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Inovativna didaktična metoda: meduniverzitetno online projektno delo

Prejeto 29.10.2022 / Sprejeto 01.12.2022

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KLJUČNE BESEDE: mednarodno projektno delo študentov, online sodelovanje, internacionalizacija doma
POVZETEK – Mednarodno projektno delo študentov in visokošolskih učiteljev predstavlja pomemben vidik usvajanja znanj in veščin, ključnih za dela v globaliziranem svetu. Ker vsi študenti ne morejo sodelovati v mednarodni mobilnosti, je pomembna tudi "internationalizacija doma". Namen študije je bil ugotoviti dojemanje uvajanja inovativne didaktične metode večperspektivnega online projektnega dela med študenti in visokošolskimi učitelji zdravstvene nege s slovenske in hrvaške univerze. Uporabljena je pilotna študija s kvantitativnim pristopom anketiranja študentov ($N = 127$) in kvalitativnim pristopom poglobljenih intervjujev študentov in visokošolskih učiteljev ($N = 19$), s katero smo ugotavljali zadovoljstvo, prednosti in ovire študentov in visokošolskih učiteljev Fakultete za zdravstvene vede Univerze v Novem mestu in Sveučilišta Sjever Odjel za sestrinstvo z izvedbo učne metode. Kvantitativni rezultati so pokazali, da so študenti obeh univerz v povprečju zelo zadovoljni z metodo, saj ni bilo ugotovljenih statistično značilnih razlik med njimi, poglobljeni intervjuji pa so razkrili največjo prednost in oviro sodelovanja.

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ABSTRACT – International project work by students and university faculty represents an important aspect of acquiring knowledge and skills critical to working in a globalised world. Since not all students can participate in international mobility, "internationalisation at home" is also important. The aim of the study was to determine the perceptions of the introduction of the innovative didactic method of multi-perspective online project work among students and university teachers of nursing at Slovenian and Croatian universities. A pilot study using a quantitative approach of surveying students ($N = 127$) and a qualitative approach of in-depth interviews with students and university faculty ($N = 19$) was conducted to determine the satisfaction, strengths, and barriers of students and university faculty at the University of Novo Mesto, Faculty of Health Sciences and the Department of Nursing at University North with the introduction of the teaching method. The quantitative results showed that students from both universities were on average very satisfied with the method, as no statistically significant differences were found between them, and the in-depth interviews revealed the greatest advantage and obstacle of the collaboration.

1 Uvod

V današnjem globaliziranem svetu so mednarodne kompetence in sposobnost učinkovitega sodelovanja v mednarodnih timih, ki komunicirajo online, ključne zahteve različnih delovnih mest. Strokovnjaki in praktiki na področju izobraževanja so soglasni, da je naloga visokega šolstva ustrezno pripraviti diplomante za delo v vedno bolj internacionaliziranem okolju, ki zahteva mednarodno sodelovanje različnih strokovnjakov pri reševanju aktualnih izzivov, z uvajanjem medkulturnih spretnosti, odnosov in večjezičnosti ter sposobnosti izvajanja projektnega dela v svoje študijske programe (Qiang, 2003; Zgaga idr., 2013; Rauer idr., 2021). Takšni izidi se pričakujejo z uporabo didaktične

metode mednarodnega projektnega učenja (Zavašnik Arčnik, 2015; Mosley in Connolly, 2021; Rauer idr., 2021). Sodelovanje v mednarodnih projektih pozitivno vpliva tako na izobraževalni zavod kot na delo visokošolskih učiteljev in študentov, saj krepi stike učiteljev s tujimi učitelji, dviguje prepoznavnost izobraževalne ustanove v lokalnem in širšem okolju, odprtost šole do ožjega in širšega okolja, zmožnost sporazumevanja učiteljev in učencev v tujem jeziku, sodelovanje ter usklajevanje med učitelji (Sentočnik, 2013; Brassier-Rodrigues in Brassier, 2021). Mednarodno sodelovanje vpliva tudi na nekognitivne vidike učenja, kot so motiviranost, samostojnost, želja po znanju jezikov in želja po sodelovanju z vrstniki iz drugih držav (Sentočnik, 2013; Brassier-Rodrigues in Brassier, 2021), ki so pogoj za usvajanje znanja in veščin. Mednarodna izkušnja krepi tudi druge kompetence, kot so odgovornost, delo v skupinah, prilagajanje spremembam, samostojnost in iznajdljivost (Erčulj, 2006; Rauer idr., 2021).

Danes je običajno, da so koncepti aktivnega učenja in projektnega, raziskovalnega ter problemskega učenja ključne sestavine izobraževalnih strategij sodobnih univerz. Projektno učenje je širok pedagoški pristop, ki zajema različne strategije, temelječe na študenta usmerjenem pristopu z bolj aktivnimi metodami, kot so tradicionalni didaktični pristopi. Pri slednjih se od študentov pričakuje, da absorbirajo, si zapomnijo in ohranijo informacije z branjem ali poslušanjem predavanj, pri čemer so razmeroma pasivni, mentorji pa veljajo za "strokovnjake" in avtoritativne posredovalce znanja. Nasprotno pa se projektno učenje ujema s konceptom "skupnostne prakse", kjer se študente obravnava kot del akademske skupnosti. Ta koncept se dobro ujema s sodobnimi univerzitetnimi izobraževalnimi strategijami, ki si prizadevajo, da bi na študente gledali kot na sodelavce univerze. Temeljne sestavine projektnega učenja so naslednje: aktiven pristop študentov k učenju; študij je spodbujen z raziskovanjem; učitelj je spodbujevalec učenja in ne zgolj posredovalec informacij; dejanski učni proces je razumljen kot proces konstruiranja znanja in novega razumevanja (Mosley in Connolly, 2021).

Kompleksna učna metoda, kot je projektno delo, zahteva sodelovanje oziroma delo v skupini/timu (Dumont idr., 2013; Flogie, 2016), razumljeno je kot večstopenjski proces, v katerem člani tima na individualni in skupinski ravni izpolnjujejo naloge in razvijajo timsko delo (Hwang, 2018), pri čemer člani razvijejo odgovornost za izvajanje določenega dela, obenem pa se počutijo odgovorni za celotni uspeh skupine (Peklaj, 2004). Udeleženci samostojno ali/in v manjših skupinah rešujejo različne z učnimi cilji povezane probleme in so pri tem aktivnejši, raziskovalni, kreativni in razvijajo kritično mišljenje, omenjen način pa v primerjavi s tradicionalnim pristopom poučevanja omogoča konstrukcijo boljšega in trajnejšega znanja (Erjavšek in Kostanjevec, 2016).

Številni avtorji poudarjajo smiselnost vključitve projektnega pristopa v visokošolski študij, saj projektno študijsko delo spodbuja študente k medsebojnemu sodelovanju, poslušanju in k sprejemanju mnenj drugih, kar pozitivno vpliva na razvoj njihovih socialnih kompetenc (Summers in Dickinson, 2012; Sánchez in Cano, 2020). Avtorji se strinjajo, da učinkovito projektno delo temelji na timskem delu, ki ga opredelujeta dobra komunikacija in sodelovanje med člani tima na poti do skupnega cilja. Sestava tima, struktura dela in razdelitev nalog ter sodelovanje v timu dokazano vplivajo na učinkovitost timskega dela (Salas idr., 2008; Hwang, 2018), ki je merljiva na različne načine, vključujoč zadovoljstvo posameznih članov z delom v timu (Guchait idr., 2016; Yi, 2016). Tim torej dosegaja cilje z dobrim medsebojnim sodelovanjem članov tima.

Mednarodno timsko delo vključuje sodelovanje članov različnih narodnosti in ima tudi medkulturne razsežnosti (Hoffmann, 2004; Heron, 2018). Za uspešno sodelovanje članov tima je potrebno veliko prilagajanja, ki izhaja iz poznavanja svoje in druge kulture, saj se le tako lahko razume, da je neko vedenje posledica kulturne različenosti (Heron, 2018). Nepoznavanje kulturnih razlik predstavlja tveganje, ki lahko ovira in prepreči učinkovito doseganje projektnih ciljev (Čepon, 2008), različna kulturološka prepričanja pa so lahko tudi glavni razlog za nedoseganje ciljev tima (Rozman, 2003). Sodelujoči v mednarodnih timih govorijo različne jezike, imajo različne načine vedenja in navade, za uspešno sodelovanje pa je potrebno s strani članov tima omenjene razlike čim bolj upoštevati (Dinsmore in Benitez Cotas, 2006). Nemška raziskava o izzivih pri mednarodnem projektnem sodelovanju je pokazala, da predstavljajo kulturne razlike med člani tima bistveno večji izziv kot jezikovne ovire (Hoffmann, 2004).

Mednarodni programi študentskih izmenjav so pogosto predstavljeni kot vodilna strategija za kulturno izmenjavo, vendar pa analiza mobilnosti OECD iz leta 2017 kaže, da v povprečju le 12 % vseh študentov preživi čas v tujini na drugi univerzi (OECD, 2019). Da bi študentom pomagali razviti globalno, mednarodno in medkulturno znanje, zavest in spretnosti, ne da bi morali zapustiti svojo domovino, so potrebne dodatne strategije (Beelen in Jones, 2015). Ena od teh je t. i. "internacionalizacija doma", ki zajema vse mednarodno usmerjene dejavnosti razen izhodne mobilnosti (Harrison, 2015). Ta vključuje tudi medsebojno povezanost prek spleta, imenovano "virtualna mobilnost" (Beelen, 2007), tj. uporabo informacijskih in komunikacijskih tehnologij za doseganje ciljev fizične mobilnosti brez potovanja (Vriens idr., 2010). Virtualna mobilnost velja za enega najpomembnejših inovativnih vidikov internacionalizacije visokega šolstva (European Commision, 2020). Strokovnjaki so soglasni, da je uvedba online mobilnosti v učne načrte univerz pomembna za dolgoročno umestitev dejavnosti virtualne mobilnosti (Beelen, 2007; Ferreira-Lopes in Van Rompay-Bartels, 2020).

Da bi omogočili študentom, ki ne morejo oziroma ne želijo sodelovati v mednarodni mobilnosti (ta je bila znatno otežena tudi zaradi epidemije covida-19), je bila v šolskem letu 2021/2022 na Univerzi v Novem mestu osnovana inovativna učna metoda, ki vključuje projektno delo z raziskovanjem študentov v mednarodnem oziroma meduniverzitetnem timu. Študenti so sodelovali online oziroma izvajali virtualno mobilnost. Namen te prakse je bil okrepiti internacionalizacijo doma (Beelen, 2007), doseči sinergijo učinka mednarodnega in projektnega dela ter študentom omogočiti dvig raziskovalnih, sodelovalnih, jezikovnih, komunikacijskih, organizacijskih ipd. kompetenc.

Ta praksa ni nekaj povsem novega, saj številni avtorji poročajo o mednarodnem timskem delu študentov (npr. Trautrimis idr., 2016; Komori-Glatz, 2017; Rauer idr., 2021). Inovativnost te prakse se kaže v identifikaciji aktualnega izziva in oblikovanju teoretskega ogrodja v mednarodnem timu, raziskovanju raziskovalnega problema s perspektive države/kulture študenta, skupnem oblikovanju sinteze rezultatov in predstavitvi projektne naloge drugim študentom in visokošolskim učiteljem. K sodelovanju so bili povabljeni študenti zdravstvene nege s slovenske in hrvaške univerze ter oblikovani so bili timi z mednarodno sestavo študentov. Prav tako so se povezali visokošolski učitelji in aktivno sodelovali v novi, do takrat še neimplementirani obliki skupnega sodelovanja. Omenjeno mednarodno timsko sodelovanje študentov in visokošolskih učiteljev na področju zdravstvene nege predstavlja novo učno metodo, ki je še neraziskana,

zato se postavlja vprašanje zadovoljstva študentov in visokošolskih učiteljev z uvedeno učno metodo ter ključnih prednosti in ovir njene implementacije.

Problematika medkulturnih razlik je v izobraževanju podcenjena, kar se odraža tudi v pomanjkanju sistematičnih raziskav na tem področju (Kralj in Svetličič, 2017; Rauer idr., 2021). Kulturne razlike lahko povzročajo konflikte, po drugi strani pa lahko tudi pospešujejo inovativnost in produktivnost (Stahl in Tung, 2015). Najpogostejše ovire pri medkulturnem komuniciranju so jezikovne in neverbalne ovire, stereotipiziranje, predvidevanje podobnosti z lastno kulturo, stres, strah in nezaupanje ter geografske ovire (Hofstede idr., 1994). Potencialnim napakam se najbolje izognemo s tem, da se zavedamo vseh teh preprek, ne obsojamo drugačnosti, razvijamo zavedanje o lastnem neverbalnem vedenju in lastnih stereotipih, pridobimo znanje o tuji kulturi ter si njihovo vedenje razlagamo s stališča njihove kulture, svoje stereotipe in znanje pa prilagodimo novi izkušnji (Govindarajan in Gupta, 2001). Kot je bilo omenjeno, jezikovne ovire predstavljajo eno izmed pomembnejših medkulturnih ovir, zaradi katerih lahko pride do nesoglasij in napačnega razumevanja med člani tima (Kralj in Svetličič, 2017). Med jezikovnimi ovirami je bila najpogostejše izpostavljena napačna interpretacija besed in situacij, kar lahko privede do nesoglasij, tudi zaradi različnih vrednot posameznikov in pomanjkanja zaupanja. Nesoglasja med člani tima povzročijo daljšo in zapletenejšo komunikacijo, v nekaterih primerih pa tudi znižano raven zaupanja, posledično pa odnos med člani tima ni več optimalen (Baack idr., 2015).

Ker do sedaj še ni bilo izvedene raziskave o percepciji (zadovoljstvu, prednostih in ovirah tako pri študentih kot visokošolskih učiteljih) meduniverzitetnega večperspektivnega online projektnega dela, smo skušali s to študijo zapolniti raziskovalno vrzel. Zato je bil njen cilj ugotoviti, kako so bili študenti in visokošolski učitelji različnih univerz zadovoljni z vsebino in izvedbo inovativne učne metode in kakšne so prednosti in ovire te didaktične metode.

2 Podobne pedagoške prakse

V visokem šolstvu so meduniverzitetni online timi že uveljavljeni kot izkustvena učna metoda za poučevanje medkulturnih veščin. Do sedaj so se izvajali na področju medkulturnega usposabljanja (Eslami idr., 2019), v logistiki (Trautrimis idr., 2016), trženju (Van Ryssen in Godar, 2000) in poslovnem izobraževanju (Ferreira-Lopes in Van Rompay-Bartels, 2020). Projekti mednarodnega online sodelovanja so še posebej razširjeni na področju poslovnega izobraževanja. Na primer, Walker idr. (2018) so dvakrat uspešno izvedli šesttedenski projekt s skupno približno 600 študenti poslovnih ved iz enajstih visokošolskih institucij iz šestih držav. Udeleženci so morali analizirati spletno prisotnost in ugled podjetja, ki so ga sami izbrali, ter predlagati izboljšave.

