



Информациони ресурси доступни преко
КоБСОН-а
(Конзорцијума библиотека Србије
за обједињену набавку)



Универзитет у Београду - Универзитетска библиотека "Светозар Марковић"

Дејана Каваја Станишић
Универзитетска библиотека "Светозар Марковић"
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План

- Начини претраге
- Кобсонова страница
- Појединачни сервиси
- Ембарго, у штампи, ПДФ формат
- Читање 2.0 и уређаји
- Електронске књиге
- Сервис eVrary



Комбинација кључних речи



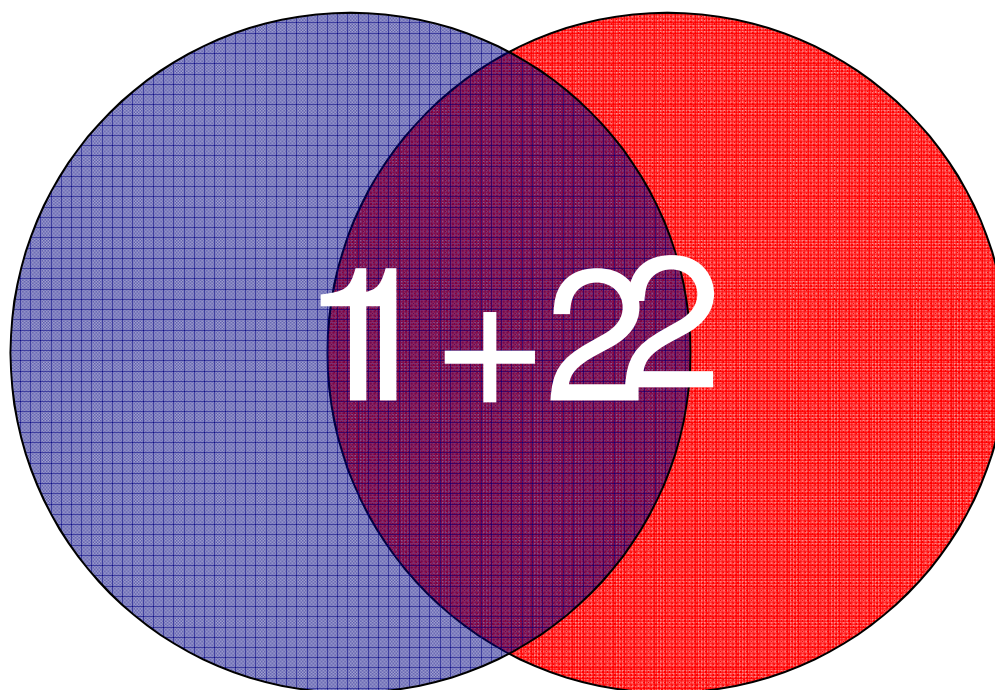
- Обавезно је коришћење логичких оператора између појмова
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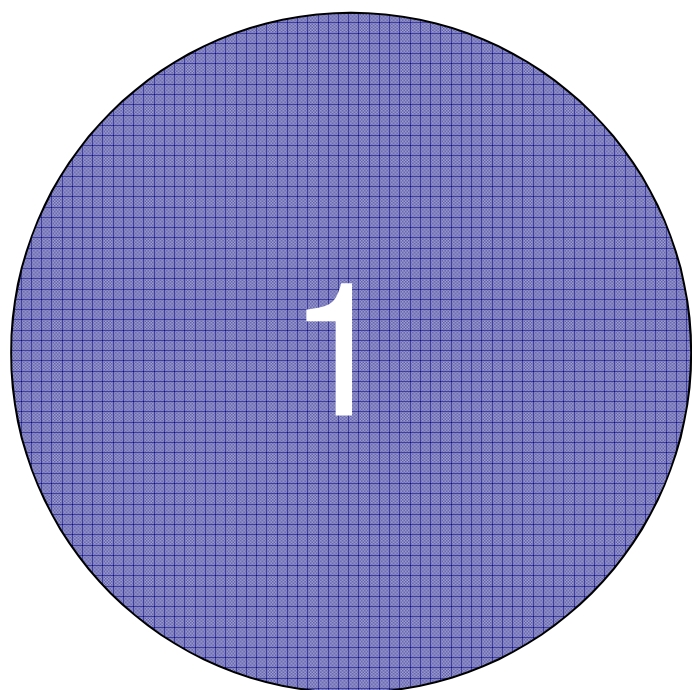
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- Уколико не укуцате логичке операторе, база ће то да схвати као синтагму. У неким базама су обавезни наводници за синтагму
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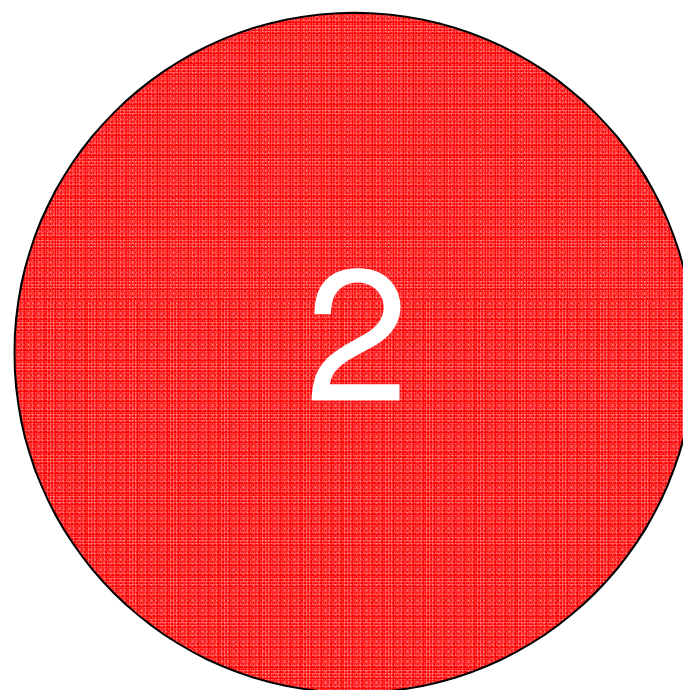
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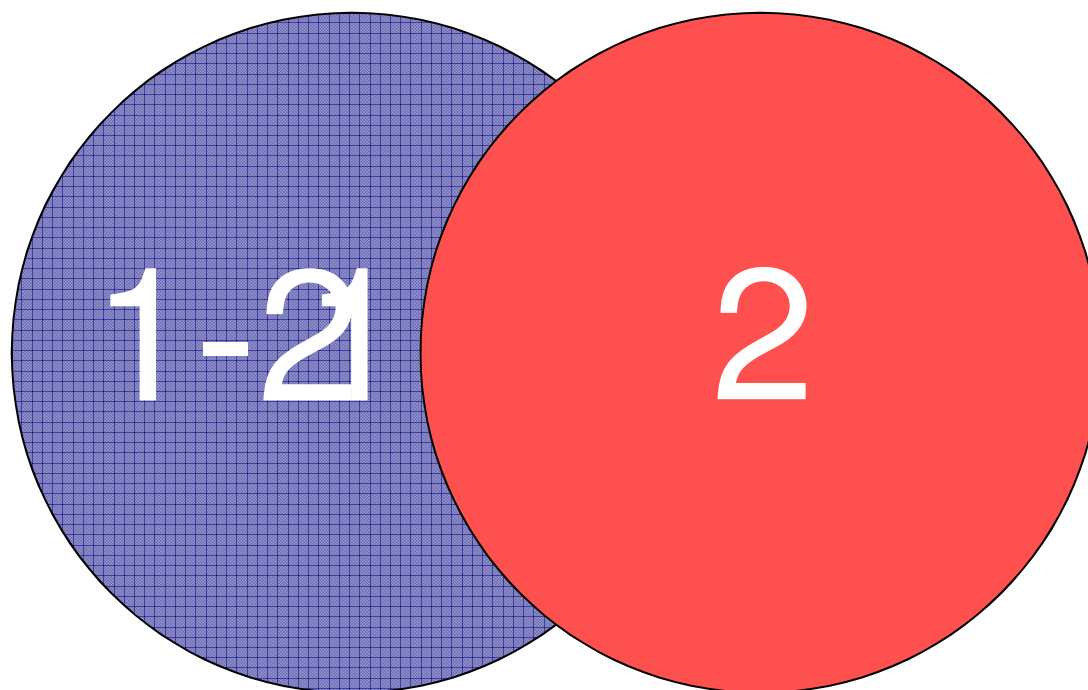


