

VSEBINA

| | |
|--|---|
| Dr. Zlatka Cugmas | 3 UPORABA TEORIJE NAVEZANOSTI V VRTCIH |
| Mag. Marjeta Šarič | 19 PODSISTEMI UČITELJEV V OSNOVNI ŠOLI: KAJ SE DOGAJA V DRUGEM TRILETJU? |
| Dr. Mara Cotič | 39 VREDNOTENJE MATEMATIČNEGA ZNANJA IN OBJEKTIVNOST UČITELJEVE OCENE |
| Dr. Dragan Potočnik | 55 METODIČNE ZNAČILNOSTI SODOBNEGA POUKA ZGODOVINE |
| Tina Šetina, dr. Rado Pišot, Tadeja Volmut, dr. Boštjan Šimunič | 77 OBJEKTIVNO IZMERJENA KOLIČINA GIBALNE/ ŠPORTNE AKTIVNOSTI PREDŠOLSKIH IN MLAJŠIH ŠOLSKIH OTROK |
| Dr. Melita Puklek Levpušček, dr. Maja Zupancič | 89 KAKO SLOVENSKI ŠTUDENTJE ZAZNAVAJO OBDOBJE PREHODA V ODRASLOST IN RAZLIČNA MERILA ODRASLOSTI |
| Dr. Jasmina Starc | 110 EVALVACIJA KAKOVOSTI ORGANIZACIJE TER IZVEDBE IZOBRAŽEVANJA IN USPOSABLJANJA MENEDŽERJEV |
| Dr. Ljupčo Krstov | 123 MODEL TEMELJNEGA ZNANJA PREDMETA INFORMACIJSKI SISTEMI DODIPLOMSKIH PROGRAMOV POSLOVNIH ŠOL IN FAKULTET |
| Dr. Milena Valenčič Zuljan, mag. Janja Klander, dr. Urška Sešek | 143 DEJAVNIKI UČITELJEVEGA PROFESIONALNEGA RAZVOJA – Z VIDIKA PRESOJE RAVNATELJEV IN UČITELJEV |
| Dr. Annmarie Gorenc Zoran | 157 VLOGA POVRATNE INFORMACIJE PRI E-KOMUNIKACIJI |
| Dr. Stanko Cvjetičanin, dr. Mirjana Segedinac, dr. Jasna Adamov | 171 AKTIVNOSTI UČENCEV TEHNIČNIH STROK PRI ZAPISOVANJU UČNE SNOVI |

CONTENTS

| | | |
|--|------------|--|
| Zlatka Cugmas, Ph.D. | 3 | THE IMPLICATIONS OF ATTACHMENT THEORY IN KINDERGARTENS |
| Marjeta Šarić, M.A. | 19 | TEACHERS' SUBSYSTEMS IN PRIMARY SCHOOLS: WHAT IS GOING ON IN THE SECOND TRIAD? |
| Mara Cotič, Ph.D. | 39 | ASSESSMENT OF MATHEMATICAL KNOWLEDGE AND OBJECTIVITY OF TEACHERS' GRADES |
| Dragan Potočnik, Ph.D. | 55 | METHODOLOGICAL CHARACTERISTICS OF CONTEMPORARY TEACHING OF HISTORY |
| Tina Šetina, Rado Pišot, Ph.D., Tadeja Volmut, Boštjan Šimunič, Ph.D. | 77 | OBJECTIVELY MEASURED PHYSICAL/SPORT ACTIVITY IN PRESCHOOL AND YOUNGER PRIMARY SCHOOL CHILDREN |
| Melita Puklek Levpušček, Ph.D., Maja Zupančič, Ph.D. | 89 | HOW DO SLOVENE STUDENTS PERCEIVE A PERIOD OF EMERGING ADULTHOOD AND DIFFERENT CRITERIA OF ADULTHOOD? |
| Jasmina Starc, Ph.D. | 110 | EVALUATING THE QUALITY OF AN ORGANIZATION AND THE EDUCATION AND TRAINING OF MANAGERS |
| Ljupčo Krstov, Ph.D. | 123 | MODEL OF CORE KNOWLEDGE FOR INFORMATION SYSTEMS UNDERGRADUATE COURSE IN BUSINESS SCHOOLS AND FACULTIES |
| Milena Valenčič Zuljan, Ph.D., Janja Klander, M.A., Urška Sešek, Ph.D. | 143 | ACTIVITIES AND EFFECTS IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS – THE PERSPECTIVES OF TEACHERS AND HEADMASTERS |
| Annamarie Gorenc Zoran, Ph.D. | 157 | FEEDBACK ROLE IN SECOND LANGUAGE E-COMMUNICATION |
| Stanko Cvjetičanin, Ph.D., Mirjana Segedinac, Ph.D., Jasna Adamov, Ph.D. | 171 | ACTIVITIES OF STUDENTS FROM TECHNICAL PROFILES IN NOTE-TAKING AND USING NOTES DURING THE LEARNING PROCESS |