Drug posebej uspešen primer uporabe spletnih tečajev v poslovnem izobraževanju je "Global Enterprise Experience" (GEE). GEE je mednarodno tekmovanje, katerega cilj je razviti veščine na področju poslovanja študentov različnih kultur, časovnih pasov, pogledov na svet in ravni bogastva. Izvaja se vsako leto od leta 2004. Študenti morajo v treh tednih v osmih skupinah razviti predlog poslovnega koncepta na šestih straneh za določen poslovni problem v resničnem življenju. Ta projekt ni vključen v predmetnik,

vendar se lahko vanj prostovoljno vključijo zainteresirani študenti, ki so spodbujeni k sodelovanju s ponudbo denarnih nagrad (GeeBiz, 2020).

Najnovejša študija Rauerja idr. (2021) o projektu poučevanja študentov z različnih univerz in študijskih področij na način, da so skupaj reševali probleme v simuliranem online poslovnem okolju in predstavili svoje ugotovitve visokošolskemu učitelju, je pokazala, da so študenti poročali o manjših težavah na področju kulturnih razlik in večjih na področju komunikacije in koordinacije ter znanja angleščine. Študija je potrdila, da je projekt študente bolje pripravil na njihovo prihodnjo kariero. 80 % udeležencev ga je ocenilo kot dragoceno izkušnjo in kot izobraževalni koncept, ki predstavlja pomemben prispevek v visokošolskem izobraževanju, zlasti v situacijah, kot je pandemija covida-19.

Obstoječe študije niso soglasne glede trajanja meduniverzitetnih online projektov, vrste nalog, velikosti timov in platform za izvedbo, so pa jasno pokazale učinkovitost in uporabnost pristopov k poučevanju, ki uporabljajo online sodelovanje za krepitev medkulturnih kompetenc udeležencev različnih univerz. Ker so obstoječe metode meduniverzitetnega online projektnega dela omogočale, da udeleženci obravnavajo temo iz enega oziroma skupnega zornega kota, je predstavljena učna metoda, ki temelji na skupni opredelitvi raziskovalnega problema, njegovem proučevanju s perspektive države/kulture, iz katere študent prihaja, skupnem sintetiziranju in kritični oceni ter predstavitvi rezultatov, inovativna. To je pomembno, ker si z identifikacijo razlik in skupnih točk raziskovalnega problema ter njihovo kritično oceno študenti lahko pridobijo kompleksnejše raziskovalne in medkulturne kompetence (Ferreira-Lopes in Van Rompay-Bartels, 2020).

3 Potek in organizacija projekta

V študijskem letu 2021/2022 je Univerza v Novem mestu nadgradila dobro sodelovanje s Sveučilištem Sjever iz Varaždina tako, da je hrvaške visokošolske učitelje na področju zdravstvene nege povabila k uresničitvi koncepta meduniverzitetnega večperspektivnega online projekta. V projekt so bili prostovoljno vključeni študenti 1. stopnje zdravstvene nege, ki so v mešanih skupinah po štiri ali pet študentov skupaj opredelili aktualen raziskovalni problem na področju zdravstvene nege (s poudarkom na higieni, ekologiji in obravnavi internističnega bolnika) in teoretsko ogrodje (proučevanje strokovne in znanstvene literature), v nadaljevanju pa ga raziskali s perspektive posamezne države. Nato so v timskem delu sintetizirali ugotovitve tako, da so izpostavili podobnosti in razlike v obravnavi posameznega problema. Skupaj so pripravili pisni del projektne naloge in ga v hibridni obliki v živo in online predstavili timu mentorjev in študentom. Pri projektu so kot mentorji in predavatelji sodelovali visokošolski učitelji, nosilci različnih učnih enot obeh visokošolskih zavodov.

Na tedenskih online videokonferenčnih sestankih so dobili od mentorjev navodila in usmeritve o skupnem sodelovanju in pripravi projektnih nalog, izvedba, način ter pogostost njihovega sodelovanja pa so bili prepuščeni njihovi izbiri. Njihovo online sodelovanje je najpogosteje potekalo po aplikaciji MS Teams, pisna gradiva in krajša sporočila pa so si pošiljali po e-pošti, prav tako pa so tudi pisni del v obliki projektne naloge po e-pošti poslali mentorjem. Vsi sodelujoči visokošolski učitelji, ki so sodelovali kot mentorji, so izvedli tudi online gostujoča predavanja, študenti pa so predstavili

projektne naloge online in v živo v predavalnici fakultete. V projektu je sodelovalo 127 študentov, ki je prejelo za opravljeno delo oceno pri matičnem predmetu.

4 Metodologija

V raziskavi, ki smo jo izvedli po zaključku predstavitev projektnih nalog, je bil uporabljen kvantitativni in kvalitativni deskriptivni pristop študije primera z anketiranjem in poglobljenimi intervjuji študentov in visokošolskih učiteljev. V raziskavi so sodelovali študenti 1. stopnje študijskega programa Zdravstvene nege na Univerzi v Novem mestu, Fakulteti za zdravstvene vede in študenti s Sveučilišta Sjever Odjel za sestrinstvo ter visokošolski učitelji obeh univerz.

V kvantitativno raziskavo je bilo vključenih 127 študentov, od tega 91 študentov slovenske in 36 študentov hrvaške univerze, skupaj 95 študentk in 32 študentov. Za ocenjevanje zadovoljstva sodelovanja pri projektnem delu je bil uporabljen anketni vprašalnik, ki je bil sestavljen iz treh delov. Prvi del je vključeval sociodemografske podatke anketirancev, drugi del je meril zadovoljstvo z vsebino, pripravo in izvedbo inovativne učne metode z devetimi trditvami, ki so vključevale zadovoljstvo na splošno in prednosti sodelovanja v projektnem delu, na katere so študenti odgovarjali s pomočjo 5-stopenjske Likertove lestvice (1 – zelo nezadovoljen, 5 – zelo zadovoljen), tretji del pa je meril ovire sodelovanja z enajstimi trditvami, na katere so študenti odgovarjali s pomočjo 5-stopenjske Likertove lestvice (1 – nikakor se ne strinjam, 5 – povsem se strinjam). Vprašalnik je bil preveden tudi v hrvaški jezik, da so hrvaški študenti lahko suvereno izbrali ponujene trditve. Za oceno zadovoljstva je bila narejena osnovna deskriptivna statistika, razlike v zadovoljstvu in ovirah med študenti obeh fakultet pa so bile izmerjene s t-testom za neodvisne vzorce. Statistično analizo smo izvedli s statističnim programom SPSS, različico 24.0.

V kvalitativni raziskavi je sodelovalo 16 študentov in 3 mentorji, s katerimi smo septembra 2022 izvedli poglobljene intervjuje, saj smo želeli izboljšati razumevanje sodelovanja pri projektu z vidika študentov in visokošolskih učiteljev. K sodelovanju pri poglobljenih intervjujih so bili povabljeni vsi sodelujoči študenti in visokošolski učitelji. Intervjuvancem so bila zastavljena vprašanja, ki so vsebovala teme o zadovoljstvu z inovativnim projektnim delom, prednostih in ovirah dela v projektu. Podatki poglobljenih intervjujev so bili analizirani s tematsko analizo.

5 Rezultati

Kvantitativni pristop

Tabela 1 kaže, da so bi študenti zelo zadovoljni na splošno s sodelovanjem pri projektu in tudi s posameznimi elementi (vsebina, priprava in izvedba projekta). Študenti so bili glede sodelovanja pri projektu najbolj zadovoljni s pripravo na projektno delo

($\bar{x} = 4,64$; $SD = 0,79$), nekoliko manj s sodelovanjem pri projektu na splošno ter z uporabo sodobne digitalne tehnologije ($\bar{x} = 4,55$; $SD = 0,85$). Najmanjše zadovoljstvo so izrazili pri tujem jeziku ($\bar{x} = 3,51$; $SD = 1,18$).

Tabela 1

Ocena zadovoljstva s sodelovanjem pri projektu

Zadovoljstvo s sodelovanjem	Zelo nezadovoljen	Nezadovoljen	Niti zadovoljen niti nezadovoljen	Zadovoljen	Zelo zadovoljen	$\bar{x}$	SD
	f%	f%	f%	f%	f%		
S sodelovanjem pri projektu na splošno	0	4	6	32	58	4,55	0,85
S pridobljenim znanjem	0	5	5	53	37	4,29	0,98
S pripravo na projektno delo	0	0	5	32	63	4,64	0,79
Z načinom komuniciranja	4	2	4	53	37	4,01	0,82
Z reševanjem konfliktov	5	5	5	58	26	4,03	0,95
Z razdelitvijo dela znotraj tima	5	11	0	58	26	3,64	1,06
Z uporabo sodobne digitalne tehnologije	2	3	0	37	58	4,55	0,81
S sodelovanjem v tujem jeziku	4	17	4	48	26	3,51	1,18
S sodelovanjem mentorjev s študenti	3	3	0	26	68	4,52	0,76

Tabela 2 kaže, da je anketirancem največjo oviro predstavljalo sporazumevanje v tujem jeziku ($\bar{x} = 4,91$; $SD = 0,56$) in dodatna obremenitev/delo, ki je posledica sodelovanja pri projektu ($\bar{x} = 4,68$; $SD = 0,82$). Najmanjšo oviro je predstavljal neosebni stik s člani tima ($\bar{x} = 2,88$; $SD = 0,56$).

Tabela 2*Ovire pri sodelovanju v projektu*

<i>Ovire pri sodelovanju</i>	<i>Nikakor se ne strinjam</i>	<i>Se ne strinjam</i>	<i>Niti se ne niti se strinjam</i>	<i>Se strinjam</i>	<i>Povsem se strinjam</i>	$\bar{x}$	<i>SD</i>
	<i>f%</i>	<i>f%</i>	<i>f%</i>	<i>f%</i>	<i>f%</i>		
Sporazumevanje v tujem jeziku mi predstavlja oviro	0	2	4	16	72	4,91	0,56
Sodelovanje v projektu mi predstavlja dodatno obremenitev/delo	4	8	6	46	36	4,68	0,82
Kulturne razlike med mano in tujimi študenti mi predstavljajo oviro	18	26	32	14	10	3,16	0,42
Sodelovanje s študenti drugih narodnosti mi predstavlja oviro	8	16	34	24	18	3,08	0,68
Uporaba digitalnih komunikacijskih orodij mi predstavlja oviro	24	26	24	12	14	3,48	0,64
Neosebni stik s člani tima mi predstavlja oviro	18	46	24	8	4	2,88	0,56
Način dela tujih študentov (odzivnost, vključevanje) mi predstavlja oviro	2	16	12	42	28	4,12	0,54
Samostojno delo mi predstavlja oviro	16	42	22	12	8	3,06	0,86
Timsko delo mi predstavlja oviro	38	36	18	10	8	2,86	0,68
Nepoznavanje članov tima mi predstavlja oviro	6	8	12	52	22	4,02	0,52
Nepoznavanje novih oblik dela mi predstavlja oviro	4	36	28	18	14	3,26	0,62

Tabela 3 kaže, da se zadovoljstvo študentov ne glede na posamezni element statistično značilno ne razlikuje glede na univerzo oziroma državo, iz katere prihajajo študenti.

Tabela 3*Zadovoljstvo s sodelovanjem pri projektu med slovenskimi in hrvaškimi študenti (t-test)*

<i>Zadovoljstvo s sodelovanjem</i>	<i>Narodnost študentov</i>	$\bar{x}$	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
S sodelovanjem v projektu na splošno	slovenska	4,42	0,95	1,764	75	0,08
	hrvaška	4,68	0,89			
S pridobljenim znanjem	slovenska	4,12	1,21	-1,555	124	0,12
	hrvaška	4,46	0,82			
S pripravo na projektno delo	slovenska	4,76	0,95	0,108	150	0,11
	hrvaška	4,52	0,81			
Z načinom komuniciranja	slovenska	3,86	1,18	1,625	150	0,21
	hrvaška	4,16	0,79			
Z reševanjem konfliktov	slovenska	3,50	0,76	-1,006	137	0,28
	hrvaška	4,56	0,85			
Z razdelitvijo dela znotraj tima	slovenska	3,31	1,06	0,064	146	0,94
	hrvaška	3,97	0,78			
Z uporabo sodobne digitalne tehnologije	slovenska	4,32	0,98	0,669	124	0,50
	hrvaška	4,78	0,91			
S sodelovanjem v tujem jeziku	slovenska	3,21	1,21	0,061	124	0,98
	hrvaška	3,81	1,14			
S sodelovanjem mentorjev s študenti	slovenska	4,76	0,56	0,128	150	0,90
	hrvaška	4,28	0,88			

Tabela 4 kaže, da se ovire pri sodelovanju študentov ne glede na postavko statistično značilno ne razlikujejo glede na univerzo oziroma državo, iz katere prihajajo študenti.

Tabela 4*Ovire sodelovanja pri projektu med slovenskimi in hrvaškimi študenti (t-test)*

<i>Ovire pri sodelovanju</i>	<i>Narodnost študentov</i>	$\bar{x}$	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Sporazumevanje v tujem jeziku	slovenska	4,93	0,56	0,49	123	0,62
	hrvaška	4,89	0,76			
Sodelovanje v projektu predstavlja dodatno delo	slovenska	4,62	1,24	0,06	146	0,94
	hrvaška	4,74	1,12			
Kulturne razlike med mano in tujimi študenti	slovenska	3,48	1,02	0,53	146	0,59
	hrvaška	2,84	0,98			
Sodelovanje s študenti drugih narodnosti	slovenska	3,22	0,89	-1,60	146	0,11
	hrvaška	2,94	1,04			
Uporaba digitalnih komunikacijskih orodij	slovenska	3,34	1,23	0,62	146	0,64
	hrvaška	3,22	0,94			
Neosebni stik s člani tima	slovenska	2,98	0,76	-0,29	146	0,76
	hrvaška	2,78	0,66			
Način dela tujih študentov (odzivnost, vključevanje)	slovenska	4,82	0,92	-0,77	146	0,44
	hrvaška	3,42	0,46			
Samostojno delo	slovenska	3,04	0,86	-1,68	146	0,09
	hrvaška	3,08	0,84			
Timsko delo	slovenska	3,26	0,84	-1,53	146	0,13
	hrvaška	2,46	0,68			
Nepoznavanje članov tima	slovenska	4,82	0,88	-1,32	146	0,19
	hrvaška	3,22	1,02			
Nepoznavanje novih oblik dela	slovenska	3,42	0,64	-0,90	113	0,37
	hrvaška	3,10	0,86			

*Kvalitativni pristop**Zadovoljstvo s sodelovanjem v projektu*

Analiza poglobljenih intervjujev je pokazala, da so vsi intervjuvani študenti izrazili zadovoljstvo s sodelovanjem pri projektu na splošno, pri čemer se je bolj jasno pokazala razlika v odgovorih med slovenskimi in hrvaškimi študenti. Tipična je bila izjava slovenske študentke 9: “Super je bilo sodelovati s kolegi, zelo smo se ujeli in spoznali veliko novega.”

Tudi poglobljeni intervjuji z visokošolskimi učitelji so razkrili, da je bilo zadovoljstvo s sodelovanjem sicer obojestransko, čeprav močnejše izraženo s strani hrvaških kolegov, ki so sodelovanje opisali s podobnimi besedami, kot ga je hrvaški mentor 2: "To sodelovanje bi ocenil kot odlično, saj se je na ta način odprl prostor za skupno delo in deljenje rezultatov tega dela."

