

Povzetki ▪ Summaries

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Kaj vpliva na učiteljevo izbiro učbenika?

V prispevku predstavljamo del raziskave, ki je potekala v okviru projekta Za kakovost slovenskih učbenikov (KaUč). Glavni namen projekta je razvoj kazalnikov kakovosti učbenikov za praktično uporabnost v procesu potrjevanja in evalvacije. Učbeniku, kot temeljni šolski knjigi, ki jo učenci uporabljajo vsak dan (Ivanuš Grmek, 2003; Mullis, Martin, Foy & Arora, 2012), pri poučevanju šolskih predmetov pripisujemo odločilno vlogo (Skelela, 2008). Učitelji so pri izbiri učbenika avtonomni. Namen dela raziskave, ki ga v prispevku predstavljamo, je bil ugotoviti, kateri so dejavniki, na podlagi katerih učitelji izbirajo učbenike. V raziskovalnem vzorcu so zajeti učitelji osnovnih šol, ki sodelujejo v projektu KaUč. Rezultati so pokazali, da večina učiteljev razrednega pouka uporablja učbenik, ki so ga izbrali pod vplivom sodelavcev ali zaradi vsebine. Ostali pomembni dejavniki pri izboru učbenika pri učiteljih razrednega pouka so še vpliv ravnatelja ali strokovnega aktiva, uporabnost priloženega priročnika in cena učbenika. Učitelji predmetnega pouka učbenik najpogosteje izberejo zaradi njegove vsebine. Ostali dejavniki so jim pri izboru učbenika manj pomembni, saj jih manj kot polovica navaja vpliv videza učbenika, vpliv sodelavcev ter uporabnost priloženega priročnika. Tako kot pri učiteljih predmetnega pouka, je tudi največ srednješolskih učiteljev izbralo učbenik večinoma zaradi njegove vsebine. Pri srednješolskih učiteljih so kot pomembni dejavniki

izbora učbenikov prepoznani naslednji kriteriji: vpliv sodelavcev, videz učbenika in uporabnost priloženega priročnika. Rezultati torej kažejo, da anketirani učitelji na vseh stopnjah izobraževanja izbirajo učbenike predvsem zaradi njihove vsebine.

Ključne besede: učbenik, izbira, osnovna šola, srednja šola, učitelj

What determines the teacher's choice of a textbook?

In this paper, we present a part of the research work carried out within the project Improving the Quality of Slovene Textbooks (KaUč). The main objective of the project is to develop quality indicators for textbooks that can be applied in the validation and evaluation process. The textbook as the basic textbook that students use every day (Ivanuš Grmek, 2003; Mullis, Martin, Foy & Arora, 2012) is considered to play a crucial role in the teaching of school subjects (Skela, 2008). Teachers are autonomous in their choice of textbooks. The aim of the part of the research presented in this paper was to determine the factors on the basis of which teachers choose textbooks. The research sample includes primary school teachers participating in the KaUč project. The results showed that most classroom teachers use a textbook selected under the influence of peers or based on content. Other important factors when choosing a textbook for primary school teachers are the influence of the headteacher or professionals, the usefulness of the accompanying handbook and the price of the textbook. Subject teachers usually choose a textbook on the basis of its content. Other factors are less important for them when choosing a textbook, as less than half of them indicate the influence of the textbook's appearance, the influence of their colleagues and the usefulness of the attached handbook. As with subject teachers, most secondary school teachers chose the textbook mainly because of its content. The following criteria were identified as important factors in the selection of textbooks for secondary school teachers: the influence of colleagues, the appearance of the textbook and the usefulness of the attached handbook. The results, therefore, show that the participating teachers at all levels of education select textbooks mainly because of their content.

Keywords: Textbook, Choice, Primary School, Secondary School, Teacher

Manja Veldin, Ana Mlekuž

Ustvarjanje vključujoče šolske kulture: usposabljanje po meri ravnateljev_ic

Vse večja raznolikost postavlja pred nas nove izzive in priložnosti za napredek, tako v širši družbi, kot v šolah. V šolah se z novo situacijo soočajo vsi deležniki, ravnateljice pa naj bi imeli ključno vlogo pri ustvarjanju vključujoče šolske kulture, ki je nujno potrebna za napredek vseh posameznikov. Cilj naše študije je bil raziskati potrebe ravnateljev_ic osnovnih in srednjih šol po usposabljanju na področju inkluzivnega izobraževanja in tako zagotoviti ozadje za nadaljnji razvoj programov poklicnega razvoja, ki bi lahko podprli te specifične potrebe. V raziskavi je sodelovalo 107 ravnateljev_ic iz slovenskih osnovnih in srednjih šol. Izpolnili_e so novonastali vprašalnik, ki je zajemal štiri vsebinske sklope (predhodno strokovno usposabljanje, značilnosti usposabljanj z največjim doprinosom k vodenju šole, zaznane potrebe po usposabljanju na področjih povezanih z ustvarjanjem vključujoče šolske kulture ter demografske podatke). Naše ugotovitve kažejo, da med odgovori ravnateljev_ic srednjih in osnovnih šol ni značilnih razlik v poročanju o predhodnem strokovnem usposabljanju ter v povprečno izraženih potrebah preko vseh področij ustvarjanja vključujoče šolske klime. Navkljub temu, da je večina ravnateljev_ic že sodelovala na izobraževanju na tem področju, izražajo visoke potrebe po dodatnih znanjih preko vseh področij. Kot najbolj nujne teme ravnateljice izpostavljajo pripravo šolskega osebja na primerno odzivanje na različnost učencev_k, razvijanje in udejanjenje jasnih pravil za osebje ter spodbujanje vključujočih učnih praks učiteljev_ic. Najmanj potreb po usposabljanju izražajo pri razvoju zavedanja o lastnih (ne)vključujočih praksah in prepričanjih o raznolikosti in inkluziji ter ozaveščanjem drugih o le-teh. Prav tako se čutijo kompetentni_e pri ustvarjanju nediskriminatornega fizičnega okolja. Rezultati študije bi lahko služili kot osnova za pripravo usposabljanja, ki bi bilo osnovano na realnih situacijah in zaznanih potrebah.

Ključne besede: profesionalni razvoj ravnateljev_ic, vključujoča šolska kultura, zaznane potrebe, usposabljanje

Creating an inclusive school culture: tailor-made training for principals

Increasing diversity presents us with new challenges and opportunities for progress, both in the wider society and in schools. In schools, all stakeholders face the new situation, and principals are expected to play a key role in creating an inclusive school culture that is essential for the advancement

of all individuals. The aim of our study was to explore the training needs of primary and secondary school principals in the field of inclusive education and thus provide a background for the further development of professional development programs that could support these specific needs. 107 principals from Slovenian primary and secondary schools participated in the research. They completed a newly developed questionnaire, which covered four content areas (preliminary professional training, characteristics of training with the greatest contribution to school leadership, perceived training needs in areas related to creating an inclusive school culture and demographic data). Our findings show that there are no significant differences between the responses of secondary and primary school principals in the reporting of prior professional training and in the average needs expressed across all areas of creating an inclusive school climate. Despite the fact that most principals have already participated in professional development programmes in this field, they express a high need for additional knowledge across all areas. As the most urgent topics, principals highlight the preparation of school staff to respond appropriately to student diversity, the development and implementation of clear rules for staff, and the encouragement of teachers' inclusive teaching practices. Principals express the lowest need for training in developing awareness of their own (non)inclusive practices and beliefs about diversity and inclusion and raising awareness of others about them. They also feel competent in creating a non-discriminatory physical environment. The results of the study could serve as a basis for the preparation of professional development training based on real situations and perceived needs.

Keywords: principals' professional development, inclusive school culture, perceived needs, training

Marija Ropič Kop, Saša Klar Zadravec

Zmožnost učencev v branju besed v začetku 1. razreda

Za boljše razumevanje individualnih razlik v predznanju na področju branja na začetku 1. razreda med učenci je potrebno spomniti na nekatere dejavnike, ki vplivajo na predbralne in bralne zmožnosti v predšolskem obdobju. Zadnja leta beležimo v Sloveniji priseljevanje ljudi, tudi družin s predšolskimi ali šoloobveznimi otroki. Ob tem zaznavamo tudi šibek socialno-ekonomski status družin, kar pa manj ugodno vpliva na začetno opismenjevanje. V večjih mestih so osnovne šole z večjim številom priseljenih učencev. Ti učenci imajo slabše znanje jezika, v katerem se šolajo. Prav tako

na njihovo motiviranost opismenjevanja vpliva tudi manj spodbudno okolje. V začetku 1. razredu so tudi učenci, ki še pred sistematičnim učenjem branja berejo. Pogosto se poraja vprašanje, kako poteka sistematično opismenjevanje učencev v 1. razredu s tako različnim predznanjem.