OR





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Udaljeni pristup

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Načini pristupa

Kome je KoBSON dostupan

KoBSON portal dostupan je bez ikakve nadoknade i autentifikacije svima sa akademskog IP domena u Srbiji. Neophodno je u internet browser-u podesiti proxy server odgovarajućeg univerziteta.

Od 2004. godine korisnicima je omogućen i udaljeni pristup ("od kuće", posredstvom komercijalnog provajdera) i to pod istim uslovima kao i iz IP prostora akademske mreže. Praćenje korišćenosti KoBSONa ukazuje da oko 30% naših korisnika koristi informacione izvore izvan uobičajenog radnog vremena (noću, vikendom, praznikom). U ovom režimu do danas imamo registrovanih 9500 istraživača iz Srbije, što je oko trećine ukupnog broja registrovanih istraživača prema poslednjem popisu Republičkog zavoda za statistiku.

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Sadržaji KoBSON-a dostupni su svim istraživačima koji rade u akademskim i naučnim institucijama povezanih na *Akademsku mrežu Srbije / AMRES*. Adrese proxy servera na univerzitetima u Srbiji su:

Univerzitet u Beogradu i Kragujevcu	proxy.rcub.bg.ac.rs	147.91.1.45
Univerzitet u Novom Sadu	proxy.uns.ac.rs	147.91.173.31

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 - Kome je KoBSON dostupan
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Др Стела Филипи-Матутиновић : "Електронски извори информација у науци: значај, врсте, доступност, процена вредности"

Lynne Christine Alice - превела Србислава Маја Шаховић "Како написати предлог квалитативног истраживања"
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Ashworth, Lucian M. - превела Србислава Маја Шаховић "Плагијаризам!"
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Elektronski časopisi:

Skup pretplaćenih izdavača čiji su naslovi dostupni u formi punog teksta.

Izdavači:

AC	American Chemical Society
AP	American Physical Society
PA	American Psychological Association
ME	ASME Transaction Journals
CU	Cambridge University Press
EM	Emerald Publishing
IE	IEEE Digital Library
IO	Institute of Physics Publishing
OX	Oxford University Press
RC	Royal Society of Chemistry
SG	SAGE Publishing
SD	Science Direct
SP	Springer/Kluwer
WI	Wiley Interscience

Agregatori (dostupni sa embargom ili periodom zakašnjenja od tri meseca do godinu dana):

EB	EBSCO
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HW	High Wire



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Ovakav način naglašavanja jasno izdvaja linkove ka časopisima dostupnim direktno preko izdavača (do tekućeg broja) od linkova ka agregatorima (preko kojih su časopisi dostupni sa embargom ili periodom zakašnjenja od tri meseca do godinu dana).