Prednosti sodelovanja na projektu

Intervjuvani študenti so kot prednost mednarodnega sodelovanja brez potovanja v času epidemije covida-19 izpostavili priložnost utrjevanja tujega jezika in pridobivanja izkušenj mednarodnega projektne dela. Navedeno je slovenski študent 10 opisal: "Čeprav so bila naša srečanja vedno na daljavo, smo vsakič imeli priložnost govorit' in poslušat' hrvaški jezik od vrstnikov in to je zame bila odlična izkušnja. Veselim se naslednjih skupnih projektov, ker zdaj vem, kako poteka delo." In hrvaški študent 9: "Slovenci so boljše razumeli naš jezik kot mi njihovega, smo pa bili veseli, da smo lahko izboljšali znanje slovenskega jezika."

Rezultati so tudi pokazali, da je bila prednost sodelovanja v projektu pridobitev novega znanja s pomočjo informacij, predstavljenih s strani študentov in mentorjev z druge univerze. "Obravnavane teme so poglobile znanje in mi omogočile širši pogled z vidika preventivnega zdravstvenega delovanja v obeh državah," je menil hrvaški študent 9. Mentor 3 pa je dodal: "Predstavljene teme z vidika obeh držav so predstavljale priložnost za nadgradnjo znanja s področja zdravstvene nege."

Večina študentov je poudarila, da so pridobili organizacijske in komunikacijske kompetence, saj je pri delu v mednarodnem timu zelo pomembno, kako se organizira delo in komunicira. "Ker smo morali sami uskladiti vse aktivnosti, sem ugotovil, da sem izboljšal organizacijske sposobnosti, vsi pa smo morali izboljšati način komuniciranja, ker drugače dogovori niso bili uspešni," je navedel hrvaški študent 14, slovenski (7) pa je dodal: "Tudi konflikte v timu smo se naučili reševati, spoznali pa smo, kako med člane tima uspešno razdeliti naloge."

Ovire pri sodelovanju v projektu

Analiza poglobljenih intervjujev je razkrila, da sta bili ključni oviri jezik in strah pred nastopanjem, še posebej strah pred javnim nastopanjem pred kolegi z druge univerze. Tipičen odgovor slovenske študentke 5 je bil: "Govorit' v tujem jeziku ni tako lahko, ker se ne počutim suvereno. Že tako je nastopati pred občinstvom težko, pred kolegi pa še težje, če pa moraš govorit' še v tujem jeziku, ki ga ne obvladaš dobro, je pa najtežje." Enako tudi pri hrvaški študentki 6: "Ne razumem angleško, slovensko pa še manj. Vse bi bilo super, če bi vedela, da bom lahko govorila v hrvaškem jeziku." Študente je oviralo tudi nepoznavanje tuje kulture, načina sporazumevanja in prilagodljivosti v smislu usklajevanja obveznosti. "Ne poznam načina razmišljanja tujih študentov, pa njihovih navad in jezika, zato ne vem, kako dobro (če sploh) bi usklajevali določene obveznosti," je dejala slovenska študentka 12.

Poglobljeni intervjuji so tudi razkrili, da je slovenskim študentom veliko oviro za sodelovanje v projektu predstavljalo nepoznavanje članov tima, kot je povedala slovenska študentka 14: "Nepoznavanje hrvaškega jezika je moja šibka točka in to me je najbolj

odvrčalo od sodelovanja pri projektu, pa tudi to, da ne poznam drugih članov, kar mi ni prijetno, in težko sodelujem z nekom, če ga ne poznam, sploh če ne govori slovensko.”

Nekaj študentov je tudi izpostavilo, da je sodelovanje oteženo zaradi neenake motiviranosti za sodelovanje. “Sodelovanje v projektu je težko, ker niso vsi enako motivirani za delo in pripravljeni vložiti trud in čas v delo in v usklajevanje obveznosti,” je dejal slovenski študent 7.

Četrtnina študentov obeh fakultet je tudi poudarila neustrezno delitev nalog znotraj tima in neizpolnjevanje dogovorjenih obveznosti. Tipična izjava slovenske študentke 12 je bila: “Hrvati niso izpolnili svojih obveznosti, niso se znali med seboj dogovoriti”, kaj bo kdo naredil in do kdaj. Niso pokazali pravega zanimanja za naše skupno delo, zato naše delo ni potekalo po planu in smo bili slabe volje, z opravljenim delom pa so bili (pre)hitro zadovoljni.” In mnenje hrvaškega študenta 1: “Smo želeli, da bi si drugače razdelili delo, pa ni šlo tako, zato smo včasih malo zamujali z oddajo naših prispevkov, ampak večjih težav ni bilo.”

Poglobljeni intervjuji z visokošolskimi učitelji so razkrili, da je največjo oviro pri sodelovanju v projektu predstavljala časovna stiska tako pri slovenskih kot hrvaških visokošolskih učiteljih, kar je slovenski mentor 3 opisal s sledečimi besedami: “To sodelovanje je odlično zasnovano, edini problem je časovna uskladitev tako obveznosti učiteljev kot študentov obeh fakultet, umestitev vseh sestankov in online videokonferenc, načrtovanje terminov predstavitev itd. Študenti in predavatelji nujno potrebujemo tovrstne izmenjave in sodelovanja, vendar se vsi zelo borimo s časom.”

Tabela 5

Ključne teme študentov in visokošolskih učiteljev mentorjev

<i>Teme študentov in visokošolskih učiteljev</i>	<i>Tipična pripoved slovenskih študentov</i>	<i>Tipična pripoved hrvaških študentov</i>	<i>Tipična pripoved visokošolskih učiteljev</i>
Zadovoljstvo			
Pozitivna splošna ocena sodelovanja	“Super je bilo sodelovati, dobro smo se ujeli, resno smo delali in dobro predstavili naše delo. Upam, da ostanemo s puncami povezane še naprej.” (Študent 9)	“Super smo sodelovali, online sodelovanje mi je bilo zelo všeč. S Slovenci je bilo super sodelovati, zelo so disciplinirani in resni pri delu, pri njih ni zafrkancije.” (Študent 16)	“Glede na to, da smo bili prvič skupaj, je bilo sodelovanje odlično. Zagotovo bo način predstavitve prepoznan in ovrednoten na obeh fakultetah.” (Mentor 1)
Prednosti			
Utrjevanje tujega jezika in pridobivanje mednarodnih izkušenj projektnega dela	“Sem zelo zadovoljna, ker sem lahko izboljšala hrvaški jezik, saj je bila diskusija v hrvaškem jeziku, spoznala pa sem tudi, kako se izpelje projekt s tujci.” (Študent 10)	“Pogovarjali smo se tudi v slovenskem jeziku, se brez težav dogovarjali in nekaj novih slovenskih besed sem si zapomnil.” (Študent 9)	“Jezikovna bariera je bila kljub različnim jezikom premagana in večjih težav pri sodelovanju študenti niso imeli.” (Mentor 1)

Organizacija dela in način komuniciranja	“Vsi smo imeli možnost izboljšati pisno in ustno komuniciranje, nekateri pa imamo tudi izkušnjo reševanja konfliktov v timu.” (Študent 2)	“Zelo smo bili samostojni in fleksibilni pri delu, hitri pri odgovarjanju na e-pošto, tudi med vikendi.” (Študent 6)	“Pridobljena izkušnja komuniciranja v timu je študentom omogočila tudi krepitev medsebojnega sodelovanja v timu.” (Mentor 3)
Nadgrajevanje in prenos znanja ter izkušenj s področja zdravstvene nege	“Preventivne aktivnosti kroničnih obolenj se pri Hrvatih nekoliko razlikujejo od naših, imajo pa kar nekaj dobrih praks pri preprečevanju okužb v zdravstvu in to bi bilo dobro vpeljati v naše delo.” (Študent 12)	“Obravnavane teme so poglobile moje znanje in izkušnje, mi omogočile širši pogled z vidika preventivnega zdravstvenega delovanja v obeh državah, oboje pa bom uporabil pri nadaljevanju študija.” (Študent 3)	“Združitev vsebin učnih enot in primerjava v obeh državah je velik doprinos, pristop k obravnavi tem pa omogoča poglobljanje znanja.” (Mentor 2)
Ovire			
Nepoznavanje tujega jezika in kulture	“Nisem vsega razumela zaradi tujega jezika, ker so prehitro govorili. Ne poznam načina razmišljanja tujih študentov, pa njihovih navad in jezika.” (Študent 5)	“Vsak bi raje govoril v svojem jeziku, ker je to najlažje in se počutiš najbolj suvereno. Meni to predstavlja zelo velik stres, ker ne vem, kako razmišljajo.” (Študent 6)	–
Strah pred nastopanjem pred tujimi kolegi in nepoznavanje članov tima	“Nastopati pred občinstvom je težko, če pa moraš govoriti pred tujimi kolegi, ki jih ne poznaš, je to še veliko težje in še več je strahu.” (Študent 11)	–	–
Pomanjkanje motivacije in časa	“Mislim, da so bili naši kolegi za sodelovanje in delo v projektu manj motivirani kot mi, kar se je včasih tudi pokazalo z neresnim pristopom, niti na profesorjeve maile niso odgovarjali.” (Študent 13)	“Premalo imam časa, zato mi je škoda časa za te stvari, ker itak ne prinesejo veliko dodatnega znanja.” (Študent 8)	“Problem je v motivaciji študentov, kar oteži sodelovanje, če ena stran ni dovolj motivirana za delo in ne vlaga enako truda kot druga, pa tudi časovna usklajitev sestankov predstavlja težavo.” (Mentor 2)
Neustrezna delitev nalog	“Na začetku si nismo naloge dobro razdelili, potem pa Hrvati niso odgovarjali na maile, niso bili prisotni na videokonferencah.” (Študent 5)	“Smo želeli, da bi teorijo napisali eni, predstavitev pa drugi, pa ni šlo tako, zato smo včasih malo zamujali z oddajo naših prispevkov, ampak večjih težav ni bilo.” (Študent 1)	“Ker študent ni dovolj motiviran, ne pristopi resno k delu in to se odraža na delovni vnemi celotnega tima, kar se je na trenutke pokazalo, ko niso vedeli, kaj naj kdo naredi.” (Mentor 3)

6 Diskusija in zaključki

V analizi študije primera percepcije inovativne didaktične metode se je kombinacija kvalitativnih in kvantitativnih metod izkazala za koristno, saj je omogočila širši in globlji vpogled v zadovoljstvo, prednosti in ovire uvedbe tega pristopa. Kvantitativni podatki so pokazali, da ne obstajajo statistično značilne razlike v zadovoljstvu (vsebina, priprava, izvedba projekta) glede na univerzo oziroma državo, od koder prihaja študent, kvalitativni podatki pa so razkrili večje razlike v izjavah študentov. Tako so poglobljeni intervjuji udeležencem omogočili, da so na svoj način in s svojimi besedami ocenili inovativno projektno delo, zaradi česar so prednosti in ovire sodelovanja v projektnem delu mednarodnega oziroma meduniverzitetnega tima bolj vidne oziroma jasno razpoznavne.

Raziskava je pokazala, da so bili vsi sodelujoči na splošno zelo zadovoljni s sodelovanjem v projektu, predvsem so kot prednosti navedli dobre izkušnje mednarodnega sodelovanja, pridobitev novih spoznanj na področju zdravstvene nege zaradi informacij kolegov iz druge države in izboljšanje komunikacijskih veščin. Največjo oviro pri mednarodnem projektnem sodelovanju je vsem študentom predstavljala uporaba tujega jezika. Slovenski študenti so kot pomembnejše ovire pri sodelovanju izpostavili tudi sprejemanje kulturnih razlik, nepoznavanje članov tima ter način dela tujih študentov (odzivnost, vključevanje, motiviranost), hrvaškim študentom pa je sodelovanje pri projektu predstavljalo dodatno obremenitev.

Rezultati torej kažejo, da so študenti in visokošolski učitelji z uvedbo inovativne didaktične metode zadovoljni in so jo pripravljene sprejeti, kar je skladno z ugotovitvami drugih študij, ki kažejo, da se akademska skupnost zaveda potreb mednarodnega trga dela in je pripravljena uvesti spremembe v študijske programe. Strokovna in medkulturna izkušnja predstavlja pomemben prispevek v visokošolskem izobraževanju zlasti za študente, ki se ne morejo udeležiti mednarodne mobilnosti (npr. Brumen idr., 2021; Javornik Krečič in Ivanuš Grmek, 2021; Rauer idr., 2021; Mosley in Connolly, 2021). A rezultati kažejo, da kot vsaka novost tudi ta prinaša ovire, med katerimi poleg tujega jezika, kulturnih razlik prevladujejo tudi komunikacijske, motivacijske in koordinacijske ovire, kot so tudi ugotovili drugi avtorji podobnih študij (Baack idr., 2015; Mosley in Connolly, 2021; Rauer idr., 2021; Komočar in Čotar Konrad, 2022).

Uveljavljanje inovativne didaktične metode bo verjetno v nadaljevanju zelo raznoliko. Izkušnje študentov se bodo lahko razlikovale glede na njihovo stopnjo akademske pripravljenosti za to vrsto pristopa, njihov letnik študija, kulturni kontekst, v katerem poteka njihovo osnovno izobraževanje, in njihove osebne preference glede osredotočenosti na uporabne probleme v primerjavi z več učenja, ki temelji na teoriji. Bistveno je, da morajo mentorji paziti, da ga ne zamenjajo z minimalno vodeno poizvedovalno učenje, katerega učinkovitost izpodbijajo empirične raziskave (Mosley in Connolly, 2021). Ker medpredmetno povezovanje, s katerim lahko horizontalno ali vertikalno povežemo učne vsebine, znanja in učne spretnosti različnih predmetnih področij (Šafranj idr., 2021), predstavlja nadgradnjo obstoječega projekta, bi bilo smiselno v nadaljnji razvoj projekta vključiti študente in visokošolske učitelje različnih predmetnih področij in še bolje izkoristiti možnosti, ki jim jih ponuja sodobna IKT, ki je v glavnem premalo iz-

koriščena, razen v primeru posebnih situacij, kot je bila pandemija covida-19 (Kopačin in Birska, 2022).

Študija je pokazala, da obstajajo dobri argumenti za uvedbo meduniverzitetnega večperspektivnega online projektne del v redno pedagoško delo. To potrebo potrjujejo tudi raziskave o učinkovitih učnih strategijah, ki vključujejo izzive sodobnih univerz, ki se tudi soočajo s potrebo po uravnovešanju vloge raziskovanja in poučevanja. Obstoječe prakse raziskovalno vodenega poučevanja v mednarodnem kontekstu, ki se uporabljajo na razvitih univerzah, spodbujajo akademike, da sledijo tej vrsti pristopa (Mosley in Connolly, 2021).

Ključna pomanjkljivost študije je, da temelji na eni izvedbi meduniverzitetnega večperspektivnega online projektne del in da v raziskavi vključuje manjše število hrvaških udeležencev kot slovenskih, ker so bili ti manj odzivni.