Dr. Zlatka Cugmas

Uporaba teorije navezanosti v vrtcih

UDK 159.922.7: 373.24

KLJUČNE BESEDE: navezanost, vrtec, vprašalnik

POVZETEK – Teorija navezanosti je lahko dobra teoretična osnova za izboljšanje vrtčevske prakse in predstavlja konceptualno osnovo za razumevanje otrokovega vedenja v vrtcu. V teoretičnem delu prispevka je predstavljena teorija in raziskave paradigme teorije navezanosti in možnosti za uporabo le-te v vrtcih. Mardell (1992) navaja, da mora biti ena izmed osnovnih nalog vzgojiteljev spodbujanje otrokove varne navezanosti v vrtcu. Otrokova varna navezanost je v vrtcu povezana z več igre z vrstniki, višjo stopnjo otrokove empatije, neodvisnosti in usmerjenosti k dosežkom. Dobri vzgojitelji se zavedajo pomembnosti otrokove navezanosti nanje. V empiričnem delu prispevka pa so prikazani rezultati Vprašalnika uporabe teorije navezanosti v vrtcu, ki ga je rešilo 139 študentk programa Predšolska vzgoja na Pedagoški fakulteti v Mariboru (23 odstotkov jih je bilo že zaposlenih v vrtcu). Ocenile so pomen različnih aktivnosti, ki predstavljajo uporabo teorije navezanosti v vrtcu. Rezultati so pokazali, da obstajajo pomembne razlike v mnenjih o uporabi teorije navezanosti v vrtcu med študentkami, ki so zaposlene v vrtcu, in tistimi, ki še niso zaposlene. Prvoomenjene se bolj zavedajo pomena otrokove varne navezanosti kot druge študentke. V raziskavi uporabljen vprašalnik bi lahko dopolnjeval pripomočke samoevalvacije v vrtcih.

UDC 159.922.7: 373.24

KEYWORDS: attachment, kindergarten, questionnaire

ABSTRACT – The attachment paradigm is seen as providing a powerful theoretical basis for improving kindergarten practices and provides a conceptual framework for understanding children's behaviour in kindergarten. The theoretical part of the current paper examines relevant theory and research from the attachment paradigm and introduced are the possibilities for implications of attachment theory in kindergartens. Mardell (1992) reported that fostering secure attachments in kindergartens should be a primary goal of kindergarten teachers. Secure attachments in kindergarten are associated with more play with peers, greater empathy and independence, and higher achievement orientation. Good kindergarten teachers are aware of the significance of child-teacher attachment. The author in the empirical part of this paper presents the results of the Questionnaire on application of attachment theory in kindergarten that was completed by 139 female students from the Preschool Education Department at the Faculty of Education in Maribor (23% of them are employed in kindergartens). The students assessed the importance of different activities of application of attachment theory in kindergartens. The results show that there were significant differences in opinions on the use of the theory of attachment in kindergartens among students who work in the kindergarten and those who are not employed. The former mentioned are more aware of the importance of children's secure attachment than the latter. The questionnaire used in this research could be one of the instruments of evaluating kindergarten practice.

1. Uvod

V Sloveniji je v vrtnice vključenih več kot 60 odstotkov predšolskih otrok. Delež v vrtnice vključenih otrok v zadnjih desetih letih celo narašča (Key data on Education in Europe, 2005; Statistične informacije, 2004). Večina otrok je vključenih v javne

Mag. Marjeta Šarić

Podsistemi učiteljev v osnovni šoli: Kaj se dogaja v drugem triletju?

UDK 373.3.011.3-051

KLJUČNE BESEDE: šolska kultura, drugo triletje, razredni učitelji, predmetni učitelji, prepričanja učiteljev

POVZETEK – V prispevku je predstavljena šolska kultura kot dinamični socialni sistem, znotraj katerega se tvorijo različni podsistemi, med drugimi tudi podsistemi učiteljev. V središču zanimanja prispevka je vprašanje, kaj se dogaja v drugem triletju z vidika podsistemov učiteljev. Predstavljen je del raziskave, s katero sem med drugim ugotavljala, kako od zunanaj podana strukturna sprememba v šolah prispeva k doseganju namena uvajanja drugega triletja, to je zagotavljanje postopnosti prehoda iz nižje v višjo stopnjo obveznega osnovnošolskega izobraževanja. Podatki so bili zbrani v petih fokusnih skupinah, ki se jih je skupaj udeležilo 29 osnovnošolskih učiteljic. Rezultati so pokazali, da kljub formalni spremembi v strukturi še ni prišlo do sprememb v temeljnih prepričanjih učiteljev. Glede na zakonitosti šolske kulture se od cilja postopnosti prehoda nižja – višja stopnja bržkone oddaljujemo.