Opravili smo raziskavo, katere rezultati predstavijo razlike v predznanju na področju branja. V teoretičnem izhodišču smo pregledali literaturo, ki je pomembna za našo raziskavo.

Za preverjanje branja smo pripravili šestnajst besed, ki smo jih na podlagi težavnostne stopnje oblikovali v štiri sklope. Raziskava potrjuje velike individualne razlike v predznanju branja. Prav tako opozori na bistveno manjše zmožnosti pismenosti učencev priseljencev in učencev s šibkim socialno-ekonomskim statusom. Rezultati kažejo, da uporabljeni instrumentarij omogoča prepoznavanje predznanja učencev s področja branja in je v pomoč učitelju ob diferenciaciji in individualizaciji pri sistematičnem opismenjanju.

Ključne besede: branje, bralna tehnika, 1. razred, glasovno zavedanje, socialno-ekonomski status

Students' ability to read words at the beginning of 1st grade

To better understand the individual differences in prior knowledge in the field of reading at the beginning of 1st grade among pupils, it is necessary to recall some factors that affect pre-reading and reading abilities in the preschool period. In recent years, we have been recording immigration of people in Slovenia, including families with pre-school or school-age children. At the same time, we also perceive the weak socioeconomic status of families, which has a less favorable effect on initial literacy. In bigger cities, there are primary schools with a larger number of immigrant pupils. These pupils have poorer knowledge of the language in which they are educated. Their motivation for literacy is also influenced by a less stimulating environment. At the beginning of the 1st grade, there are also pupils who read before systematically learning to read. The question often arises as to how the systematic literacy of 1st grade pupils with such diverse prior knowledge takes place.

We conducted a survey, the results of which present the differences in prior knowledge in the field of reading. In the theoretical starting point, we reviewed the literature that is important for our research. To test the reading, we prepared sixteen words, which we formed into four sets based on the level of difficulty. Research confirms large individual differences in pri-

or knowledge of reading. It also draws attention to the significantly lower literacy ability of immigrant pupils and pupils with a weak socioeconomic status. The results show that the used instruments enable the identification of pupils' prior knowledge in the field of reading and help the teacher to differentiate and individualize in systematic literacy.

Keywords: reading, reading technique, 1st grade, phonological awareness, socioeconomic status

Valerija Vendramin

»Kako smo postali posthumani?«: o človeku, tehnologiji in izobraževanju

Izhodišče je definicija posthumanizma kot kritične teorije v humanistiki in družboslovju, ki prevprašuje razmerja med akterji v t. i. kibernetičnem trikotniku človek/žival/stroj (oz. tehnologija). V tem smislu posthumanistična misel zahteva tudi rekonfiguracijo vednosti (kar je epistemološko vprašanje). Preko konceptualizacije posthumanizma avtorica reflektira razmerje med tehnologijo in šolo ter razumevanje vpliva in rabe digitalne tehnologije. Ali ta res omogoča, da je izobraževanje »boljše« (učinkovitejše, bolj na voljo ipd.)? Kakšne spremembe se s tem dogajajo v šoli? Te, kot kaže, niso utemeljene le izobraževalno, pač pa tudi ekonomsko. Prispevek se deloma naveže tudi na obstoječe razmere (epidemija COVID-19).

Gljučne besede: posthumanizem, izobraževanje, vednost, kibernetični trikotnik, tehnologija

»How We Became Posthuman«: on Human, Technology and Education

The starting point is a definition of posthumanism as a critical theory in humanities and social sciences that studies the relations among actors in the so called cybernetic triangle human/animal/machine (or technology). That is why posthumanist thought requires reconfiguration of knowledge (which is an epistemological issue). Through the conceptualization of posthumanism the author reflects on the relation between technology and school and on the understanding of the influence and use of digital technology. Does the latter really enables the education to be "better" (more effective, more available)? What kinds of changes happen in schools in this regard? The changes, as it seems, are not educationally-based, but are economically induced too. The contribution in part relates also to the present state of epidemics of COVID-19.

Keywords: posthumanism, education, knowledge, cybernetic triangle, technology

Marjanca Ajša Vižintin

O migracijah v šoli: od izseljensko-priseljenske perspektive do življenjskih zgodb

Migracije so stalnica, a se pri pouku premalo obravnavajo. Prispevek razvija izseljensko-priseljensko perspektivo in predlaga vsebine, ki se lahko obravnavajo pri pouku. V Sloveniji so znane zgodbe izseljevanja v Nemčijo, ko so v drugi polovici 20. stoletja odhajali na začasno delo številni delavci, delavke iz Slovenije oz. Jugoslavije kot ekonomski migranti. Njihova začasnost se je za večino spremenila v stalno izseljenstvo, podobno kot na Švedskem, na katero se osredotoča ta prispevek. Opisu slovenske organiziranosti na Švedskem sledi osebna zgodba izseljenca na Švedsko, katerega pot se je začela z ilegalno migracijo. Cilj obravnavanja različnih migracijskih pojavov pri pouku je ozaveščanje migracijskih procesov kot stalnega družbenega pojava, predvsem pa ozaveščanje dejstva, da je Slovenija tako dežela izseljevanja kot priseljevanja. Slovenske izseljenke, izseljenci so priseljenke, priseljenci nekje drugje. Prispevek vabi pedagoške delavke, delavce, da spodbudijo svoje učence in učence, dijakinje in dijake, študentke in študente, starše k raziskovanju migracij znotraj svojih družin in v lokalnem okolju ter k njihovi predstavitvi znotraj vzgojno-izobraževalnega procesa. V podporo pri raziskovanju sodobnih migracij vabi prispevek tudi k uporabi uradnih statističnih podatkov, ki pomembno prispevajo k realnejši sliki migracij v Sloveniji.

Ključne besede: slovenski izseljenci, priseljenci v Sloveniji, ekonomski migranti, Slovenci na Švedskem, ilegalne migracije

Learning about migration at school: dealing with the perspectives of emigrants and immigrants and including life stories

Although migrations are our constant, they are not very often considered in our schools. This paper tries to deal with the perspectives of emigrants and immigrants and suggests some contents that could be discussed in school lessons. Most people in Slovenia are familiar with Slovenian economic emigration to Germany since the 19th century. It was supposed to be temporary, but for most people it became permanent and they stayed in Germany. This also happened to most Slovenians who emigrated to Sweden in the second half of the 20th century, and it is on them that this paper fo-

cuses. The Slovenian cultural organizations in Sweden are represented and also a life story. It started with illegal migration. The purpose of introducing migration issues to pupils and students at different levels of education is to raise awareness that migration is nothing new. People have always migrated, they migrate now and will continue to migrate in the future, so migration is a constant social phenomenon. One of the most important messages besides the one mentioned is that Slovenia is a country of emigration and at the same time a country of immigration. Slovenian emigrants are immigrants in another country. This paper invites teachers to encourage their students to explore the migration of their families and at the same time the immigration in their local environment. Furthermore, the paper invites them all to present their findings in school. It is also proposed to use official statistical data that give a more realistic picture of the emigration and immigration processes in Slovenia.