Stoga, prilikom izbora linka, prvenstveno treba birati zelenu ikonicu, koja vodi do najnovijih svezaka časopisa.



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Važno

Zabranjeno je preuzimanje svih radova iz jedne sveske časopisa (od korica do korica) jer bi to moglo dovesti do ukidanja pristupa tom servisu celoj akademskoj zajednici Srbije.

Časopisi u papirnoj formi

Za strane časopise koji se nalaze u bibliotekama Srbije čija su godišta navedena u određenom vremenskom opsegu, molimo da konsultujete biblioteke telefonom da bi proverili tačnu godinu, volumen i broj.

Nazivi disciplina

Nazivi Kategorija predstavljaju nazive disciplina, date su na engleskom jeziku i iste se kao što su navedene u [JCR](#) (Journal Citation Report).

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oblast Education & Educational Research; 1-20 / 206 časopisa



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1537-260X	Academy of Management Learning and Education	EB	4.800	detalji
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0013-189X	Educational Researcher	JS PQ SG	2.931	detalji
0034-0553	Reading Research Quarterly	JS PQ	2.697	detalji
0022-4308	Journal of Research in Science Teaching	WI	2.639	detalji
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0002-8312	American Educational Research Journal	JS PQ SG	2.393	detalji
1747-938X	Educational Research Review	SD	2.333	detalji
0022-4871	Journal of Teacher Education	SG	2.292	detalji
1556-1607	International Journal of Computer-Supported Collaborative Learning	PQ SP	2.243	detalji
0007-1013	British Journal of Educational Technology	EB WI	2.098	detalji
1382-4996	Advances in Health Sciences Education	SP	2.089	detalji
1050-8406	Journal of the Learning Sciences	JS	2.000	detalji
1088-8438	Scientific Studies of Reading	EB	1.864	detalji
0020-4277	Instructional Science	PQ SP	1.828	detalji
0036-8326	Science Education	WI	1.775	detalji
0038-0407	Sociology of Education	JS PQ	1.750	detalji
1094-3501	Language Learning and Technology	OA	1.741	detalji
0885-2006	Early Childhood Research Quarterly	SD	1.671	detalji

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- 3 **Diagnosis and treatment of the non-lexical route in acquired dyslexia: an illustration of the cognitive neuropsychological approach** Original Research Article
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Charlotte C. Mitchum, Rita Sloan Berndt
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- 4 **Deficits in Japanese word spelling as an initial language symptom of malignant glioma in the left hemisphere** Original Research Article
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- 6 **The Production of Semantic Paralexias in a Spanish-Speaking Aphasic** Original Research Article
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 - Le déficit en lecture et orthographe

au quotidien

Pédiatrie

Archives de pédiatrie 17 (2010) 1734–1743

Clinique de la dyslexie

Dyslexia: Clinical characteristics

C. Billard*, F. Delteil-Pinton

Centre référent sur les troubles des apprentissages, hôpital Bicêtre, 78, rue du Général-Lederc, 94275 Le Kremlin-Bicêtre cedex, France

Disponible sur Internet le 11 novembre 2010

Résumé

La dyslexie est un trouble de l'acquisition de la lecture avéré, durable, inattendu qui survient chez un enfant intelligent, dans des conditions d'apprentissages « normales », sans pathologie sensorielle, psychiatrique ou neurologique lésionnelle. La dysorthographe est son corollaire quasi-constant. Dans le vaste problème des difficultés scolaires, la dyslexie représente les troubles de la lecture liés à un dysfonctionnement cérébral qui a été mis en évidence par les progrès considérables des neurosciences en imagerie ou génétique. Malgré cela, il n'est pas aujourd'hui de diagnostic possible de la dyslexie par un examen complémentaire si sophistiqué soit-il. Le diagnostic repose sur l'examen clinique donnant toute son importance à la symptomatologie. Optimiser la prise en charge de l'enfant dyslexique est un enjeu essentiel aujourd'hui possible grâce aux connaissances des bases cognitives et à la mobilisation des acteurs. Connaître la symptomatologie est donc essentiel pour que le médecin de l'enfant assure la coordination et harmonisation de la pédagogie et des soins et puisse guider les parents.

