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Stari starši v procesu vzgoje

Pregledni znanstveni članek

UDK 373:316.47-055.53

KLJUČNE BESEDE: stari starši, vnuki, družina, vzgoja, medgeneracijski odnosi

POVZETEK – V prvem delu prispevka je predstavljena vloga starih staršev v sodobni družbi. Posebno pozornost namenjamo izsledkom raziskav, ki predstavljajo medgeneracijske odnose med starimi starši in vnuki. V drugem delu prispevka predstavljamo empirično raziskavo, izvedeno na vzorcu naključno izbranih 103 učencev osnovnih šol. Zanimalo nas je, kako pogoste stike imajo anketiranci s starimi starši, kako ocenjujejo kakovost stikov z njimi in kakšno je njihovo splošno mnenje o starih starših. Rezultati so pokazali, da imajo učenci pogoste stike s svojimi starimi starši, pri čemer so le-ti pogostejši s starimi starši po materini strani. Kakovost stikov s starimi starši je visoko ocenjena. Večina anketirancev ocenjuje pomoč, ki jo nudijo stari starši, kot pomoč pri premagovanju težav in ovir v življenju, s katerimi se soočajo, in ne kot vpletanje v njihovo zasebnost. Pozitiven donos do starih staršev nakazujejo tudi naslednji pogosto izbrani odgovori: mehka roka, sladkarije, počitnice in pravljice.

Review scientific paper

UDC 373:316.47-055.53

KEYWORDS: grandparents, grandchildren, family, education, intergenerational relations

ABSTRACT – The first part of the article presents the role of grandparents in contemporary society. Particular attention is paid to outcome research, representing intergenerational relationships between grandparents and grandchildren. The second part of the article presents an empirical study conducted on a sample of 103 randomly selected elementary school pupils. We wanted to know how frequent is their contact with grandparents, how they assess the quality of contact with them and what do they think of their grandparents overall. The results showed that pupils have frequent contact with their grandparents. Nonetheless, the contact is more frequent with grandparents on the mother's side. Contact with grandparents is highly estimated. Most pupils consider the support offered by their grandparents as assistance in overcoming difficulties and obstacles in life, they do not experience it as an invasion of their privacy. Frequently selected answers such as soft touch, candy, holidays and fairy tales also indicate positive relations between grandparents and grandchildren.

1. Uvod

Razvoj družbe nasploh je prinesel veliko sprememb tudi na področju družinskih odnosov. Na vlogo starih staršev je vplivala vrsta dejavnikov, še zlasti pa urbanizacija, spreminjanje bivalnih pogojev (majhna stanovanja v blokovskih naseljih), rast življenjskega standarda mladih, zaposlovanje žensk, v državah vzhodnega bloka pa tudi prepričanje, da so stari starši "zastareli" in "nazadnjaški". Vse bolj se je začel uveljavljati slog dvogeneracijske družine, družine, ki jo sestavljajo le starši in otroci.

Na spremembe znotraj družine vplivajo mnogi dejavniki, kot npr.: fenomen podaljševanja mladosti, latentna faza odraščanja, naraščanje števila razvez in s tem vezano reorganiziranje družin, družbena percepcija starosti in staranja (Švab, 2001,

Dr. Zlatka Cugmas

Prepričanja staršev o istospolnem starševstvu

Pregledni znanstveni članek

UDK 316.64:316.362.34

KLJUČNE BESEDE: *istospolno starševstvo, vedenje mater in očetov, vrstniki, demografske spremenljivke*

