

Povzetki ▪ Summaries

Pavel Zgaga

Raziskovanje edukacije in edukacijske politike, ali o razmerju 'kraljev' in 'filozofov'

Prispevek se posveča razmerju med raziskovanjem edukacije in edukacijskimi politikami v sodobnosti. To razmerje je ključno pri načrtovanju, izvajanju in evalviranju reform edukacijskih sistemov. Pri oblikovanju politik v sodobnih demokracijah velja načelo, da morajo temeljiti na dokazih, te pa prinaša akademsko, »objektivno« raziskovanje. Akademski diskurz zagotavlja znanje, ki ga administrativni diskurz uporablja kot instrument pri upravljanju družbenega življenja. Toda predpostavka o tem, da bi bil zaradi tega akademski diskurz obenem odrešen obveznosti upravljanja ter nadrejen administrativnemu diskurzu, je problematična. Koncept upravljanja nima le instrumentalne, pač pa tudi substancialno dimenzijo, na drugi strani pa je scientifikacija oblikovanja politik v moderni dobi pripeljala do politizacije znanosti. V tem je vir mnogih protislovij, ki niso značilna le za sedanjo dobo. Platon je potencialni konflikt med vednostjo in močjo poskušal rešiti s fuzijo »kralja-filozofa«, kar pa Kant mnogo kasneje zavrne z utemeljitvijo, da tega ne gre pričakovati, pa tudi ne želeti, »ker posedovanje oblasti nujno kvari svobodno sodbo uma«. Tega sicer ne gre razumeti kot klica k zapiranju v »slonokoščeni stolp«, kar pa se je v minulem stoletju na specifičen način dejansko zgodilo s pojavom t.i. »the disengaged academic«. V dobi populizma in post-resničnostnega sveta so se zato ta pro-

tislovja še zaostrila, iskanje ravnotežja dveh diskurzov pa postaja še bolj nujno. Prispevek poskuša rehabilitirati pomen ne-instrumentalne dimenzije akademskega raziskovanja: pomen formuliranja in naslavljanja kritičnih vprašanj in hipotez, nasprotnih predpostavkam vseh akterjev, ki so vpeti v oblikovanje politik.

Ključne besede: edukacijske politike, oblikovanje politik, reforme, neoliberalizem, raziskovanje edukacije

Education and education policy research or on relation between ,kings‘ and ,philosophers‘

The article deals with the relationship between education research and educational policies in the present. This relationship is crucial in the design, implementation and evaluation of education system reforms. Policymaking in modern democracies is based on the principle that they must be evidence-based, which brings about academic, “objective” research. Academic discourse provides the knowledge that administrative discourse uses as an instrument in managing social life. However, the assumption that academic discourse would at the same time be stripped of its management responsibilities and superior to administrative discourse is problematic. The concept of governance has not only an instrumental but also a substantive dimension; on the other hand, the scientification of policy-making in the modern age has led to the politicization of science. This is the source of many contradictions that are not specific to the present age. Plato tried to resolve the potential conflict between knowledge and power through the fusion of the “king-philosopher”, which Kant later dismissed on the grounds that it was not to be expected, nor desired, “because the possession of power necessarily corrupts the free judgment of the mind”. This is not to be construed as a call to imprisonment in the “ivory tower”, which in the last century actually happened in a specific way with the appearance of so-called “the disengaged academic”. In the age of populism and the post-truth world, however, these contradictions have only intensified, and the search for a balance between the two discourses becomes even more urgent. The paper attempts to rehabilitate the importance of the non-instrumental dimension of academic inquiry: the importance of formulating and addressing critical questions and hypotheses, contrary to the assumptions of all actors involved in policy making.

Keywords: educational policies, policy making, reforms, neoliberalism, educational research

Paul Stubbs

Neenakost, revščina in izobraževanje v post-jugoslovanskem prostoru: Od nemobilnosti k inkluziji?

V postjugoslovanskem prostoru se o pomenu izobraževanja pri spodbujanju socialne pravičnosti redkeje razpravlja kot o vlogi izobraževanja pri pripravi učencev za tako imenovane “veščine”, ki so potrebne na trgu dela, ali kot o vlogi izobraževanja v službi prenašalca tako imenovanih “nacionalnih-kulturnih vrednot”. V svojem predavanju bo Paul Stubbs, PhD, predstavil zgodovinsko perspektivo in pregled kompleksnega odnosa med izobraževanjem in socialno stratifikacijo v socialistični Jugoslaviji in v postsocialistični tranziciji. Z uporabo empiričnih dokazov iz nedavnih raziskav, ki so jih izvedli avtor in sodelavci znotraj raziskave “Otroška revščina in strategije obvladovanja revščine gospodinjestev na Hrvaškem” ter v okviru dela znotraj zagovorniške pobude “Prihodnost socialne države na Zahodnem Balkanu”, bo predavatelj predstavil pomembnost pravičnosti pri dostopu do izobraževanja v regiji, s posebnim poudarkom na strukturnih neenakostih in stičišču izključitev, ki temeljijo na razredu, spolu, etnični identifikaciji, državljanstvu, invalidnosti, spolnosti in geografski legi. Obravnavane bodo posledice uspešnega zaključka izobraževanja kot sredstva za socialno mobilnost v nekaterih delih regije. Na koncu bo avtor predstavil še problematiko in možnosti boja znotraj regije za pedagogiko, ki jo navdihuje Friere.

Ključne besede: neenakost, revščina, inkluzija, nemobilnost

Inequality, Poverty and Education in the Post-Yugoslav Space: from immobility to inclusion?

Compared to debates on the role of education in preparing students for so-called ‘skills’ needed in the labour market or, indeed, on education as a transmitter of so-called ‘national-cultural values’, the importance of education in promoting social justice is rarely discussed in the post-Yugoslav space. Adopting a historical perspective, this presentation provides an overview of the complex relationship between education and social stratification both in socialist Yugoslavia and in the post-socialist transition. Using empirical evidence from recent research carried out by the author and others into ‘Child poverty and household coping strategies in Croatia’, as well as work within an advocacy initiative ‘The Future of the welfare state in the Western Balkans’, I will explore the importance of equity in educational access and outcomes across the region, with a particular emphasis on structural inequalities and the intersection of exclusions based on class,

gender, 'ethnicized' identification, citizenship, disability, sexuality and geographical location. The implications of the effective ending of education as a vehicle for social mobility in parts of the region will be addressed. Finally, the presentation will outline the problems and possibilities in struggling for a Freirian-inspired anti-oppressive pedagogy across the region.

Keywords: inequality, poverty, inclusion, immobility

Ljiljana Gomerčič

Predšolska vzgoja v državah članicah (Slovenija, Hrvaška) in nečlanicah (Bosna in Hercegovina, Srbija) EU

Predšolska vzgoja in izobraževanje sta prvi korak v organiziranem institucionalnem izobraževanju, ki skrbita za zgodnjo vzgojo in izobraževanje predšolskih otrok. Večinoma sta organizirani v javnih in zasebnih vrtcih, v katerih so zaposleni strokovni delavci (vzgojitelji, pedagogi, psihologi, socialni pedagogi, specialni pedagogi). V prispevku smo uporabili deskriptivno metodo in postopek razčlenjevanja vsebin veljavnih in dostopnih dokumentov ter virov. Namen preglednega članka je bil analizirati in ugotoviti podobnosti in razlike, prednosti in primanjkljaje v vzgojno-izobraževalnih sistemih na predšolski ravni v Sloveniji in Hrvaški (EU) in v tretjih državah, Bosni in Hercegovini ter Srbiji. V članku smo prikazali pregled in analizo zakonodajnih in programskih izhodišč, kurikule za vrtce ter zaposlene v vrtcih v zgoraj naštetih državah. Namreč, ko gre za pravice otroka do vzgoje in izobraževanja ter ustvarjanja kvalitetnih pogojev na institucionalni ravni, bi pričakovali, da se otrokom nudijo vsaj podobne možnosti. Ugotovitve pregledane dostopne literature kažejo nekoliko drugačno sliko. Še veliko otrok nima nobene možnosti za vključevanje v institucionalno vzgojo in izobraževanje na predšolski stopnji zaradi različnih ovir. Čeprav je veliko otrok zgodnjega in predšolskega obdobja vključenih v katero od oblik organiziranega vzgojno-izobraževalnega sistema, je to še vedno daleč od prizadevanja, da bi bilo v vrtcih 95 % otrok, vsaj v tretjih državah ne. Želeli smo videti, kako in na kakšen način se odvijata predšolska vzgoja in izobraževanje v zgoraj naštetih državah, zato smo izvedli mednarodno primerjalno analizo in jo prikazali v članku.

Ključne besede: izobraževanje, mednarodna primerjava, predšolski otrok, predšolska vzgoja, zakonodaja

Preschool education in member (Slovenia, Croatia) and non-member (Bosnia and Herzegovina, Serbia) countries of the EU

Preschool education is the first step in organised institutional education, which is involved in both early childhood education and preschool education. It is primarily organised in public and private kindergartens that employ professional staff (teachers, educators, psychologists, social educators, special educators). In the paper we used a descriptive method and a procedure for parsing the contents of valid and accessible documents and resources. The purpose of the review article was to analyse and determine the similarities and differences, advantages and disadvantages in educational preschool systems in Slovenia and Croatia (EU) and in third countries – Bosnia and Herzegovina and Serbia. The article presents an overview and analysis of legislative, programme resources, kindergarten curricula and kindergarten staff in the above-mentioned countries. In fact, concerning children's rights and education, as well as the creation of satisfactory conditions at the institutional level, we expected the children to be provided at least similar opportunities. The findings resulting from the reviewed accessible resources paint a slightly different picture. There is still a large number of children without any opportunities for becoming involved in institutional education at the preschool level due to various obstacles. Irrespective of the fact that a large number of children attending early childhood and preschool education is involved in some form of organised educational system, that is still far from the expected 95% of children involved in kindergartens, primarily in third countries. We were striving to determine how and in what way preschool education functions in the above-mentioned countries. Hence, we performed an international comparative analysis and presented the findings in the article.