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Innovative Didactic Method: Inter-College Online Project Work

In today's globalised world, international competencies and the ability to work effectively in international teams are important prerequisites for various professions. Experts and practitioners in education agree that it is the role of higher education to adequately prepare graduates to work in an increasingly internationalised environment which requires international collaboration among various experts to solve current challenges by incorporating intercultural skills, attitudes, broader skills, and the ability to work on projects into their studies (Qiang, 2003; Zgaga et al., 2013; Rauer et al., 2021). Participation in international projects has a positive impact on both the educational institution and the work of the college faculty and students (Sentočnik, 2013; Brassier-Rodrigues and Brassier, 2021). International experience also strengthens other competencies such as responsibility, teamwork, adaptation to change, independence, and resourcefulness (Erčulj, 2006; Rauer et al., 2021). Nowadays, it is common that the concepts of active learning, project-based, inquiry-based, and problem-based learning are important components of the educational strategies of modern universities. Authors agree that effective project work is based on teamwork, which is defined by good communication in the collaboration between members towards a common goal. International teamwork involves collaboration among members of different nationalities and also has a cross-cultural dimension (Hoffmann, 2004; Heron, 2018). Ignorance of cultural differences is a risk that can hinder and prevent effective achievement of project goals (Čepon, 2008), and different cultural beliefs can also be the main reason for the failure to achieve team goals (Rozman, 2003). Participants in international teams speak different languages, have different behaviours and habits, and successful collaboration requires that team members take these differences into account as much as possible (Dinsmore and Benitez Cudas, 2006). The most common barriers in intercultural communication are language and nonverbal barriers, stereotyping, stress, fear, and mistrust (Hofstede et al., 1994). Additional strategies are needed to help students to develop global, international, and intercultural knowledge, awareness, and skills without hav-

ing to leave their home country (Beelen and Jones, 2015). One of these is what is known as “internationalisation at home”, which includes all internationally oriented activities except international mobility (Harrison, 2015). This includes networking through the use of information and communication technologies to achieve physical mobility goals without travel (Vriens et al., 2010).

For students who cannot or do not want to participate in international mobility an innovative teaching method was introduced at the University of Novo Mesto in the 2021/2022 academic year, which includes project work involving student research in an international or inter-university team. Nursing students from Slovenian and Croatian universities participated online or conducted virtual mobility in teams with an international composition of students. The aim of this practice was to strengthen internationalisation in their own country, to achieve a synergy of the impact of international and project work, and to give students the opportunity to improve their competencies in research, collaboration, language, communication, organisation, etc. The innovativeness of this practice is demonstrated by the identification of the current challenge and the creation of a theoretical framework in an international team; the study of the research problem from the perspective of the student's country/culture; the jointly produced synthesis of results, and the presentation of the project task to other students and university teachers. University faculty from the field of nursing also joined together and actively participated in a new form of joint collaboration that had not been realised before. Since there has been no previous research on the perceptions (satisfaction, benefits, and barriers of students and university faculty) of inter-university multi-perspective online project work, we sought to fill the research gap with this study. Therefore, its aim was to find out how satisfied students and university teachers from different universities were with the content and implementation of the innovative teaching method, and what advantages and obstacles this didactic method brought.

The research used a quantitative and qualitative descriptive case study approach with surveys and in-depth interviews of students and university faculty. Students from the 1st cycle of the nursing programme at the University of Novo mesto, Faculty of Health Sciences, and students from University North, Department of Nursing, as well as university teachers from both universities participated in the study. 127 students participated in the quantitative research; 91 from Slovenian universities and 36 from Croatian universities. In the qualitative research, 16 students and three mentors participated, with whom we conducted in-depth interviews, as we wanted to better understand the participation in the project from the perspective of the students and university teachers.

In analysing the case study on perceptions of the innovative didactic method, the combination of qualitative and quantitative methods proved useful as it provided a broader and deeper insight into the satisfaction, benefits, and barriers to adopting this approach. The results of the survey showed that students were very satisfied with the collaboration on the project in general and also with individual elements (content, preparation, and implementation of the project). For the respondents, communication in a foreign language was the biggest obstacle ($\bar{x} = 4.91$; $SD = 0.56$). Student satisfaction with their participation in the project did not statistically significantly differ by elements depending on the university or country from which the students came. Similarly, barriers to student participation in the project did not statistically significantly differ by elements depending on the university or country from which the students came.

The students interviewed highlighted the opportunity to consolidate their knowledge of a foreign language and gain experience with international project work as an advantage of international collaboration without travelling during the COVID-19 epidemic. The results also showed that the benefit of project participation was the acquisition of new knowledge, and using the information presented by students and mentors from another college. Most students emphasised that they acquired organisational and communication skills, because the way the work is organised and communicated is very important when working in an international team. The analysis of the in-depth interviews revealed that the biggest obstacle was language and the fear of speaking, especially the fear of speaking publicly in front of colleagues from another college. Slovenian students highlighted the acceptance of cultural differences, the lack of familiarity with team members, and the way foreign students work (responsiveness, involvement, motivation) as major obstacles to collaboration, while for Croatian students, collaboration on the project was an additional burden.

Thus, the survey revealed that all participants were generally very satisfied with their participation in the project. The main benefits they mentioned were the good experience of international cooperation, the acquisition of new knowledge in the field of nursing thanks to the information from colleagues from another country, and the improvement of communication skills. The biggest obstacle for all students in the international project collaboration was the use of a foreign language.

Thus, the results show that students and college teachers are satisfied with the introduction of an innovative didactic method and are willing to adopt it, which is consistent with the results of other studies which show that the academic community is aware of the needs of the international labour market and is willing to introduce changes in the study programmes. Professional and intercultural experiences represent an important contribution to higher education, especially for students who cannot participate in international mobility (Brumen et al., 2021; Javornik Krečič and Ivanuš Grmek, 2021; Rauer et al., 2021; Mosley and Connolly, 2021). However, the results show that this innovation, like any other, brings obstacles. The prevailing ones are communication, motivation, and coordination obstacles, in addition to foreign language and cultural differences, as other authors of similar studies have also noted (Baack et al., 2015; Mosley and Connolly, 2021; Rauer et al., 2021; Komočar and Čotar Konrad, 2022).

This study has shown that there is a strong case for introducing inter-college multi-perspective online project work into regular pedagogical work. This need has also been confirmed by research on effective teaching strategies that address the challenges of modern universities, which also face the need to balance the roles of research and teaching. The existing research-led teaching practices in an international context which are used in developed universities encourage academics to adopt this type of approach (Mosley and Connolly, 2021). The main drawback of the study is that it is based on an implementation of an inter-college multi-perspective online project work which involved a smaller number of Croatian participants than Slovenian ones because the former were less responsive.

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Digitalne zmožnosti učiteljev tujih jezikov po pandemiji covida-19

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KLJUČNE BESEDE: pandemija covida-19, digitalne kompetence, učitelji tujih jezikov, poučevanje na daljavo, učenje na daljavo

POVZETEK – Namen pričujočega članka je predstaviti, kako učitelji in učiteljice tujih jezikov ob koncu pandemije covida-19 ocenjujejo svoje digitalne zmožnosti. Analiza rezultatov raziskave pokaže, da so učitelji in učiteljice tujih jezikov po pandemiji relativno dobro usposobljeni za iskanje, izbiranje in posredovanje obstoječega učnega gradiva, nekoliko manj pa so usposobljeni za izdelavo lastnega interaktivnega učnega gradiva, pripravo kompleksnih in problem-sko orientiranih nalog, ki bi jih učeči se reševali s pomočjo IKT. Relativno visoko so usposobljeni tudi za načrtovanje učnih dejavnosti, ki razvijajo avtonomno učenje s pomočjo IKT. Okoliščine, v katerih so udeleženci razvijali svoje digitalne kompetence, so bile zelo specifične, zato bo za nadaljnje razvijanje digitalnih kompetenc, zlasti učečih se, potrebno še veliko spodbud.

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ABSTRACT – The aim of the article is to present how foreign language teachers assess their digital skills at the end of the COVID-19 pandemic, and what impact the increasing digitization might have on the future of foreign language teaching. Analysis of the survey results shows that foreign language teachers are very good at finding, selecting, and delivering existing learning materials, but somewhat less good at creating their own interactive learning materials and designing complex and problem-based tasks for learners to solve using ICT. They are also relatively good at designing learning activities that promote autonomous learning with ICT. The context in which the participants had developed their digital competence was very specific, so further development of digital competence, especially among learners, requires much encouragement.

1 Uvod

Razglasitev pandemije covida-19 v marcu 2020 in nenadni prehod na izobraževanje na daljavo (prvič od 12. marca do 25. maja 2020 in drugič od 26. oktobra do 4. januarja 2021) sta tako v Sloveniji kot v številnih državah po svetu globoko posegla v ustaljene poučevalne prakse po celotni izobraževalni vertikali. Ker se je bilo treba z danes na jutri spopasti s poučevanjem na daljavo in ni bilo časa, da bi temeljito premislili in oblikovali dolgoročne strategije, so se številni učitelji in učiteljice znašli pred velikimi izzivi. Kot ugotavljata Dolenc in Virag, velja učiteljski poklic že tako za enega bolj stresnih (2019, str. 80), s poučevanjem na daljavo pa se je vsakodnevnemu stresu pridružil še tehno stres (Estrada-Muñoz idr., 2021). Večina učiteljev in učiteljic v svojem dodiplomskem izobraževanju namreč nikoli ni izkusila izobraževanja na daljavo, strokovna spopolnjevanja in usposabljanja s področja rabe digitalne tehnologije v izobraževalnem procesu, ki jih je bilo v preteklih letih, npr. v okviru projekta E-šolstvo, kar nekaj, pa tudi niso bila obvezna. To je botrovalo dejstvu, da se je vsak moral znajti po svoje.

Skoraj dve leti trajajoče obdobje izobraževanja na daljavo se je kljub številnim “porodnim krčem” relativno hitro vzpostavilo. Odzvali so se tudi številni pomembni akterji – prostovoljci, založbe, študenti, visoko kompetentni učitelji –, ki so svoja digitalizirana gradiva javno objavili in tako pomagali drugim učiteljem. S prvotno večinoma asinhronega načina preko številnih digitalnih platform, ki omogočajo nalaganje učnega gradiva, blogov, pošiljanje učne snovi in nalog preko elektronske pošte ipd., so postopoma izobraževalne ustanove prešle na sinhrono načine poučevanja in tako prenesle izobraževalni proces sočasno v domove učečih se. Pri nekaterih predmetih se je celotna učna ura izvedla sinhrono, pri nekaterih pa le uvodni del, nato pa je sledilo individualno delo v asinhronem načinu (prim. Batič, 2021, str. 3). S prehodom na sinhrono poučevanje na daljavo so se odprle številne dileme, kako načrtovati in voditi učni proces, saj se je zelo hitro pokazalo, da tradicionalni modeli in pristopi poučevanja, ki so učinkoviti v fizičnem okolju, niso popolnoma prenosljivi v spletno okolje. V članku se osredotočamo na dva vidika izzivov učiteljev in učiteljic tujih jezikov (dalje učitelji in učiteljice TJ) v slovenskem izobraževalnem prostoru, in sicer osvetljujemo, kako so se učitelji in učiteljice spoprijeli z metodami in tehnikami pri poučevanju tujega jezika na daljavo in kako uspešni so bili pri razvijanju učenčevih kompetenc učenja s pomočjo IKT oziroma strategij za učenje z IKT.

2 Digitalna kompetenca kot ena izmed temeljnih zmožnosti

Velik pomen ustrezno razvitih digitalnih kompetenc, ki omogočajo aktivno vključevanje in udejstvovanje v zasebnem in poklicnem življenju slehernega posameznika, sta Evropski parlament in Svet Evropske unije prepoznala že leta 2006 in nato ponovno leta 2018 v obeh Priporočilih o ključnih kompetencah za vseživljenjsko učenje, kamor je bila med osem ključnih kompetenc uvrščena tudi digitalna pismenost (Evropska komisija, 2006, 2018).

Pregled relevantne strokovne in znanstvene literature pokaže, da se je koncept digitalne pismenosti spreminjal skupaj z razvojem tehnologije, obseg in posamezni vidiki digitalne zmožnosti pa glede na poklicne ali druge družbene zahteve. Vuorikari (b. d., b. s.) razloži: “digitalna zmožnost je transversalna zmožnost, ki pomaga pri uresničevanju drugih zmožnosti, na primer komunikaciji, jezikovnih znanjih ali temeljnih matematičnih in naravoslovnih zmožnostih”. JISC (2014, b. s.) opredeli digitalno zmožnost kot “znanja in vedenja, ki so nujna za rabo informacijsko-komunikacijske tehnologije in digitalnih medijev”. Ferrari (2012, str. 3) navaja, da je digitalna zmožnost skupek znanj, spretnosti, stališč, sposobnosti, strategij in vrednot, ki omogočajo učinkovito, uspešno, ustrezno, ustvarjalno, samostojno, prilagodljivo, etično in reflektivno ukrepanje na področju dela, prostega časa in učenja. Podobno definicijo posredujejo avtorji knjižice Digitalna pismenost (Javrh idr., 2018, str. 13): “Digitalna pismenost je temeljna zmožnost posameznika, da uporablja in deluje v digitalnem svetu. Digitalna pismenost je zmožnost varne in kritične uporabe tehnologij informacijske družbe na različnih področjih: pri delu, v prostem času in za sporazumevanje z drugimi. Ključni sestavni del te zmožnosti je digitalna kompetenca.”

Iz navedenih splošnih definicij digitalne pismenosti se kaže, da imajo veliko vlogo pri določanju natančnejših znanj in spretnosti ter opisnikovih za doseganje digitalne zmožnosti zahteve posameznih delovnih mest oziroma področij dela. To je botrovalo nastanku številnih dokumentov EU, ki opredeljujejo digitalne kompetence aktivnega posameznika ali specifičnih delovnih področij. To so npr. najnovejša verzija DigComp 2.1 – Okvir digitalnih kompetenc za državljane, Osem ravni doseganja kompetenc in primeri rabe (Carrero idr., 2017), Evropski okvir digitalnih kompetenc izobraževalcev: DigCompEdu (Redecker, 2017), avstrijski model digi.komp – Digitalne kompetence pedagogov (Brandhofer idr., 2016) ali Okvir digitalnih kompetenc za potrošnike (Brečko in Ferrari, 2016), če naštejemo le nekaj najbolj poznanih.

Razvoj digitalnih kompetenc izobraževalcev različnih profilov kot posledica poučevanja na daljavo je zelo aktualna tema in raziskave že prinašajo nekatere odgovore. Ortmann-Welp (2021) ugotavlja, da se bodo morali učitelji v prihodnje bolj zavedati nujnosti digitalne pismenosti in svoje vloge učitelja kot akterja v procesu sprememb. Čebi in Reisoğlu (2020) prihajata do ugotovitev, da je bodoče učitelje treba izobraziti zlasti na področju komunikacije in kolaboracije, ustvarjanja digitalnih vsebin in reševanja problemov. Podobni primanjkljaji se kažejo tudi pri učiteljih, ki so že zaposleni v šolstvu (Garzón-Artacho idr., 2021). Krepkow (2021) zapiše, da so študenti pri samoocenjevanju svojih digitalnih zmožnosti zelo kritični, a se nekateri pri oceni lastne digitalne kompetence tudi precenjujejo.