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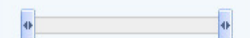
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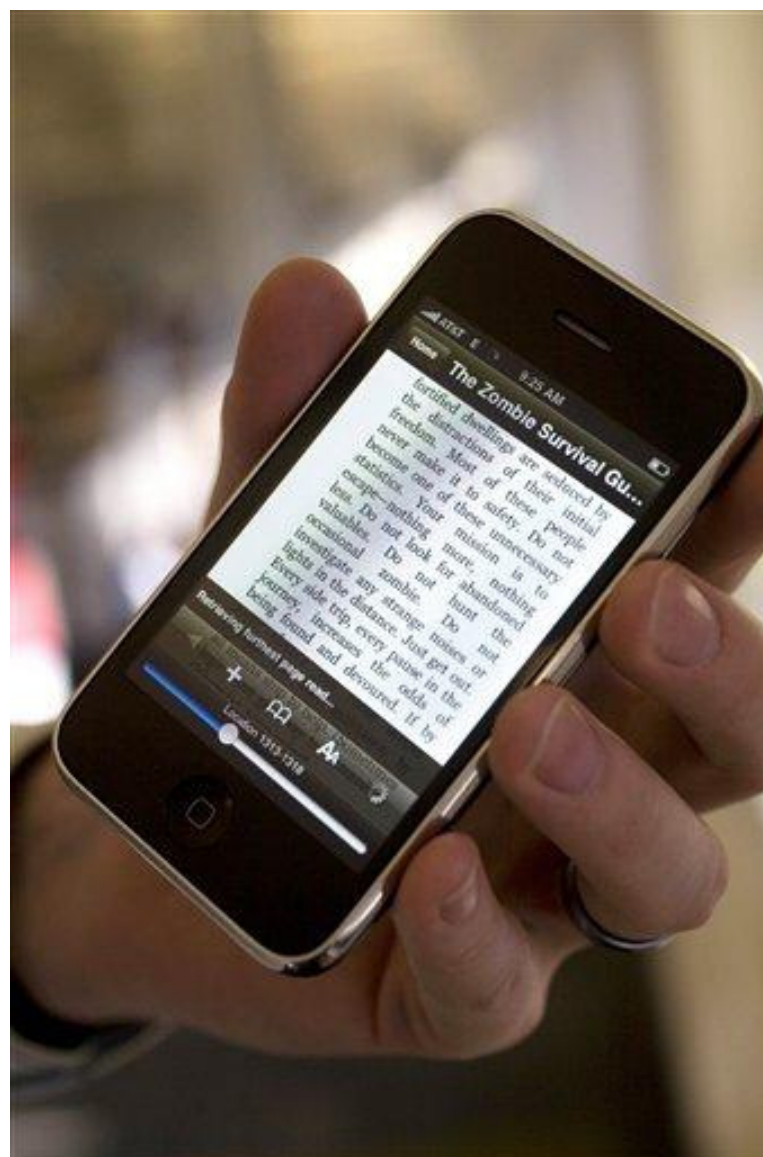
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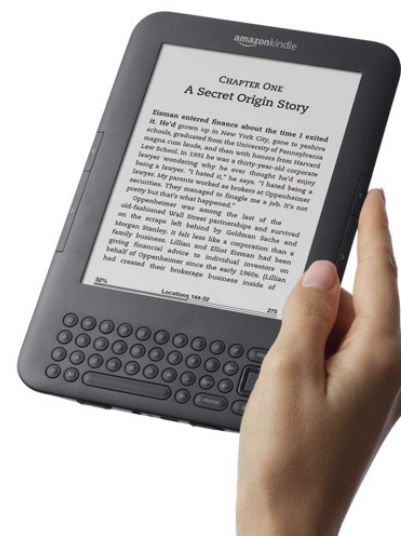
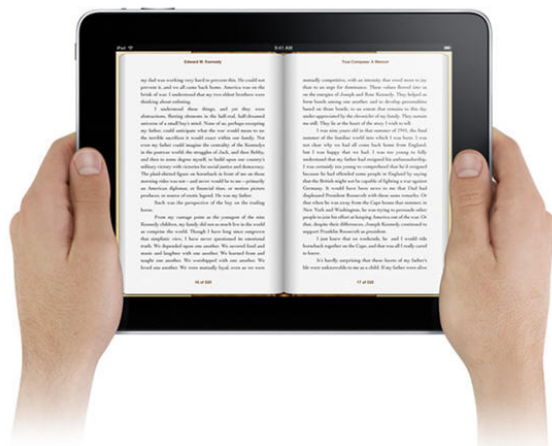
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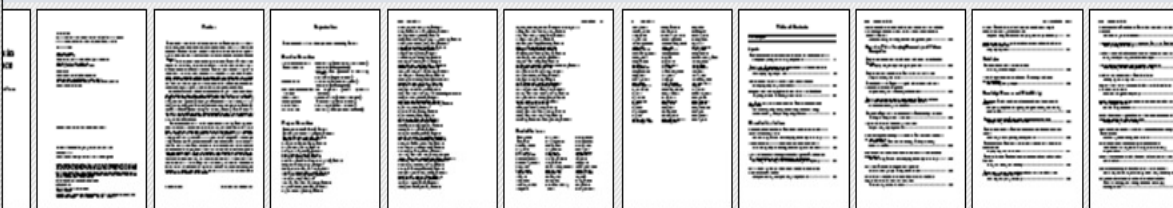
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Approaches: A Case in Mining Medical Diagnostic Rules

Kemal Kılıç¹, Özge Uncu², and I.B. Türkşen³

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Abstract. Fuzzy system modeling approximates highly nonlinear systems by means of fuzzy if-then rules. In the literature, different approaches are proposed for mining fuzzy if-then rules from historical data. These approaches usually

A Comparative Analysis of Fuzzy System Modelling Approaches: A Case in Mining Medical Diagnostic Rules