Keywords: education, international comparison, legislation and regulation, preschool child, preschool education

Elena Nacevska, Tanja Oblak-Črnič, Danica Fink-Hafner, Barbara Brečko

Evropska študijska mobilnost in karierni načrti mladih

Prispevek se osredotoča na študijsko mobilnost kot na dejavnik, ki vpliva na oblikovanje kariernih načrtov mladih in njihovih načrtov glede zaposlovanja. Na podlagi pregleda literature o potencialnih dejavnikih, ki vplivajo na mednarodno študijsko mobilnost, raziskava vključuje naslednje sklope dejavnikov: obstoj programa Erasmus, predhodne izkušnje z mednarodno

izmenjavo, ekonomske, kulturne in socialne razmere študentov ter njihove osebne usmeritve. Predstavljeni so podatki raziskave, ki je bila izvedena jeseni 2018 med tujimi in domačimi študenti prve in druge stopnje na Fakulteti za družbene vede. Obdelava podatkov je pokazala, da v grobem lahko govorimo o dveh skupinah študentov – o skupini, ki ostaja doma in nima niti načrtov glede prihodnje kariere izven lastne države, in o skupini, ki je že bila na izmenjavi in/ali to še načrtuje.

Načrti za karierno prihodnost med anketiranimi se ne razlikujejo le zaradi individualnih želja in izbir, temveč tudi zaradi mnogih strukturnih dejavnikov. Med ključnimi navedenimi razlogi za vključitev v mednarodno izmenjavo so spoznavanje drugih kultur, vzpostavljanje medosebnih stikov in mednarodnih povezav, izboljšanje znanja tujega jezika in izboljšanje zaposlitvenih možnosti doma, med ključnimi ovirami zanjo pa so predvsem socialno-ekonomske okoliščine. Pri slednjem izstopa razlika med spoloma.

Ključne besede: karierna mobilnost, študijski program Erasmus, študentje, kvantitativna raziskava, Evropa

European study on mobility and youth career plans

The article focuses on student mobility as a factor which influences how young people create their careers and their plans for employment. Based on a literature review of potential variables impacting international student mobility, a study was conducted of the following groups of factors: existence of the Erasmus programme, previous experience with international exchange, students' economic, cultural and social backgrounds and their personal orientations. Data from a survey carried out in autumn 2018 among foreign and domestic students of the first and second levels of study at the Faculty of Social Sciences, University of Ljubljana, are presented. Analysis of the data shows we can roughly talk of two types of students: one group that is at home and does not plan a future career outside their own country, and another group that has already been on an exchange and/or plans to do so. The respondents' creation of future career plans varies depending on individual preferences and choices, but also the impact of several structural factors. The key factors for participating in international exchanges are learning about other cultures, establishing interpersonal contacts and international connections, improving both foreign language skills and employment opportunities at home, regarding which socioeco-

conomic circumstances are the main obstacles. Here, gender differences are also evident.

Keywords: Career mobility, Erasmus study programme, students, quantitative research, Europe

Maruša Hauptman Komotar

**Mobilnost študentov v primerjalni perspektivi:
Slovenija in Nizozemska**

Prispevek se ukvarja z razvojem in izvajanjem politik, strategij in praks na področju mobilnosti študentov v Sloveniji in na Nizozemskem. Obe državi sta od leta 1999 članici Evropskega visokošolskega prostora in s tem bolonjskega procesa, vendar v raziskovanju visokega šolstva nista pogosto v središču primerjalnih analiz. V tem okviru išče prispevek odgovore na raziskovalno vprašanje, kakšen poudarek namenjajo študentski mobilnosti politike in strategije (internacionalizacije) na nacionalni in institucionalni ravni slovenskega in nizozemskega visokega šolstva, in na tej podlagi ugotavlja, ali se v njih opredeljeni cilji glede študentske mobilnosti tudi uresničujejo v praksi. Uvodoma se osredotoča ločeno na slovenski in nizozemski primer, kjer najprej preučuje izvajanje nacionalnih in institucionalnih politik in strategij (internacionalizacije) visokega šolstva v kontekstu študentske mobilnosti. Za tem podrobneje analizira tudi gibanja v dolgoročni (diplomski) in kratkoročni (kreditni) mobilnosti, s čimer zagotavlja ustrezno iztočnico razprave o uresničevanju zastavljenih ciljev politik in strategij na tem področju v praksi. Predhodna spoznanja umešča v nadaljevanju v kontekst primerjalne analize in ugotavlja podobnosti in razlike v razvoju in izvajanju politik, strategij in praks v študentski mobilnosti med obema primeroma držav. V zaključnem delu postavlja (primerjalna) dognanja v širši kontekst Evropskega visokošolskega prostora, kjer po eni strani s teoretskimi argumenti koncepta institucionalnega izomorfizma pojasnjuje razloge v prid zблиževanju držav bolonjskega procesa na področju mobilnosti študentov, po drugi strani pa s priznavanjem omejitev tega teoretskega okvira izpostavlja vpliv kontekstualno pogojenih okoliščin, ki na nacionalni, institucionalni in disciplinarni ravni posameznih visokošolskih sistemov ustvarjajo tako priložnosti kot izzive za študentsko mobilnost.

Ključne besede: mobilnost študentov, internacionalizacija, Slovenija, Nizozemska, evropski visokošolski prostor

Student mobility from the comparative perspective: Slovenia and the Netherlands

This contribution deals with the development and implementation of student mobility policies, strategies and practices in Slovenia and the Netherlands. Since 1999, both countries are members of the European Higher Education Area and hence, the Bologna Process but they are rarely in the focus of analyses in comparative higher education research. In this context, the contribution seeks answers to the research question of what emphasis is given to student mobility in (internationalisation) policies and strategies at the national and institutional level of Slovenian and Dutch higher education and on this basis, it determines whether the defined strategic objectives related to student mobility are also being implemented in practice. Initially, it focuses separately on the Slovenian and Dutch country case, where it firstly examines the implementation of national and institutional (internationalisation) policies and strategies related to student mobility. After that, it also analyses in more detail trends in long-term (degree) and short-term (credit) mobility, thereby providing an adequate starting point for discussing the implementation of the defined policy objectives in this field in practice. In the continuation, it places preliminary findings in the context of comparative analysis and identifies similarities and differences in the development and implementation of policies, strategies and practices in student mobility in the two country cases. In the final part, it places (comparative) findings in the broader context of the European Higher Education Area and theoretically explains the main arguments in favour of convergence among Bologna Process countries with the concept of institutional isomorphism. But by acknowledging the limits of this theoretical framework, it exposes the impact of contextually-determined circumstances on both opportunities and challenges for student mobility at the national, institutional and disciplinary level of individual higher education systems.

Keywords: student mobility, internationalization, Slovenia, the Netherlands, European Higher Education Area

Barbara Baloh, Silva Bratož

Spodbujanje medkulturne zmožnosti s čezmejnimi razredi

Osnovni namen pričujočega prispevka je predstaviti rezultate akcijske raziskave, ki vključuje čezmejno sodelovanje med šolami z istim in različnim učnim jezikom na meji med Italijo in Slovenijo. Raziskava je bila izvedena v okviru projekta EDUKA 2 - Čezmejno upravljanje izobraževanja (projekt

Interreg med Slovenijo in Italijo). Akcijska raziskava je najprej vključevala oblikovanje skupnih učnih vsebin in orodij, in sicer z upoštevanjem izbranih učnih pristopov in strategij sodobnega učnega okolja. Sledila je izvedba dejavnosti v obliki čezmejnih razredov, v okviru katerih so se učenci sorodnih šol iz obeh strani meje srečevali ter vključevali v različne učne dejavnosti. Tovrstna oblika sodelovanja je omogočila medsebojno spoznavanje, vzpostavljanje prijateljskih vezi ter izmenjavo šolskih izkušenj tako med učenci kot med učitelji, kar je osnova za pozitivna stališča do jezikovne in kulturne raznolikosti.

Ključne besede: sodobna didaktična izhodišča, medkulturna zmožnost, so-razumevalna zmožnost, učna okolja

Fostering intercultural competences through cross-border classrooms

The main aim of the present paper is to present the results of an action research based on cross-border cooperation between schools with the same or different language of instruction in the cross-border region between Italy and Slovenia. The research is related to the project EDUKA 2 – Cross-border Governance of Education, an Interreg project between Slovenia and Italy. The first part of the action research involved the development of learning content and tools taking into account selected teaching approaches and strategies of the contemporary learning environments. The second part consisted in carrying out activities in the form of »cross-border classrooms« which gave learners from both sides of the border the opportunity to meet and take part in common activities. This kind of cooperation gave the participants, both learners and teachers, the opportunity to develop friendly relationships and exchange learning/teaching experiences, which is the pre-condition for the development of positive attitudes towards cultural and linguistic diversity.

Keywords: contemporary teaching approaches, intercultural competences, communicative competence, learning environments

Nebojša Pavlović

Socialni dejavniki in ocena uspešnosti učiteljev na fakultetah

Povzetek: Obveznost, da je treba delo učiteljev na fakulteti oceniti, je bila od uvedbe bolonjskih reform v visokem šolstvu deležna različnih reakcij. Možnost, da bi bilo vrednotenje priložnost za reševanje problemov ali da bi prispevalo h kakovosti pri delu fakultete, ni bila upravičena. Cilj razi-

skave se je osredotočal se na vrednotenje načina dela učiteljev. Raziskava je bila izvedena na vseh nacionalnih fakultetnih institucijah v Srbiji, kjer so bili anketirani učitelji, o tem, kako vrednotijo njihovo delo v teh institucijah. Analiza povedanega je pokazala pomanjkljivosti pri ocenjevanju dela učiteljev, vključno z njihovimi predlogi za izboljšanje samega procesa ocenjevanja. Te trditve bi morale voditi k boljšemu delu v visokošolskih zavodih. Ustvarjanje novih modelov vrednotenja dela učiteljev naj bi tako prispevalo k boljšim rezultatom. Med številnimi težavami, ki jih povzročajo bolonjske reforme, se ocenjevanje dela učiteljev pojavlja na vrhu seznama. Potreba po standardizaciji dela zaposlenih v visokem šolstvu je vključevala tudi obveznost ocenjevanja oziroma vrednotenja dela učiteljev. Pomanjkanje evalvacije pomembno vpliva na kakovost dela učiteljev. Zato je bila razvita definicija vrednotenja. V skladu s tem je evalvacija definirana kot postopek, v katerem učitelji analizirajo same sebe, in sicer po predhodno določenih merilih in standardih. Bolonjski proces zahteva natančno merjenje dela učiteljev, da bi razvili jasne norme, standarde in postopke v učnih procesih. Pri evalviranju dela učitelja pa so se pojavile težave. Kako opraviiti evalvacijo? Kdo je kompetenten za evalviranje učiteljev? Kako oblikovati ocene? Kako so ocene za ocenjevanje lahko koristne učiteljem?