UDC 373.3.011.3-051

KEYWORDS: school culture, second triad of primary school, primary teachers, subject teachers, teacher beliefs

ABSTRACT – School culture is presented as a dynamical social system. Different subsystems are formed within this system including teachers' subsystems. The focus of the article is the question of what is occurring in the second triad of primary school from the teachers' subsystems perspective. A part of the study exploring how structural school change imposed from the outside affects the intended mitigating effect of the second triad is presented. The data were collected from 5 focus groups in which 29 teachers participated in total. The data analysis showed that despite formal structural change, there have been no major changes in basic teachers' beliefs. Considering the characteristics of school culture, it seems that we are moving away from the intended steadiness of transition from lower to higher levels of schooling.

1. Uvod

Že nekaj let slovensko osnovnošolsko izobraževanje poteka po novem sistemu – devetletno izobraževanje je razdeljeno v tri izobraževalna obdobja, vsako traja po tri leta. Poleg strukturnih sprememb je novi sistem prinesel tudi vsebinske, vendar se moramo zavedati, da sta obe ravni sprememb povezani. V predstavljeni raziskavi sem skušala ugotoviti, ali so strukturnim spremembam sledile spremembe v miselnosti učiteljev, zlasti to, kako drugo triletje izpolnjuje vlogo kot blažilca ostrine prehoda iz nižje v višjo stopnjo obveznega šolanja – z vidika podsistemov učiteljev. Osrednje teoretično izhodišče raziskave je pojem šolske kulture.

Proučevanje šolske kulture izhaja iz proučevanja organizacijske kulture (šola kot organizacija) in kulture socialnih sistemov na splošno, saj je le-ta uporabna za kon-

Vrednotenje matematičnega znanja in objektivnost učiteljeve ocene

UDK 37.091.279.7:51

KLJUČNE BESEDE: poučevanje matematike, preverjanje, ocenjevanje, učiteljeva ocena, objektivnost ocene, Gagnejeva taksonomija, konceptualna, proceduralna in problemska znanja

POVZETEK – V prispevku smo želeli raziskati, v kolikšni meri je učiteljeva ocena iz matematike pri posameznem učencu objektivna. Tako smo v teoretičnem delu predstavili, kako poteka preverjanje in ocenjevanje znanja v osnovni šoli. Posebej smo izpostavili ugotavljanje matematičnega znanja s pisnimi preizkusi. Novi pogledi na ugotavljanje znanja zahtevajo, da so pisni preizkusi mersko ustrezni in da so povezani s cilji matematičnega poučevanja. Da bi bil pisni preizkus zanesljiv, veljaven, objektiv in občutljiv, mora učitelj pri njegovem sestavljanju biti pozoren na učne cilje, kognitivne taksonomske ravni, področja spremljanja in standarde znanja. Z empirično raziskavo na vzorcu 89 učencev, ki so obiskovali četrte razrede štirih obalnih osnovnih šol, smo preverili, v kolikšni meri se ujema učiteljeva ocena z rezultati končnega preizkusa znanja in če učitelji prepoznajo matematično nadarjene učence. Učenceve dosežke na preizkusu smo analizirala in jih primerjali z učiteljevo oceno pri matematiki. Ugotovili smo, da sta dosežka med seboj povezana, kar pomeni, da imajo učenci z višjimi ocenami pri matematiki tudi boljši dosežek na preizkusu znanja, in obratno, učenci s slabšimi ocenami pri predmetu imajo tudi slabši dosežek na preizkusu znanja.

UDC 37.091.279.7:51

KEYWORDS: teaching mathematics, testing, assessment, teachers' grading, objectivity of grades, Gagne's taxonomy, conceptual, procedural and problem knowledge

ABSTRACT – In our contribution, we wanted to study to what extent a teacher is objective in grading pupils in mathematics. Therefore, we presented in the theoretical part of this paper how testing and the assessment of knowledge take place in primary schools. New attitudes to assessment of knowledge require that written tests are adequate and that they are linked with the objectives of the teaching of mathematics. To have a reliable, valid, objective, and sensitive written exam, teachers have to be certain when preparing such exams that they pay attention to the predetermined objectives, cognitive taxonomic levels, areas of follow up and standards of knowledge. The empirical study consisted of 89 pupils attending Grade 4 in four different primary schools from the coastal region of Slovenia (i.e., Primorska). In the study, we examined the following: to what extent the teachers' grades match the scores on the final-testing of knowledge and whether teachers can identify mathematically talented pupils. Pupils' results from the final-testing were analyzed and compared to the teachers' grades in mathematics. We found that the two results were inter-connected which means that pupils with better grades in mathematics also have better results at the final-testing of knowledge and, vice versa, pupils with poor grades also had poorer results at the final-testing of knowledge.