POVZETEK – Izvedli smo raziskavi, v katerih so starši predšolskih otrok ocenili razlike v vedenju mater in očetov do otroka in izrazili svoja prepričanja o družinah istospolnih staršev. Pričakovali smo, da imajo starši, ki zaznavajo manj razlik v vedenju mater in očetov do otrok, bolj pozitivno mnenje o družinah istospolnih staršev kot starši, ki zaznavajo več tovrstnih razlik. V prvi raziskavi je sodelovalo 146, v drugi pa 83 staršev predšolskih otrok. Sestavili smo vprašalnik o demografskih spremenljivkah in tri vprašalnike o razlikah v vedenju mater in očetov ter uporabili dva vprašalnika o prepričanjih o družinah istospolnih staršev (Klinc, 2011; Slameršek, 2011). Rezultati so potrdili postavljeno hipotezo. Več razlik, kot so starši zaznavali v vedenju mater in očetov, manj so se strinjali s sprejetjem novega družinskega zakonika v Sloveniji in izrazitejše je bilo njihovo prepričanje o negativnem vedenju vrstnikov do otrok istospolnih staršev. Rezultati so pokazali, da so zaznane razlike v vedenju mater in očetov ter prepričanja o istospolnem starševstvu povezana z ravno vernostjo, izobrazbo in spolom staršev. V zaključku je predstavljena uporabna vrednost dobljenih rezultatov.

Review scientific paper

UDC 316.64:316.362.34

KEYWORDS: *same-sex parenting, behaviour of mothers and fathers, peers, demographic variables*

ABSTRACT – We performed two research studies in which parents of preschool children evaluated the differences in the behaviour of mothers and fathers towards children and expressed their beliefs related to the families of same-sex parents. We expected that parents who perceive fewer differences in the behaviour of mothers and fathers to their children have a more positive opinion on same-sex parent families than parents who perceive more differences. The first study included 146 and the other 83 parents of preschool children. We compiled a questionnaire of demographic variables and three questionnaires about the differences in the behaviour of mothers and fathers, and used two questionnaires on beliefs about same-sex parent families (Klinc, 2011; Slameršek, 2011). The results confirmed the hypothesis. The more differences the parents perceived in the behaviour of mothers and fathers, the less they agreed with the adoption of the new family code in Slovenia and the more expressive was their belief about the negative behaviour of peers to children of same-sex parents. The results showed that the perceived differences in the behaviour of mothers and fathers and the beliefs about same-sex parent families are associated with the level of religiousness, education and sex of parents. In conclusion, the practical value of the obtained results is stated.

1. Uvod

Številne raziskave (pregled v Verissimo idr., 2011) kažejo, da se je očetova vloga v zadnjih tridesetih letih močno spremenila zaradi sprememb na ekonomskem, socialnem in kulturnem področju. Kljub temu, da ženske ohranjajo svojo vodilno vlogo pri skrbi za otroke, prevzemajo vse več odgovornosti tudi za ekonomski položaj družine. Zato imajo očetje vse pomembnejšo vlogo pri negi in vzgoji njihovih otrok in domačih

Vloga in položaj slovenščine v vzgojno-izobraževalnem procesu

Pregledni znanstveni članek

UDK 37.091.2:811.163.6

KLJUČNE BESEDE: vloge in položaj slovenščine, vzgoja in izobraževanje, prvi/drugi jezik, državni in uradovalni jezik, učni jezik, učni predmet, strokovni izpit

POVZETEK – V prispevku so po dvajsetih letih samostojnosti Republike Slovenije na novo opredeljene in predstavljene vloge slovenščine v vzgojno-izobraževalnem procesu, utemeljen pa je tudi položaj slovenščine glede na pojavnost v šolskem okolju. Vloge slovenščine so v prispevku obravnavane po načelu od splošnejšega k bolj posebnemu – prvi ali drugi jezik, državni in uradovalni jezik, učni jezik in učni predmet. Ugotovljeno je, da ima materinščina s svojimi vlogami ter z razpršenimi in s kompleksnimi funkcijami na področju vzgoje in izobraževanja pomembno mesto ter da se je prav zato treba zavzeti za še boljše razumevanje in uresničevanje slovenščine kot pedagoškega načela v vzgoji in izobraževanju na celotni vertikali – od vrtca do univerze. Poudarjamo, da se morajo tega najbolj zavedati pedagoški delavci, ki uresničujejo vzgojno-izobraževalni proces, in posledično tudi otroci/učenci/dijaki/studentje, ki so “v svojem javnem delovanju” vpeti med predstavljene vloge slovenščine.