Tabela 1

Prikaz področij in podpodročij po Okviru DigCompEdu (povzeto po Redecker, 2017, str. 17)

<i>Področja</i>	<i>Podpodročja</i>
Poklicno delovanje	Organizacijsko komuniciranje Strokovno sodelovanje Reflektivna praksa Digitalno stalno strokovno spopolnjevanje
Digitalni viri	Izbiranje Izdelovanje in poustvarjanje Upravljanje, zaščita, deljenje
Poučevanje in učenje	Poučevanje Vodenje Sodelovano učenje Samouravnavanje učenja
Vrednotenje	Strategije vrednotenja Analiza dokazov Povratne informacije in načrtovanje
Opolnomočenje učencev	Dostopnost in vključenost Diferenciacija in personalizacija Aktivno vključevanje učencev
Vodenje in podpora učencem pri pridobivanju digitalnih kompetenc	Informacijska in medijska pismenost Komuniciranje in sodelovanje Izdelovanje vsebin Odgovorna raba Reševanje problemov

V nadaljevanju na kratko predstavljamo digitalne kompetence učiteljev, kot jih opisuje Evropski okvir digitalnih kompetenc izobraževalcev: DigCompEdu (Redecker, 2017). Okvir DiGCompEdu vsebuje 22 osnovnih kompetenc, ki so razdeljene na šest področij, značilnih za učiteljsko delovanje. Tabela 1 prikazuje, kako je posamezno področje nadalje razdelano v podpodročja. Za lažje razumevanje Okvir DiGCompEdu posreduje jasno razlago in navede primere.

Nadalje ponudi Okvir DigCompEdu šeststopenjski model razvoja digitalnih kompetenc od A1 do C2, ki se naslanja na taksonomske stopnje Skupnega evropskega jezikovnega okvira (SEJO) iz leta 2001, ki ga učitelji tujih jezikov dobro poznajo. Glede na stopnjo kompetenčne ravni model ločuje med začetnikom, raziskovalcem, vključevalcem, strokovnjakom, voditeljem in pobudnikom. Kompetenčne ravni z opisniki so opredeljene za vseh šest osnovnih področij digitalnih kompetenc in omogočajo učiteljem in učiteljicam, da samovrednotijo svoje trenutno stanje digitalne zmožnosti in spremljajo ter načrtujejo svoj profesionalni razvoj digitalnih kompetenc.

Raziskave kažejo, da je DigCompEdu precej zanesljivo orodje in dovolj robustno, da zadovoljivo ločuje različne dimenzije digitalne kompetence zaposlenih (Cabero-Almenara idr., 2020), ter dovolj obširno, da je z njim možno načrtovati in poglobljati profesionalni digitalni razvoj (Lucas idr., 2021; Reisoğlu in Çebi, 2020). Ravno zaradi svoje obsežnosti in kompleksnosti pa je morda nekoliko nepraktičen, saj zahteva dobro poznavanje celotnega koncepta in velik časovni vložek posameznika za samoocenjevanje ter veliko samoiniciative za načrtovanje lastnega profesionalnega razvoja.

3 Metodologija

Namen in cilji raziskave

Zaradi prehoda na poučevanje na daljavo so se morali učitelji in učiteljice TJ izjemno hitro prilagoditi novemu načinu dela. Ker so bili pri poučevanju na daljavo v veliki meri prepuščeni lastni iznajdljivosti in so se morali v zelo hitrem času izobraziti in priučiti novih veščin ter si pridobiti manjkajoče digitalne kompetence za poučevanje na daljavo, smo z raziskavo želeli ugotoviti:

- Kako učitelji in učiteljice TJ po pandemiji covida-19 vrednotijo svojo digitalno zmožnost na področju usposobljenosti za poučevanje z IKT?
- Kako učitelji in učiteljice TJ po pandemiji covida-19 vrednotijo svojo digitalno zmožnost na področju usposobljenosti za razvijanje kompetenc učenja učenja z IKT?

Raziskovalna metoda in merski instrument

Raziskava temelji na deskriptivni in kavzalno-neeksperimentalni metodi pedagoškega raziskovanja. Za ugotavljanje razvoja digitalnih kompetenc v času pandemije je bil uporabljen anketni vprašalnik, ki je sestavljen iz 19 postavk zaprtega tipa in enega vprašanja odprtega tipa. Del postavk preverja, kako učitelji spodbujajo učenje pri pouku

TJ na daljavo, drugi del pa preverja razvoj digitalnih kompetenc učitelja za poučevanje TJ. Na tem mestu predstavljamo rezultate zaprtega dela vprašalnika, kjer so udeleženci svojo usposobljenost ocenjevali po petstopenjski Likertovi lestvici, pri čemer je ocena 1 pomenila zelo slabo in ocena 5 odlično. Pri izdelavi merskega instrumenta smo se opirali na Okvir DigCompEdu (Redecker, 2017) in validiran instrument, ki ga je predstavil Tondeur s sodelavci (2015). Spletni anketni vprašalnik na naslovu <https://1ka.arnes.si/a/21913> je bil aktiven od 29. aprila do 29. julija 2021, poslan pa je bil učiteljem TJ po celotni šolski vertikali od osnovne šole do fakultete, doseči pa smo želeli tudi tiste, ki poučujejo na jezikovnih šolah. Pri analizi smo uporabili frekvenčne porazdelitve (f , $f\%$), rezultate pa prikazujemo tabelarično.

Raziskovalni vzorec

Na poslani spletni anketni vprašalnik se je odzvalo 492 učiteljev in učiteljic TJ. V analizo smo vključili 190 udeležencev in udeleženk, ki so v celoti odgovorili na spletni vprašalnik. Respondente, ki se na oba dela, poučevanje in/ali učenje, niso v celoti odzvali, smo iz nadaljnje obdelave podatkov izključili. V nadaljevanju predstavljamo raziskovalni vzorec glede na spolno strukturo, leta izkušenj s poučevanjem, tuje jezike, ki jih udeleženci poučujejo, ter izobraževalno raven, kjer so udeleženci zaposleni.

Velika večina udeleženi v raziskavi je ženskega spola ($f = 170$; $f\% = 90$), kar odlikava realno podobo zaposlenih v slovenskem šolskem sistemu. Zaradi majhnega števila moških respondentov ($f = 16$, $f\% = 8$) nadaljnja analiza po spolu ni smiselna. Štiri udeleženci spola niso navedli ($f\% = 2$).

Kot je razvidno iz tabele 2, ima večina udeležencev raziskave več kot 10 let izkušenj s poučevanjem, iz česar lahko sklepamo, da so pri izvajanju pouka TJ v razredu metodološko dovolj podkovani in suvereni.

Tabela 2

Leta izkušenj s poučevanjem TJ

<i>Koliko let si zaposlen/-a v šolstvu?</i>	<i>f</i>	<i>f%</i>
do 5 let	39	21
od 6 do 10 let	15	6
več kot 10 let	136	73
Skupaj	190	100

Ker se po celotni šolski vertikali ponujajo različni TJ, smo v vzorec zajeli učitelje različnih TJ, ki poučujejo tuji jezik samostojno ali v kombinaciji z drugimi predmeti. Udeleženci so lahko izbirali med več možnostmi.

Tabela 3*Tuji jeziki, ki jih udeleženci poučujejo*

<i>Poučujem (možno več odgovorov)</i>	<i>Enote</i>			<i>Navedbe</i>	
	<i>f</i>	<i>ustrezni</i>	<i>ustrezni %</i>	<i>f</i>	<i>f%</i>
nemščino na različnih stopnjah	80	190	42	80	32
francoščino na različnih stopnjah	53	190	28	53	21
slovenščino kot tuji jezik	19	190	10	19	8
druge tuje jezike na različnih stopnjah (španščino, ruščino, latinščino itd.)	54	190	28	54	21
tuje jezike in druge predmete v OŠ in SŠ	46	190	24	46	18
Skupaj		190		252	100

Udeleženci raziskave so zaposleni po celotni šolski vertikali. 38 % udeležencev poučuje v osnovni, 29 % v srednji in 17 % na jezikovni šoli. 9 % udeležencev je študentov jezikovnih smeri, ki so v času epidemije poučevali, 4 % so zaposleni na fakulteti, 3 % pa so izbrali odgovor drugo.

4 Rezultati in interpretacija

Da bi ugotovili, kako so učitelji in učiteljice TJ prilagodili načine poučevanja s pomočjo IKT pri pouku na daljavo, smo s pomočjo Okvira DigCompEdu oblikovali 11 postavk, ki predstavljajo področje, poimenovano Usposobljenost za poučevanje z IKT (tabela 4). Pri oblikovanju postavk smo izhajali iz naslednjih področij Okvira DigCompEdu: poučevanje in učenje, vrednotenje, opolnomočenje učencev in digitalni viri.

Najnižja povprečna vrednost ($M = 3,3$) in najvišja vrednost ($M = 4,0$) sporočata, da udeleženci v raziskavi relativno visoko vrednotijo svojo usposobljenost za poučevanje z IKT, kar pomeni, da menijo, da so njihove digitalne kompetence na področju poučevanja dokaj dobro razvite. Po skoraj dvoletnem delu na daljavo je velika večina udeležencev zelo suverena pri načrtovanju in izvedbi dejavnosti, ki omogočajo učencem samostojno pridobivanje novega znanja (postavka 4; $M = 4,0$), in pri oblikovanju ter organizaciji spletnih učnih platform, ki omogočajo učečim se dostop do učnega gradiva (postavka 15; $M = 4,0$). 72 % udeležencev meni, da zelo uspešno posredujejo učečim se dejavnosti, ki so posebej značilne za pouk TJ, npr. spletne vaje za urjenje slovnice in besedišča (postavka 3; $M = 3,9$). Omeniti velja, da velika večina novejših učbeniških serij za osnovno in srednjo šolo ponuja vrsto interaktivnih nalog, ki jih učenci lahko rešujejo samostojno ali skupaj z učiteljem. Učitelji in učiteljice TJ imajo tako možnost, da v pouk vključujejo interaktivno učno gradivo, ki je ustrezno glede na raven znanja TJ, starostno skupino in vezano na obravnavano snov. Nekatere raziskave kažejo, da je ravno nalog za urjenje besedišča in slovnice v učbeniških serijah daleč največ (Retelj, 2020). Najverjetneje se poznavanje in vključevanje tovrstnega gradiva v času pouka na daljavo odraža tudi v visoki samooceni udeležencev raziskave. Večina udeležencev

meni, da so ustrezno usposobljeni za organizacijo sodelovalnega učenja s pomočjo IKT in da znajo izbrati ustrezna digitalna orodja glede na značilnosti njihovih učečih se (postavka 10 in postavka 16; $M = 3,8$).

Tabela 4

Področje Usposobljenost za poučevanje z IKT

Na lestvici od 1 (zelo slabo) do 5 (odlično) ocenite svojo usposobljenost za poučevanje z informacijsko-komunikacijsko tehnologijo									
Z. št. vpr.	Trditve Znam/Sposoben/-a sem:	Odgovori (f, f%)						M	SD
		1	2	3	4	5	Σ		
3	ponuditi učencem učne dejavnosti za pridobivanje znanja, npr. online slovnica, besedišče	0 0%	12 6%	41 22%	89 47%	48 25%	190 100%	3,9	0,8
4	ponuditi učencem učne dejavnosti, s katerimi s pomočjo IKT samostojno raziskujejo in iščejo informacije po spletu	1 1%	4 2%	40 21%	97 51%	48 25%	190 100%	4,0	0,8
5	ponuditi učencem kreativne dejavnosti za izražanje svojih idej s pomočjo IKT, npr. izdelava videa, stripa	13 7%	35 18%	60 32%	52 27%	30 16%	190 100%	3,3	1,1
10	spodbujati sodelovalno učenje s pomočjo IKT	1 1%	11 6%	54 28%	78 41%	46 24%	190 100%	3,8	0,9
12	izbrati/poiskati aplikacije in programe za uresničevanje specifičnih ciljev, npr. razvijanje poslušanja, urjenje besedišča...	9 5%	17 9%	64 34%	67 35%	33 17%	190 100%	3,5	1,0
13	prilagoditi/izkoristiti aplikacije, programe za uresničevanje ciljev, npr. pripraviti lasten videoposnetek, interaktivno igro pri svojem pouku	16 8%	27 14%	53 28%	57 30%	37 19%	190 100%	3,4	1,2
15	ustvariti pregledno učno okolje za učenje s pomočjo obstoječih platform, npr. Moodle, Arnesove učilnice, GoogleClassroom...	3 2%	12 6%	26 14%	87 46%	62 33%	190 100%	4,0	0,9
16	izbrati ustrezne programe in aplikacije glede na značilnosti učencev, npr. starost, velikost skupine, IKT-kompetence učencev...	4 2%	14 7%	50 26%	78 41%	44 23%	190 100%	3,8	1,0
17	uporabiti različno IKT za izvajanje diferenciacije pri pouku	8 4%	28 15%	70 37%	61 32%	23 12%	190 100%	3,3	1,0
18	spremljati napredek učencev s pomočjo IKT, npr. formativno spremljanje	13 7%	31 16%	61 32%	58 31%	27 14%	190 100%	3,3	1,1
19	ocenjevati znanje učencev s pomočjo IKT	11 6%	27 14%	64 34%	60 32%	28 15%	190 100%	3,4	1,1

Relativno visoke vrednosti povprečnih ocen niso zelo presenetljive, saj gre v večini primerov za dejavnosti, ki so jih učitelji in učiteljice TJ lahko spoznali in jih v učni proces vključevali že pred pandemijo pri pouku v živo. Za vključevanje interaktivnih spletnih nalog, uporabo spletnih platform za odlaganje učnega gradiva ipd. namreč ni potrebno ustvarjati lastnih gradiv, se pravi imeti specifična tehnična znanja, ampak je treba obstoječa učna gradiva izbrati in jih smiselno vključiti v pouk. Kot je razvidno iz pridobljenih podatkov, učitelji in učiteljice TJ menijo, da imajo visoko razvito digitalno kompetenco na področju izbiranja, vključevanja in posredovanja obstoječih učnih gradiv učečim se.

Nekoliko manj suvereni so udeleženci pri vključevanju aplikacij in programov za uresničevanje specifičnih ciljev pouka TJ (postavka 12; $M = 3,5$), pri samostojni izdelavi interaktivnega gradiva (postavka 13; $M = 3,4$) in pri pripravi dejavnosti s pomočjo IKT, ki bi spodbujale učenčevo ustvarjalnost, reševanje avtentičnih problemov in razvijanje kompleksnega mišljenja (postavka 5; $M = 3,3$). Ker pri tovrstnih nalogah odgovorov ni mogoče enoznačno ovrednotiti s “prav” ali “narobe”, se pravi, da ne omogočajo samodejnega predprogramiranega odgovora, je teh nalog na spletu veliko manj oziroma jih skoraj ni (Retelj, 2020). Priprava kompleksnih in problemsko orientiranih nalog zahteva od učiteljev in učiteljic večji časovni vložek pri snovanju in izdelavi ter poznavanje specifične programske opreme, ki izdelavo teh nalog omogoča, kakor tudi večji vložek pri spremljanju napredka učečega se in obsežnejšo povratno informacijo o doseganju standardov. Iz odgovorov udeležencev pa je razvidno, da je njihova digitalna kompetenca na področju usposobljenosti za diferencirano delo in formativno spremljanje napredka učečih se s pomočjo IKT (postavka 17 in postavka 18; $M = 3,3$) v primerjavi z ostalimi vrednotena nižje. Enako velja za ocenjevanje s pomočjo IKT (postavka 19; $M = 3,4$). Tudi Batič (2021, str. 12) ugotavlja, da so v času pandemije imeli podobne težave učitelji likovne umetnosti.