Ključne besede: ocena učiteljevega dela, fakulteta, socialni udeleženci, učitelji, študenti

Social factors and teacher performance evaluation in faculties

The obligation to evaluate the work of faculty teachers since the introduction of Bologna reforms in higher education developed different reactions of faculty members. Consideration of evaluation as a possible option for solving problems of quality in faculty work was not justified. The aim of this research is focusing on the evaluation of faculty teachers' work model. The research was conducted at all national faculty institutions in Serbia where teachers were interviewed in order to present the way how their work is valued in such institutions. Analyzes of their statements discovered deficiencies in the evaluation of teachers' work including their prepositions for the improvement of the evaluation process itself. These propositions should lead to better work in higher education institutions. Also, creating new models of evaluation of teachers' work would also contribute to better results. Among many problems inducted by Bologna reforms, evaluation of teachers' work is on the top of the list. Need for standardization of employees' work in higher education included the obligation of evaluating or

measurement of teachers' work as a consequence. Lack of evaluation significantly impacts on good work of teachers. Therefore, the definition of evaluation has been developed. According to that, evaluation is explained as a process in which teachers are analyzed, evaluated and measured according to previously determined criteria and standards. Bologna process demands precise measurement of teachers' work in order to develop clear norms, standards, and procedures in teaching processes. Problems have appeared in the evaluation of teacher's work. How to perform the evaluation? Who is competent to evaluate teachers? How to form grades? How evaluation grades can be useful to teachers?

Keywords: evaluation of teachers' work, faculty, social participants, teachers, student

Maja Šebjanič Oražem

Oblikovanje poklicne identitete učiteljev slovenščine

Dodiplomsko/začetno izobraževanje bodočim učiteljem ne le ne more zagotoviti vsega znanja, spretnosti in (zlasti predmetnospecifičnih) kompetenc, ki jih potrebujejo za poučevanje, ampak jih tudi ne more pripraviti za vse situacije, s katerimi se ob vstopu v poklic soočajo. Zato je izjemnega pomena uvajalno obdobje v učiteljski poklic, ki zajema pomoč mentorja in pomeni intenzivno obdobje učenja ter začetek profesionalnega razvoja učitelja (Peklaj idr., 2009; Supporting teacher competence development for better learning outcomes, 2013; Valenčič Zuljan idr., 2006).

Obdobje uvajanja v učiteljski poklic je pomemben dejavnik profesionalnega razvoja učitelja začetnika, saj kontekst, v katerem uvajanje poteka, in kakovost mentorja vplivata tudi na napredovanje in profesionalni razvoj začetnika (Bela knjiga, 2011; Valenčič Zuljan idr., 2007b). Kot prvo obdobje (skupaj z izobraževanjem na fakulteti) v profesionalnem razvoju učitelja je najbolj občutljivo in odločilno v učiteljevi poklicni socializaciji (Javornik Krečič, 2008) in procesu oblikovanja poklicne identitete (Muršak idr., 2011), saj se učitelj začetnik v tem času identificira z drugimi učitelji, zlasti s svojim mentorjem, ki mu predstavlja referenčno točko identifikacije.

Namen prispevka je prikazati odnos učitelja začetnika in mentorja, pričakovanja začetnikov do svojih mentorjev ter oceno začetnikov glede usposobljenosti njihovih mentorjev za opravljanje vloge mentorja in oceno mentorjeve profesionalne kompetence za poučevanje slovenščine. Ti vidiki so namreč ključni v procesu oblikovanja identitete začetnikov kot učiteljev

slovenščine, saj mentor kot model poučevanja predstavlja učitelju začetniku merilo kakovosti učitelja z vidika poučevanja in ima najbolj neposreden vpliv na učitelja začetnika (Javornik Krečič, 2008) z vidika oblikovanja poklicne identitete in mora torej služiti kot (zgleden) model učiteljeve vloge v izobraževanju (Koki, 1997).

Ključne besede: učitelj začetnik, uvajanje v pedagoški poklic, poklicna identiteta, vloga mentorja, profesionalni razvoj učitelja

Forming the professional identity of Slovene language teachers

University education can not provide prospective teachers all the knowledge, skills and (especially subject-specific) competences they need for teaching and also can not prepare them for all the situations they face while entering the profession. For this reason, it is very important, that the induction period in the teaching profession involves the assistance of a mentor and is an intensive period for learning and beginning's teacher's professional development (Peklaj et al., 2009; Supporting teacher competence development for better learning outcomes, 2013; Valenčič Zuljan et al. 2006).

The induction period into teaching profession is an important factor of beginning's teacher professional development, because the context, in which the induction takes place, and the quality of a mentor also affects progression and professional development of a beginning teacher (Bela knjiga, 2011; Valenčič Zuljan et al., 2007b). The first period (together with university education) in the professional development of teacher, is the most sensitive and decisive in his professional socialization (Javornik Krečič, 2008). It is also the process of forming his professional identity (Muršak et al., 2011), because beginning teacher identifies with other teachers, especially with his mentor, who poses him a point of identification.

The purpose of the paper is to show the attitude of beginning teacher and mentor, the expectations of beginners towards their mentors, as well as the judgement of beginners regarding their mentors' ability to perform the role of mentor and the judgement of their professional competence for teaching Slovene. These aspects are crucial in the process of forming the identity of beginners as teachers of Slovene, because mentor, as a model of teaching, represents the beginner teacher a measure of teacher quality in terms of teaching and has the most direct influence on the beginning teacher (Javornik Krečič, 2008) in terms of professional identity formation and

must therefore serve as an (exemplary) model of the teacher's role in education (Koki, 1997).

Keywords: novice teacher, introduction to the pedagogical profession, professional identity, the role of the mentor, the professional development of the teacher

Irina Lešnik

Konsenz o znanstveni terminologiji s področja gledališke pedagogike

Gledališka pedagogika predstavlja mejno področje na preseku gledališke umetnosti in pedagoške znanosti. Zaobjema tri vidike vključevanja gledaliških elementov v izobraževalni proces: gledališko opismenjevanje, gledališko ustvarjanje ter gledališče kot sredstvo za doseganje vzgojno-izobraževalnih ciljev. Tretji vidik še naprej delimo na učne pristope (drama v izobraževanju, gledališče v izobraževanju), metode in tehnike gledališke pedagogike. V zadnjih letih se tretji vidik gledališke pedagogike razvija predvsem skozi neformalna izobraževanja, namenjena pedagoškim delavcem, študentje razrednega pouka na pedagoških fakultetah pa se lahko z raznovrstnimi metodami in tehnikami gledališke pedagogike seznanijo povečini samo v okviru izbirnih predmetov. Terminološka utemeljitev področja predstavlja obvezen predpogoj za nadaljnje raziskave in znanstveno priznanje gledališke pedagogike v okviru našega izobraževalnega sistema.

Za dosego konsenza o znanstveni terminologiji s področja gledališke pedagogike je Javni sklad za kulturne dejavnosti republike Slovenije (JSKD) imenoval delovno skupino za uskladitev terminologije na področju gledališke dejavnosti v sestavi predstavnikov Pedagoške fakultete Univerze v Ljubljani, Pedagoške fakultete Univerze na Primorskem, Zavoda za šolstvo RS, Društva za razvoj gledališča v izobraževanju, Slovenskega gledališkega inštituta ter Društva ustvarjalcev Taka tuka. Opredelitve pojmov, ki jih predstavljam v nadaljevanju prispevka, so rezultat zasedanja omenjene delovne skupine.

Ključne besede: gledališka pedagogika, terminologija, gledališko opismenjevanje, ustvarjanje gledališča, celostni učni pristopi

Consensus on scientific terminology in the field of drama education

Drama Education represents the confluence between the art of theatre and the educational science. Drama Education can be divided into three cat-

egories: theatre literacy, theatre creation and theatre as a tool for achieving curriculum goals. The third category is divided further into teaching approaches (drama in education, theatre in education), methods and techniques. In recent years Drama Education has been developing mostly through informal educational courses since it is only a facultative part of Primary School Teaching university programmes. A unified terminology is necessary for the future research and scientific acknowledgment of Drama Education in Slovenia.

The Public Fund for Cultural Activities of the Republic of Slovenia (JSKD) formed a working body to achieve consensus on proper scientific terminology in Drama Education. The institutions represented in this group are as follows: Faculty of Education, University of Ljubljana; Faculty of Education, University of Primorska; National Education Institute of the Republic of Slovenia; Association for Theatre in Education; Slovenian National Theatre Museum; Association of Creatives Taka tuka. Terminology presented in the following paper is the consensus of all the mentioned representatives.