Review scientific paper

UDC 37.091.2:811.163.6

KEYWORDS: roles and position of the Slovene language, education, first/second language, national and official language, language of teaching, school subject, professional certification examination

ABSTRACT – After twenty years of the independence of the Republic of Slovenia, this article defines and introduces the roles of the Slovenian language in the educational process anew. It also substantiates the position of the Slovene language in accordance with the appearance in the educational environment. In this article, the Slovene language's roles are discussed with a deductive principle – first or second language, national or official language, language of teaching or school subject. It is established that the mother tongue has, with its roles and disperse and complex functions in the field of education, an important position and that we must strive for even better understanding and execution of the Slovene language as a pedagogical principle in the whole process of education – from kindergarten to university. However, it must be clear that pedagogical workers who implement the educational process as part of “their public service” should be most aware of this and, consequently, also the children/pupils/students who are caught between the presented roles of the Slovene language in the educational process.

1. Uvod

Vloge slovenščine v vzgojno-izobraževalnem procesu so obravnavane po načelu od splošnejšega k bolj posebnemu – prvi ali drugi jezik, državni in uradovalni jezik, učni jezik in učni predmet. Prispevek je zasnovan kot teoretična razprava; uporabili smo analitično-deskriptivno in analitično-interpretativno metodo pedagoškega raziskovanja (Sagadin, 1993; Mužič 1994a in 1994b).

Branje je pomembno

Strokovni članek

UDK 028.5+373.3

KLJUČNE BESEDE: branje, bralni projekti, Bralna značka, osnovna šola, šolske knjižnice

POVZETEK – Branje je zelo pomembno, saj vpliva na osebnost in je bistvenega pomena za učenje ter osebnostno in socialno dozorevanje učencev. Šolski knjižničarji naj bi tudi branju za sprostitev posvečali veliko pozornosti, saj na ta način učenci razvijajo bralne strategije, kar vpliva na dobre učne dosežke. Prispevek predstavlja Bralno značko, originalno slovensko obliko dela z mladimi bralci. Njen namen je spodbujanje mladih k branju, promocija pomembnosti branja v prostem času. V letu 2011 je Bralna značka praznovala 50-letnico delovanja. Gibanje vključuje različne aktivnosti, ki povezujejo mlade bralce in njihove mentorje – šolske knjižničarje, učitelje in knjižničarje splošnih knjižnic. Bralna značka je bila osnova celoletnemu projektu Radi beremo na eni od slovenskih osnovnih šol. Ena od dodatnih aktivnostim so bile Minute tihega branja, ob zaključku bralne sezone pa praznovanje Noč z Andersenom. Prispevek predstavlja nekaj rezultatov študije primera, intervjujev s sodelujočimi mentoricami in ankete med učenci.

Professional paper

UDC 028.5+373.3

KEYWORDS: reading, reading projects, Reading Badge, Slovene primary school, school libraries

ABSTRACT – Reading is extremely important, because it affects one's personality and is essential for learning as well as personal and social growth. Schools and libraries should pay special attention to it because engaged students' reading is the best strategy for their good learning outcomes. This article presents the "Reading Badge" which is an original Slovene form of work with young readers. It encourages young people to read and promotes the importance of free reading. The Reading Badge is designed to consider young readers, their abilities, wishes and interests. In 2011, the 50th anniversary of the movement was marked. The movement includes a lot of activities that join young readers and their mentors – school librarians, teachers and public librarians. The article presents how the Reading Badge was the basis for the reading project called "We Like to Read" and the project "Weekly Minutes for Silent Reading" in one of the Slovene primary schools in the 2010/11 school year. The article presents the research results regarding the projects.