1. Uvod

Sodobne strategije učenja in poučevanja so prinesle v pouk matematike in s tem tudi v preverjanje in ocenjevanje znanja velike spremembe. Cilji matematičnega izobraževanja, ki so bili naravnani k usvajanju konkretnih vsebin in predvsem procedu-

Dr. Dragan Potočnik

Metodične značilnosti sodobnega pouka zgodovine

UDK 371.091.3

KLJUČNE BESEDE: sodobni pouk zgodovine, sodobne učne metode

POVZETEK – Učitelji morajo biti seznanjeni s sodobnimi učnimi metodami, saj le-te pomagajo približati otrokom zgodovinsko snov iz prve roke. Na ta način uresničujemo eno od osnovnih nalog sodobne šole – življenjskost – praktičnost. Šole so namreč vse pre malo življenjske, praktične. Bolj ko bo pouk praktičen, manj bodo ure zgodovine dolgočasne in nezanimive. Prav zaradi tega nam psihološki, pedagoški in didaktični motivi narekujejo, da skušamo narediti pouk zgodovine življenjski in zanimiv. Ena najbolj uspešnih metod je delo z zgodovinskimi viri. Možnosti, da sledimo zahtevam sodobnega pouka zgodovine, je še več, tako na primer obisk muzeja in arhiva. Učenci ob stiku z arhivi in muzeji spoznavajo v praksi, kar so se naučili v šoli; navajamo jih na samostojno kreativno razmišljanje in na samostojno delo; seznanijo se s kulturno dediščino, z načinom življenja nekoč in ga primerjajo z današnjim. Tudi neposredno opazovanje zgodovinskih spomenikov v naravi (ekskurzije) je za posredovanje zgodovine velikega pomena. Med pomembne sodobne učne metode štejemo tudi metodo igre vlog in simulacija, uporabo sodobne komunikacijsko-informacijske tehnologije – uporaba interneta ter samostojno in skupinsko raziskovanje preteklosti v okviru projektnega dela.

UDC 371.091.3

KEYWORDS: modern teaching methods, contemporary teaching of history

ABSTRACT – Teachers of history need to be familiar with modern teaching methods, as such methods enable pupils to have a more authentic experience of historical topics taught in the classroom. In this way, teachers fulfill one of the basic tasks of contemporary schools, which is teaching related to real life and practicality. Today, teaching in schools does not relate sufficiently to the reality of life and shows too little practicality. The more history classes are related to real life practicality, the less boring and uninteresting they are. Based on psychological, pedagogical, and didactic principles, the teaching of history thus has to be implemented in such a way that it compels pupils to be interested by bringing them closer to real-life issues. One of the most successful methods is working with historical sources. There also are other ways of implementing contemporary teaching of history, for example by visiting a museum or the archives. They get used to independent creative thinking and autonomous work, become familiar with cultural heritage, as well as compare the life of the past with life in the present. In addition, excursions are important as they enable pupils a first-hand experience of historical monuments. Other important modern methods in the teaching of history include role-playing and simulation, as well as the use of modern information and communication technology (ICT) and group project work.

1. Uvod

Zgodovina je za učence in dijake na splošno težek predmet ne samo zaradi obsežne snovi, temveč tudi zaradi prevladujočih abstrakcij in pogostih dedukcij. Zgodovina je v objektivnem smislu zgodovina odraslih ljudi, sveta, ki je učencem oddaljen tako časovno kot psihološko. Če se otroci želijo približati našemu predstavnemu

Tina Šetina, dr. Rado Pišot, Tadeja Volmut, dr. Boštjan Šimunič

Objektivno izmerjena količina gibalne/športne aktivnosti predšolskih in mlajših šolskih otrok

UDK 796.035-055.15-055.25

KLJUČNE BESEDE: gibalna/športna aktivnost, merilnik pospeška, otroci, starost, spol

POVZETEK – Namen raziskave je bil izmeriti količino gibalne/športne aktivnosti otrok glede na spol in starost z uporabo merilnika pospeška, ki predstavlja objektivno metodo merjenja količine gibalne/športne aktivnosti. V vzorec smo vključili vrtčevske in osnovnošolske otroke med petim in osmim letom, ki so nosili merilnike pospeška pet zaporednih dni. Rezultati kažejo, da so dečki gibalno/športno aktivnejši kot deklice. Kljub temu, da se količina gibalne/športne aktivnosti s starostjo ne spreminja statistično značilno, opazamo pri deklicah bolj izrazit trend upadanja količine gibalne/športne aktivnosti s starostjo. V delu poskušamo navesti morebitne razloge za dobljene rezultate in ponuditi predloge glede izboljšanja obstoječega stanja. Izsledki pomenijo pomemben prispevek k ugotavljanju količine gibalne/športne aktivnosti mlajših otrok, saj je na področju objektivnega merjenja količine gibanja pri nas prejšnja raziskovalna vrzel.