V tabeli 5 prikazujemo analizo pridobljenih podatkov osmih postavk, s katerimi smo ugotavljali, kako učitelji in učiteljice TJ ocenjujejo svojo usposobljenost za razvijanje kompetenc učenja učenja z IKT v času pouka na daljavo. Pri oblikovanju postavk smo izhajali in se oprli na področji poučevanje in učenje ter vodenje in podpora učencem pri pridobivanju digitalnih kompetenc po Okviru DigCompEdu, vključili pa smo tudi podpodročja organizacijsko komuniciranje, upravljanje, zaščita in deljenje digitalnih virov in aktivno vključevanje učencev. Za vseh osem postavk je iz povprečnih vrednosti (M) razvidno, da udeleženci raziskave relativno visoko ocenjujejo svojo usposobljenost za razvijanje kompetenc učenja učenja z IKT na daljavo. Frekvenčne porazdelitve kažejo, da večina udeležencev na Likertovi lestvici od 1 do 5 ocenjuje svojo usposobljenost pri vseh postavkah z oceno 4 ali 5, kar pomeni povprečno vrednost med $M = 3,8$ in $M = 4,2$. Ocen 1 ali 2 sta bili izbrani z izjemo postavke z zaporedno številko 7 le pri redkih posameznikih. Najnižja povprečna vrednost ($M = 3,7$) postavke 7, ki je še vedno relativno visoka, se pokaže pri usposobljenosti za pomoč učencem pri samostojnem učenju z IKT, kjer mora učitelj izkazati tehnično poznavanje različnih programov ali aplikacij. Glede na to, kako pestra in domala nepregledna množica programov in aplikacij ter različnih sistemov je na voljo na trgu, težko pričakujemo, da učitelji in učiteljice brez težav svetujejo vsakemu učečemu se, ki si je za dotično nalogo izbral določen program. Kljub temu pa kar 65 % učiteljev in učiteljic programe, ki jih učenci uporabljajo za samostojno učenje, ali programe, ki so jih pri pouku sami predstavili, poznajo zelo dobro ali odlično. Najvišje povprečne vrednosti ($M = 4,2$), ki

nakazujejo najmanj težav, se kažejo pri izbiri IKT za komunikacijo z udeleženci učnega procesa in pri izdelavi različnih predstavitev s pomočjo izbrane IKT. Pri obeh področjih gre za precej ustaljene prakse, ki so jih učitelji in učiteljice vpeljevali v pouk TJ ali se jih posluževali že pred prehodom na poučevanje na daljavo. Nekoliko manjše povprečje od ostalih ($M = 3,8$) lahko zaznamo tudi pri postavki pod zaporedno številko 2, ki sprašuje po razvijanju kritičnega odnosa učencev do rabe IKT, kar je glede na čas poučevanja na daljavo in dane možnosti v času pandemije tudi mogoče razumeti.

Glede na rezultate analize samoocene udeležencev raziskave na področju usposobljenosti za razvijanje kompetenc učenja učenja z IKT ter iz njihovih odgovorov na odprto vprašanje lahko sklenemo, da so se učitelji in učiteljice TJ v času pandemije relativno dobro odzvali na potrebe učečih se ter jih za učenje s pomočjo IKT zadovoljivo motivirali, jim v pedagoškem procesu ustrezno pomagali pri iskanju informacij in jim znali svetovati pri opravljanju učnih dejavnosti s pomočjo IKT. Iz danega lahko sklepamo, da so s svojim načinom pedagoškega delovanja pri pouku na daljavo in ustrezno komunikacijo dobro vodili in podpirali učeče se pri pridobivanju digitalnih kompetenc, ki jih potrebujejo za uspešno učenje.

Tabela 5

Področje Usposobljenost za razvijanje kompetenc učenja z IKT

<i>Na lestvici od 1 (zelo slabo) do 5 (odlično) ocenite, kako menite, da ste usposobljeni za poučevanje z informacijsko-komunikacijsko tehnologijo</i>									
Z. št. vpr.	Trditve Znam/Sposoben/-a sem:	Odgovori (f, f%)						M	SD
		1	2	3	4	5	Σ		
1	motivirati učence za učinkovito rabo IKT za učenje	0 0%	2 1%	50 26%	97 51%	41 22%	190 100%	3,9	0,7
2	razvijati kritičen odnos učencev do rabe IKT, npr. verodostojnost virov	2 1%	6 3%	49 26%	98 52%	35 18%	190 100%	3,8	0,8
6	pomagati učencem pri iskanju informacij s pomočjo IKT	2 1%	6 3%	29 15%	79 42%	74 39%	190 100%	4,1	0,9
7	pomagati učencem pri učenju in urejanju informacij s pomočjo IKT, npr. priprava zapiskov, izdelava miselnih vzorcev z različnimi programi...	4 2%	18 9%	46 24%	77 41%	45 24%	190 100%	3,7	1,0
8	pomagati učencem, da prikažejo informacije s pomočjo IKT, npr. Powerpoint, Prezzi...	1 1%	8 4%	26 14%	76 40%	79 42%	190 100%	4,2	0,9
9	pomagati učencem, da s pomočjo IKT komunicirajo varno in učinkovito	3 2%	9 5%	47 25%	82 43%	49 26%	190 100%	3,9	0,9
11	izobraževati učence, da odgovorno uporabljajo IKT, npr. zavedanje o intelektualni lastnini, navajanje virov...	3 2%	9 5%	46 24%	84 44%	48 25%	190 100%	3,9	0,9
14	uporabljati različne IKT možnosti za komunikacijo z učenci	2 1%	5 3%	25 13%	74 39%	84 44%	190 100%	4,2	0,9

5 Sklep

Nenadni prehod iz tradicionalnega poučevanja v razredu na poučevanje na daljavo je bil popolna novost tako za učitelje kot tudi za učeče se na vseh ravneh izobraževanja. Čeprav so nekatere pretekle raziskave že pokazale, da učenci izkazujejo visoko naklonjenost učenju tujega jezika po spletu v kombinirani obliki pouka (Müller in Kuprešak, 2018, str. 99), pa pri poučevanju na daljavo ne gre le za integracijo IKT v učni proces. Zaradi celotne izvedbe pouka na daljavo na vseh izobraževalnih ravneh je bil učni proces postavljen v popolnoma nove okvire. Prvič v zgodovini so morali učitelji in učiteljice iz danes na jutri v praksi pokazati, kako razvita je njihova digitalna zmožnost. V skoraj dvoletnem obdobju poučevanja na daljavo so bili primorani pridobiti in izpopolniti svojo digitalno zmožnost, da so lahko pouk na daljavo izvajali in pri tem dosegali zastavljene standarde. Ugotovitve Batičeve (2021, str. 7) kažejo, da so učitelji likovne umetnosti v času epidemije pridobili digitalne kompetence za izvajanje predmeta na daljavo, a se hkrati zavedajo, da ima tovrstno poučevanje številne omejitve in je smiselno le kot "kratko nadomestilo" (str. 12). Z raziskavo, izvedeno po koncu vsesplošnega pouka na daljavo, ko je pouk za veliko večino že stekel v razredu in ko so se pomirile okoliščine, v katerih je pedagoški proces potekal, smo želeli izvedeti, kakšna je samooocena usposobljenosti učiteljev in učiteljic TJ na področju poučevanja z IKT in razvijanja kompetenc učenja z IKT. Zbrani podatki kažejo, da učitelji in učiteljice TJ relativno visoko ocenjujejo svoje digitalne kompetence za obe področji. Kljub začetnim težavam na sistemski ravni ali ravni posamezne šole ter delno pomanjkanju digitalnih kompetenc tako učencev kot učiteljev kažejo rezultati analize na to, da velika večina učiteljev in učiteljic meni, da so dobro usposobljeni za načrtovanje in izvajanje pouka TJ na daljavo in da znajo v takšnem pedagoškem procesu ustrezno podpreti tudi učeče se. Iz rezultatov pa lahko razberemo, da so udeleženci z načini poučevanja TJ na daljavo dokaj uspešno dosegli nižje taksonomske stopnje, npr. poznavanje, razumevanje, uporaba, manj uspešno pa so uspeli doseči višje taksonomske stopnje (analiza, sinteza, evalvacija). Deloma so razlogi za to v pomanjkanju učnega gradiva na spletu, deloma pa v nezadostni usposobljenosti učiteljev in učiteljic TJ za pripravo kompleksnih nalog, ki bi pri poučevanju na daljavo podpirale tovrstno učenje in ga s tem spodbujale. Tudi nekatere druge raziskave iz drugih držav opozarjajo na enak problem. Iz rezultatov je razvidno tudi, da učitelji še niso popolnoma suvereni pri spremljanju učenčevega napredka, ocenjevanju znanja in izvajanju diferenciacije pri izvajanju pouka na daljavo. Do podobnih rezultatov prihaja na področju likovne umetnosti, saj tudi Batič (2021, str. 12) ugotavlja, da v času pandemije skoraj ni bilo zaznati skupinskega vrednotenja. Iz raziskave izhaja, da bo v prihodnosti treba okrepiti naslednja področja po DigCompEdu: izdelovanje in poustvarjanje, strategije vrednotenja, sodelovano učenje, poučevanje, diferenciacija in personalizacija in samouravnavanje učenja ter reševanje problemov. Da bi bili boljše pripravljeni na morebitno izvajanje pouka TJ na daljavo zaradi nepredvidljivih razmer ali zaradi drugih razlogov, bi bilo v dodiplomsko izobraževanje nujno potrebno vključiti več vsebin, ki bi učiteljem in učiteljicam TJ posredovala znanja, kako poučevati TJ na daljavo, ter tistim, ki že poučujejo, ponuditi dodatna izobraževanja, na katerih bi lahko nadgradili in izpopolnili manjkajoča znanja. Še zlasti pereči področji sta ocenjevanje znanja in višja stopnja usvojenosti učnih vsebin, saj kot ugotavljata Dubovicki in Balen (2018, str. 168), učenci kljub visoki motivaciji za učenje z IKT ne dosegajo boljšega

učnega uspeha v primerjavi z učenjem brez tehnologije. Čeprav se je večina učiteljev in učiteljic TJ s poučevanjem tujega jezika prvič srečala v zelo nezavidljivih okoliščinah in z veliko izzivi, ki so jih morali premagati, je nujno potrebno, da si vsi udeleženci v izobraževalnem procesu vzamemo čas in dobro premislimo, kaj dobrega in kaj negativnega je izobraževanje na daljavo prineslo in česa se lahko ob tovrstnem poučevanju in učenju naučimo za boljšo prihodnost izobraževanja. Petlák (2021, str. 51) prihaja do ugotovitev, da je samorefleksija odlično orodje, ki nam lahko pomaga izboljšati našo prakso, in da je na pedagoškem področju še premalo izkoriščena. Da bi lahko govorili o resnično visoki digitalni kompetenci učiteljev in učiteljic TJ, ki bi se izražala tudi v kakovostno izvedenem pouku na daljavo, bo potrebno vložiti še kar nekaj truda. Zelo pomembno pa je tudi dejstvo, da se morajo vsi udeleženci izobraževalnega procesa zavedati, da je tehnologija del vsakdana in jo je treba smiselno in učinkovito uporabljati za izobraževalne namene. Vsesplošno nezadovoljstvo v času pandemije, od popolnega zaprtja šol do neustrezne komunikacije med udeleženci in težav na sistemski ravni, je privedlo do tega, da mnogi izobraževanje na daljavo na vseh ravneh in prisotnost tehnologije pri pouku ocenjujejo kot neakovostno. Take trditve pa so mnogo presplošne in tudi neresnične.

Andreja Retelj, PhD

Digital Competences of Foreign Language Teachers after the COVID-19 Pandemic

The COVID-19 pandemic had a profound impact on traditional teaching methods and approaches at all levels of education, as teaching and learning shifted to various forms of distance education. Foreign language teachers were forced virtually overnight to change their teaching methods and to confront entirely new and, for many, unfamiliar ways of working. From the initial largely asynchronous mode via a range of digital platforms that allow uploading of learning materials, blogs, emailing of learning materials and assignments, etc., most educational institutions have gradually moved to synchronous teaching methods that bring the learning process into learners' homes in real time. The transition to synchronous distance education has raised a number of dilemmas in terms of planning and managing the learning process, as it has quickly become apparent that traditional models and teaching approaches that are effective in a physical environment are not fully transferable to an online environment.

The importance of well-developed digital competence to enable active engagement and participation in everyone's personal and professional life was recognised by the European Parliament and the Council of the European Union as early as 2006 and again in 2018 in the two Recommendations on Key Competence for Lifelong Learning, which included digital literacy among the eight key competences (European Commission, 2006, 2018). Many EU documents define digital competence for active citizens or for specific work areas. These include, for example, the recently published The Digital Competence Framework for Citizens with eight proficiency levels and examples of use (Carretero et al., 2017); the European Framework of Digital Competences for Educa-

tors: DigCompEdu (Redecker, 2017); the Austrian model *digi.komp* – Digital Competences for Educators (Brandhofer et al., 2016), or the Digital Competences Framework for Consumers (Brečko and Ferrari, 2016), to name just a few of the best known.

The development of educators' digital competence as a result of distance education is a hot topic, and research is already providing some answers. Ortmann-Welp (2021) concludes that in the future, teachers need to be more aware of the need for digital literacy and their role as teachers in the process of change. Çebi and Reisoğlu (2020) conclude that future teachers need to be trained especially in communication and collaboration, digital content creation, and problem solving. Similar deficits are also evident among teachers already working in the education system (Garzón-Artacho et al., 2021). Krepkow (2021) notes that students are very critical of their digital skills, but some also overestimate themselves when they evaluate their own digital skills.

In the article, we present the importance of digital competence for modern society, focusing on foreign language teachers. We describe the development of teachers' digital competence using the DigCompEdu framework (Redecker, 2017). Digital literacy enables teachers to use digital technologies and resources to support instruction and interact more effectively with colleagues, students, and parents. Digital competence is defined as a transversal competence "that helps us to master other key competences, such as communication, language skills, or basic skills in math and science" (Vuorikari, n.d.). The European Commission (2018, p. 9) defines digital competence as "confident, critical and responsible use of the technologies from the society for work, entertainment and education." Digital competence is one of the key competences for lifelong learning. The level of teachers' digital competence is the subject of numerous studies worldwide. The European Digital Competence Framework for Educators (Redecker, 2017), known by the acronym DigCompEdu, provides the framework to support the development of digital competence specifically for educators. The DigCompEdu framework consists of 22 digital competences divided into six areas – Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, Facilitating Learners' Digital Competence. The framework provides a model for monitoring teachers' digital competence. The self-assessment tool helps teachers to determine their level of digital competence for each domain on a six-point scale from A1 to C2. A role descriptor is provided for each level. Research shows that DigCompEdu is a fairly reliable tool and robust enough to satisfactorily break down the different dimensions of employees' digital competence (Cabero-Almenara et al., 2020) and comprehensive enough to plan and deepen professional digital development (Lucas et al., 2021; Reisoğlu and Çebi, 2020).

The study is based on a descriptive and non-experimental method of educational research. A questionnaire consisting of 19 closed-ended items and one open-ended item was used to determine the development of digital competence during the pandemic. One part of the items examined how teachers promote foreign language learning in distance education, while the other part examined the development of teachers' digital competence for foreign language teaching. Participants rated their competence on a five-point Likert scale, with a score of 1 representing very poor competence and a score of 5 representing excellent competence.