1. Uvod

Branje je dejavnost, pri kateri so vpletene kognitivne in socialne veščine (Stričević, 2007). Je veščina in potreba, ki se razvija vse življenjsko obdobje.

Ko govorimo o branju v prostem času, imamo v mislih aktivnost, s katero se srečujemo vsakodnevno (Krashen, 2006). Izraz je soroden naslednjim, ki pomenijo isto oziroma podobno: branje za zabavo, rekreativno branje, prostovoljno branje, neodvisno branje ... (Clark, Rumbold, 2006). Čeprav morda starši, vzgojitelji in učitelji menijo, da se ob takem branju učenci le zabavajo, raziskave potrjujejo vrednost takega branja tudi za učne dosežke učencev. Otroci postajajo boljši bralci le tako, da berejo. Tisti, ki radi berejo, po navadi tudi dosežajo dobre učne rezultate. Dejstvo pa je, da danes vse manj otrok bere v prostem času (Clark, Torsi, Strong, 2005; Krashen, 2006).

Dr. Dragan Potočnik

Slikovni viri in pouk zgodovine

Pregledni znanstveni članek

UDK 37.091.33:904

KLJUČNE BESEDE: pouk zgodovine, učne metode, zgodovinski viri, slikovni viri

POVZETEK – Psihološki, pedagoški in didaktični motivi učitelju narekujejo, da skuša približati otrokom zgodovinsko snov čim bolj nazorno. Ena najbolj uspešnih metod je delo z zgodovinskimi viri, saj ti dajejo pravo materialno podlago za resnično umevanje zgodovinskih dejstev in pojavov. Med njimi je uporabnost slikovnega gradiva še posebej široka. Slikovno gradivo lahko uporabljamo v vseh etapah in pri vseh vrstah učne ure. Zato mora biti študij slik integrirni del vsake učne ure, pri čemer vodimo učence od motiva preko analize do jasne predstave, vizualnega pomnjenja, zgodovinskega razumevanja snovi in na koncu do logičnega zaključka. Pomen slikovnega gradiva se kaže še posebej takrat, ko njegovo sporočilnost potrjujejo tudi pisni viri. Med slikovnimi viri za pouk zgodovine so najpomembnejša slikarska, kiparska in arhitekturna dela, ki nam veliko povedo o preteklosti, o takratnem načinu življenja in mišljenja. Pomemben zgodovinski vir pa predstavljajo tudi fotografije, plakati, karikature in diagrami.

Review scientific paper

UDC 37.091.33:904

KEYWORDS: teaching history, teaching methods, historical sources, visual sources

ABSTRACT – Based on the psychological, pedagogical and didactic principles, the history teacher should bring history closer to children by using an approach based on authenticity. One of the most successful methods to achieve this is working with historical sources, which give the real material foundation for a real understanding of historical facts and phenomena. Among the different historical sources available, visual materials in particular offer a wide variety of uses. Visual sources can be used in all the phases of the period and in all of its forms. For this reason, the study of visual sources has to be an integral part of every period. In using these materials, we have to follow the steps starting with the motive, then using analysis to get a clear image and visual memorisation, and finally reaching a logical conclusion. The importance of visual sources is compounded by the accompanying written sources. These are particularly rich sources conveying a lot of information about the past, the way of living and thinking in a particular historical period. Another group of important visual sources includes photographs, posters, caricatures and diagrams.

1. Uvod

Pouk zgodovine je primeren, da s pestro snovjo mlade bogati kulturno in duhovno, jih vzgaja, jim nudi življenjsko pomoč in orientacijo pri obvladovanju današnjih in bodočih življenjskih nalog. Zato se nam porajajo vprašanja: kako poiskati in realizirati vzgojne vrednote, kako izvajati primerjave, aktualizacije in korelacije, kako narediti pouk zanimiv, kako ga posodobiti ter kako poskrbeti za bolj nadarjene učence. Ob tem se vedno znova postavlja tudi vprašanje, kako narediti pouk zgodovine bolj življenjski. Ne smemo pozabiti na očitno dejstvo, da je učenčevo razumevanje sveta in življenja po dvanajstih ali še več letih šolanja, v glavnem povsem teoretično. Prav

Milenko Kundačina, Ph.D., Radmila Nikolić, Ph.D.