Keywords: Slovenian emigrants, Slovenian immigrants, economic migrants, Slovenians in Sweden, illegal migration

Katarina Grom

Zagotavljanje višje kakovosti razvijanja pismenosti z vidika vertikalnega povezovanja predopismenjevalnih spretnosti med Kurikulumom za vrtce in Učnim načrtom za slovenščino

Učinkovitost pedagoških praks na področju razvijanja predopismenjevalnih spretnosti temelji na preglednih, sistematičnih in vsebinsko ustrezno zasnovanih kurikularnih dokumentih. Raziskava se osredotoča na pregled dveh nacionalnih dokumentov, tj. Kurikuluma za vrtce (1999) in Učnega načrta za slovenščino (2011). Pregled obeh nacionalnih dokumentov je temeljil na vsebinski analizi osmih teoretičnih področij, ki so temeljnega pomena za razvijanje predopismenjevanja, s ciljem ugotoviti povezave oziroma razlike, ki se nanašajo na cilje, načela, vsebine in priporočila strokovnim delavcem. V raziskavi, v kateri je bilo preučevano področje jezika v predšolskem obdobju, v učnem načrtu pa področje jezika v prvem vzgojno-izobraževalnem obdobju, je bil uporabljen kvalitativni raziskovalni pristop z uporabo deskriptivne metode analize vsebin. Ugotovitve raziskave kažejo na različno oblikovano strukturo v obeh nacionalnih kurikularnih dokumentih pri načelih, ciljeh, vsebinski opredelitvi predopismenjevalnih spretnosti in priporočilih strokovnim delavcem. Poudarek predbralnih in predpisalnih spretnosti se v Kurikulumu za vrtce nanaša na drugo starostno

obdobje, medtem ko so te v Učnem načrtu opredeljene v prvem vzgojno-izobraževalnem obdobju v razdelku razvijanje zmožnosti branja in pisanja. Oba nacionalna kurikularna dokumenta glede na razvijanje predopismenjevalnih spretnosti dopuščata strokovnim delavcem široko avtonomijo izvajanja posameznih področij, kar je povezano s časovno opredeljenost ter intenziteto aktivnosti. Pedagoške prakse bi se na podlagi dopoljenih kurikularnih dokumentov lahko izboljšale, če bi pregledno opredelili temeljna področja za razvijanje predopismenjevalnih spretnosti v povezavi s stopenjskimi smernicami in dodali razvojne ravni za vsako področje. Dodaten doprinos bi dosegli tudi z vertikalno kurikularno povezavo med predšolskim in začetnim šolskim obdobjem, kar bi vplivalo na kakovostnejše razvijanje zgodnje pismenosti, ki je podlaga začetnemu opismenjevanju.

Ključne besede: Kurikulum za vrtnice, Učni načrt za slovenščino, analiza dokumentov, pismenost, razvijanje predopismenjevalnih spretnosti

**Ensuring a higher quality of literacy development
by vertically associating the preliteracy skills
in the Kindergarten Curriculum and the Curriculum
for Slovenian Language**

The efficiency of pedagogical practices in the development of preliteracy skills is based on transparent, systematic and appropriately designed curricular documents. This research focuses on the review of two national documents, the Kindergarten Curriculum (1999) and the Curriculum for Slovenian language (2011). The review was based on content analysis of the eight theoretical fields, that are fundamental for the development of preliteracy skills, in order to discover the connections and differences in the goals, principles, content, and recommendations given to professional practitioners. During the examination of the language field in the preschool, and the first educational period, I used a qualitative research approach with the descriptive method of content analysis. The findings point to a different structure in the two national curricular documents, regarding their principles, goals, content definition of the preliteracy skills and the practitioners' recommendations. The Kindergarten Curriculum poses the emphasis on the pre-reading and pre-writing skills in the second age period, whereas the Curriculum for Slovenian language defines them in the first educational period, in the section on developing reading and writing abilities. Both national curricular documents allow the professionals a wide autonomy of implementation regarding the development of preliteracy skills, which is associated with the time frame and intensity of activities.

The pedagogical practices could improve, based on complemented curricular documents, if we could transparently define the essential fields in developing preliteracy skills in connection with the grade guidelines, and add the development levels for each field. We could achieve even more, by adding a vertical curricular connection between the preschool and the beginner school period, which would contribute to a better development of early literacy – the basis of initial literacy.

Keywords: Kindergarten Curriculum, Curriculum for Slovenian Language, Document Analysis, Literacy, Development of Preliteracy Skills

Igor Peras in Tina Pivec

Vizualno in besedilno spletno nasilje v osnovni in srednji šoli: vloga različnih psihosocialnih dejavnikov

Spletno medvrstniško nasilje (SMVN) z razvojem tehnologije postaja vedno večji problem, ki lahko ima psihološke posledice za spletne nasilneže in spletne žrtve. V prispevku preučujemo izvajanje nasilja, ki se deli na vizualno nasilje (pošiljanje ali objavljanje fotografij in videoposnetkov) in besedilno nasilje (pošiljanje ali objavljanje besedilnih sporočil). Dosedanje raziskave kažejo, da je izvajanje SMVN povezano z različnimi psihosocialnimi dejavniki, ki v slovenskem prostoru še niso bili preučevani glede na omenjeno delitev. Namen raziskave je bil preveriti, kako naslednje spremenljivke napovedujejo izvajanje vizualnega nasilja in besedilnega nasilja v osnovni šoli (OŠ) in srednji šoli (SŠ): demografske spremenljivke (spol, šolski uspeh, čas aktivne uporabe socialnih omrežij), komponente jeze (internalizacija jeze, eksternalizacija jeze, nadzor jeze), doživljanje vrstniških odnosov (samozaznana priljubljenost, zaznana opora s strani vrstnikov), doživljanje nasilja (vizualna viktimizacija, besedilna viktimizacija) in izvajanje nasilja (vizualno nasilje pri preverjanju besedilnega nasilja oziroma besedilno nasilje pri preverjanju vizualnega nasilja). V raziskavi je sodelovalo 1921 učencev in dijakov dvajsetih slovenskih šol. OŠ vzorec vključuje 695 učencev (50,9 % deklet; $M = 13,95$ let; $SD = 0,69$ let), SŠ vzorec vključuje 1226 dijakov (64,9 % deklet; $M = 16,42$ let; $SD = 1,00$ let). Izvedene so bile hierarhične regresijske analize z metodo vključitve. Kot napovedniki vizualnega nasilja v OŠ so se izkazali: višji čas aktivne uporabe socialnih omrežij, nižji nadzor jeze, višja samozaznana priljubljenost, višja vizualna viktimizacija in višje besedilno nasilje. Kot napovedniki besedilnega nasilja v OŠ so se izkazali: višji čas aktivne uporabe socialnih omrežij, višja eksternalizacija jeze, višja besedilna viktimizacija in višje vizualno nasilje. V srednji

šoli so napovedniki vizualnega nasilja: višji čas aktivne uporabe socialnih omrežij, višja samozaznana priljubljenost, višja vizualna viktimizacija in višje besedilno nasilje. Napovedniki besedilnega nasilja v SŠ so moški spol, višja eksternalizacija jeze, nižja zaznana opora s strani vrstnikov, višja samozaznana priljubljenost, višja besedilna viktimizacija, višja vizualna viktimizacija in višje vizualno nasilje: Predstavljena so priporočila za nadaljnje raziskovanje in prakso.

Ključne besede: spletno medvrstniško nasilje, vizualno nasilje, besedilno nasilje, napovedniki.

Visual and text cyberbullying in primary and upper secondary school: the role of different psychosocial factors

Cyberbullying is becoming an increasing issue due to technology advancement and can have negative consequences for both cyberbullies and cybervictims. In the present article, we focus on cyberbullying perpetration classified into visual cyberbullying (sending or posting photos and videos) and text cyberbullying (sending or posting text messages). Previous studies found cyberbullying perpetration to be associated with various psychosocial factors that haven't yet been researched in Slovenia based on the mentioned classification. The purpose of the present research was to assess, how the following variables predict visual cyberbullying perpetration and text cyberbullying perpetration in primary school and secondary school: demographic variables (gender, academic achievement, time of active social network use), anger components (anger internalization, anger externalization, anger control), peer relationships (self-perceived personality, perceived peer support), cybervictimization (visual victimization, text victimization) and cyberbullying perpetration (visual cyberbullying when predicting text cyberbullying; and text cyberbullying when predicting visual cyberbullying). 1921 students across 20 Slovenian schools participated in the study. The upper-primary school sample consists of 695 students (50,9 % female; $M_{age} = 13,95$ years; $SD_{age} = 0,69$ years) and the secondary school sample consists of 1226 students (64,9 % female; $M_{age} = 16,42$ years; $SD_{age} = 1,00$ years). Hierarchical regression analysis using the enter method were performed. Predictors of visual cyberbullying in primary school were: higher time of active social network use, lower anger control, higher self-perceived popularity, higher visual victimization and higher text cyberbullying. Predictors of text cyberbullying in primary school were: higher time of active social network use, higher anger externalization, higher text victimization and higher visual cyberbullying. In the high school sam-

ple, predictors of visual cyberbullying were: higher time of active social network use, higher self-perceived popularity, higher visual victimization and higher text cyberbullying. Predictors of text cyberbullying in secondary school were: male gender, higher anger externalization, lower perceived peer support, higher self-perceived popularity, higher text victimization, higher visual victimization and higher visual cyberbullying. Recommendations for further research and practice are presented.