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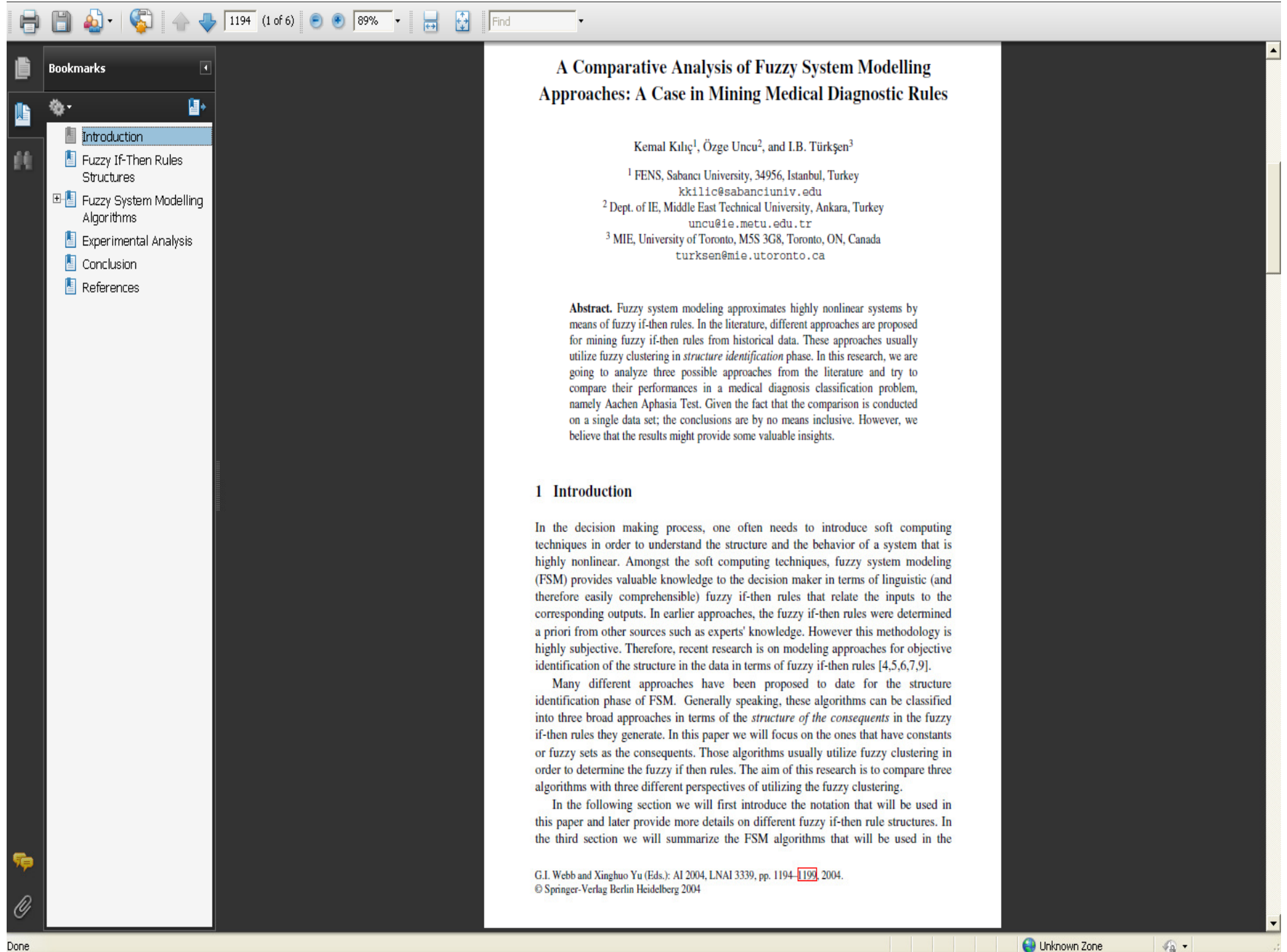
Abstract. Fuzzy system modeling approximates highly nonlinear systems by means of fuzzy if-then rules. In the literature, different approaches are proposed for mining fuzzy if-then rules from historical data. These approaches usually utilize fuzzy clustering in *structure identification* phase. In this research, we are going to analyze three possible approaches from the literature and try to compare their performances in a medical diagnosis classification problem, namely Aachen Aphasia Test. Given the fact that the comparison is conducted on a single data set; the conclusions are by no means inclusive. However, we believe that the results might provide some valuable insights.

1 Introduction

In the decision making process, one often needs to introduce soft computing techniques in order to understand the structure and the behavior of a system that is highly nonlinear. Amongst the soft computing techniques, fuzzy system modeling (FSM) provides valuable knowledge to the decision maker in terms of linguistic (and therefore easily comprehensible) fuzzy if-then rules that relate the inputs to the corresponding outputs. In earlier approaches, the fuzzy if-then rules were determined a priori from other sources such as experts' knowledge. However this methodology is highly subjective. Therefore, recent research is on modeling approaches for objective identification of the structure in the data in terms of fuzzy if-then rules [4,5,6,7,9].

Many different approaches have been proposed to date for the structure identification phase of FSM. Generally speaking, these algorithms can be classified into three broad approaches in terms of the *structure of the consequents* in the fuzzy if-then rules they generate. In this paper we will focus on the ones that have constants or fuzzy sets as the consequents. Those algorithms usually utilize fuzzy clustering in order to determine the fuzzy if then rules. The aim of this research is to compare three algorithms with three different perspectives of utilizing the fuzzy clustering.