UDC 796.035-055.15-055.25

KEYWORDS: physical activity, accelerometer, children, age, gender

ABSTRACT – The purpose of the study was to determine the quantity of children's physical activity in relation to age and gender using accelerometers, which represents an objective method for the assessment and interpretation of children's physical activity. The participants consisted of preschool and younger primary school children, aged between 5 to 8 years of age, wearing accelerometers for five consecutive days. On the basis of the results, we noted that boys were more active than girls. Regardless of the fact that physical activity does not change significantly with age, we could speculate that it decreases more so in girls than in boys. Possible reasons for the obtained results are discussed and a few proposals for improving physical activity behavior of children are suggested. The research findings represent an important contribution toward assessment of physical activity of younger children with objective measurement techniques.

1. Uvod

Gibalno/športno aktivnost že od nekdaj navajamo kot enega od zunanjih dejavnikov, ki pripomore k zdravemu celostnemu razvoju otrok in mladostnikov, saj je izrazito zdravstveno preventivna dejavnost v biološkem (z vidika skeletno-mišičnega in srčno-dihalnega sistema, vzdrževanja energijskega ravnovesja ter preprečevanja srčno-žilnih bolezni), psihološkem in socialnem smislu. Je pomembna sestavina zdravega življenjskega sloga ter pripomore k oblikovanju vseživljenjskih gibalnih/športnih navad (Riddoch idr., 2004; Strong idr., 2005; Malina, 1996), ki zmanjšujejo tveganje za pojav različnih bolezni pri odraslih (Dubbart, Carithers in Sumner, 2002). Vemo, da je obdobje med sedmim in devetim letom starosti, poleg pubertete, zelo pomembno pri normalnem telesnem razvoju otroka, saj predstavlja kritično obdobje kopičenja

Dr. Melita Puklek Levpušček, dr. Maja Zupančič

Kako slovenski študentje zaznavajo obdobje prehoda v odraslost in različna merila odraslosti

UDK 392.18-057.875

KLJUČNE BESEDE: prehod v odraslost, slovenski študenti, merila odraslosti, življenjske okoliščine

POVZETEK – V prispevku predstavljamo ugotovitve raziskave, v kateri smo preučevali značilnosti prehoda v odraslost pri slovenskih študentih ($N = 201$). Zbrane podatke smo primerjali z značilnostmi, ki jih Arnett (2000) navaja za ključne pri opredelitvi prehoda v odraslost kot samostojnega obdobja v razvoju posameznikov v postindustrijskih družbah. Študenti so pisno odgovarjali na nekaj demografskih vprašanj, vprašanj o njihovih življenjskih okoliščinah in o subjektivnem doživljanju odraslosti ter izpolnili vprašalnik *Pojmovanje prehoda v odraslost* (Arnett, 1998). Rezultati kažejo, da dve tretjini študentov živi doma pri starših, več kot polovica preostalih pa ohranja stike z družino večkrat na teden; nekoliko več kot polovica jih ima stalno partnersko razmerje, poročen ni nihče, niti nima svojih otrok; četrtnina študentov je popolnoma finančno odvisnih, približno polovica pa poroča, da so v glavnem finančno odvisni. Menijo (86%), da so v nekaterih vidikih odrasli, v drugih pa ne, in da starost ni pomembno merilo odraslosti; večina jih sprejema odgovornost za posledice svojih dejanj, neodvisna prepričanja in vrednote, enakovreden odnos s starši in finančno neodvisnost kot merila odraslosti.

UDC 392.18-057.875

KEYWORDS: emerging adulthood, Slovene university students, criteria of adulthood, life situation

ABSTRACT – This contribution presents research on characteristics of emerging adulthood in Slovene university students ($N = 201$). The data was compared to features proposed by Arnett (2000) to distinguish emerging adulthood from other periods of individuals' development in postindustrial societies. The students provided key demographic data, responded to questions about their life circumstances and subjective experience of adulthood, and they filled-in the questionnaire *Conception of the Transition to Adulthood* (Arnett, 1998). The results show that two-thirds of the students live in their parents' home, more than a half of the remaining participants are in contact with their family several times a week; slightly more than one-half have established an intimate relationship, all of them are unmarried and none of them has a child; approximately 25% of participants report on complete economic dependence while about 50% consider themselves as being mostly dependent financially. They describe themselves (86%) as adults in certain ways, but not in others. In addition, they assume that age is not an important criterion of adulthood; a vast majority of the students consider responsibility for the consequences of one's own actions, holding own beliefs and values, establishing an egalitarian relationship with parents and financial independence as criteria of adulthood.