Keywords: cyberbullying, visual cyberbullying, text cyberbullying, predictors

Tina Pivec, Ana Kozina

Medvrstniško nasilje med študentkami in študenti: vloga kazalnikov pozitivnega razvoja mladih

Izvajanje in doživljanje medvrstniškega nasilja je bilo večinoma raziskovano med osnovnošolci in srednješolci, medtem ko je bila študentska populacija spregledana. Rezultati tujih raziskav sicer kažejo, da se nasilje pri tej populaciji pojavlja v manjši meri, a vendar ima lahko negativne posledice tudi zanje, zato je ključno prepoznati, kateri dejavniki pripomorejo k nižji pojavnosti medvrstniškega nasilja. Namen pričujočega prispevka je bil raziskati pojavnost izvajanja in doživljanja nasilja med študenti in študentkami v slovenskem prostoru ter preveriti vlogo demografskih spremenljivk in kazalnikov pozitivnega razvoja mladih (kompetentnost, samozavest, karakter, skrb in povezanost) pri medvrstniškem nasilju. V pilotni raziskavi raziskovalnega projekta Pozitivni razvoj mladih v Sloveniji: razvojne zakonitosti v kontekstu migracij je sodelovalo 364 študentk in študentov (80,5 % žensk), starih med 19 in 28 let ($M = 22,21$; $SD = 2,20$). Približno ena desetina študentk in študentov je poročala, da je v zadnjem mesecu vsaj enkrat izvedla ali doživela eno izmed nasilnih dejanj. Spol je bil statistično značilen napovednik izvajanja in doživljanja besednega nasilja, starost pa je bila statistično značilen napovednik le izvajanja besednega nasilja, torej, moški v večji meri izvajajo in doživljajo besedno nasilje kot ženske, mlajši udeleženci pa v večji meri izvajajo besedno nasilje. Skrb je bila statistično značilen negativen napovednik besednega in odnosnega nasilja, povezanost pa statistično značilen negativen napovednik besedne in odnosne viktimizacije. Posamezniki z višjo stopnjo empatije in simpatije do drugih bodo tako v manjši meri izvajali nasilje, medtem ko bodo tisti, ki so bolj povezani z družino, vrstniki, fakulteto in širšo skupnostjo, v manjši meri žrtve nasilja.

Ključne besede: doživljanje nasilja, izvajanje nasilja, kazalniki pozitivnega razvoja mladih, študentke in študenti

Bullying Among University Students: the Role of Indicators of Positive Youth Development

Bullying was mostly researched among primary and secondary school students, while the student population was overlooked. The results of foreign research show that bullying occurs to a lesser extent in this population, however, it can also have negative consequences for them. Therefore, it is crucial to identify which factors contribute to lower incidence of interspecies violence. The purpose of this paper was to investigate bullying and victimization among university students in Slovenia and to verify the use of demographic variables and indicators of positive youth development (competence, self-confidence, character, care and connection) in interpersonal violence. The pilot study of the research project Positive Youth Development: Developmental Pathways in the Context of Migration included 364 university students (80.5 % women) aged from 19 to 28 years ($M = 22.21$; $SD = 2.20$). About one-tenth of male and female students reported that they bullied or have been bullied at least once in the past month. Gender was a statistically significant predictor of verbal bullying and victimization, while age was a statistically significant predictor of verbal bullying, i.e., men were more likely to verbally bully others or being verbally bullied than women, and younger participants were more likely to be verbal bullies. Caring was a statistically significant negative predictor of verbal and social bullying, and Connection was a statistically significant negative predictor of verbal and social victimization. Individuals with a higher level of empathy and sympathy for others will thus be less likely to bully others, while those who are more connected to family, peers, colleges and the wider community will be less likely to be victims of bullying.

Keywords: bullying, victimization, indicators of positive youth development, university students

Špela Javornik, Pascale Emily Pečnik

Vloga socialno-ekonomskega statusa pri državljskih aktivnostih osmošolcev v Sloveniji (Sekundarna analiza ICCS 2016)

Socialno ekonomskemu statusu navkljub stojijo otrokove pravice, ki bi naj zagotavljale enakopravnost posameznika in kljubovale močnim ekonomskim determinantam in ideološkimi izhodiščem posameznih politik, ki s

pomočjo ideoloških aparatov države usmerjajo otroka. Pravica do participacije je ena izmed pravic otrok, ki jim zagotavlja pravico do izoblikovanja in izražanja lastnega mnenja skladno z njihovo starostjo in zrelostjo na različnih področjih njihovega delovanja (Lansdown, 2001: 2–6). Raziskave so pokazale, da obstajajo povezave med različnimi oblikami državljskega delovanja mladih, kot so volitve, participacija v mestnih skupnostih, prostovoljstvo ter članstvo v različnih združenjih in posameznikovim socialno ekonomskim statusom (SES) (Foster-Bey, 2008: 15). Pri tem obstaja tudi pozitivna dolgoročna povezava med participacijo v šoli in državljskim delovanjem v prihodnosti (Keating in Janmaat, 2015). Skozi pričujoči prispevek nas je zanimalo, če se tovrstna povezava in razlika med učenci z višjim SES in njihovo participacijo v šolskih aktivnostih odraža že v osnovni šoli, natančneje pri osmošolcih v Sloveniji. Cilj študije je torej bil raziskati, ali obstaja povezava med SES in participacijo otrok v državljskih šolskih aktivnostih osmošolcev v Sloveniji. Z raziskavo smo preizkusili hipotezo, da učenci, ki prihajajo iz družin, ki imajo višji SES, v večji meri sodelujejo v državljskih aktivnostih šole. Preverili smo tudi, kakšna je povezava med SES in različnimi oblikami participacije v šoli. Izračuni so pokazali statistično pomemben rezultat pri vsaki izmed spremenljivk, ki so bile zajete v učenčevu participacijo na področju državljskih aktivnosti. Izkazalo se je, da osmošolci, ki prihajajo iz družin z višjim SES, pogosteje sodelujejo v državljskih aktivnostih na šoli, kot tisti, ki prihajajo iz družin z nižjim SES. *Ključne besede:* otrokove pravice, participacija, SES, ICCS, osmošolci

The role of socio-economic status in civic activities of eighth-graders in Slovenia (ICCS Secondary Analysis 2016)

Despite the socio-economic status, children's rights stand, which should ensure the equality of the individual and defy the strong economic determinants and ideological starting points of individual policies that guide the child with the help of the state's ideological apparatus. The right to participate is one of the rights of children, which guarantees them the right to form and express their own opinion according to their age and maturity in various areas of their activities (Lansdown, 2001: 2-6). Research has shown that there are links between different forms of civic activity of youth, such as elections, participation in urban communities, volunteering, and membership in various associations and an individual's socioeconomic status (SES) (Foster-Bey, 2008: 15). There is also a positive long-term link between participation in school political activities and civic action in the future

(Keating and Janmaat, 2015). Through the present paper, we were interested in whether this kind of connection and difference between students with higher SES and their participation in school activities is reflected in primary school. The aim of the study was to investigate whether there is a connection between SES and children's participation in civic school activities of eighth-graders in Slovenia. The research tested the hypothesis that students coming from families with higher SES are more involved in the school's civic activities. We also examined the connection between SES and different forms of school participation. The calculations showed a statistically significant result for each of the variables included in the student's participation in civic activities. It turned out that students coming from families with a higher SES are more likely to participate in civic activities at school than those coming from families with a lower SES.