Keywords: drama education, terminology, theater literacy, theater creation, integrated learning approaches

Nika Bedek, Maruša Loboda, Urška Žerak, Janez Vogrinc,
Mojca Juriševič

Mentalne reprezentacije študentov pedagoških smeri do nadarjenih in njihovega izobraževanja

V prispevku se osredinjamo na ugotavljanje mentalnih reprezentacij študentov – prihodnjih učiteljev – o nadarjenih učencih in njihovem izobraževanju z uporabo analize skupinskih asociacij (AGA), ki na področju obravnave nadarjenih še ni bila uporabljena. S prečnim raziskovalnim pristopom ugotavljamo, kakšne pomene mlajši ($n = 50$) in starejši študenti ($n = 50$) pripisujejo dvema izbranim pojmom ob predpostavki, da osebni pomeni v smislu pojmovnih zemljevidov pomembno sooblikujejo njihov vrednotni sistem in stališča, omogočajo komunikacijo in narekujejo strokovni pristop oziroma vedenje. Prepoznane semantične kategorije analiziranih asociacij kažejo, da mentalne reprezentacije pojma nadarjeni učenec za sodelujoče študente predstavljajo predvsem psihosocialne značilnosti nadarjenih učencev (npr. pameten, nadpovprečen, vedoželjen), v šoli na splošno ali na enem ali več predmetnih področjih, med katerimi so eksplicitno navedeni umetnost, matematika in šport. Gre za predstave, da so nadarjeni učenci superiorni na splošno ali na posameznih področjih šolskega učenja, pri če-

mer narava zapisanih asociacij kaže površinsko poznavanje preučevanega pojma. Kaže se v pojmovanju nadarjenega učenca kot absolutno uspešnega na določenih področjih učenja, kar predstavlja skrajni pol na kontinuumu heterogenosti značilnosti nadarjenih. Le v sledeh se pojavljajo še druge psihosocialne značilnosti, vse do pola značilnosti dvojno izjemnih ali učno neuspešnih nadarjenih učencev; nekatera področja delovanja, na katerih se prav tako (lahko) razvija nadarjenost (npr. družboslovje, humanistika, naravoslovje), niso omenjena. Analiza asociacij na pojem izobraževanje nadarjenih po drugi strani kaže prevladovanje semantične kategorije konkretnih didaktično-metodičnih prilagoditev. Med mlajšimi študenti so pogosteje zastopane dodatne oblike dela kot med starejšimi, na splošno pa se asociacije vežejo na pomene v smislu nizanja aktivnih metod dela in diferenciacije, ter na kritičen odnos do obstoječe prakse dela z nadarjenimi v šoli (pogosteje pri starejših kot mlajših študentih). Rezultati kažejo na smiselnost uporabe AGA tehnike za raziskovanje mentalnih reprezentacij študentov pedagoških smeri v odnosu do študijskih vsebin, ki omogočajo doseganje kompetenc za kakovostno strokovno delo z nadarjenimi učenci.

Ključne besede: stališča do nadarjenih, prihodnji učitelji, izobraževanje nadarjenih, izobraževanje učiteljev, stereotipi o nadarjenih

Mental Representations of Pre-service Teachers towards Gifted Pupils and Their Education

The paper focuses on identifying the mental representations of students – prospective teachers – about gifted students and their education, using the Associative Group Analysis technique (AGA), that has not yet been used in the field of research in gifted education. Using a cross-sectional research approach, we identify the meanings that younger ($n = 50$) and older students ($n = 50$) attribute to the two chosen concepts, assuming that mental maps significantly shape their value systems and attitudes, facilitate communication, and direct a professional approach or behaviour. The recognized semantic categories of the analysed associations show that mental representations of the concept of gifted student for participants are primarily psychosocial characteristics of gifted students (e.g. smart, above average, inquisitive), in school in general or in one or more subject areas, among which are explicitly listed art, math, and sport. These mental representations suggest that gifted students are superior in general or in particular areas of school subjects, whereby the nature of the associations is showing a superficial knowledge of the concept. This is reflected in the conception of the gifted student as an absolute achiever in certain areas of learning,

which is the extreme pole on the continuum of heterogeneity of the characteristics of the gifted. Other psychosocial characteristics of gifted students are underrepresented, including characteristics of twice-exceptional gifted students or underachievers. Besides, some domains of talent (e.g., social sciences, humanities, natural sciences) where gifted students can (also) develop their talent, are not mentioned. On the other hand, the analysis of associations of the concept of gifted education shows the dominance of the semantic category concrete didactic-methodical adjustments. Younger students in comparison to older ones are expressing more frequently associations regarding additional forms of work with gifted students. In general, associations are reflecting the awareness of the importance of gifted education in terms of enumerating active methods of work, differentiation and a critical viewpoint towards existing practices of working with gifted students in schools (more often expressed in older students). The results indicate that the AGA technique is a relevant method to investigate the mental representations of prospective teachers in relation to the study contents, which enable the achievement of the competencies for quality professional work with gifted students.

Keywords: attitudes towards gifted students, future teachers, education of gifted students, teacher education, stereotypes about gifted students

Ana Stanovnik Perčič

Vpliv mednarodnega sodelovanja na profesionalni razvoj izobraževalcev odraslih

V Sloveniji za nadaljnji profesionalni razvoj izobraževalcev odraslih skrbi Andragoški center Slovenije, v okviru EU pa je nadgrajevanju znanja izobraževalcev in sistema izobraževanja odraslih že od leta 2000 dalje namenjena veja EU programa. V okviru mednarodnega sodelovanja je moč pridobiti številna znanja in izkušnje. V prispevku bomo prikazali, v kolikšni meri lahko sodelovanje v mednarodnem projektu vpliva na različne vidike profesionalnega razvoja izobraževalcev preko rezultatov izvedenih analiz učinkov sodelovanja v programu EU.

Rezultati so bili pridobljeni s pomočjo analize treh virov. Prvi vir je Vmesno nacionalno poročilo o implementaciji in učinkih programa Erasmus+, ki jo je v vmesni fazi izvajanja programa Erasmus+ pripravilo Ministrstvo za izobraževanje, znanost in šport v sodelovanju z zunanjo ekspertko in CMEPIUS-om. Drugi vir predstavljajo individualna poročila o izvedeni mobilnosti, ki jih izpolni vsak udeleženec projekta Individualna mobilnost

posameznikov. Tretji vir pa so ugotovitve polstrukturiranih intervjujev s koordinatoricama projektov na dveh izbranih ljudskih univerzah o učinkih programa EU (individualna mobilnost, strateška partnerstva) na profesionalni razvoj zaposlenih v organizaciji.

O pozitivnih učinkih sodelovanja v mednarodnih aktivnostih so poročali že posamezni udeleženci EU projektov, vse izvedene analize pa so le to potrdile. Pozitiven vpliv se kaže na področju uporabe novih učnih pripomočkov in gradiv, seznanjenosti z novimi oblikami in metodami poučevanja in uporabo le-teh, v povečanem znanju tujega jezika izobraževalcev, pridobivanja novega znanja o dobrih praksah v tujini, na socialne, jezikovne in kulturne kompetence izobraževalcev, na profesionalno področje delovanja (oz. poučevanje) ter na praktične spretnosti, pomembne za njihov profesionalni razvoj (Klemenčič, 2017). Ugotovili smo tudi, da mednarodno sodelovanje ne prinaša pozitivnih učinkov le na področju profesionalnega razvoja izobraževalcev, temveč posledično tudi kakovosti dela same organizacije, a le, če mednarodno udejstvovanje ne predstavlja dodatne aktivnosti, ki poteka poleg rednega dela, ampak je mednarodno udejstvovanje in sodelovanje ena rednih aktivnosti organizacije in je temu namenjen tudi čas zaposlenih.

Ključne besede: profesionalni razvoj, institucionalni razvoj, usposabljanje in izpopolnjevanje za andragoško delo, mednarodno sodelovanje, Erasmus+

The impact of international cooperation on the professional development of adult educators

In Slovenia continuous professional development of adult educators is covered by the Slovenian Institute for Adult Education (SIAE). In the context of international cooperation, professional development can be gained through cooperating in Erasmus+ programme of the European Union that promotes networking, cooperation and mobility in the fields of education and training, youth and sport.

The purpose of this article is to examine the impact of the EU programme on the professional development of adult educators in Slovenia.

We examined three sources of data. First were the results of Interim National Report on the Implementation and Impact of Erasmus+ Programme on the professional development of adult educators in Slovenia, second an analysis of the impact of the individual mobility of adult educators on their professional development and third the findings of interviews with two EU Programme Coordinators at two selected adult education centres about the

impact of the EU programme (individual mobility, strategic partnerships) on the professional development of employees in the organisation.

Participation in projects or participation in mobility strengthens the professional development of educational staff, as in this way, they acquire new expertise and practical skills, as well as social, linguistic, (inter)cultural, IC, organisational and managerial competencies, which are relevant for their professional work. Consequently, the quality of the organisation (in our case, the adult education centre) also strengthens, which has a favourable impact both on the professional development of the staff in the organisation, as well as wider in the local and regional environment, although, unfortunately, it does not reach all staff in the organisation to the same extent. Due to the large number of outsourcers at people's universities, the effects of the EU programme primarily reach regular employees of the organisation.

Keywords: professional development, institutional development, training and advanced training for andragogical work, international cooperation, Erasmus+

Lela Vuković

Horizontalno učenje: Učitelj kot učeči znotraj svojega profesionalnega razvoja

Videti je, da je horizontalno učenje obetavna strategija za nadaljnji profesionalni razvoj učiteljev v sodobni spremembi izobraževalne paradigme. Skozi koncept horizontalnega učenja učitelji delijo svoje znanje, ideje in primere dobre prakse. V našem prispevku bo poseben poudarek znotraj koncepta horizontalnega učenja namenjen učiteljskim forumom, kot tehniki, ki učiteljem omogoča izmenjavo različnih primerov dobre prakse, razjasni neskladne točke predmeta, vzbuja zanimanje učiteljev/kolegov učiteljev in jim omogoča aktivno udejstvovanje. V metodološkem okviru tega prispevka smo predstavili nekatere vidike učencev, ki se nanašajo na spremembo učnega procesa, ki so ga izvajali njihovi učitelji po izmenjavi znanja na učiteljskih forumih. Odzivi učencev so bili analizirani s tematsko deduktivno analizo, ki je pokazala, da obstaja pozitiven odnos med odnosom učencev in novim učnim pristopom, ki ga delijo učiteljski forumi, v primerjavi s tradicionalnimi metodami poučevanja.

Ključne besede: horizontalno učenje, stalni profesionalni razvoj, forumi učiteljev, nova sprememba paradigme, naracije učencev

Horizontal Learning: Teachers As Learners In Continuing Professional Development

Horizontal learning seems to be a promising strategy for teachers' continuing professional development in a modern educational paradigm shift. Through this concept of horizontal learning, teachers share their knowledge, ideas and examples of good practice. In our paper, a special focus of the concept of horizontal learning will be given to teacher forums, as a technique that allows teachers to share various examples of good practice, clarifies the incoherent points of a subject, arouses the interest of audience/colleague teachers and provides them with active engagement. In the methodological framework of this paper, we have exemplified some of the students' perspectives referring to a change in the teaching process their teachers performed after the specific exchange of knowledge at teacher forums. Students' responses have been analyzed through thematic deductive analysis, showing that there is a positive relationship between students' attitudes and a new teaching approach shared within teacher forums, compared to traditional teaching methods.