Based on the general definitions of digital competence and using the DigCompEdu (Redecker, 2017) framework, we designed a survey to find out how foreign language

teachers rated their digital literacy development during the pandemic. We were interested in two aspects, namely, how foreign language teachers assess their ability to teach remotely with ICT and how they assess their ability to develop students' learning strategies while teaching remotely with ICT.

Four hundred and ninety-two participants responded to the questionnaire and 190 participants completed it in full. Their responses were then analysed. The analysis of the responses we received via an online questionnaire sent to teachers in April 2021 revealed that the respondents rated their digital competence in the area of teaching relatively highly. The lowest mean ($M = 3.3$) and the highest mean ($M = 4.0$) for the items measuring teachers' ability to teach remotely using ICT indicate that teachers feel fairly confident in their teaching and are able to find relevant materials, organise them, adapt them to their audience, and make them appropriate and transparent to their students across multiple platforms. They are somewhat less adept at creating their own digital learning materials to promote higher taxonomy levels, learner creativity, collaborative learning, and creating tasks to achieve specific foreign language learning goals. Most of the existing materials target grammar and vocabulary training, but there are a few that help to develop other language skills. A survey of Spanish teachers reached similar conclusions. The authors of the survey concluded that teachers have difficulties in creating materials and solving complex problems, while their competence in communication and collaboration is optimally promoted by ICT (Garzón-Artacho et al., 2021).

Similar results were obtained for the second area – teachers' ability to develop students' learning strategies using ICT. The average scores are relatively high. The lowest score of $MD = 3.7$ refers to helping learners to learn and organise their learning, such as making their own notes using ICT, while the highest score of $MD = 4.2$ refers to communicating with learners and helping them to make presentations. The results show that teachers were relatively responsive to learners' needs during the pandemic and were able to sufficiently motivate them to learn with ICT, adequately support them in the pedagogical process of information seeking, and guide them in ICT learning activities. It can be concluded that their pedagogical style in distance education and their appropriate communication guided and supported the learners well in acquiring the digital skills they needed for successful learning.

Despite the initial problems at the systemic or school level and the partial lack of digital literacy among both learners and teachers, the results of the analysis indicate that the vast majority of teachers felt well equipped to plan and deliver distance education and were able to adequately support learners in this pedagogical process. However, the results suggest that learners are quite successful in achieving the lower taxonomic levels (e.g., knowledge, comprehension, application) but less successful in achieving the higher taxonomic levels (analysis, synthesis, evaluation). This is partly due to the lack of online learning materials and partly due to the lack of competence of foreign language teachers in designing complex tasks that would encourage and thus favour this type of learning in distance education. The results also show that teachers are not yet fully capable of monitoring learners' progress, assessing their skills, and differentiating in the delivery of distance education. Considering that learners have different technologies at their disposal and that it is difficult for teachers to know all the available software, the results are understandable. According to DigCompEdu, the following areas need to be strengthened in the future: creating and modifying digital

content; teaching; collaborative learning; assessment strategies; differentiation and personalization; self-regulated learning, and digital problem solving.

To be better prepared for the possibility of distance education due to unforeseen circumstances or other reasons, it would be essential to include more content in undergraduate training that provides pre-service teachers with the knowledge of how to teach at a distance, and provide additional courses for in-service teachers to expand and refine the knowledge they lack. It is also very important that all those involved in the educational process realise that technology is part of daily life and must be used wisely and effectively for educational purposes. Widespread frustration during the pandemic, from the complete closure of schools to inadequate communication among stakeholders and at the system level, has led many to view distance education at all levels and the presence of technology in the classroom as inferior. Such claims, however, are far too general and, moreover, untrue.

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Development of Students' Social Competencies during Post-COVID Times

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KLJUČNE BESEDE: osnovnošolski učitelji, pandemija, postcovidni čas, socialne kompetence, učenci

POVZETEK – Sodobni globalni razvoj, pandemija, ki kar vztraja, hiter tehnološki napredek in digitalizacija so vplivali na vse vidike življenja, vključno z izobraževalnim sistemom na vseh ravneh. Celotna populacija je postala socialno izolirana. Vse omenjeno omejuje in onemogoča razvoj socialnih sposobnosti, ki so ključni temelji za uspeh v življenju. Cilj raziskave je ugotoviti mnenje učiteljev o tem, kako učencem pomagati pri izboljšanju njihovih socialnih veščin. Rezultati te raziskave kažejo, da mlajši učitelji bolj cenijo pomen razvijanja socialnih kompetenc učencev kot starejši. Mlajši učitelji tudi menijo, da je pandemija vplivala na razvoj socialnih kompetenc učencev. Učitelji, ki imajo mlajše učence, pogosteje ocenjujejo razvijanje socialnih kompetenc učencev kot pomembno. Raziskave lahko prispevajo k nadaljnjemu razmisleku o pomenu razvijanja socialnih kompetenc, saj so te pogosto ključne za uspeh učencev in odraslih v družbi in skupnosti.

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KEYWORDS: social competencies, pandemic, post-COVID times, students, primary school teachers

ABSTRACT – All facets of life have been impacted by contemporary global developments, a persistent pandemic, rapid technology advancement, and digitalization – the same goes for the educational system at all levels. The entire population has become socially isolated, which impedes the development of their social abilities that are a crucial cornerstone for success in life. The study's objective is to ascertain how primary school teachers feel about the significance of helping children to improve their social skills. The results of this research imply that younger teachers value the importance of developing students' social competencies more than older ones. Younger teachers also believe that the COVID-19 pandemic has affected the development of students' social competencies. Teachers who have younger students are more likely to assess the importance of developing students' social competencies. Research can contribute to further reflection on the importance of developing students' social competencies, as they are often crucial for the success of students and adults in society and the community.

1 Introduction

Unlike traditional curricula that focus on shifting the emphasis from teacher to student, modern curricula should focus on developing students' competencies. Competence takes on the meaning of decision-making rights, expertise, abilities, and knowledge that a person has in a certain field (Anić, 2007). Competence also includes the ability to apply the knowledge, skills, and attitudes needed for achieving the desired results and for personal fulfilment, development, social inclusion, and employment, which all form the basis of lifelong learning (European Communities, 2007).

We can find several terminologies linked to social competencies (social skills, skills, social intelligence, social literacy, social communication, etc.) in the literature on children's social development that authors interpret differently. Despite their fre-

quent overlap, social competence and social skills are often distinguished by authors. Competence governs how a person employs their skills in a social situation. Skills are distinctive actions of an individual (Jurić, 2010). According to Buljubašić-Kuzmanović and Blažević (2015), social competence typically refers to the social, emotional, and cognitive abilities and behaviours that children and teenagers need for successful social adjustment. Katz and McClellan (2005) defined social competence as achieving sufficient developmental outcomes that permit satisfactory and competent engagement in society. Socially adept behaviour indicates honed emotional, cognitive, and social skills. A variety of social behaviours that are learnt, under the control of the individual, appropriate for the circumstance and interaction, and goal-oriented are referred to as social skills. When we talk about a child's social skills, we are talking about specific characteristics like assertiveness, tolerance, and non-violent conflict resolution. Children who learn social skills are better able to deal with everyday situations and build self-esteem and confidence. They also learn how to resolve conflicts, manage their emotions, express their feelings, and acknowledge the feelings of others. They also learn how to successfully cooperate with their environment and build relationships with their peers. Being socially adept and contributing to society both require the appropriate use of acquired social skills.

Throughout a child's development, social competency is developed. Many social skills must be developed by children in primary school. According to Brajša-Žganec (2003), the family and the school are two of the most significant systems that influence a child's development. Berčnik and Devjak (2018) also state that cooperation between teachers and parents (school and family) is essential for the effective development of students' skills. Social interactions have an impact on a child's behaviour, emotional expression, and experiences. The child learns which responses are acceptable in various circumstances by interacting (Romih and Košir, 2018; Romih and Bakračević Vukman, 2015). It is a technique for managing one's own conduct and adjusting to other people. The child learns and gains knowledge and abilities that go beyond his/her own experience by seeing how others behave (observational learning). The youngster expresses his/her wants in social interactions with the environment, and when the environment responds, he/she starts to establish a social connection that is important to his/her overall development. As the child grows and matures, relationships with peers become important; games and socializing become diverse and richer; cooperation and obeying rules develop; division of roles and agreements take place, and the first friendships emerge. Kolak (2010) points out that peers are a very important social environment in which a child lives and develops, as the child spends most of his/her free time with them. Through the process of socialization, the child learns to behave in a peer group, learns to follow the rules, and to process defeat and victory. In a peer group, children satisfy the need for intimacy, form an image of themselves, acquire social skills, and learn to help, share, and cooperate. Formal peer groups in the school hierarchy consist of class sections.

The responsibility of adults is to promote a child's growth and learning by whatever methods they judge suitable, and teachers and students should engage in open dialogue and communication to further this goal. "The most important and most common forms of relations that students establish and maintain at school are peer relations and relations with teachers" (Košir, 2012). The function of the teacher as a lecturer supported

in the conventional teaching model has been replaced in modern schools by the roles of organizer, leader, mentor, associate (Zrilić and Marin, 2019) and innovator, advisor, coordinator (Maksimović et al., 2020).

The study backs up Vygotsky's socio-constructivist theory (Vygotsky, 1978) which states that interaction, communication, and discourse are always necessary for the social components of learning to take place. Instead of emphasizing the content, constructivist didactics places more emphasis on building relationships within the learning process, supporting the circumstances for student engagement and democratic control over the educational process (Palekčić, 2002). Additionally, Katz and McClellan (2005) point out several elements that have an impact on educational communities' social lives. These are the timetable for social interactions, as well as the physical and material surroundings where students can hone their abilities and attitudes.

During the protracted COVID-19 pandemic, pupils were socially isolated, which prevented them from interacting with others and growing socially competent. At the same time, children are spending an increasing amount of time with digital technology due to the rapid technical advancement, digitalization, and accessibility of different digital devices, which also impedes and limits the development of their social skills. The following essay outlines a framework for examining primary school teachers' opinions on the value of helping pupils to develop their social skills.

2 Research methodology

The aim of the research was to examine primary school teachers' opinions on and attitudes towards the development of students' social competencies. In accordance with the stated goal of the research, the following hypotheses were set:

- H1. Classroom teachers encourage the development of students' social competencies.
- H2. Younger teachers highly value the importance of developing students' social competencies.
- H3. Teachers are more focused on the development of social competencies of students in lower grades.

The survey was conducted during the 2021/2022 school year. 248 primary school teachers from different parts of the Republic of Croatia participated in the research. A questionnaire, specifically designed for the purpose of this research, consisted of two parts. The first part of the questionnaire contained questions related to the socio-demographic data of respondents, and the second part of the questionnaire contained questions that examined the attitudes and opinions held by primary school teachers about the importance of encouraging the development of students' social competencies. A five-point Likert scale was used to assess the importance of social skills that are an integral part of students' social competencies. The questionnaire was available in digital form and was filled in voluntarily.

3 Research results

Sociodemographic data

A total of 248 Croatian primary school teachers participated in the research; 17 (6.9%) were male and 231 (93.1%) were female. The length of respondents' teaching experience is shown in Table 1.

Table 1

Number of primary school teachers by years of work experience

<i>Years of work experience</i>	<i>N</i>	<i>%</i>
0 – 5	28	11.3
6 – 10	20	8.1
11 – 20	43	17.3
21 – 30	95	38.3
≥ 31	62	25.0
Σ	248	100

Table 2 shows the grade level that the respondents were teaching during that school year.

Table 2

Number of teachers according to the grade level they teach

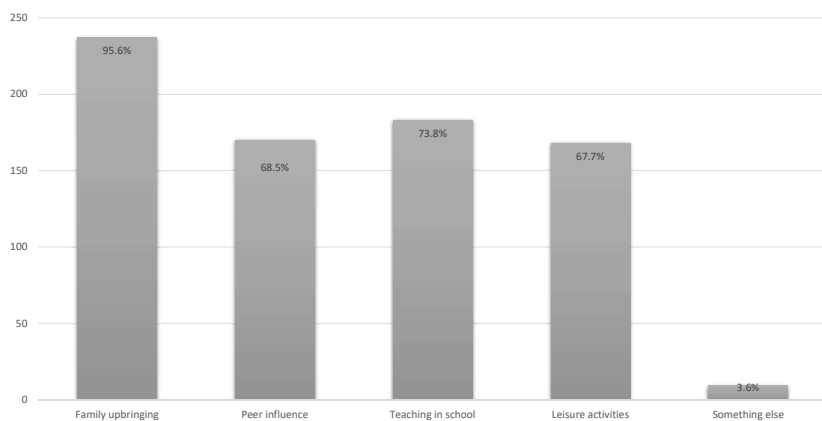
<i>Grade</i>	<i>N</i>	<i>%</i>
1 st	49	19.8
2 nd	59	23.8
3 rd	50	20.2
4 th	62	25.0
Combined classrooms	28	11.3
Σ	248	100

Descriptive statistics of selected dimensions of examined variables

Data from the second set of questions, which focused on primary school teachers' attitudes and opinions regarding the significance of helping pupils to improve their social skills, were chosen. Teachers had a choice of several responses when asked what affected the growth of pupils' social skills. Graph 1 illustrates their response, which is that the development of social skills is primarily influenced by family upbringing (95.6%) and classroom instruction (73.8%).

Graph 1

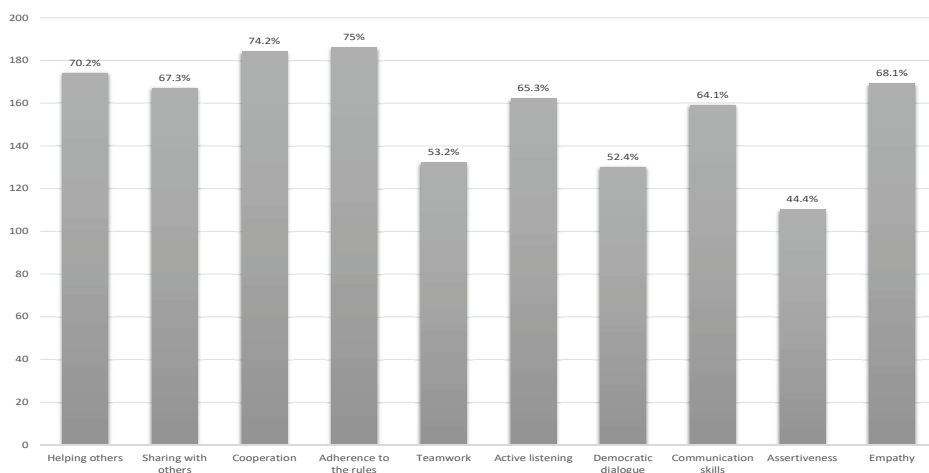
Teachers' attitudes about areas of influence on students' social competencies



The development of students' social competencies was affected by the long-lasting pandemic (45.2% of teachers), as well as technological development and digitalization (55.2% of teachers). The social climate in their class was assessed by teachers as very positive (26.6%) and positive (48.4%). Teachers estimated that students spend their free time using digital technology sometimes (31.5%), often (33.5%), and very often (27%). Teachers estimated that students spend their free time playing with peers very rarely (11.3%), rarely (23%), occasionally (39.5%), often (21.4%) or very often (4.8%). When asked about the social skills of students, the majority of teachers (75%) report developing compliance with the rules in their classes (Graph 2).