Teachers' opinions and attitudes about creativity in teaching

Izvirni znanstveni članek

UDK 37.091.31:159.954

KLJUČNE BESEDE: *ustvarjalnost, pouk, učitelj, stališča*

POVZETEK – *Ustvarjalnost navadno proučujemo z vidika potreb sodobne šole, pri čemer se njene lastnosti manifestirajo na spoznavni, vrednostni, emocionalni in voljni sferi osebnosti učitelja. Avtorja poročata o raziskavi stališč in mnenj razrednih učiteljev o ustvarjalnosti pri pouku. Cilj proučevanja je usmerjen v ugotavljanje pogojev, v okviru katerih se odvija proces ustvarjalnosti. Avtorja sta opravila raziskavo na vzorcu 110 razrednih učiteljev, ki so s svojimi primeri dobre prakse sodelovali na Zboru učiteljev Srbije in Predstavitvi ustvarjalnosti pred dvema letoma. Rezultati proučevanja kažejo, da učitelji pozitivno ocenjujejo svojo usposobljenost za določene spretnosti v ustvarjalnem procesu, da sta lastna potrditev in želja po izboljšanju učnega procesa osnovna motiva za učiteljevo ustvarjalnost, da ustvarjalnost učiteljev izvira iz lastne pobude, da je najbolj primeren za spodbujanje ustvarjalnosti nivojski pouk in da šola premalo podpira učiteljevo ustvarjalnost. Analiza rezultatov raziskav opozarja na potrebo po: celovitem seznanjanju strokovne javnosti z dosežki in izdelki ustvarjalnih učiteljev, spodbujanju učiteljev k izviranosti in ustvarjalnosti, celovitem raziskovanju profila ustvarjalnega učitelja.*

Original scientific paper

UDC 37.091.31:159.954

KEYWORDS: *creativity, teaching, teacher, attitudes, opinions*

ABSTRACT – *Creativity is viewed from the point of modern school's needs, and its features are found in the cognitive, evaluative, emotional and voluntary sphere of the teacher's personality. For the subject of this research, we singled out teachers' opinions and attitudes on creativity in teaching. The study was conducted on a sample of 110 teachers who participated in the Serbian Convention of Teachers and the Exhibition of Creative Work in 2010 and 2011 with their examples of "good practice". Research results show: that teachers positively evaluated their competences for particular skills in the creative process, that the personal affirmation and a desire to improve the teaching process are the basic motifs in teachers' creative work, that teachers' creative process is a matter of personal initiative, that teaching at different levels is most suitable for the implementation of creativity, and that school support for teachers' creativity is not adequate. The analysis of the research results shows: the need for more comprehensive introduction of the achievements and the results of teachers' creativity to the professional public, the need to encourage teachers to be original and creative in the teaching process, the need for a more comprehensive research of the profile of teachers-creators.*

1. A theoretical approach to the problem

Modern school requires a changed role of teachers in the teaching process and, in that regard, a need to educate and train future teachers whose competences would be in accordance with the requirements of modern approaches to teaching students in the context of education. It is believed that educational objectives of the school can be accomplished if all the potentials of the teacher are engaged. The new school requires

Jelena Maksimović, Ph.D.