Keywords: horizontal learning, continuing professional development, teacher forums, new paradigm shift, students' narratives

Maja Kuronja, Majda Schmidt Krajnc

Zaznava samoučinkovitosti učiteljev učencev z učnimi ter čustvenimi in vedenjskimi težavami

Proučevali smo zaznavo samoučinkovitost učiteljev učencev z učnimi ter čustvenimi in vedenjskimi težavami (UČVT) v redni OŠ in v OŠ pri vzgojnih zavodih. Za ta namen smo uporabili vprašalnik o samoučinkovitosti učiteljev avtoric Tschannen-Moran in Woolfolk Hoy (2001). Rezultati kažejo, da so učitelji, ki poučujejo na rednih OŠ, učinkovitejši v postavki na področju sodelovanja z družino učenca z UČVT. Učitelji, ki poučujejo otroke na OŠ pri vzgojnih zavodih, pa izražajo višjo učinkovitost na področju učenčevega sodelovanja, pri oceni učenčevega razumevanja poučevane snovi in na področju vodenja razreda, vezanega na obvladovanje motečega vedenja, na vzpostavljanje rutine in upoštevanja razrednih pravil.

Ključne besede: samoučinkovitost učiteljev, učenci z učnimi ter čustvenimi in vedenjskimi težavami, osnovna šola, osnovna šola pri vzgojnem zavodu

Teachers' perception of self-efficacy with students with learning, emotional and behavioral issues

This study investigates primary school teachers' sense of efficacy in their work with the pupils with learning, emotional and behavioural difficulties (LEBD) in mainstream inclusive classrooms and in special classrooms of the pupils with LEBD from residential treatment institutions. Data for this study were collected by using Tschannen-Moran's and Woolfolk Hoy's (2001). Findings indicate higher level of efficacy of mainstream classroom teachers compared to special classroom teachers in the area of collaboration with parents of the pupils with LEBD. On the other hand, the special classroom teachers rate their efficacy higher than the mainstream classroom teachers in the items related to their pupils' engagement, and in those related to their pupils' comprehension of the learning material. They also consider themselves to be more efficient in their classroom management ability, particularly in managing pupils' disruptive behaviour.

Keywords: teachers' self-efficiency, pupils with learning, emotional and behavioural difficulties, primary school, mainstream classroom, special classroom for the pupils with LEBD from residential treatment institutions

Tina Pivec, Ana Kozina

Dejavniki doživljanja nasilja med mladostniki iz Slovenije, Hrvaške in Švedske

Doživljanje medvrstniškega nasilja ima za učence tako kratkoročne kot tudi dolgoročne posledice, zato je ključno prepoznavanje dejavnikov, ki pojasnjujejo na pojavnost viktimizacije in so v pomoč pri vzpostavljanju učinkovitih intervencij. Namen prispevka je bil ugotoviti napovedno vrednost dejavnikov na ravni odnosov z vrstniki, odnosov z učitelji in na ravni posameznika (čustvene in socialne kompetence) v treh različnih državah: Sloveniji, Hrvaški in Švedski ter te države primerjati med seboj. V pilotni raziskavi projekta Roka v roki: Socialne in čustvene spretnosti za nediskriminatorno in vključujočo skupnost (Kozina idr., 2017), je v Sloveniji sodelovalo 123 učencev, na Hrvaškem 82 učencev in na Švedskem 75 učencev, starih med 13 in 15 let. Za dejavnike na ravni odnosov z vrstniki smo uporabili Olweusov vprašalnik nasilnež/žrtev (OBVQ, Olweus, 1997; lestvica viktimizacije) za merjenje viktimizacije; Vprašalnik prednosti in slabosti (SDQ, Goodman, 1997) za merjenje pozitivnih odnosov z vrstniki, težavnega in prosocialnega vedenja. Za merjenje dejavnikov na ravni odnosov z učitelji smo uporabili Lestvico »učitelj kot socialni kontekst« (TASC, Belmont,

Skinner, Wellbron in Connell, 1992) in vprašalnik, povzet iz raziskave PISA 2015 (OECD, 2017). Za dejavnike na ravni čustvenih in socialnih kompetenc smo uporabili Vprašalnik samoopisovanja (SDQ II, Marsh, 1992) za merjenje samopodobe, Indeks medosebne reaktivnosti (IRI; Davis, 1980) za merjenje empatije in Kentuckyjevo lestvico čuječnosti (Baer, Smith in Allen, 2004) za merjenje samozavedanja. Kot statistično značilen pozitiven napovednik viktimizacije so se v vseh državah pokazali negativni odnosi z učitelji, na Hrvaškem in v Sloveniji pa so bili statistično značilen negativni napovednik viktimizacije tudi pozitivni odnosi z vrstniki. Ugotovitve kažejo na pomembno vlogo neugodnih odnosov med učenci in učitelji pri doživljanju nasilja med učenci v treh različnih državah Evropske unije, pri čemer je treba poudariti tudi vlogo odnosov med učenci. Kjer so bili odnosi med učenci boljši, je bilo namreč manj viktimizacije.

Gljučne besede: viktimizacija, čustvene in socialne kompetence, odnosi z vrstniki, odnosi z učitelji, primerjava med državami

Factors of experiencing bullying among adolescents from Slovenia, Croatia and Sweden

Experiencing bullying has short- and long-term consequences for students, thus identifying the factors that influence the incidence of victimization and helping to establish effective interventions is crucial. The purpose of the paper was to determine the predictive value of factors at the level of peer relations, relations with teachers and at the individual level (social and emotional competences) in three different countries: Slovenia, Croatia and Sweden, and to compare these countries with each other. A pilot study of the Hand in Hand project: Social and emotional skills for tolerant and non-discriminative societies (Kozina et al., 2017) included 123 students from Slovenia, 82 students from Croatia and 75 students from Sweden, aged between 13 and 15 years. On the peer relations level, Olweus bully/victim questionnaire (OBVQ; Olweus, 1997; victimization scale) was used to measure victimization; Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) was applied for measuring positive peer relations, conduct problems, and prosocial behaviour. On the teacher-student relationship level, the Teacher as a Social Context scale (TASC, Belmont, Skinner, Wellbron, & Connell, 1992) and a questionnaire was taken from the PISA 2015 (OECD, 2017) survey were used. To measure emotional and social competencies, Self-Description Questionnaire (SDQ II; Marsh, 1992) was used to measure self-concept, Interpersonal Reactivity Index (IRI; Davis, 1980) was used to measure empathy and Kentucky Mindfulness Scale (Baer, Smith, & Allen,

2004) was used for measuring self-awareness. As a statistically significant positive predictor of victimization, negative relations with teachers were shown in all countries, while in Croatia and Slovenia positive relations with peers were also statistically significant negative predictor of victimization. The findings highlight the important role of unfavourable student-teacher relationships in experiencing bullying in three different countries of the European Union. The role of peer relations should also be emphasized, as there are fewer victims where peer relations have been better.

Keywords: victimization, social and emotional competencies, peer relations, relationships with teachers, international comparison

Valerija Vendramin

Nekaj epistemoloških zapiskov o raziskovanju spola v edukaciji

Osnovni cilj prispevka je osvetliti (in izboljšati osnove) aktualnega oz. z današnjo dobo zaznamovanega raziskovanja spola v edukaciji. Šolo gre v splošnem razumeti kot ospoljen sistem. Za izhodišče si prispevek jemlje feministične epistemologije kot konceptualni okvir, ki je velikega pomena na področju edukacijskih raziskav, ki jih na različne načine prežemajo trditve o »napredku« žensk oziroma deklet in vse večjih priložnosti, ki jih imajo le-te v življenjskih potekih. Ob tem je izpostavljena nujnost, da se zavežemo »odgovornemu diskurzu v znanosti«, ki zaznava različne družbeno pogojene neenakosti. Pomembno vprašanje je, kako kvantitativno raziskovati spol, ne da bi reproducirali spolni dualizem in kako sploh definirati spol kot kategorijo. Postavljena je tudi metodološko orientirana hipoteza, ki je: pri oblikovanju analitičnih kategorij in zastavljanju vprašanj je treba upoštevati tudi povezavo med metodologijo in epistemološko orientacijo raziskovalca_ke (kar je blizu t. i. umeščeni vednosti feministične epistemologije).

Ključne besede: spol, edukacijske raziskave, feministične epistemologije, postfeminizem, odgovorni diskurz v znanosti

Some Epistemological Notes on Gender Research in Education

The aim of this contribution is to shed light (and to improve the fundamentals) on the contemporary research in education, marked by the coordinates of today. School is to be understood as a gendered system. The starting point of this contribution is feminist epistemologies as a conceptual framework of great importance in the field of educational research, which

is permeated by the statements about the “progress” of women and girls and their ever so great opportunities in their life courses. The necessity to bind oneself to the “responsible discourse in science”, which identifies different socially dependant inequalities, is put at the forefront. An important question is also how to quantitatively research gender without reproducing sexual dualism and how to define gender as a category. Methodologically oriented hypothesis is presented: when defining analytical categories and asking questions one need to take into account the connection between methodology and epistemological orientation of the researcher (which is very much in line with the so called situated knowledges of feminist epistemology).

Keywords: gender, educational research, feminist epistemologies, postfeminism, responsible discourse in science

Simona Tancig

Raziskave digitalizacije branja in pisanja ter medijske večopravnosti: Kakšne so spremembe na kognitivnem, čustveno-socialnem in nevrološkem področju ter v učnih dosežkih?