1. Uvod

V psihologiji obstaja veliko teoretskih konceptov in raziskav, ki opredeljujejo razvojne značilnosti obdobja mladostništva in zgodnje odraslosti. Šele v zadnjih desetih letih pa se je uveljavil tudi poseben izraz za obdobje med mladostništvom in zgodnjo

Dr. Jasmina Starc

Evalvacija kakovosti organizacije ter izvedbe izobraževanja in usposabljanja menedžerjev

UDK 005.585:374-057.17

KLJUČNE BESEDE: menedžer, izobraževanje, usposabljanje, evalvacija

POVZETEK – V prispevku podajamo model evalvacije izobraževanja in usposabljanja menedžerjev, ki temelji na osnovi obsežne raziskave, izvedene na vzorcu 353 srednjih in višjih menedžerjev, zaposlenih v gospodarstvu. Z raziskavo smo postavili temeljni okvir najprimernejšega in najbolj zaželenega izvajanja evalvacije kakovosti izobraževanja in usposabljanja. Dokazali smo, da korelacije med kakovostjo izvajanja izobraževanja in usposabljanja menedžerjev ter njegovo vsakokratno evalvacijo ni, kar lahko pomeni, da so anketni vprašalniki "sami sebi namen" in da niso namenjeni oceni dela izvajalcev in njihovega izboljševanja izvajanja izobraževanja in usposabljanja za menedžerje. Kljub temu se moramo zavedati, da vsakokratna sprotna evalvacija omogoča izobraževancem – menedžerjem dokaj realno oceno in možnost ponovne (ne)izbire iste izobraževalne ustanove, izobraževalcem pa poda koristne informacije o (ne)zadovoljstvu s potekom in izvedbo izobraževanja in usposabljanja. Tako imajo priložnost izboljšati izvajanje izobraževanja in usposabljanja, kar menedžerje zagotovo spodbuja k vseživljenjskemu izobraževanju in usposabljanju, predvsem pa k samoiniciativnemu vključevanju v učenje zaradi notranjih potreb in motivacije.

UDC 005.585:374-057.17

KEYWORDS: manager, education, training, evaluation

ABSTRACT – The author of this article presents a model of evaluation in the education and training of managers that was based on extensive research conducted on a sample of 353 middle and senior managers from the economic sector. Based on results of the study, the author created a basic framework for the most appropriate and most desired indicators for evaluating the quality of education and training. The author determined that the correlation between the quality of education and training of managers and their respective evaluation was not evident. This could mean that the questionnaire is in essence "an end in itself", meaning that it is not intended to assess the work of the service provider and the improvement of education and training of managers. Nevertheless, we must be aware that regular evaluations allow for the service-user, (i.e., the manager) a relatively realistic assessment and the opportunity to (not) choose once again the same educational institution. Furthermore, service-providers (i.e., educators) are provided with useful information regarding the service-users (non-) satisfaction with the course and with the education and training. As such, they are provided the opportunity to improve the delivery of education and training and in turn would definitely encourage managers towards lifelong education and training and especially towards being integrated into learning through their own initiatives, because of internal needs and motivation.

1. Uvod

Proces merjenja učinkovitosti izobraževanja in usposabljanja ni enostaven. Izobraževanje in usposabljanje sta tisti dejavnosti, katerih vplive na donosnost poslovanja je težko osamiti od vplivov številnih drugih dejavnikov. Tako v podjetjih običajno

Dr. Ljupčo Krstov

Model temeljnega znanja predmeta informacijski sistemi dodiplomskih programov poslovnih šol in fakultet

UDK 37.016: 004.775

KLJUČNE BESEDE: disciplina IS, predmet IS, razvoj kurikulumov, model temeljnega znanja predmeta IS, dodiplomski študenti

POVZETEK – Vse poslovne visoke šole in fakultete nimajo programa informacijski sistemi (IS), toda vsi programi poslovnih šol in fakultet imajo IS kot obvezni predmet, čeprav pod različnimi imeni. Medtem ko je model kurikuluma za program IS splošno sprejet in uveljavljen, je vsebina učnega načrta za predmet IS na neinformacijskih programih raznolika in nedorečena oziroma ni standardizirana tako glede širine kakor tudi globine, in to ne samo v Sloveniji, temveč tudi v svetu. V prispevku je osvetljena problematika akademske discipline IS in ponujen je model temeljnega znanja prve in druge ravni predmeta IS, ki običajno sodi med obvezne predmete prvega letnika več ali manj vseh dodiplomskih programov poslovnih šol in fakultet. Z uporabo induktivnega pristopa prispevek zagotavlja deskriptivno in interpretativno podlago, ki ponuja podrobne opise predmeta IS z različnih vidikov in njegov prispevek h kompetencam diplomantov poslovnih šol in fakultet. Hkrati opredelimo vlogo predmeta IS pri artikuliranju vrednosti, vlogo in pomen IS za organizacije ter nujnost izobraževanja vsakega diplomanta na področju IS.