Factors of teachers' motivation for professional advancement

Izvirni znanstveni članek

UDK 37.011.3-051:331.36

KLJUČNE BESEDE: učitelji, motivacija, strokovno izpopolnjevanje

POVZETEK – Strokovno izpopolnjevanje je celovit proces, ki ga označujejo permanentnost usvajanja novega znanja, spremljanje novega znanja, pridobivanje in krepitev sposobnosti ter spretnosti in oblikovanje stališč, kar je nujno za široko polje učiteljevih vlog. Zaradi ključne vloge, ki jo imajo učitelji pri realizaciji učenčevih dosežkov, je spodbujanje strokovnega izpopolnjevanja učiteljev zelo pomembno v okviru vseh sprememb, ki se odvijajo v izobraževalnem sistemu. Avtorica analizira dejavnike, ki motivirajo učitelje za strokovno izobraževanje glede na njihovo delovno dobo, glede na njihovo znanje tujega jezika, šolsko sredino, dolžino njihovega študija in na njihovo poprečno oceno. Rezultati kažejo, da učitelji za strokovno izpopolnjevanje motivirajo potrebe po menjaju številnih vlog v razredu, potreba po individualnem pristopu, ki zahteva ustrezno spoznavanje učencev in njihovih različnih lastnosti ter potreb. Manjše število respondentov, predvsem starejših, izpostavlja tudi potrebo po informacijski pismenosti.

Original scientific paper

UDC 37.011.3-051:331.36

KEYWORDS: teacher, motivation, professional advancement.

ABSTRACT – Professional advancement is a complex process in which new knowledge is permanently adopted, enriched and followed, and in which capacities, skills and positions needed for the wide array of teachers' roles are acquired and strengthened. Given the crucial role that teachers play in supporting students' achievement, the promotion of teachers' professional advancement is very important in the ongoing changes of the educational system. The paper particularly analyses the factors of teachers' motivation for professional advancement set against: the years of service, knowledge and use of a foreign language, the school environment, length of the teacher's studies at the university and grade point average during the studies. Results show that primary motivation factors for professional advancement, seen against all other responses, are the change of the role of the teacher in the class and the growing need for individualisation. Relatively few respondents stressed the strong need for literacy in information technologies.

1. Introduction

Modern society is one that learns, and the teacher in this society is not a craftsman whose task is to transfer the ideas of others. Rather, he or she is expected to be a creative, reflexive, critically oriented professional, a teacher who is also an action researcher; likewise, the school is expected to be the place where children and adults learn simultaneously (Freire, 1993; Stoll & Fink, 2000). The study entitled the *Green Paper on Teacher Education in Europe* is the principal source for reflections on these problems. Analysing the available documentation, the authors of this study stress that, declaratively, a high degree of agreement has been made on the fact that teacher

Knowledge assessment by electronic learning systems

Pregledni znanstveni članek

UDK 37.091.26:004

KLJUČNE BESEDE: e-učenje, preverjanje znanja na daljavo, Moodle

POVZETEK – Avtorja razpravljata o vlogi in pomenu elektronskega izobraževanja. V prispevku ugotovljata možnosti in prednosti sistema za elektronsko izobraževanje z vidika preverjanja znanja v primerjavi s klasičnim načinom. Izobraževanje na daljavo prikazujeta v zgodovinskem kontekstu. V empiričnem delu predstavljata rezultate proučevanja, v okviru katerega sta ugotavljala zadovoljstvo študentov menedžmenta ob uporabi elektronskega izobraževanja pri preverjanju znanja, pa tudi prednosti, ki jih ta sistem ponuja učiteljem. Raziskava je bila usmerjena predvsem v proučevanje utemeljenosti uvajanja sistema za elektronsko izobraževanje z vidika preverjanju znanja, vendar pa rezultati odpirajo možnosti za nadaljnje raziskovanje tega področja, zato avtorja nakažeta nadaljnje korake pri realizaciji te naloge.

Review scientific paper

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KEYWORDS: e-learning, computer aided assessment, Moodle

ABSTRACT – In this paper, the authors strive to show how important it is to include a distance learning system as one of contemporary educational processes in today's educational streams. The aim of this paper is to present the possibilities and advantages of a distance learning educational system during knowledge assessment. It presents a short historic review of distance learning education, from its beginnings to e-learning. The paper shows the results of empirical research. The aim of the research was to identify the satisfaction of management students with the use of a distance learning education system during knowledge assessment as well as the advantages that the distance learning system offers to professors. The result of the research has established that the respondents are satisfied with knowledge assessment using the distance learning education system.