Pomembna funkcija vzgoje in izobraževanja v globalnem svetu je učencem omogočiti razvoj spretnosti in znanj, ki jih potrebujejo za aktivno udeležbo v družbi, ki postaja vedno bolj kompleksna in jo označujeta eksplozija informacij ter izjemno hiter razvoj računalniške in komunikacijske tehnologije (IKT). Digitalne tehnologije prinašajo mnoge nove priložnosti in tudi tveganja. Nudijo izjemne možnosti dostopanja do informacij, do njihovega prenosa in shranjevanja, večje povezanosti v globalni skupnosti, kolaborativnega ustvarjanja znanja ipd. Vendar se srečujemo tudi z nekaterimi tveganji in negativnimi učinki, ki zahtevajo veliko previdnost in premišljeno ter znanstveno podprto uporabo digitalne tehnologije v vzgojno-izobraževalnem prostoru. Namen prispevka je podati znanstveno razumevanje sprememb (psiholoških in nevroloških), ki jih digitalizacija prinaša v šolski prostor na področjih branja in pisanja ter vedno bolj razširjene medijske večopravnosti, ki imajo daljnosežne posledice za šolsko uspešnost in razvoj kompetenc, ter kako se soočati z njimi. Prispevek vključuje kritičen pregled in sintezo ugotovitev interdisciplinarnih raziskav, ki pojasnjujejo spremembe v kogniciji, čustveno-socialnih procesih in nevroloških korelatih na omenjenih področjih digitalizacije ter kakšne implikacije imajo ugotovitve raziskave za edukacijsko politiko in prakso. Za čim boljšo poja-

snitev problematike raziskave smo pri izboru raziskovalnih člankov upoštevali predvsem dva glavna kriterija: različnost epistemoloških osnov in metodoloških pristopov od eksperimentalnih do fenomenoloških ter interdisciplinarnost raziskav od nevroedukacijskih, psiho-fizioloških, pedagoško-psiholoških in drugih. Izhajali smo iz dveh paradigem. Prva je usmerjena v psihološke, nevrolške in edukacijske vidike branja, pisanja, bralne pismenosti in medijske večopravnosti. Druga je paradigma utelešene kognicije, ki še posebno z digitalizacijo stopa v ospredje raziskav in omogoča razumevanje sprememb, ki jih prinaša digitalizacija, in imajo tudi pomembne implikacije za vzgojno-izobraževalno področje.

Za kritični pogled in analizo, primerjavo in združevanje ugotovitev raziskav smo uporabili metodo analize, komparativno metodo in sintetično raziskovalno metodo.

Ključne besede: pisanje, branje, večopravnost, učna uspešnost, digitalizacija

Research on the digitization of reading and writing and media multitasking: What are the changes in the cognitive, emotional-social and neurological areas, as well as in learning achievements?

An important function of education in the global world is to enable students to develop the skills and knowledge they need to participate actively in an increasingly complex society, characterized by the explosion of information and the rapid development of computer and communication technology (ICT). Digital technologies bring many new opportunities and risks. They offer tremendous opportunities for accessing, transferring and storing information, greater connectivity in the global community, collaborative knowledge creation, etc. However, we also face some risks and negative effects that require careful and scientifically supported use of digital technology in the educational environment.

The purpose of the paper is to give a scientific understanding of the changes (psychological and neurological) that digitalization brings to the school space in the fields of reading and writing, as well as the widespread media multitasking that have far-reaching implications for school performance and the development of competences and how to deal with them.

The paper includes a critical review and synthesis of the findings of interdisciplinary research explaining changes in cognition, emotional-social processes and neurological correlates in the aforementioned fields of digitization, and the implications of research findings for educational policy

and practice. In order to clearly explain the research problem, the selection of research articles was based on two main criteria: the diversity of epistemological bases and methodological approaches from experimental to phenomenological, and the interdisciplinary research from neuro-educational, psycho-physiological, pedagogical-psychological and others. We based our approach on two paradigms. The first focuses on the psychological, neurological and educational aspects of reading, writing, reading literacy and media multitasking. The second is the paradigm of embodied cognition, which, in particular with digitalization, enables understanding of the changes brought by digitization, and has important implications for the educational field. We used the analysis method, the comparative method and the synthetic research method to critically look and analyze, compare and combine the research findings.

Keywords: writing, reading, multitasking, learning performance, digitization

Monika Mithans, Milena Ivanuš Grmek

Besedna interakcija med poukom: kako nanjo vpliva znanje učencev

V prispevku predstavljamo ugotovitve raziskave, katere namen je bil ugotoviti razlike v znanju učencev glede na stopnjo govorne participacije.

Pričakovali bi, da so učenci, ki imajo visoke ocene, aktivni soustvarjalci učnega procesa. Kako je v šolskem vsakdanu, smo ugotavljali z raziskavo, ki je bila opravljena na vzorcu 58 učencev iz 5. in 8. razreda OŠ oziroma dijakov 2. letnika gimnazije. Za merjenje govorne participacije učencev smo uporabili Flandersovo analizo razredne interakcije, ki vsebuje 10 kategorij. V vsakem razredu smo opazovali 8 ur pouka. Za izpeljavo spremenljivke govorna participacija smo uporabili kategorijo F 9: samostojne izjave učencev. Število zaznanih pojavljanj F 9 smo pretvorili na ordinalno raven in tako dobili spremenljivko govorna participacija učencev s tremi stopnjami (nižja, srednja, višja).

Rezultati kažejo, da je višja stopnja govorne participacije pogostejša pri oceni 3 ter nižja pri oceni 5.

Takšen rezultat je nepričakovan, saj smo predvidevali, da se učenci, ki imajo kakovostnejše (pred)znanje, lažje aktivno vključujejo v pouk in sodelujejo v vsebinskem vidiku komunikacije z učiteljem.

Ključne besede: demokracija, participacija učencev, znanje, Flandersova analiza razredne interakcije, otrokove pravice

Speech Interaction During Class: Impact of Students' Knowledge

The article presents study findings, which wanted to determine the differences in students' knowledge in regard to the level of speech participation. It would be expected that the students with higher grades are more active co-creators of the learning process. A study sampled 58 students from 5th and 8th grade of primary school and 2nd grade of high school in order to determine how this reflects in school. The speech participation was measured with the 10 category Flanders analysis of the class interaction. Eight hours of classes were observed for each grade. The F-9 category: Independent statements was used to derive the speech participation variable. The number of occurrences of F-9 was converted on the ordinal level, which gave us a 3-level variable (low, medium, high).

The results show that the speech participation level is higher for grades 3 and lower for 5.

This is unexpected, since it was anticipated that students with better (fore) knowledge more easily participate in class and communicate with the teacher.

Keywords: democracy, student participation, knowledge, Flanders analysis of class interaction, children's rights

Natalija Budinski

Matematično modeliranje v osnovni šoli – napredne teme na osnovnošolski ravni

V tem prispevku opisujemo, kako lahko v osnovni šoli uporabimo matematično modeliranje, da bi učence mlajših let naučili naprednih konceptov, kot so funkcije. Uporabili smo primere iz resničnega sveta, da smo prikazali koncept delovanja funkcij in njihove odvisnosti od spremenljivk.

Ključne besede: matematično modeliranje, funkcija, osnovna šola

Mathematical modeling in primary schools - advanced topics at elementary level

In this paper we describe how can mathematical modeling be applied in the primary school in order to teach students of young age advanced concepts such as functions. We have used the real-world situation of population in order to highlight concept of function and dependence of variables.

Keywords: mathematical modeling, function, primary school

Meleka Asotić, Ajša Bahović Latifović

Različne metode poučevanja: Kako pristopiti k različnim nivojem tesnobe

Izraz »zaznavanje komunikacije«, ki ga je skoval McCroskey, se nanaša na anksiozni sindrom, povezan z resnično ali pričakovano komunikacijo z drugimi. Raziskovalci kot Horwitz so med učenjem raziskovali različne vrste anksioznosti, toda na komunikacijo učencev ni bilo mogoče gledati tako preprosto, saj se povezuje tudi s socialnim ozadjem in z osebnostnimi značilnostmi učenca. Glede na to, da so različne metode zasnovane kot odgovor na izzive učenja tujega jezika, članek spodvija učitelja, da preмага negativne vplive komunikacijskega razumevanja. Članek temelji na delu učiteljev v regiji Sanjak. Učitelji so eno leto sodelovali z dijaki drugega in četrtega letnika poklicne srednje šole in opredelili izzive vzpostavljanja komunikacije v angleščini med poučevanjem. Udeležence smo vprašali, ali so izkusili tesnobo pri govorjenju drugega jezika. Študija je vključevala kvalitativne podatke iz intervjujev. V raziskovalnem prispevku so predstavljene uspešnejše metode, ki so jih učenci izbrali za premagovanje učnih težav pri sporazumevanju. Na podlagi korpusa 100 študentov, vključenih v raziskavo, so bile ključne metode za izboljšanje komunikacijskih veščin primerjane s predhodno preučeni teoretičnimi osnovami. Rezultati so pokazali podporo konceptualizaciji tujejezične anksioznosti, vprašalnik pa je bil zanesljiv in veljaven. Ugotovljeno je bilo pomembno negativno razmerje med tesnobo, med sporazumevanjem v tujih jezikih. Glavni stresor, ki so ga identificirali udeleženci, je nastopanje pred vrstniki. Študija je tudi ugotovila, da je tesnoba težava pri učenju jezikov in pri nekaterih študentih izčrpavajoče vpliva na govorjenje angleščine. Zato je pomembno, da so učitelji občutljivi za interakcije v učilnici in si pomagajo zmanjšati tesnobo v drugem jeziku. Potrebni pa so tudi še empirični dokazi o tem, kako učinkovite so tehnike in metode za zmanjševanje tesnobe pri učenju tujih jezikov. *Ključne besede:* tesnoba, Sanjak, metodika, metode poučevanja, učenje tujih jezikov

Diverse teaching methods: How to approach to different levels of anxiety

The term “communication apprehension” coined by McCroskey refers to an anxiety syndrome associated with either real or anticipated communication with others. Researchers as Horwitz proposed various types of anxiety while learning but learners’ communication apprehension could not be seen as simple as that. It is also combined with social background and in-

nately given characteristics of a learner. Following the fact, various methods are designed to respond to the challenges of learning a foreign language, this paper proposes a teacher's goal to overcome the negative impact of communication apprehension. This research paper is based on teachers' work in Sanjak region. Teachers worked with second and fourth year students from vocational high school for a year and identified the challenges of establishing communication in English while teaching. The participants were asked whether they experienced second language speaking anxiety. The study involved qualitative data from the interview data. The research paper presents more successful methods chosen by students in order to overcome learning difficulties while communicating. Based on corpus of 100 students included in the research, the crucial methods for improvement of communication skills were compared to theoretical background previously studied. The results indicated support for a conceptualization of foreign language anxiety and the questionnaire was found to be reliable and valid. A significant negative relationship was found between foreign language speaking anxiety and oral performance. The major stressor identified by the participants was interacting in front of the peers. The study also provided anxiety is clearly an issue in language learning and has a debilitating effect on speaking English for some students. So it is important that teachers are sensitive to classroom interactions and provide help to minimize second language anxiety. Eventually, there is a need for empirical evidence considering how effective anxiety reducing techniques and methods are in foreign language learning.