Keywords: children's rights, participation, SES, ICCS, eighth graders

Jasmina Mirčeva, Mirna Macur

Prispevek k proučevanju besedilnih spretnosti mladih v Sloveniji

V prispevku so predstavljene besedilne spretnosti mladih, ki omogočajo razumevanje in uporabo pisnih besedil, ter pomembno vplivajo na njihovo življenje in delo. V celotni populaciji odraslih ima skupina mladih v Sloveniji bolj razvite besedilne spretnosti kot druge starostne kategorije. Kljub temu je med mladimi veliko takih, ki nimajo ustreznih spretnosti za ravnanje s sodobnimi informacijami, ki jih vsebujejo različne vrste besedil, obrazci in slikovni prikazi, ter za njihovo uporabo v novih okoliščinah. Namen prispevka je predstaviti besedilne spretnosti mladih v Sloveniji, poiskati dejavnike, ki nanje vplivajo in ugotoviti nekatere trajne značilnosti, ki osvetljujejo njihovo vlogo na trgu dela in v družbi. Prispevek temelji na kvantitativni metodologiji, ki je omogočila poiskati dejavnike, ki značilno vplivajo na spretnosti mladih. Analizirali smo slovensko podatkovno bazo mednarodne raziskave PIAAC, ki je reprezentativna, saj je izvedena po strogih OECD metodoloških kriterijih. V prispevku je uporabljen le del baze – mladi od 16. do 24. leta starosti. Proučevanje je bilo izvedeno z metodami univariatne in bivariatne analize ter multiplo linearno regresijsko analizo.

Dejavniki, ki najbolj pojasnjujejo raven njihovih spretnosti, so: udeležba v formalnem izobraževanju ($\beta = 0,225$), število knjig v gospodinjstvu ($\beta =$

0,253), izobrazba očeta/skrbnika ($\beta = 0,117$), materin jezik slovenščina ($\beta = 0,061$) in izobrazba matere/skrbnice ($\beta = 0,046$).

Izdelali smo model, ki je osnova za oblikovanje ukrepov za zmanjševanje razlik v besedilnih spretnostih mladih in opolnomočenju ranljivih skupin med mlajšimi odraslimi za doseganje višjih besedilnih spretnosti.

Ključne besede: besedilne spretnosti, mladi, raziskava PIAAC, ranljivost, družbena neenakost, kvantitativno raziskovanje.

Contribution to the study of young people's literacy skills in Slovenia

The article presents the literacy skills of young people, which enable them to understand and use written texts and have significant impact on their work and life in general. In the entire adult population, the population between 16 and 24 in Slovenia has got higher literacy proficiency level than other age categories. Nevertheless, there are many young people who do not have the appropriate skills to handle modern information contained in different types of texts, forms and illustrations, and to use them in a new circumstances. The aim of the paper is to present the literacy skills of the population aged 16 to 24 in Slovenia, identify the factors that influence them and find out some key features that express their role in the labour market and society. Paper is based on quantitative methodology since the aim of the paper is to find factors that significantly influence literacy skills of young adults. We analysed Slovenian data of an international PIAAC study, which are representative, because is conducted in accordance with strict OECD methodological guidelines. We analysed part of Slovenian dataset, i.e. 16 to 24 years old. We used univariate, bivariate methods of analysis and multivariate linear regression analysis. Factors that best explain the level of their literacy skills are: participation in formal education ($\beta = 0,225$), number of books in the household ($\beta = 0,253$), education of father / guardian ($\beta = 0,117$), Slovenian as a mother tongue ($\beta = 0,061$) and education of a mother / guardian ($\beta = 0,046$). We produced the model which is the basis for designing measures to reduce literacy skills gaps and empower vulnerable groups among young people to achieve higher literacy skills.

Keywords: literacy skills, young people, PIAAC survey, vulnerability, social inequality, quantitative research.

Tanja Rupnik Vec, Mojca Suban

Kako formativno spremljanje pri pouku matematike vpliva na matematično znanje in doživljanje kompetentnosti za učenje matematike?

Pričujoča raziskava je del širše raziskave, ki smo jo na ZRSŠ izvajali v šolskem letu 2018-2019 pri različnih predmetih, z namenom, da preverimo učinke poučevanja po načelih formativnega spremljanja na znanje in veščine ter nekatere druge vidike doživljanja učencev v razredu. Raziskava je potekala po principih eksperimenta: učenci, uvrščeni v eksperimentalno skupino so bili poučevani po načelih formativnega spremljanja, učenci v kontrolni skupini pa so bili deležni pouka, ki ni potekal po načelih formativnega spremljanja. Preverili smo šest različnih hipotez, pri čemer smo uporabili različne instrumente, s katerimi smo ugotavljali dosežke v znanju in veščinah ter drugih vidikih doživljanja učencev, tako sebe, kot okoliščin, vezanih na pouk. Poročilo se nanaša na dosežke in doživljanje učencev pri pouku matematike. V raziskavi za pouk matematike ugotavljamo, da v kratkem časovnem obdobju nekaj mesecev, v katerem se je izvajala intervencija, znotraj eksperimentalne skupine, niti na OŠ niti na SŠ ni prišlo do pričakovanih razlik na večini preverjenih spremenljivk, izkazane pa so bile nekatere pomembne razlike med učenci eksperimentalne in učenci kontrolne skupine, predvsem na srednješolskem nivoju, v prid rezultatov eksperimentalne skupine, ki je bila že leto dni pred prvim merjenjem poučevana po načelih formativnega spremljanja.

Ključne besede: formativno spremljanje, matematika, veščine, kakovost odnosov, občutek kompetentnosti

How does formative assessment in mathematics lessons affect mathematical knowledge and experience of competence for learning mathematics?

The present research is part of a broader research conducted at ZRSŠ in the 2018-2019 school year in various subjects, in order to examine the effects of teaching according to the principles of formative assessment on knowledge and skills and some other aspects of students' experiences in the classroom. The research was conducted according to the principles of the experiment: students in the experimental group were taught according to the principles of formative assessment, and students in the control group were not taught according to the principles of formative assessment. We tested six different hypotheses, using different instruments to determine the achievements in knowledge and skills and other aspects of students' experiences, both

themselves and the circumstances related to the lesson. The report refers to the achievements and experiences of students in mathematics lessons. In the research for mathematics lessons, we find that in the short period of several months in which the intervention was performed, within the experimental group, neither at the primary school nor at the secondary school, there were no expected differences in most of the checked variables, but some important differences were shown between students of the experimental group and students of the control group, especially at the secondary school level, in favour of the results of the experimental group which had been taught according to the principles of formative assessment for a year before the first measurement.

Keywords: formative monitoring, mathematics, skills, quality of relationships, sense of competence

Andrej Kirbiš, Monika Lamot

Izobrazba, generalna stališča do cepljenja, namera za cepljenje proti gripi in covidu-19 v Sloveniji: analiza štirih anketnih vzorcev

Namen naše raziskave je bil preučiti kako je v Sloveniji stopnja izobrazba povezana: 1) z generalnimi stališči do cepljenja; 2) z namero za cepljenje proti gripi in covidu-19; 3) z dejavniki stališč do cepljenja. V ta namen smo izvedli tri študije, kjer smo na štirih vzorcih prebivalcev Sloveniji analizirali odnos med izobrazbo, stališči do cepljenja in dejavniki stališč, in sicer na dveh reprezentativnih (v letih 2016 in 2019) in dveh nereprezentativnih vzorcih (v letih 2019 in 2020). Rezultati so pokazali, da v Sloveniji stališča do cepljenja niso povezana s stopnjo izobrazbe. To velja tako za generalna stališča do cepljenja kot za namero za cepljenje proti sezonski gripi in covidu-19. Obenem naše analize hkrati kažejo, da je izobrazba povezana s tistimi dejavniki stališč do cepljenja, ki so se v tujih raziskavah izkazali za statistično značilne. V Sloveniji bolj izobraženi posamezniki izkazujejo višje stopnje zaupanja v zdravstveni sistem, so bolj zadovoljni z delovanjem političnega sistema in v večji meri percipirajo covid-19 (ne pa tudi gripe) kot ogrožajočo bolezen, v primerjavi z manj izobraženimi družbenimi skupinami. V sklepnem delu prispevka razpravljamo o implikacijah naših rezultatov.