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KEYWORDS: IS discipline, IS course, curriculum development, model of core knowledge in an IS course, undergraduate students

ABSTRACT – All business schools and faculties do not offer programmes in information systems (IS), but all programmes in business schools and faculties have IS as an obligatory course, although under different names. The curricula model for IS programmes are commonly accepted and established, the content of the curriculum for the IS course in non-informational programmes of business schools and faculties is diverse and unspecified meaning that it is not standardised neither by its broadness nor its profoundness. This issue is evident not just in Slovenia but also in the rest of the world. In this article, the problems of academic discipline in IS are emphasised and a model of core knowledge in the first and second degree of IS course is presented. These courses usually are considered compulsory courses in the first year of most undergraduate business schools and faculties. The author uses an inductive approach to assure a descriptive and interpretative foundation, offering detailed descriptions of IS course from various points of views and competences of graduates from business schools and faculties. At the same time, the author determines the role of the IS course by articulating values, role and meaning of IS for organizations, and also the necessity to educate every graduate in the IS field.

1. Uvod

Dandanes je poslovanje in funkcioniranje organizacij privatnega in javnega sektorja bolj kot kdajkoli prej odvisno od informacijskih sistemov in sistemov informacijske tehnologije (v nadaljevanju IS in IT) pri ponujanju različnih izdelkov in

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Activities and effects in the professional development of teachers – the perspectives of teachers and headmasters

UDK 37.011.3-051-043.88

KLJUČNE BESEDE: učiteljev profesionalni razvoj, ravnatelj, razvojne aktivnosti učiteljev

POVZETEK – V času nenehnih gospodarskih in družbenih sprememb, intenzivnega razvoja znanosti, vključno s spoznanji o učenju in pouku, zahtev po visokem standardu usposobljenosti učencev in s tem visokih pričakovanj in zahtev do šolanja in učitelja, postaja profesionalni razvoj učiteljev izjemno pomemben. V prispevku predstavljamo rezultate raziskave o vplivu različnih dejavnikov na učiteljev profesionalni razvoj, ki je potekala na vzorcu učiteljev in ravnateljev osnovnih šol v Republiki Sloveniji. Zanimalo nas je ali se učitelji in ravnatelji v presojanju dejavnikov statistično pomembno razlikujejo. Prav tako pa smo želeli ugotoviti, ali se v presoji vpliva devetih dejavnikov na učiteljev profesionalni razvoj učitelji in ravnatelji statistično pomembno razlikujejo glede na delovno dobo, stopnjo izobrazbe, naziv, velikost šole, na kateri delujejo in glede na poklicno zadovoljstvo. Pri učiteljih smo raziskali še povezanost s stopnjo poučevanja, pri ravnateljih pa s časom ravnateljstva.

UDK 37.011.3-051-043.88

KEYWORDS: teachers' professional development, headmasters, teacher development activities

ABSTRACT – In a time of accelerated economic and social change, scientific developments, which include educational science, demands high educational achievements and thus high expectations of schools and teachers. For this reason, professional development of teachers is becoming increasingly important. The paper explores a key aspect of the process of professional development: the perceptions of its users – the teachers and their managers – the headmasters. The study involved a sample of teachers and headmasters at primary schools in the Republic of Slovenia. It aimed to reveal how teachers and headmasters perceive nine selected teacher development activities, to what extent their views are related to the length of their career, level of qualifications, title, school size and job satisfaction, and whether there are any statistically significant differences between the two groups in this respect. An additional variable for the teachers was their grade-teaching level and for the headmasters the length of their career as headmasters.

1. Introduction

Today, in the post-professional era of teacher professionalism (Hargreaves, 2000), the role of the teacher is changing under the influence of many factors ranging from social and economic changes, increased globalization and development of science to high expectations at the national level considering educational outcomes, increasing competitiveness and efforts towards international comparability. In addition, today's schools are much more "multicultural and socially stratified, and there is more need to integrate students with special needs" (Marentič Požarnik, 2000, p. 4). There is also an increasing demand for quality knowledge and teaching for understanding (Deve-

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Feedback role in second language e-communication

UDK 316.776:004

KLJUČNE BESEDE- korektivne povratne informacije, vrsta napake, IKT, povratne informacije

POVZETEK – Članek opisuje teorijo korektivne povratne informacije in izsledki dosedanje raziskave na področju integracije komunikacijske tehnologije pri poučevanju tujih jezikov. Povratne informacije so je veliko raziskovalo na področju učitelja – učenca/dijaka/šudenta, vendar raziskave o korektivni povratni informaciji med učencem/dijakom je področje, kjer stroke ni poudarjal veliko pozornosti. Raziskava predstavlja študijo o korektivni povratni informaciji med 200 udeležencev študija. Izsledki raziskave predstavljajo katere korektivne povratne informacije so evidentirani preko elektronske komunikacije in na kaj morajo biti učitelji pozorni ko uporabljajo e-komunikacijo pri učenju tujega jezika.