Keywords: anxiety, Sanjak, methodics, teaching methods, foreign language learning

Andreja Lenc

Trajnost projektnih rezultatov je ključ do učinka EU projektov

Učinek oz. sprememba delovanja posameznika ali organizacije je ključen indikator uspeha EU projektov. Diseminacija in trajnost projektnih rezultatov sta elementa, ki pomembno vplivata na to. Projekti morajo biti v fazi načrtovanja dobro premišljeni, umeščeni v razpis in potrebe okolja, da bodo prinesli rešitve, ki jih izobraževalno okolje potrebuje in jih bo tudi koristilo. Glavna parametra načrtovanja sta kakovostna analiza potreb in

vključenost vseh deležnikov, ki so potrebni za uspeh rezultata; od ministrstva in strokovnih institucij, do končnega uporabnika, kateremu je rezultat posredno ali neposredno namenjen (Pajnič, 2017; Evropska komisija, 2019). Na Centru smo najprej določili dva glavna parametra trajnosti in sicer uporabo in nadgradnjo rezultatov. Dodali smo še parameter, kako široko med organizacijami se rezultat uporablja pri rednem delu po zaključku projekta - v okviru partnerstva projekta; na nacionalni ravni oz. širše v državah partnericah projekta, v organizacijah izven držav partneric in na evropski ravni. Pripravili smo kratek vprašalnik in ga poslali pogodbenikom programa EU, akcija Partnerstva na področjih šolskega izobraževanja, poklicnega izobraževanja in usposabljanja ter izobraževanja odraslih. Vprašalnik smo poslali koordinatorjem projektov po e pošti (307 e naslovov), ki so bili odobreni v okviru razpisov EU v letih 2011, 2012 in 2013 in se zaključili v letih 2014 do 2016. Prejeli smo 115 popolnih odgovorov, kar predstavlja 37,5 % odzivnost. Podatke smo obdelali s programom SPSS. Z raziskavo smo ugotavljali, kako trajni so projektni rezultati programa EU po 3-6 letih od zaključka projektov in kateri preverjeni parametri prispevajo k trajnosti. Ob zaključku projektov so koordinatorji projektov poročali kakšne načrte imajo s projektnimi rezultati po zaključku izvajanja projektov ter kakšne učinke beležijo oz. še pričakujejo, zato nas je zanimalo, ali bo dejansko prišlo do njihove uresničitve.

Ključne besede: trajnost projektnih rezultatov, uporaba in nadgradnja, program EU, partnerstva

The sustainability of project results is a key factor in the efficiency of EU projects

The effect or a change in the performance of an individual or organisation is a key indicator of success in the EU projects. This effect is significantly contributed to by the dissemination and sustainability of project results. Projects need to be well-thought-out in the planning stage and embedded in the tender and the needs of the environment in order to bring the solutions which the educational environment needs and can benefit from. The main planning parameters are a high-quality analysis of requirements and the involvement of all stakeholders who are needed for a successful outcome, from the ministry and expert institutions to the end user who the result is intended for either directly or indirectly (Pajnič, 2017; European Commission, 2019). The Centre first identified two main sustainability parameters, which were the use and upgrade of results. We also added a parameter for how widely is a result used across an organisation in its regular

work processes after a project completion – within the project partnership at the national level or more widely in project partner countries, organisations outside the partner countries and at the European level. We prepared a short questionnaire and sent it to the EU program contractors, the Partnership action in the fields of school education, vocational education and training and adult education. The questionnaire was sent to project coordinators by e-mail (307 e-mail addresses), who were approved under the EU tenders in 2011, 2012 and 2013 and closed in 2014–2016. We received 115 complete responses, representing a 37.5% response rate. The data was processed by using SPSS. The study tested the sustainability of the EU project results, 3–6 years after the completion of projects and which parameters contribute to the sustainability. At the end of the projects, project coordinators reported what plans they had with the project results after the completion, and what effects they recorded or expected, so we were interested to know if such effects would actually come to fruition.

Keywords: sustainability of project results, use and upgrade, EU Program, Partnerships

Aleksandra Stevanović, Snježana Đurđević, Bojana Sokolovic

Mini podjetka kot ključni element programov vseživljenjskega učenja za srednješolce

„Mini podjetja“ je obšolski program organizacije Junior Achievement (JA) Worldwide ter Junior Achievement Europe in je največji program podjetništva na svetovni ravni. V Srbiji se program izvaja od leta 2006. Tako lahko učenci pridobivajo znanja skozi teoretični in praktični pouk, mentorski program, pa tudi prek številnih sejmov in tekmovanj. V raziskavi smo želeli raziskati vpliv programa „mini podjetja učencev“ v Srbiji. Razvoj tovrstnih znanj predstavlja usmeritev prihodnjih poslovnih in upravljavskih zmožnosti teh učencev in njihovo konkurenčnost na trgu dela.

Ciljna skupina so bili dijaki in diplomirani študenti, udeleženci programa. Dodatni vir informacij so bili podatki, zbrani z vprašalnikom, v katerem so sodelovali srednješolski učitelji v Srbiji, ki so bili mentorji v študentskih podjetjih.

Rezultati po obsežni analizi potrjujejo, da obstaja neposredna povezava med vodenjem mini podjetij in razvojem mehkih veščin ter poslovnega znanja mladih. Študenti in dijaki so ocenili, da so nadgradili in izboljšali svoje veščine pisanja poslovnega načrta oziroma poročila, se srečali z osno-

vami upravljanja s časom in koordiniranja skupine, osnovami, kako začeti začetek poslovanje, pa tudi z odločanjem in razumevanjem načina poslovanja. Razvili so veščine nasotpanja, veščine sodelovanja, samozavest, komunikacijo in tekmovalni duh. Opažamo, da se je spremenil tudi odnos študentov do ustanavljanja podjetja. Učitelji so se s temi izjavami strinjali. Glede na vse navedeno predlagamo nekatera priporočila v zvezi z organiziranjem in vodenjem mini podjetij, ki so prepoznane kot dober model podjetniškega učenja v srednjih šolah.

Gljučne besede: Dijaška – podjetja, razvoj, podjetništvo, veščine, motivacija

Mini – companies as an essential part of a lifelong learning program for high school students

Mini – companies are an extracurricular program of Junior Achievement (JA) Worldwide and Junior Achievement Europe and the world's largest entrepreneurship education program. In Serbia, the program has been implemented in 2006. This way, students have the opportunity to learn through theoretical and practical lessons, mentorship program, as well as through a number of fairs and competitions. In our research we wanted to examine the influence of the JA program "students' mini - company" in Serbia. Thus, the development of those skills is guidance for the future business and management capabilities of these students, and their competitiveness at the labor market.

The target group were students and graduated students who have attended the program. Additional information source, were informations received from the questionnaire in which participated high school teachers in Serbia, who were the mentors of students' companies.

The results after extensive analysis confirm that there is a direct connection between running students' companies and the major development of soft skills and business knowledge of young people. The students estimated that they've upgraded and improved their skills of writing a business plan/report, met with the basics of time and team management, the basics how to initiate start-up business, as well as making decisions and the understanding of the way how bussiness operate. They develop the presenting skills, cooperative skills, self-confidence, communication and competitive spirit. It is noticed the students' attitude towards initiate a business has changed as well. The teachers agreed with those statements. Considering all mentioned, we propose some recommendations due to organizing and lead-

ing “Students’ companies”, recognized as a good model of entrepreneurial learning in high schools.

Keywords: Student – companies, development, entrepreneurship, skills, motivation

Silvija Komočar

Timsko vodenje in sistematično razvijanje strokovnih timov v vrtcu v luči profesionalnega razvoja

Prispevek obravnava sistematično uvajanje timskega dela na ravni vrtca v Vrtcu Mavrica Brežice z namenom spodbujanja profesionalnega razvoja strokovnih delavcev. Z natančnim večletnim spremljanjem in spodbujanjem razvoja strokovnih timov smo v okviru študije primera po metodi akcijskega raziskovanja z udeležbo člani vodstvenega tima po korakih načrtno uvajali spremembe (elemente timskega dela) v strokovne time in jih skupaj z njimi sprotno in končno evalvirali. Skozi razvoj timskega dela smo želeli vzpostaviti takšno raven medsebojnega sodelovanja in zaupanja med člani timov, da bi strokovni delavci znotraj teh ustvarjalnih delovnih celic najprej prepoznali že doseženo stopnjo lastnega poznavanja stroke in prakse in pridobili uvid v lastne sposobnosti in zmožnosti. Pričujoči rezultati kažejo, da so strokovni delavci raziskovanega vrtca v svojih strokovnih timih pridobili pomembno medkolegijalno podporo in varno delovno in učno okolje, znotraj katerega z lastno aktivnostjo vplivajo na svoj profesionalni razvoj. Razvoj strokovnih timov je potekala po fazah razvoja, ki so izpostavljene v strokovni literaturi. Rezultati končne evalvacije delovanja timov, samoevalvacije in strokovne diskusije, ki je sledila refleksijam na srečanjih strokovnih aktivov, kažejo na to, da so timi razvili lastnosti, ki so značilne za učinkovite time. Člani strokovnih timov se zavedajo pomembnosti lastne aktivnosti in odgovornosti posameznika za boljše delovanje tima in za lasten profesionalni razvoj. Skozi raziskovalni proces so bili sodelovalno naravnani, spodbujali so drug drugega, odkrito so izražali svoja mnenja. Zelo opazno je bilo kontinuirano naraščanje občutka pripadnosti posameznih članov svojemu timu. Člani timov so poudarili lastno motiviranost in željo po sodelovanju v enaki sestavi še naprej. Glede na rezultate pričujoče raziskave lahko sklepamo, da je v vzgojno izobraževalnih organizacijah smiselno sistematično razvijati timsko delo, saj spodbudno vpliva tako na profesionalni razvoj zaposlenih kot na izboljšanje splošne organizacijske klime.