Ključne besede: izobrazba, stališča do cepljenja, namera za cepljenje, covid-19, gripa, javno zdravje

Education, general attitudes towards vaccination and intention to get vaccinated against seasonal influenza and COVID-19 in Slovenia: A four sample study

The purpose of our research was to examine whether in Slovenia education is related to 1) general attitudes towards vaccination; 2) intention to get vaccinated against seasonal influenza and COVID-19; and 3) determinants of vaccine attitudes. We conducted three studies, where we analysed the relationships between education, vaccine attitudes, vaccination intention and determinants of vaccine attitudes, employing four samples of the Slovenian population: two representative samples (from 2016 and 2019) and two non-representative samples (from 2019 and 2020). The results showed that in Slovenia, attitudes towards vaccination are not related to educational levels, which holds for general attitudes towards vaccination and intention to get vaccinated against seasonal influenza and COVID-19. At the same time, our analyses show that education is positively related to determinants of vaccine attitudes detected in earlier research. For example, in Slovenia, the more educated individuals express greater trust in the healthcare system, are more satisfied with the functioning of the political system, and express higher perceived threat from COVID-19 (but not seasonal influenza) compared to those less educated. In the final part of our chapter, we discuss the implications of our results.

Keywords: education, attitudes towards vaccination, intention to get vaccinated, COVID-19, seasonal influenza, public health

Igor Peras, Manja Veldin, Ana Kozina, Maša Vidmar in Tina Pivec

Psihološko funkcioniranje učiteljev tekom prve razglasitve epidemije COVID-19 v Sloveniji

COVID-19 predstavlja izredno situacijo, ki se lahko odraža na posameznikovem psihološkem funkcioniranju. Z ozirom na spremembe in negotovost, ki so prisotne v času pandemije, se pričakuje znižanje pozitivnih vidikov psihološkega delovanja (duševno blagostanje, zadovoljstvo z življenjem v času pandemije COVID-19) in povišanje negativnih vidikov psihološkega delovanja (splošna anksioznost, COVID-19 anksioznost in stres v času pandemije COVID-19). V pričujočem prispevku smo preučevali psihološko delovanje učiteljev v času prve epidemije v Sloveniji in ga primerjali s psihološkim delovanjem zdravstvenega osebja in posameznikov, ki opravljajo druge poklice. Prav tako smo preverili, če učitelji, ki izvajajo notranje in/ali telesne vaje, poročajo o boljšem psihološkem delovanju v primerja-

vi z učitelji, ki vaj ne izvajajo. Celoten vzorec je vključeval 246 udeležencev ($M = 38,31$ let; $SD = 10,34$), ki so bili po izločanju multivariatnih osamelcev uvrščeni v tri skupine: (i) učitelji ($n = 36$), (ii) zdravstveno osebje ($n = 21$) in (iii) drugi poklici ($n = 185$) za izvedbo MANOVE. Rezultati kažejo, da se psihološko funkcioniranje učiteljev ni statistično značilno razlikovalo v primerjavi z zdravstvenim osebjem in drugimi poklici. Primerjava učiteljev, ki izvajajo notranje in/ali telesne vaje in učiteljev, ki vaj ne izvajajo, ni dala enoznačnih odgovorov. Vendar ponovljena analiza na celotnem vzorcu kaže, da so udeleženci, ki izvajajo notranje in/ali telesne vaje, poročali o statistično značilnih višjih ravneh zadovoljstva z življenjem v času pandemije COVID-19 in mejnih statistično značilnih višjih ravneh duševnega blagostanja (ob upoštevanju Bonferronijeve korekcije) v primerjavi z udeleženci, ki vaj niso izvajali. Zaključujemo, da je pandemija COVID-19 specifičen dogodek, ki se podobno odraža na psihološkem funkcioniranju posameznikov ne glede na poklic in da so notranje ter telesne vaje lahko vir podpore psihološkemu funkcioniranju v času pandemije. Predstavljena so priporočila za nadaljnje raziskovanje in prakso.

Ključne besede: COVID-19, psihološko funkcioniranje, učitelji, poklic, epidemija.

Psychological functioning of teachers during the first declaration of the COVID-19 epidemic in Slovenia

COVID-19 presents an extraordinary situation that can manifest itself in the psychological functioning of individuals. In regards to the changes and uncertainty faced during the pandemic, a decrease of positive aspects of psychological functioning (mental-wellbeing, life satisfaction during COVID-19 pandemic) and an increase of negative aspects of psychological functioning (general anxiety, COVID-19 anxiety, and stress during COVID-19 pandemic) is expected. The present paper studied the psychological functioning of teachers during the first epidemic in Slovenia and compared teachers' psychological functioning to the psychological functioning of medical staff and individuals working in other professions. Moreover, we checked, if teachers who perform inner and/or body exercises, reported better psychological functioning compared to teachers not performing the exercises. The sample consisted of 246 participants ($M = 38,31$ years; $SD = 10,34$) who were divided into three groups for performing MANOVA's after multivariate outliers were excluded: (i) teachers ($n = 36$), (ii) medical staff ($n = 21$), and (iii) other professions ($n = 185$). Results show that the psychological functioning of teachers did not significantly

differ in comparison to medical staff and other professions. The comparison of teachers who perform inner and/or body exercises and teachers who do not perform the exercises did not give conclusive results. However, repeating the same analysis on the whole sample showed that participants who perform inner and/or body exercises reported significantly higher levels of life satisfaction during the COVID-19 pandemic and marginal statistically significant higher levels of mental well-being (while accounting for the Bonferroni correction) compared to participants who do not perform the exercises. We conclude the COVID-19 pandemic is a specific event that is manifested similarly in the psychological functioning of individuals irrelevant of current occupation and that inner and body exercises can be a source of support to psychological functioning in times of pandemic. Recommendations for further research and practice are presented.

Keywords: COVID-19, psychological functioning, teachers, profession, epidemic.

Tina Cupar, Danijela Lahe, Andrej Kirbiš

Odnos med vzgojnimi stili, vpletenostjo staršev in šolsko uspešnostjo mladih v Sloveniji

Pretekle raziskave nakazujejo pomembno vlogo družinskih dejavnikov pri šolski uspešnosti mladostnikov, pri čemer je zlasti pomembna vloga vzgojnih stilov staršev in njihove vpletenosti v izobraževanje otrok. Namen raziskave je bil preučiti vlogo obeh starševskih kazalnikov pri šolski uspešnosti mladostnikov, in sicer posamezno in ob kontroli drugih relevantnih družinskih spremenljivk. Vzorec je zajemal 1.377 mladih v Sloveniji, starih 12 do 34 let ($M_{\text{starost}} = 19,25$ let; $SD = 2,77$; 57,5 % žensk). Rezultati bivariate analize so pokazali, da je starševska podpora povezana z višjo, starševski pritisk pa z nižjo povprečno šolsko oceno. Prav tako se šolski uspeh statistično značilno razlikuje glede na vzgojni stil, pri čemer avtoritativno vzgojeni mladostniki dosegajo najvišjo šolsko oceno, mladi, deležni zanemarjajoče vzgoje pa najnižjo. Rezultati multivariate analize so pokazali, da je bila višja povprečna ocena povezana z ženskim spolom, nižjo starostjo, boljšo prehransko varnostjo družine in višjo izobrazbo staršev. Ključna ugotovitev je, da vzgojni stili v multivariatnem modelu niso bili statistično značilno povezani z višjo šolsko oceno, medtem ko sta obe obliki vpletenosti staršev bili. Pri tem je višja šolska ocena bila povezana z najvišjo starševsko podporo, nižja ocena pa z največ starševskega pritiska. Na podlagi rezultatov naše analize lahko sklepamo, da so za šolsko uspešnost

mladih v Sloveniji bolj kot vzgojni stili staršev pomembna vedenja staršev, vezana na šolo in izobraževanje mladostnika.

Ključne besede: vzgojni stili, starševska vpletenost, šolski uspeh, starševska podpora, mladi

The impact of parenting styles and parental involvement on academic achievement among Slovenian youth

Previous research has emphasized the importance of various family variables for youth's academic achievement, including parenting styles and parents' involvement in offspring's education. Our study aimed to analyze the role of each of the two parenting indicators in youth's academic achievement. Both were analyzed in a bivariate and multivariate analysis controlling for other parental variables. The sample included 1377 young people from Slovenia (12–14 years old, $M_{\text{age}} = 19,25$; $SD = 2,77$; 57,5 % female). Bivariate analyses showed a significant positive correlation between the average school grade and parental support and a negative correlation with parental pressure. There were also significant differences in average school grade between different parenting styles: youth with authoritative parents reported the highest school grade, while youth with neglectful parents reported the lowest. Multivariate analyses indicated that higher school grade was associated with being a female, lower age, good family food security and higher parental education. Furthermore, parenting styles were not statistically significant determinants of school grade, while both dimensions of parental involvement were. We conclude that for youth's academic achievement in Slovenia, parenting styles may be less important than parental involvement in education.