In the following section we will first introduce the notation that will be used in this paper and later provide more details on different fuzzy if-then rule structures. In the third section we will summarize the FSM algorithms that will be used in the



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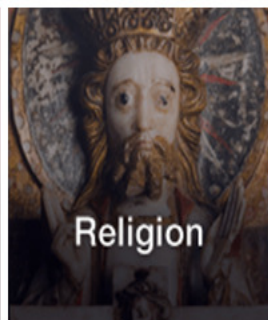
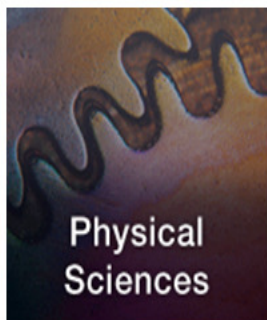
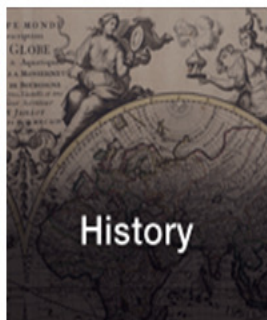
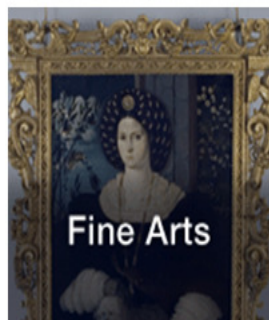
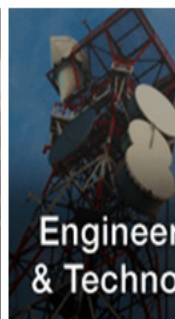
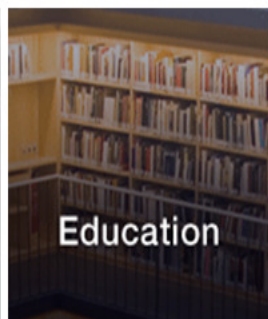
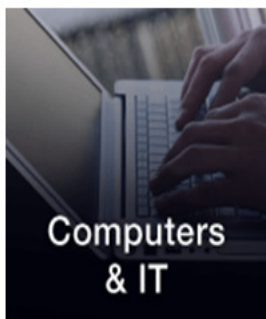
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MORAL FOUNDATIONS OF EDUCATIONAL RESEARCH
Knowledge, Inquiry and Values

Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially human enterprise, discussion about methodology starts, not with the widely used claim that educational research should be 'useful' and 'relevant', but with the attempt to justify and elaborate that claim with reference to its philosophical foundations.

Determining the nature of 'usefulness' and 'relevance' is not simply a matter of focusing on impact and influence but involves a radical reconceptualization of the moral and educational significance of what is understood to be 'useful' and 'relevant'. There is no argument with this emphasis on the generation of 'useful' and 'relevant' knowledge, but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it. Educational research is grounded, epistemologically, in the moral foundations of educational practice. It is the epistemological and moral purposes underlying the usefulness and 'relevance' of educational research that matter.