Gljučne besede: vodstveni tim, sistematični razvoj timskega dela, profesionalni razvoj, funkcionalni tim, akcijsko raziskovanje

Team management and systematic development of professional teams in kindergarten in the light of professional development

The article deals with the systematic introduction of teamwork at the kindergarten in the Kindergarten Vrtec Mavrica Brežice, with the aim of promoting the professional development of professionals. By closely monitoring and encouraging the development of expert teams for several years, we have systematically introduced changes (elements of teamwork) into professional teams and evaluated them, together with them, on an ongoing and final basis. Through the development of teamwork, we wanted to establish such a level of mutual cooperation and trust between team members, so that professionals within these creative work cells would first recognize the already achieved level of their own knowledge of the profession and practice and gain insight into their own abilities. The present results show that the professionals of the research kindergarten in their professional teams have gained significant intercollegiate support and a safe work and learning environment, within which they influence their professional development through their own activity. The development of professional teams was carried out according to the stages of development that are highlighted in the professional literature. The results of the final evaluation of team performance, self-evaluation, and expert discussion that followed reflections at professional asset meetings indicate that teams have developed characteristics of effective teams. The members of the professional teams are aware of the importance of their own activity and responsibility of the individual for the better functioning of the team and for their own professional development. Throughout the research process, they were collaborative, encouraged each other, openly expressed their opinions. There was a marked increase in the individual members' sense of belonging to their team. Team members emphasized their own motivation and desire to participate in the same composition.

Based on the results of this research, we can conclude that it is reasonable to systematically develop team work in educational organizations, since it has a stimulating effect on both the professional development of employees and the improvement of the overall organizational atmosphere.

Keywords: management team, systematic development of team work, professional development, functional team, action research

Zsafia Hangyal

Internacionalizacija kurikuluma: Študija primera na Madžarskem

Čeprav se definicije internacionalizacije lahko razlikujejo, nedavne znanstvene raziskave poudarjajo, da bi se morala internacionalizacija visokošolskih zavodov osredotočiti predvsem na učni načrt, internacionalizirani učni načrt pa bi morali obravnavati kot osrednji element tega procesa (Leask, 2015; Beelen, 2015; De Wit, 2010). Zato je uvedba bolj internacionaliziranega kurikula v domača učna okolja – z vključitvijo mednarodnih in medkulturnih razsežnosti v cilje, vsebino in izvajanje poučevanja in učenja – postala eden glavnih ciljev internacionalizacije visokošolskih zavodov (Knight, 2015). Prispevek predstavi študijo primera internacionaliziranega učnega načrta na madžarskem visokošolskem zavodu: in sicer prek preučevanja vsebine kurikula (zlasti mednarodnih, globalnih in medkulturnih razsežnosti, vključenih v učne vsebine), učnih metod in učnih rezultatov. Študija je vključevala študije primera, vključno s polstrukturiranimi intervjuji s predavatelji, ocenjevalnimi poročili študentov in analizami dokumentov. Leaskov konceptualni okvir internacionalizacije učnega načrta je bil uporabljen za oceno prednosti, slabosti in izzivov univerzitetnega tečaja (Leask, 2015).

Ključne besede: internacionalizacija doma, internacionalizacija učnega načrta, medkulturna dimenzija, Madžarska, inovativni pristopi

Internationalisation of the curriculum: A single case study from Hungary

Although definitions of internationalisation may vary, recent scholarly research emphasizes that internationalisation of higher education institutions should mainly focus on the curriculum and consider the internationalised curriculum as the core element of such process (Leask, 2015; Beelen, 2015; De Wit, 2010). Therefore implementing a more internationalised curriculum into domestic learning environments by incorporating international and intercultural dimensions into the goals, objectives, content and delivery of teaching and learning became some of the main objectives of internationalisation of higher education institutions (Knight, 2015). The purpose of this article is to look at a single case study of an internationalised curriculum at a Hungarian higher education institution: by examining the curriculum content (in particular international, global and intercultural dimensions incorporated into the teaching content), the teaching methods and the learning outcomes. The study involved case study rese-

arch including semi-structured interviews with lecturers, evaluation reports of university students, and document analyses. Leask's conceptual framework of internationalisation of the curriculum has been applied to assess the strengths, weaknesses and challenges of the given university course (Leask, 2015).

Keywords: internationalisation at home, internationalisation of the curriculum, intercultural dimension, Hungary, innovative approaches

Ana Gorše

Bralni test v 3. razredu na OŠ Loka Črnomelj

Branje ima v procesu šolanja pomembno vlogo in dobro razvita bralna zmožnost učenca je eden ključnih dejavnikov njegove učne uspešnosti. V 1. triletju osnovne šole poteka intenzivni razvoj temeljnih bralnih zmožnosti, pri čemer je cilj bralnega pouka razviti avtomatizirano tehniko branja in pisanja ob ustreznem bralnem razumevanju.

Namen mojega prispevka je predstaviti 5-letno izkušnjo izvajanja Bralnega testa na Osnovni šoli Loka Črnomelj. Ugotovila sem, da rezultati bralnega testa hitro pokažejo, kateri učenci ob koncu tretjega razreda osnovne šole še niso v zadostni meri razvili tehnike branja in bralnega razumevanja. To jih uvršča v skupino učencev, ki potrebujejo dodatno diagnostiko oz. obravnavo. S predstavitvijo primera želim spodbuditi čim več učiteljev, svetovalnih delavcev k uporabi testa, zato se v nadaljevanju osredotočam na praktične napotke pri izvedbi testa. Dodala sem možne izboljšave pri izvedbi testiranja.

Ključne besede: bralni tekst, bralna zmožnost, učna uspešnost, tehnika branja

A reading test in the 3rd grade at Loka Črnomelj Elementary School

Reading has an important role in the process of education and a well-developed reading ability is one of the key factors of their learning success. In the first three years of primary school an intensive development of basic reading abilities takes place. In this period the goal of reading classes is to develop an automated reading and writing technique with and appropriate reading comprehension.

The purpose of my article is to present a five-year experience of carrying out a reading test at the primary school Loka Črnomelj. I figured out that the results of the reading test provide fast results of which students have not properly developed the reading and reading comprehension techniques by

the end of the third grade. This puts them in the category of students who need additional diagnostic or treatment. By presenting a case study I would like to encourage as many teachers and advisers as possible to use the test. This is why, in the next part of the article I focus on practical guidelines for carrying out the test. I also added possible improvements for the testing.

Keywords: reading test, reading ability, learning success, reading technique

Vesna Kostić, Jelena Mucić, Jovana Vasić

Mnenja učiteljev in učencev o učenju in poučevanju na OŠ Jovan Dučić

Spremembe v sodobni družbi so prinesle nov način dela v šolah. Tradicionalno poučevanje je bilo usmerjeno na učitelja in je iskalo strokovno znanje učiteljev, v vlogi predavateljev. Aktivno učenje se nanaša na učenca, ki je neposredno vključen v učni proces, učitelj pa učencem daje intelektualni zagon, spodbuja njihovo radovednost in jih podpira pri delu. Namen tega prispevka je preučiti mnenja učencev in učiteljev o učnem procesu, metodah in načinih učenja učencev in dela učiteljev, da bi izboljšali kakovost poučevanja in sam učni proces. Raziskava je bila izvedena na vzorcu učencev od 5. do 8. razreda in na vzorcu učiteljev predmetnega pouka iz šole „Jovan Dučić“. Opisna analiza je razkrila obstajajo razlike v načinu kako učenci in učitelji gledajo na učni proces,. Raziskava je pokazala, da bi morali učitelji več gradiva svojih predmetov povezati z drugimi šolskimi predmeti, vključiti več integrativnega in projektnega poučevanja v svoje delo ter povezati šolsko gradivo z vsakodnevnim življenjem. Iz odgovorov učencev lahko sklepamo, da bi se jim zdelo zanimivo, če bi se strokovnjaki iz različnih področij lahko udeležili pouka ali če bi starejši učenci poučevali mlajše. Prav tako je treba študente spodbuditi, da okrepijo svoje interdisciplinarne kompetence in pridobljeno znanje povežejo z dejanskimi zahtevami delovnega okolja 21. stoletja. Eden od pomembnih zaključkov naše raziskave kaže, da je treba posvetiti več pozornosti posameznim značilnostim vsakega učenca. Učitelji bi s sprejetjem teh sprememb v svojem delu pristopili k načelom aktivnega učenja, učenci pa bi bili bolj pripravljeni na prihodnost. *Ključne besede:* poučevanje, učenje, zunanja diferenciacija, poklicno usmerjanje učencev, multiplo povezovanje učnih gradiv

The opinion of teachers and pupils on teaching and learning in elementary school Jovan Dučić

Changes in contemporary society have brought a new way of working in schools. Traditional teaching was directed at a teacher and sought the ex-

expertise of teachers primarily as a lecturer. Active learning refers to a student who is directly involved in the learning process, while the teacher should give intellectual impetus to students, encourage their curiosity and support them in work. The aim of this paper was to examine the student's and teacher's opinions on the teaching process, the methods and ways of pupils' learning and the work of teachers, in order to improve the quality of teaching and the learning process itself. The research was conducted on a selected group of students from the 5th to the 8th grade and on a selected group of teachers of subject teaching in school „Jovan Dučić“. Descriptive analysis has revealed that there is a certain degree of disagreement in the way students and teachers view the teaching process. The research has shown that teachers should relate more material of their subjects to other school subjects, include more integrative and project teaching in their work, and link school materials with everyday life. According to the students' answers, we can assume that they would find it interesting if the experts in certain areas could attend their lessons or if the older students taught the younger ones. It is also necessary to encourage students to strengthen their interdisciplinary competence and to link the acquired knowledge to the real requirements of the working context of the 21st century. One of the important conclusions of our research shows that it is necessary to pay more attention to the individual characteristics of each student. By adopting these changes in the work, teachers would approach the principles of active learning, while students would be more prepared for the future.

Keywords: teaching, learning, student differentiation in teaching, career guidance for students, multiple linking of teaching materials