Keywords: parenting styles, parental involvement, academic achievement, parental support, youth.

Alenka Lipovec, Nika Kores, Igor Pesek, Vesna Zmazek, Blaž Zmazek

Video razlage na Razlagamo.si

V situaciji COVID-19 se večkrat uporablja obrnjeno učenje (ang. flipped learning) z vnaprej pripravljenimi video posnetki. Namen predstavljene raziskave je ugotoviti karakteristike video razlag na portalu Razlagamo.si in preveriti v kolikšni meri razlage sledijo teoretičnim smernicam. V prispevku se osredotočimo na video razlage, ki jih delijo in izdelujejo učitelji ter študenti, bodoči učitelji. Podamo smernice za izdelavo učinkovitih video razlag, ki izhajajo iz pregleda literature in izkušenj, ki jih je mednarodna skupnost pridobila v času COVID-19. Uporabili smo kombinirano kvaliteta-

tivno in kvantitativno neeksperimentalno metodo pedagoškega raziskovanja. Pregledali smo 739 video razlag, pri čemer smo se pri vsebinski analizi omejili le na biološke in matematične vsebine. Tako smo pri vsebinski analizi pregledali 532 video razlag. Z deskriptivno in inferenčno statistiko smo odgovorili na vprašanje sledenja spoznanjem iz (zelo redke) pregledane literature. Rezultati kažejo, da video razlage na Razlagamo.si sledijo smernicam izdelave učinkovitih konceptualnih video posnetkov. Nadgradnje pa so možne tako s tehničnega (npr. dolžina, struktura, uporabljena orodja) kot s pedagoškega vidika (npr. vključevanje sodelovalnega učenja). Na osnovi pridobljenih rezultatov menimo, da je model Razlagamo.si učinkovit tudi v situaciji, ko je le del populacije učencev in dijakov vključen v izobraževanje na daljavo.

Glavne besede: odprti izobraževalni viri, krizno poučevanje na daljavo, obrnjena učilnica na daljavo, profesionalna skupnost, prostovoljno gibanje.

Video lectures at Razlagamo.si

In the COVID -19, the reverse learning with prepared videos is used. The purpose of the presented research is to determine the characteristics of the video explanations on the portal Razlagamo.si and to verify to what extent the explanations follow the theoretical guidelines. In this paper, we focus on the video explanations produced and shared by teachers and by students, the future teachers. Paper provides guidelines to create effective video explanations based on a review of the literature and the experience gathered by the international community during COVID -19. We reviewed 739 video explanations, with biology and math (532 video explanations) being the only ones analysed in the qualitative section using content analysis. We used descriptive and inferential statistics to answer the question of compliance with research results found in the (very sparse) literature. The results show that the video explanations on Razlagamo.si follow the guidelines for creating effective conceptual educational videos. Upgrades are possible both from a technical (e.g. length, structure, tools used) and pedagogical point of view (e.g. collaborative learning). Based on the results obtained, we conjecture that the Razlagamo.si model is useful even in a situation where only part of the student population participates in distance learning.

Keywords: open educational resources, emergency remote teaching, cyber flipped learning, professional community, voluntary movement.

Janja Tekavc

Uvajanje čuječnosti v študijski proces

V zadnjem desetletju narašča zanimanje za koncept čuječnosti in uporabo čuječnostnih praks tudi v visokošolskem prostoru. Namen pričujoče raziskave je bil s skupino študentov izvesti vodeni program razvijanja čuječnosti in preveriti njihove odzive nanj. V študiji je sodelovalo 37 študentov psihologije, starih od 20 do 22 let. Ti so bili prostovoljno vključeni v 8-tedenski program spodbujanja čuječnosti, v celoti izveden na daljavo. Po koncu programa so udeleženci s pomočjo za to sestavljenega vprašalnika ocenili program ter opisali svoja doživljanja. Rezultati deskriptivne statistične analize podatkov so pokazali, da je večina udeležencev pri sebi opazila določene pozitivne učinke izvajanja čuječnostne prakse, še posebej na njihovem psihološkem nivoju delovanja. Hkrati so rezultati pokazali, da so študenti naklonjeni vključevanju programov za spodbujanje čuječnosti v visokošolski prostor, saj prepoznajo številne koristi izvajanja čuječnostnih praks za svoje študijsko delo in vsakdanje življenje. Rezultati študije tako potrjujejo smiselnost uvajanja čuječnosti v visokošolski prostor.

Ključne besede: čuječnost, študenti, študij na daljavo

Introducing mindfulness into the study process

In the last decade, there has been a growing interest in the concept of mindfulness and the use of mindfulness practices in the higher education. The purpose of the present research was to perform a guided mindfulness development program with a group of students and check their responses to it. The study involved 37 psychology students aged 20 to 22 years. These were voluntarily included in an 8-week on-line program for enhancing mindfulness. At the end of the program, the participants evaluated the program and described their experiences by using a questionnaire. The results of descriptive statistical analysis of the data showed that most of the participants noticed certain positive effects of the implementation of mindfulness practice, especially at their psychological level of functioning. At the same time, the results showed that students are in favor of integrating mindfulness promotion programs into the higher education, as they recognize the many benefits of implementing mindfulness practices for their study work and daily life. The results of the study thus confirm the sense of introducing mindfulness into the higher education system.

Keywords: mindfulness, students, distance learning

Mateja Režek

Učeče se skupnosti kot del kompetentnega sistema podpore za strokovne delavce: Primer dveh slovenskih vrtcev

Tako med raziskovalci, praktiki kot tudi oblikovalci politik, obstaja soglasje, da je kakovost pedagoške prakse v vrtcih, v veliki meri odvisna od usposobljenosti strokovnih delavcev. Kot poudarja študija CoRe (Urban et.al. 2011), pa zgolj usposobljenost posameznega strokovnega delavca ne zadostuje za zagotavljanje kakovosti vzgojno izobraževalnega procesa. Treba je vzpostaviti kompetenten sistem, ki vključuje sodelovanje med posamezniki, skupinami in institucijami ter je hkrati vpet v kompetenten sistem upravljanja. Učeče se skupnosti, kot enega od nivojev podpornega sistema za strokovne delavce vrtcev, razvijamo v vrtcih in osnovnih šolah, članicah Mreže za spreminjanje kakovosti Korak za korakom. Predstavili bomo oblikovanje učečih se skupnosti v dveh slovenskih vrtcih, kjer smo vodje učečih se skupnosti pri oblikovanju le-teh poglobljeno podpirali v okviru projekta VALUE (Erasmus+ KA3), katerega cilj je bil oblikovati skupno pot profesionalnega razvoja za vse strokovne delavce vrtca. V obeh vrtcih smo v procesu akcijskega raziskovanja sodelovali s štirinajstimi vodji učečih se skupnosti, ki so na rednih mesečnih srečanjih pod mentorstvom raziskovalk Centra za kakovost v vzgoji in izobraževanju Korak za korakom, reflektirale proces svojega vodenja ter ga na podlagi oblikovanih akcijskih načrtov preoblikovale. Vsebinski fokus, ki so ga strokovne delavke v učečih se skupnostih raziskovale, se je v vrtcih razlikoval. V enem od vrtcev so raziskovale področje socialne inkluzije, v drugem pa področje ustvarjalnosti prek ISSA pedagoških kazalnikov kakovosti. Učinki delovanja učečih se skupnosti se kažejo na več nivojih: od konkretnih učinkov na nivoju prakse v oddelku, tesnejših povezav med strokovnimi delavci, poglobljenega razumevanja izbranih vsebinskih področij na individualnem nivoju in oblikovanja skupnega razumevanja izbranih vsebinskih področij, do ozaveščenosti o odgovornosti obeh strokovnih delavk za zagotavljanje kakovosti na nivoju oddelka, sprememb na področju zaznavanja lastne profesionalne identitete obeh strokovnih delavk ter ozaveščenosti vodstva o pomenu učečih se skupnosti za podporo strokovnim delavcem pri njihovem delu.