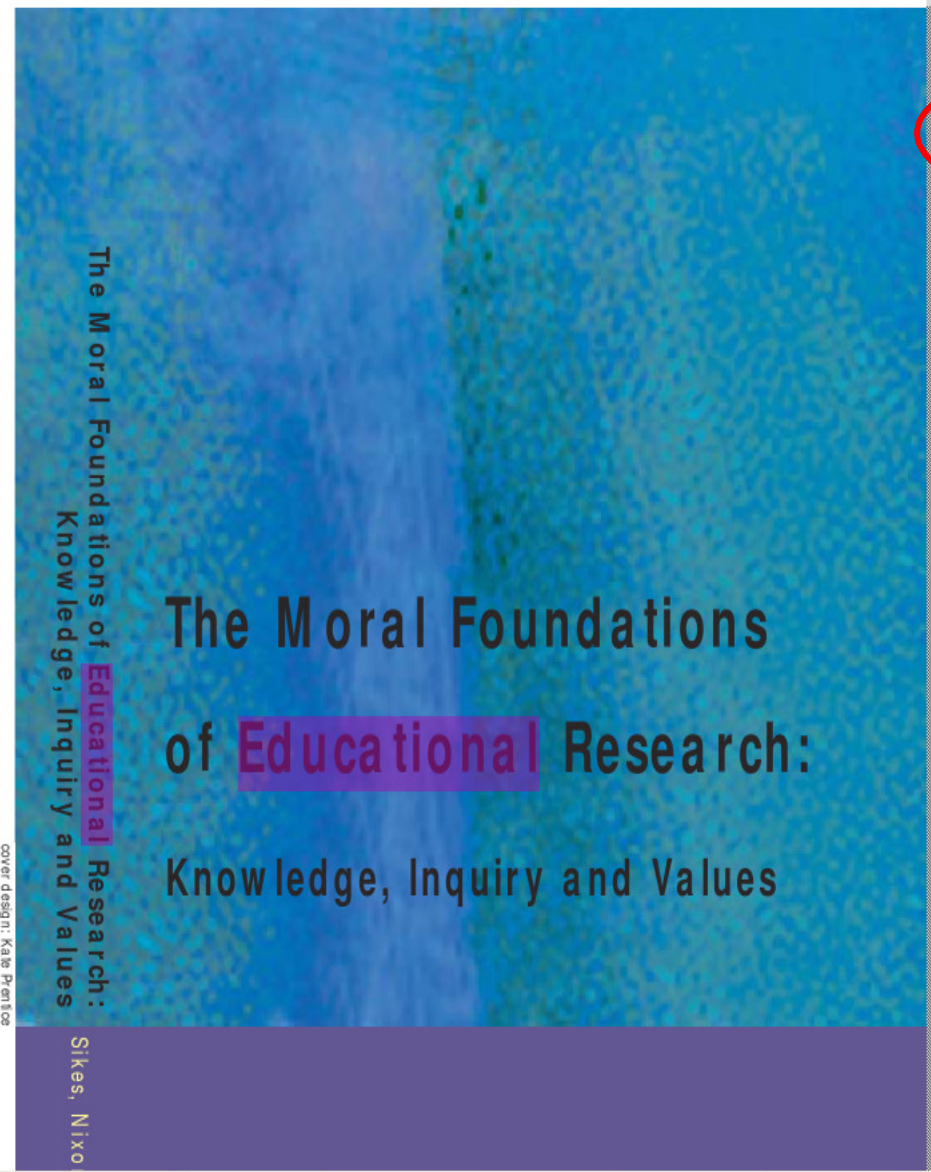


Pat Sikes works in the School of Education at the University of Sheffield. Throughout her career, the study of aspects of teachers' lives and careers through qualitative research methodologies in general and life history/ narrative approaches in particular, have been the central strand of Pat's research interest and activity. She is Editor of the Open University Press series *Doing Qualitative Research in Educational Settings*.

Jon Nixon is Head of the School of Education at the University of Sheffield. Prior to taking up his current post as Professor of Educational Studies, he held chairs in education at the University of Stirling and Canterbury Christ Church University College. He has written widely on the impact of the new management of education on teacher professionalism within the public sector and on academic professionalism within the university sector. His methodological concerns focus on educational research as a mode of public understanding.

Wilfred Carr is Professor of Education in the School of Education at the University of Sheffield. His main research interests are in the philosophy of education, educational theory and educational research methodology. He was the Chair of the Philosophy of Education Society of Great Britain from 1996-1999 and is currently the Executive Editor of *Pedagogy, Culture and Society*.

Contributors: Pierre Bourdieu, Peter Clough, Ivor Goodson, Fred Inglis, Gary McCulloch, Jon Nixon, Carrie Paechter, Richard Pring, Pat Sikes, Melanie Walker.



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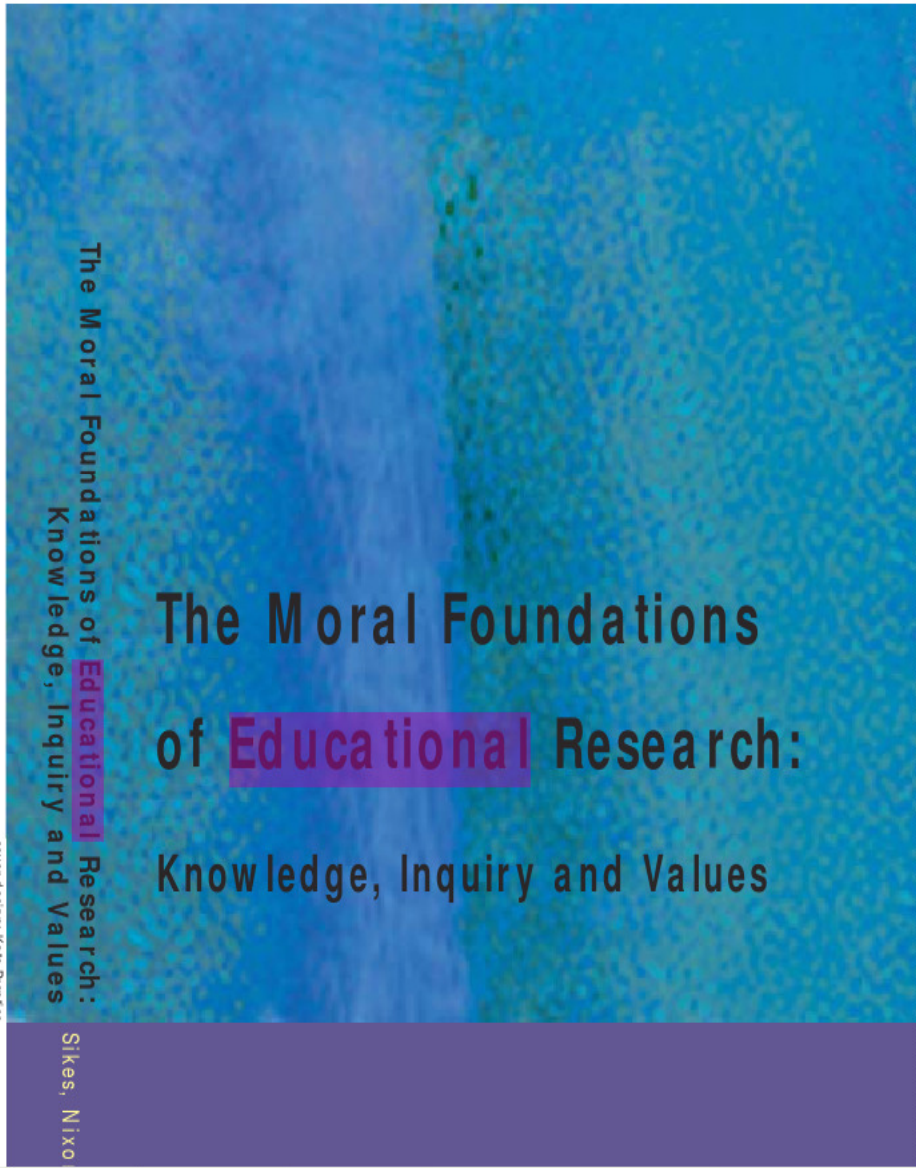
Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially human enterprise, discussion about methodology starts, not with the widely held claim that educational research should be 'useful' and 'relevant', but with the attempt to justify and elaborate that claim with reference to its moral foundations. Exploring the nature of 'usefulness' and 'relevance' is not simply a matter of focusing on impact and influence but involves a radical reconceptualization of the moral and educational significance of what is considered to be 'useful' and 'relevant'. There is no argument with this emphasis on the generation of 'useful' and 'relevant' knowledge, but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it. Educational research is grounded, epistemologically, in the moral foundations of educational practice. It is the epistemological and moral purposes underlying the usefulness and 'relevance' of educational research that matter.