UDC 316.776:004

KEYWORDS: corrective feedback, error types, ICT, peer feedback

ABSTRACT – This article describes the theory of corrective feedback and the results of a study in the area of integrating computer mediated communication towards teaching a foreign language. Corrective feedback has been heavily researched in the area of teacher's corrective feedback to the student however there is a dearth of research of corrective feedback between students of a foreign language. This study is based on corrective feedback among 200 participants. The results show which corrective feedback types are evident within electronic communication among learners and what teachers need to consider when using e-communication in the language learning classroom.

1. Introduction

The question is not whether technology should be used, but how best to integrate technology on the basis of theory and our current understandings of second language processes for the benefit of all learners. The pedagogy and research of foreign language classrooms has been influenced from new advances in technology, the widespread use of the world-wide web, along with its new possibilities of including authentic information and incorporating new media of communication.

Within language learning classrooms, new online communication media, among other factors, influence: (a) the nature of the discourse; (b) the affective influences, interactive competences, linguistic output, and cognitive processes on language learning; and (c) the pedagogy of foreign language education (Blake, 2000; Castañeda, 2005; Chapelle, 2001; Iwasaki, 2000; Pelletieri, 2000; Warschauer & Healy, 1998). More importantly, communication methods such as online synchronous text based tools or chat rooms are on the rise within work place communications (O'Neill & Martin, 2003), being used as an informal communication tools across methods among

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Activities of students from technical profiles in note-taking and using notes during the learning process

UDK 37.091.322

KLJUČNE BESEDE: zapisovanje, izobraževanje, teniška stroka, učenci

POVZETEK – Aktivno zapisovanje učencev med poukom ter v procesu učenja in ponavljanja snovi je eden pomembnejših dejavnikov uspešnega usvajanja znanja. Osnovni namen prispevka je analiza aktivnosti zapisovanja učencev pri pouku v štiriletnih in triletnih tehniških šolah. Preučevane so bile aktivnosti zapisovanja med poukom, eksperimentiranjem in med strokovno prakso pa tudi uporaba teh zapiskov in izdelava novih med učenjem. Pri raziskavi je kot instrument uporabljena anketa, sestavljena na osnovi ciljev in nalog preučevanja, izvedena na 467 dijakih zaključnih razredov srednje tehniške šole v Novem Sadu, Srbija. Rezultati ankete so statistično obdelani. Pri raziskavi je uporabljena deskriptivno – analitična metoda. Aktivnosti dijakov so primerjane na osnovi njihovega nivoja izobraževanja in uspeha v preteklem letu. Večina dijakov ni seznanjena s pomembnostjo in tehnikami zapisovanja v času praktičnega pouka in eksperimentalnega dela. Dijaki četrte stopnje so aktivnejši pri zapisovanju eksperimenta v primerjavi z dijaki tretje stopnje. Ne glede na stopnjo izobraževanja so pri zapisovanju aktivnejši dijaki z boljšim učnim uspehom. Na podlagi dobljenih rezultatov lahko zaključimo, da si večina dijakov med poukom razlago zapisuje, vendar zapiske pozneje pri učenju premalo koristijo.

UDC 37.091.322

KEYWORDS: note-taking, education, technical profiles, students

ABSTRACT – Active note-taking by students during classes, learning, and revisions of educational content is one of the major factors in successfully acquiring knowledge. The aim of this paper was to analyze the activity of note-taking of third-year and fourth-year students of a technical secondary school. The authors investigated the activities of note-taking during class, experiments, and professional practice, as well as using these notes during learning. The research instrument was a questionnaire especially designed according to the requirements of goals and tasks of the research. The participants included 467 students in the final years of secondary technical school in Novi Sad, Serbia. Student activities were compared taking into account their level of education and their school achievement in the previous year. Results of the analysis were statistically processed. The research included descriptive and analytical methods. Most students are unfamiliar with the importance and the techniques of note-taking during professional practice and experimental work. Students in their fourth-year were more active in note-taking during experiments compared to third-year students. Regardless of the educational level, more successful students exhibited more activities in note-taking. On the basis of the obtained results, it can be concluded that the majority of students take notes during classes, but they do not use these notes sufficiently during studying.

1. Introduction

Rapid development of contemporary science and technology introduced significant changes in educational concepts, from the definition of major aims and pur-