1. Introduction

Although surviving for millions of years, classical education has some significant faults. One of the biggest is the necessity for attending lectures. That fact forces a participant to pay the costs of accommodation, travelling and other telecommunication services. There are also indirect costs of time spent on the travelling. Another important problem is teaching adjusted to the so-called average student, whereas others who do not belong to this category cannot be included, no matter if the process of learning is too slow or too fast for them. With the wide use of computers and the Internet, new techniques of learning have been developed, which are called e-learning and help us overcome the above mentioned problems.

Dr. Slavko Cvetek

Teorija konstruktivne poravnave in implikacije za visokošolski kurikulum

Pregledni znanstveni članek

UDK 378.016+378.018

KLJUČNE BESEDE: konstruktivna poravnava, visokošolski kurikulum, oblikovanje predmetov, predvideni učni izidi, SOLO taksonomija, optimiranje

POVZETEK – Kljub spremembam tradicionalnega transmissijskega pogleda na visokošolski kurikulum glede konstruktivističnega pojmovanju učenja oziroma študija ostaja še zmeraj ključno vprašanje oblikovalcev študijskih programov, kako zagotoviti, da bodo študenti, ko bodo diplomirali, znali to, kar želimo, da znajo. Teorija konstruktivne poravnave temelji na dveh ključnih načelih: na konstruktivističnem pojmovanju učenja in na poravnavi pri oblikovanju poučevanja in ocenjevanja znanja. Avtor opiše ključna načela teorije konstruktivna poravnave in proces oblikovanja konstruktivno poravnane kurikuluma ter ugotavlja, da poteka razvoj visokošolskega kurikuluma v izobraževalnih sistemih visoko razvitih družb vedno bolj v smeri, ki jo je začrtala teorija konstruktivne poravnave. Na osnovi ugotovitev pregleda manjšega števila naključno izbranih učnih načrtov predmetov novo akreditiranih študijskih programov avtor ugotavlja, da ti večinoma niso poravnani, to je, da so v neskladju z načeli konstruktivne poravnave, kot tudi z načeli na izidih utemeljenega izobraževanja. Avtor ugotavlja, da je čas, da se univerze in visokošolske ustanove v Sloveniji odzovejo na spremenjene razmere in optimirajo svoje delovanje na način, da ustvarjajo pogoje za optimalno učenje (študij) svojih študentov, kar lahko storijo z upoštevanjem načel konstruktivne poravnave.

Review scientific paper

UDC 378.016+378.018

KEYWORDS: constructive alignment, higher education curriculum, course design, intended learning outcomes, SOLO taxonomy, optimisation

ABSTRACT – Despite the changes of the traditional transmission view of the higher education curriculum in the direction of constructivist view of learning, the key questions for designers of courses and study programmes is still how to ensure that students, when they graduate, know what we want them to know. The theory of constructive alignment is based on two key principles: a constructivist conception of learning, and alignment of teaching and assessment. The author outlines the key principles of Biggs' theory and the process of designing a constructively aligned curriculum, and finds that the development of a higher education curriculum in highly developed countries and their educational systems goes in the direction that was set by the theory of constructive alignment. The author then presents some key findings from his review of a small number of randomly selected courses of newly accredited study programmes. As the author finds, most of the reviewed courses are not "aligned", that is, they are inconsistent with the principles of constructive alignment, as well as with the principles of outcome-based learning.

1. Uvod

V zadnjih desetletjih se je pogled na visokošolsko izobraževanje ter vlogo univerze v družbi močno spremenil. Povečal se je nadzor držav nad izobraževalno dejavnostjo visokošolskih ustanov (npr. skozi postopke akreditacije in zagotavljanja