Pat Sikes works in the School of Education at the University of Sheffield. Throughout her career, the study of aspects of teachers' lives and careers through qualitative research methodologies in general and life history/ narrative approaches in particular, have been the central strand of Pat's research interest and activity. She is Editor of the Open University Press series *Doing Qualitative Research in Educational Settings*.

Jon Nixon is Head of the School of Education at the University of Sheffield. Prior to taking up his current post as Professor of Educational Studies, he held chairs in education at the University of Stirling and Canterbury Christ Church University College. He has written widely on the impact of the new management of education on teacher professionalism within the public sector and on academic professionalism within the university sector. His methodological concerns focus on educational research as a mode of public understanding.

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Contributors: Pierre Bourdieu, Peter Clough, Ivor Goodson, Fred Inglis, Gary McCulloch, Jon Nixon, Carrie Paechter, Richard Pring, Pat Sikes, Melanie Walker.



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THE MORAL FOUNDATIONS OF EDUCATIONAL RESEARCH Knowledge, Inquiry and Values

The Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially moral enterprise, discussion about methodology starts, not with the widely endorsed claim that educational research should be 'useful' and 'relevant', but with the attempt to justify and elaborate that claim with reference to its moral foundations.

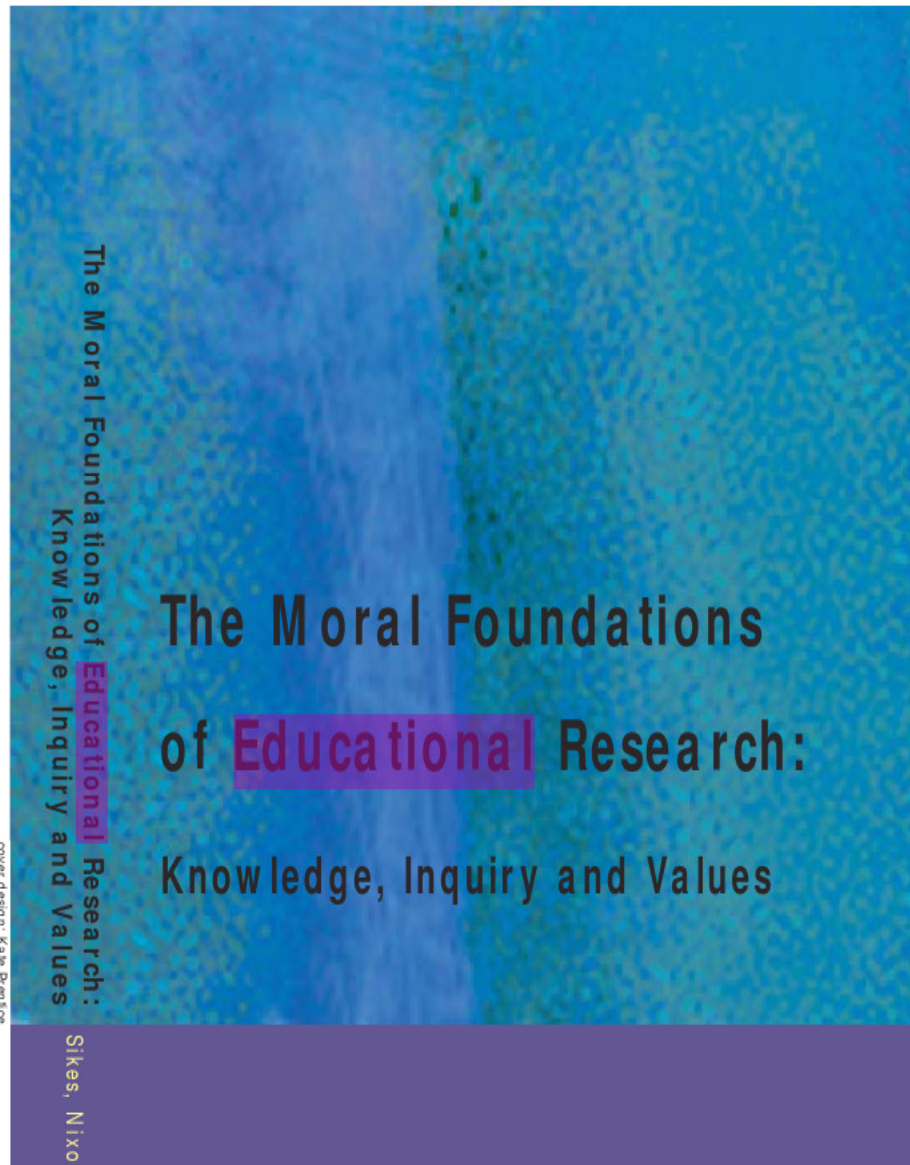
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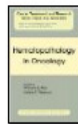
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