019)

TITA Team Cooperation to fight early school leaving (2014–2017)

TOY for Inclusion: Community Based Early Childhood Education and care (ECEC) for Roma Children (2017–2019)

TOY PLUS; Together Old and Young: Practitioners Learning and Upscaling Skills (2016–2018)

Toy to Share, Play to Care (2019–2021)

Tuscan Approach Learning for Early Childhood Education and Care (2013–2015)

VALUE – Value diversity in care and education (2018–2020)

The list of projects can be found at: www.pei.si/raziskovalna-dejavnost/

The “Šolsko polje” (School Field) Scientific Journal

“Šolsko polje” is a scientific journal dealing with theory and research in the field of upbringing and education with an international editorial committee. It is published three times per year by the Slovenian Association of School Field Researchers.

The primary purpose of this journal is to contribute to the development of education sciences and to provide an interdisciplinary approach to theoretical and practical issues related to upbringing and education. In this context, the journal pays special attention to the development of Slovenian scientific and professional terminology, as well as concepts in the field of upbringing and education, and provides research paradigms in the field of educational research projects in the framework of social sciences and humanities. The journal publishes scientific and professional articles from the broader sphere of upbringing and education, as well as educational research (philosophy of upbringing, sociology of education, applied epistemology, developmental psychology, educational studies, andragogy, pedagogical methodology, etc.), review papers, and reviews of Slovenian and foreign monographs dealing with the aforementioned fields.

You can access the “Šolsko polje” scientific journal at: www.pei.si/solsko-polje/



Digital Library

The Digital Library is an editorial and publishing platform providing the possibility of comprehensively publishing scientific literature of monographs with one or more authors, textbooks, and critical editions of sources. It is a part of the scientific publishing house of the Educational Research Institute of Ljubljana.

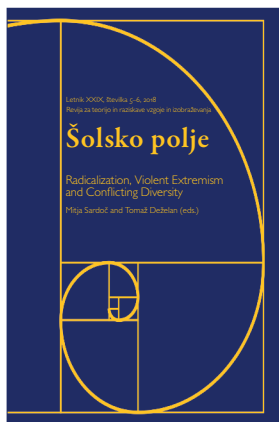
The Digital Library platform consists of four collections:



The collection “Dissertationes”, edited by Professor Dr Igor Ž. Žagar, publishes new and reprints the already-published monographs with one or more authors from the field of humanities and social studies.

The collection “Clavis litterarum Slovenicarum”, edited by Assistant Professor Dr Jonatan Vinkler, will be publishing critical editions of literary works published in Slovenia between 1550 and 1918.

The collection “Compendia”, edited by Docent Dr Janja Žmavc, mainly publishes university textbooks and study materials for individual faculty subjects of four Slovenian universities or private colleges.



The collection “Documenta”, edited by Docent Dr Alenka Gril, publishes texts resulting from ongoing research processes (studies, public lectures, research reports).

You can access the Digital Library at www.pei.si/digitalna-knjiznica/

HENRY DAVID
THOREAU:
WHAT DOES
EDUCATION
OFTEN DO?
IT MAKES A
STRAIGHT-CUT
DITCH OF A FREE,
MEANDERING
BROOK.

Scientific Conference

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Every year since 2016, the Educational Research Institute (ERI), the Slovenian Educational Research Association (SLODRE) and the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS) have organised a scientific conference entitled “Research in Education and Training”. The primary objective of this national scientific conference is the dissemination of research results and the exchange of experience, identification of key issues, challenges, and obstacles in education, as well as the promotion and development of research in general. For the last two years, one of the objectives of the conference has also been to accentuate the role and the meaning of international cooperation in the support of upbringing and education, while at the same time remaining open to all other approaches and orientations.

Every year, in the framework of the conference, the Awards and Prizes Committee of the Educational Research Institute and SLODRE also present three awards in the field of upbringing and educational research (the Award for the Best Doctoral Dissertation in the Field of Upbringing and Educational Research, the Award for Extraordinary Achievements in the Field of Upbringing and Educational Research, and the Award for Lifetime Achievement in the Field of Upbringing and Educational Research).

You can find out more about the conference and the awards at <https://www.pei.si/konferenca/>

ERI Discussions

ERI Discussions are in-depth monthly discussions related to different themes within the scope of the Educational Research Institute. Usually, they take place every second Wednesday of the month in the Trubar House of Literature.

The themes discussed are generally in line with the activities implemented by the Educational Research Institute; however, they are discussed in a much broader aspect, exceeding the boundaries of academic discourse and of its methodologies. Their purpose is to open up the space for public reflection, thus making it possible to bring the active plurality of perspectives back to life, and have both

the guest speakers and the listeners exchange their opinions. In line with said thought process, the implementation also follows suit: any potential discussions are namely treated as an equal component part of each individual event. The meaning of these discussions for the Educational Research Institute is two-fold: through opening a discussion on the broader context of its activities, it namely submits said context to a necessary thought process of the most public character as possible.

You can see the themes discussed and access videos at: www.pei.si/category/pi-pogovori/

Contacts

Educational Research Institute

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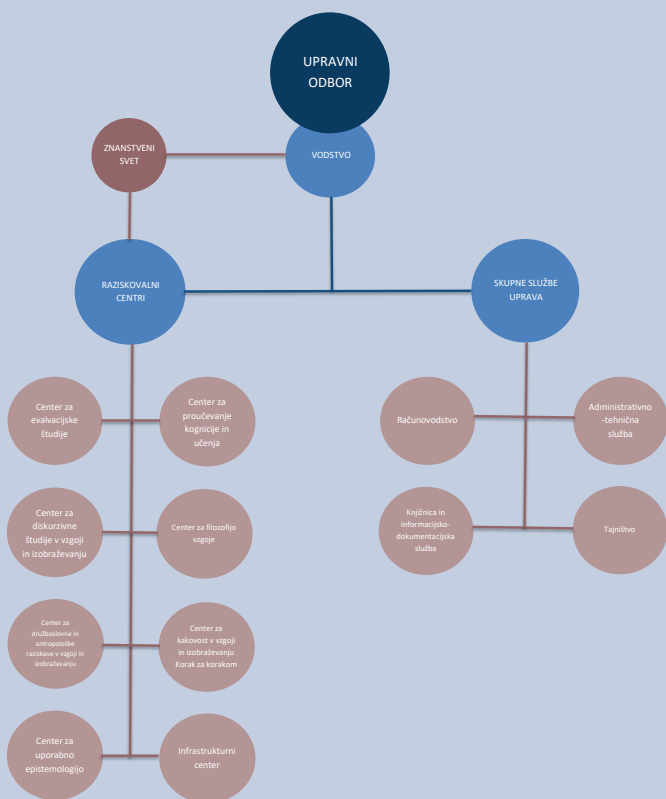
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