Ključne besede: učeče se skupnosti, profesionalni razvoj strokovnih delavcev, vrtci, kompetentni sistem.

Professional Learning Communities as part of competent support system for ECEC professionals. Case study from two Slovenian kindergartens

There is a consensus among researchers, practitioners as well as policy makers that the quality of pedagogical practice in kindergartens depends to a large extent on the qualifications of professionals. However, as the CoRe study (Urban et.al. 2011) points out, competence of an individual professional alone is not sufficient to ensure the quality of the educational process. It is necessary to develop a competent system that includes cooperation between individuals, groups and institutions and at the same time is embedded in a competent management system.

On the level of the Network for changing quality Step by Step, we are developing the professional learning communities (PLC), as one of the levels of the support system for professional kindergarten staff. We will present the development of PLC in two Slovenian kindergartens in the framework of the VALUE project (Erasmus + KA3), which aimed to create a common path of professional development for all kindergarten professionals. In both kindergartens, we participated in the process of action research with fourteen leaders of PLCs, who at regular monthly meetings under the mentorship of researchers from the Center for Quality in Education Step by Step, reflected on their leadership process and transformed it based on developed action plans. The content focus explored by professionals in PLCs in both kindergartens varied. In one of the kindergartens, they researched the field of social inclusion, and in the other, the field of creativity through ISSA pedagogical quality indicators. The effects of PLCs are manifested on several levels: from concrete changes at the level of practice, closer links between professionals, in-depth understanding of selected content areas at the individual level and to raised awareness of the responsibility of both professionals for ensuring quality of the pedagogical process.

Keywords: professional learning communities, professional development of kindergarten's teachers, kindergartens, competent system

Janja Majer Kovačič

Profesionalni razvoj učiteljev in uporaba »ABC learning design« pristopa

Učitelji, na različnih nivojih izobraževalne vertikale, so pomemben dejavnik izobraževalnega procesa. Skrb za njihov profesionalni razvoj vključuje nadaljnje izobraževanje in usposabljanje. V letu 2019/2020 smo z učite-

lji, ki so obiskovali program za Izpopolnjevanje izobrazbe za poučevanje predmeta Naravoslovje v 6. in 7. razredu osnovne šole, ki ga vrsto let izvaja Fakulteta za naravoslovje in matematiko, Univerze v Mariboru, preskusili uporabnost »ABC learning design« učnega pristopa. »ABC learning design« (ang. Arena, Blended, Connected) je preprost pristop na osnovi formata igre za načrtovanje, oblikovanje in izvajanje različnih programov, modulov ali učnih načrtov. Multiplikatorica Univerze Maribor je v sklopu projekta INOVUP izkustveno spoznala to učinkovito in kreativno metodo načrtovanja učenja in poučevanja, ki je bila razvita na University College London ter jo predstavila visokošolskim učiteljem in preskusila z osnovnošolskimi učitelji.

S pomočjo vnaprej natisnjenih učnih kartic, delovna skupina v samo 90 minutah ustvari vizualno zgodbo (ang. storyboard), ki opisuje vrsto in zaporedje dejavnosti potrebnih za doseganje cilja. ABC pristop tako vizualizira npr. izkušnje učenca pri učni enoti, s čimer omogoči vpogled v realno izvedbo (strukturo in potek) učne enote in njene morebitne pomanjkljivosti. O teh delovna skupina takoj razpravlja in išče izboljšave.

Multiplikatorski prenos tuje prakse v slovenski prostor je bil dobro sprejet med visokošolskimi učitelji kot učitelji iz prakse, ki so ga ocenili kot zelo uspešen in uporaben model. Vseh deset učiteljev, vključenih v izvedbo delavnice, je z najvišjimi ocenami ovrednotilo uporabnost, sistematičnost, preglednost, jasnost in strukturiranost ABC učnega pristopa. Posebej je bilo izpostavljeno pozitivno, ustvarjalno, diskusijsko sodelovanje in komunikacija ter širok vpogled v načrtovanje in oblikovanje poučevanja predmeta Naravoslovje.

Ključne besede: izobraževanje učiteljev, načrtovanje poučevanja, ABC učni pristop, oblikovanje učnih strategij

Professional development of teachers and the use of the „ABC learning design“ approach

Teachers, at various levels of the educational vertical, are an important factor in the educational process. Concern for their professional development includes continuing education and training. Therefore, in the school year 2019/2020 we tested the applicability of the method “ABC Learning design” with teachers who attended the program “Improving Education for Teaching Science in the 6th and 7th grade of primary school”, which has been implemented by the Faculty of Natural Science and Mathematics of the University of Maribor for many years. The “ABC learning design” (Arena, Blended, Connected) method is a simple approach based on the game for-

mat for planning, designing and implementing different programs, modules or curricula. Within the INOVUP project, the multipliers of the University of Maribor got acquainted with this effective and creative method for planning learning and teaching, developed at University College London, and presented it to both the lecturers at university as well as tested it with primary school teachers.

Using pre-printed flashcards, the workgroup creates a visual storyboard in ninety-minutes that outlines the types and sequence of activities needed to achieve the goal. The ABC method visualizes the experience a student will have with the learning unit and thus gives an insight into the real implementation (structure and sequence) of the learning unit and its possible weaknesses. These are immediately discussed in the working group and improvements are sought.

The multiplier transfer of foreign practise into the Slovenian curriculum system was well received by both university lecturers and primary school teachers, both of whom assessed the ABC method as a very useful model. All primary school teachers that were involved in the implementation of the ABS workshop gave the highest marks to the usefulness, systematicness, transparency, clarity and structure of the ABC learning approach. In particular, they highlighted the positive and creative discussion collaboration and communication, as well as a broad insight into planning and designing lessons in the Natural Sciences subjects.

Keywords: teachers education, planning in teaching, ABC learning design, designig learning strategies

Jasmina Bunšek

Prehajanje med reprezentacijami števil kot pokazatelj razumevanja pojma števil pri predšolskih otrocih

Raziskovalno delo obravnava razumevanje pojma števila pri 3–5-letnih otrocih. Teoretična spoznanja vključujejo izhodišča o štetju, reprezentaciji števil ter o otrokovem osvajanju pojma števila. Empirični del predstavlja rezultate preverjanja sposobnosti štetja pri 3-5-letnih otrocih in primerjavo le-te s sposobnostmi prehajanja med reprezentacijami. Raziskovalni problem obravnava, ali otroci, ki dobro štejejo, tudi dobro prehajajo med reprezentacijami (konkretno, grafično, simbolno in jezikovno). Podatki raziskave so zbrani s strukturiranim intervjujem otrok. V raziskavi je sodelovalo 48 otrok, po 16 v starosti 3–3,5 let, 4–4,5 let in 5–5,5 let. Raziskava je bila opravljena ljubljanskem vrtcu, pri otrocih, katerih starši so soglašala-

li s sodelovanjem otrok v raziskavi. Od vseh prehodov med reprezentacijami je bilo otrokom najtežje prehajati iz konkretne v simbolno reprezentacijo, najlažje je bilo prehajati iz grafične v konkretno reprezentacijo. Izkazalo se je, da je prehajanje med reprezentacijami učinkovit pokazatelj otrokovega razumevanja pojma število.

Ključne besede: števila, štetje, reprezentacija, prehajanje med reprezentacijami, predšolski otroci

**Transition between number representations
as an indicator of understanding the concept of numbers
in preschool children**

The research work deals with the understanding of the concept of number in 3-5-year-old children. Theoretical knowledge includes starting points on counting, representation of numbers and on the child's mastery of the concept of number. The empirical part presents the results of checking the ability to count in 3-5-year-old children and comparing it with the ability to switch between representations. The research problem addresses whether children who count well also transition well between representations (concrete, graphic, symbolic, and linguistic). Survey data are collected through a structured interview of children. The study involved 48 children, 16 each aged 3-3.5 years, 4-4.5 years, and 5-5.5 years. The research was conducted in a Ljubljana kindergarten for children whose parents agreed to the children's participation in the research. Of all the transitions between representations, it was the most difficult for the children to move from a concrete to a symbolic representation, the easiest was to move from a graphic to a concrete representation. The transition between representations has been shown to be an effective indicator of a child's understanding of the concept of number.

Keywords: numbers, counting, representation, transition between representations, preschool children