Graph 2

Teachers' attitudes about the social skills they develop in students



T-test results for independent samples

Table 3 details the variations in how the relevance of helping students to develop their social skills is evaluated in relation to the job experience of teachers. Regarding the effect on students' social competence development and the job experience of teachers, there was a statistically significant difference. Specifically, teachers with up to five years of professional experience are statistically considerably more likely to think that the epidemic affects their pupils' social competencies ($t = 2.742$, $p = 0.007$).

In comparison to teachers with 31 years or more of professional experience, these teachers likewise place a higher priority on students' social competence development ($t = 3.623$, $p = 0.000$). It has been determined that teachers with fewer than five years of service believe that the pandemic has had a great impact on students' social competencies and highly value the importance of developing students' social competencies, as opposed to teachers with 31 years of service and more.

Table 3

Assessing the impact of the importance of developing students' social competencies in relation to teachers' work experience

<i>Social competencies</i>	<i>Work experience</i>	<i>N</i>	<i>m</i>	<i>SD</i>	<i>t</i>	<i>p*</i>
Assessing the impact of the pandemic on students' social competencies	0–5	28	3.5306	0.49159	2.742	0.007
	≥ 31	62	3.2281	0.48148		
Assessment of the development of students' social competencies	0–5	28	4.4929	0.47837	2.742	0.008
	≥ 31	62	4.1871	0.75866		

Note: * $p < 0.01$

A statistically significant difference between the grade and the amount of impact on the development of students' social competencies is seen in Table 4 in connection to the assessments of the level of influence on students' social competencies made by teachers. In particular, 3rd grade teachers are statistically significantly more likely than 4th grade teachers to think that they should have an impact on students' social competence development ($t = 2.714$, $p = 0.008$). In contrast to the fourth-grade teachers, it is shown that the third-grade teachers have a positive perception of their influence on students' development of social skills.

Table 4

Assessment of the impact on the development of students' social competence in relation to the grade

<i>Social competencies</i>	<i>Grade</i>	<i>N</i>	<i>m</i>	<i>SD</i>	<i>t</i>	<i>p*</i>
Assessing the impact of the pandemic on students' social competencies	3 rd	50	3.5571	0.41550	2.714	0.008
	4 th	62	3.3295	0.46098		

Note: * $p < 0.01$

In summary, it can be seen from the analysis of the pandemic's effects on students' social competencies in Table 5 that everyone has been severely impacted. Since they found it challenging to engage in social relations, teachers usually concluded that the pandemic had a detrimental impact on social competencies. It is clear, however, that third-graders were the ones who were affected the most; this is an unexpected outcome, given that the youngest pupils, whose social skills had only recently begun to develop, would have presumably been affected the most.

Table 5

Assessment of the impact on the development of students' social competence

<i>Grade</i>	<i>m</i>	<i>N</i>	<i>SD</i>
1 st	3.4257	49	0.50717
2 nd	3.4528	59	0.43763
3 rd	3.5571	50	0.41550
4 th	3.3295	62	0.46098
Comb	3.3651	27	0.40857
Total	3.4280	247	0.45441

4 Discussion

The idea that the modern curriculum is constantly looking for new ways to teach that would meet the needs and interests of modern students and prepare them for logical thinking, entrepreneurship, creativity, collaboration, and working in pairs, groups and teams reflects the relevance of the research. The development of social skills has taken precedence over the acquisition of the knowledge and information that children can access via the Internet and other digital gadgets all around them.

The research's findings support the first hypothesis, which proposes that primary school teachers should support the growth of their pupils' social skills, particularly those relating to following rules, cooperating with others, and assisting others. In mod-

ern schools, collaborative relationships are expressed in a flexible approach to the selection and execution of teaching materials that involve students directly (Valjan-Vukić, 2009). A study by Buljubašić-Kuzmanović and Blažević (2015) examined the effect of the school curriculum, specifically of its co-creators (teachers, parents, and peers), on the social skills development of lower primary school children.

The study's findings revealed that teachers typically give themselves high marks for how frequently they use instructional tactics that promote pupils' socio-emotional growth. Teachers rank the following among the highest values: fostering mutual respect, avoiding fights and arguments, respecting and appreciating students' opinions, respecting and appreciating differences among students, promoting freedom of expression and feelings, and allowing students to freely demonstrate their skills and abilities. According to Raboteg-Šarić (1999), those who lend a hand to others tend to have more self-esteem, are more competent, and have more faith in their own talents. Cooperation and aiding others are the most crucial factors in the author's study. People who lend a hand to others are more competent, have greater self-confidence, and have higher self-esteem. In our study, this variable was also highlighted.

Many authors (Rosić and Zloković, 2002; Brajša-Žganec, 2003; Katz and McClellan, 2005; Valjan-Vukić, 2009; Kolak, 2010; Buljubašić-Kuzmanović and Blažević, 2015) state that social skills are acquired from the earliest years of childhood. They first acquire knowledge through their families, other children, kindergarten, school, and the larger social environment. School is one of the most crucial systems that influence a child's development, along with the family. Students adopt various social experiences in the unique social milieu of each school. One can strive to impact children's and young people's social abilities from an early age, lessen the risk that they will exhibit improper behaviour, and enable pupils to establish positive relationships with their classmates. School is a place where children learn and grow into full-fledged individuals. The modern school is a place to live (Hentig, 1993), as well as a creative, compassionate, and sociable community (Previšić, 1999). It plays a vital role in the socialization and personality development of young people. The goal of the new school is to give pupils the conditions and atmosphere necessary for positive social interactions and as many kinds of contacts as possible. This gives pupils the chance to practice and build social skills that improve their relationships with others (Klarin, 2006). Teachers in this study support the authors' assertions that social competence development first occurs in the family and only subsequently in the educational setting of the school.

The role of adults is to encourage students' development in all areas. In the modern school, the role of the teacher as a lecturer who advocates the traditional curriculum has been changed to the role of an organizer, leader, mentor, and collaborator (Zrilić and Marin, 2019). Through creative and innovative activities in the educational process, which are complemented by advice, coordination and guidance of students, the teacher can move away from traditional teaching and learning. Tot (2013) examines this modern communication model of the teacher's role in the context of the relationship of cooperation and togetherness, and links it to the procedures and interactions in a challenging educational environment. Given that teachers place a high value on helping students to develop their social skills in this study, which supports the second research hypothesis, it appears that younger teachers with less work experience were more amenable to taking on this position. Additionally, these teachers are statistically more likely to think

that the pandemic has had an impact on the children's social skills. The findings of this research show that teachers do not value the importance of playing, learning and socializing with peers. That may be related to the COVID pandemic and the isolation of children from peers because many authors (Brajša-Žganec, 2003; Klarin, 2006; Kolak, 2010; Buljubašić-Kuzmanović and Blažević, 2015; Uyanik et al., 2018) emphasize the world of peers as an important social environment in which the child lives and develops. Most of the child's leisure time is spent with his/her friends. Through the socialization process, the youngster learns how to act in a peer group, how to follow the rules, and how to deal with failure and success. In a peer group, the child finds intimacy, develops an identity, learns social skills, and gains the ability to help, share, and cooperate. According to the theory of social learning, peers operate as role models; they reward or penalize specific behaviours, and are a source of the evaluation of self-efficacy (Kolak, 2010).

The findings of the research conducted by Buljubašić-Kuzmanović (2012) imply that younger students assess that they more frequently have the opportunity to show their skills in different school activities. Our study found that teachers of younger pupils, or lower-grade children, place a greater emphasis on their social development, supporting the third research hypothesis. It stands to reason that teachers in the lower grades concentrate more on helping children to improve their social skills because they strive hard to create a welcoming learning environment in the classrooms from the start. The social environment in which learning occurs is crucial because the social components of learning usually involve conversation, reciprocal communication, and engagement. The ability of teachers to interact with pupils in a way that fosters tolerance, collaboration, and compromise is mirrored in their grasp of social interactions, which is "reflected in the ability to interact based on communication that promotes tolerance, cooperation, and compromise" (Prevendar, 2007, p. 591). Teachers who foster a pleasant learning environment encourage respect, equality, partnership, tolerance, and cooperation. They consequently help their students to become more socially adept as those students imitate them. According to Kolak (2010), students' social competence is frequently influenced by the classroom environment or the calibre of interactions; hence, it is crucial that the curriculum fosters social skills that support students' competence.

5 Conclusion

Students' prolonged social isolation during the COVID-19 pandemic hindered them from making friends and, as a result, from developing social skills. Children are spending more time with digital technology due to the rapid technical advancement, digitization, and accessibility of different digital gadgets, which also impedes and inhibits the development of their social skills.

The findings of this study demonstrate teachers' awareness of the need for fostering students' social competence, which is a crucial cornerstone for success in life. To foster collaboration, adherence to rules, and assisting others, teachers emphasized the importance of the family, followed by the school. These are the principles of a contemporary democracy that parents and subsequently teachers should encourage in children. Traditionalism includes the transmission of knowledge from teacher to pupil and the

emphasis on subject-matter learning. The modern classroom fosters systematic and active learning, and students grow in their capacity for observation, critical thinking, judgment, and logical reasoning. Such education ought to be conducted in an environment that is supportive of collaboration and stimulation.

The study's findings demonstrate that younger educators are prepared to collaborate with students, foster more social skills in them, and value their input into curriculum development. Modern students in the twenty-first century require a capable and qualified instructor who possesses social knowledge and abilities, can identify their developmental requirements, knowledge, and interests, and will be able to motivate them to make progress.

The study's findings demonstrate that contemporary teachers work to establish a pleasant learning environment in the classroom from the start and help children to develop more social skills. Most teachers, however, are not satisfied with the social environment in the classroom, and this study presents a chance to question which methods support the development of a positive climate and pose fresh challenges for academics and practitioners.

Dr. Višnja Vekić-Kljaić, Luka Pongračić, Janja Lučić

Razvoj socialnih kompetenc učencev po pandemiji

Sodobni globalni razvoj, pandemija, ki kar vztraja, hiter tehnološki napredek in digitalizacija so vplivali na vse vidike življenja, vključno z izobraževalnim sistemom na vseh ravneh. Celotna populacija je postala socialno izolirana, učenci imajo manj socialnih povezav in več časa preživijo z digitalno tehnologijo, kar vse omejuje in onemogoča razvoj njihovih socialnih sposobnosti, ki so ključni temelj za uspeh v življenju.

Poleg družine je šola eden izmed najpomembnejših sistemov, ki vpliva na otrokov razvoj (Košir, 2012). Učenci doživljajo različne socialne izkušnje v edinstvenem socialnem okolju posamezne šole. Potrebno si je prizadevati, da že v zgodnjem otroštvu vplivamo na socialne sposobnosti otrok in mladostnikov, da bi zmanjšali tveganje za neprimerno vedenje in učencem omogočili dober odnos s sošolci. Šola je prostor, kjer se otroci učijo in rastejo v polnopravne posameznike. Sodobna šola je prostor za bivanje, pa tudi ustvarjalna, sočutna in družabna skupnost in ima ključno vlogo pri socializaciji in osebostnem razvoju učencev. Cilj sodobne šole je omogočiti učencem pogoje in vzdušje, potrebno za pozitivne socialne interakcije in čim več vrst stikov. Sodobni učni načrti bi morali biti usmerjeni v razvijanje socialnih kompetenc učencev in nenehno iskanje novih načinov poučevanja, ki bodo ustrezali potrebam in interesom sodobnih učencev ter jih pripravljali na logično razmišljanje, podjetnost, ustvarjalnost, sodelovanje, delo v paru, skupini in timsko delo.

Kompetence zajemajo načine, kako oseba uporablja svoje sposobnosti v družbeni situaciji. Ko govorimo o socialnih veščinah učencev, govorimo o specifičnih lastnostih, kot so asertivnost, strpnost in nenasilno reševanje konfliktov. Otroci, ki se učijo socialnih veščin, se lažje soočajo z vsakodnevnimi situacijami ter gradijo samospoštovanje in zaupanje. Naučijo se tudi reševanja konfliktov, obvladovanja in izražanja svojih čustev

ter sprejemanja čustev drugih. Učijo se tudi uspešnega sodelovanja z okoljem in gradnje odnosov z vrstniki. Biti socialno spreten in prispevati k družbi zahteva ustrezno uporabo pridobljenih socialnih veščin. Številne socialne veščine morajo otroci razviti že v osnovni šoli. Skozi proces socializacije se otrok nauči obnašanja v skupini vrstnikov, nauči se upoštevanja pravil ter občutiti in sprejeti poraz in zmago. Otroci v skupini vrstnikov lahko zadovoljijo potrebo po pristnosti, oblikujejo podobo o sebi, si pridobijo socialne veščine, se naučijo nudenja pomoči, deljenja stvari in sodelovanja. Odgovornost odraslih je, da spodbujajo otrokovo rast in učenje. Socialno kompetenco lahko opredelimo kot doseganje zadostnih razvojnih rezultatov, ki omogočajo zadovoljivo in kompetentno sodelovanje v družbi. Socialno spretno vedenje kaže na dobro izostrene čustvene, kognitivne in socialne veščine. Socialne veščine vključujejo različna socialna vedenja, ki so naučena, pod nadzorom posameznika, primerna okoliščinam in interakciji ter ciljno usmerjena.

Cilj raziskave je ugotoviti mnenje osnovnošolskih učiteljev o tem, kako učencem pomagati pri izboljšanju njihovih socialnih veščin. Študija podpira sociokonstruktivistično teorijo Vigotskega, ki trdi, da so interakcija, komunikacija in diskurz vedno potrebni za izvajanje socialnih komponent učenja. Namesto vsebinskega poudarka daje konstruktivistična didaktika večji poudarek grajenju odnosov znotraj učnega procesa, podpiranju pogojev za angažiranost učencev in demokratičnemu nadzoru nad izobraževalnim procesom.

Namen raziskave je bil preveriti mnenja in stališča osnovnošolskih učiteljev o razvoju socialnih kompetenc učencev. Anketa je bila izvedena med šolskim letom 2021/2022, v raziskavi pa je sodelovalo 248 osnovnošolskih učiteljev iz različnih delov Republike Hrvaške. Vprašalnik, izdelan posebej za namen te raziskave, je bil sestavljen iz dveh delov. Prvi del vprašalnika je vseboval vprašanja, povezana s sociodemografskimi podatki anketirancev, drugi del vprašalnika pa vprašanja, ki so preučevala stališča in mnenja osnovnošolskih učiteljev o pomenu spodbujanja razvoja socialnih kompetenc učencev. Za ocenjevanje pomena socialnih veščin, ki so sestavni del socialnih kompetenc učencev, smo uporabili Likertovo petstopenjsko lestvico. Vprašalnik je bil na voljo v digitalni obliki, izpolnjevanje le-tega pa je bilo prostovoljno.

Dolgotrajna pandemija je vplivala tako na razvoj socialnih kompetenc učencev kot tudi na tehnološki razvoj in digitalizacijo. Ugotovitve raziskave so podprle prvo hipotezo, po kateri naj bi osnovnošolski učitelji podpirali razvoj socialnih veščin svojih učencev, predvsem tistih, ki se nanašajo na upoštevanje pravil, sodelovanje z drugimi in pomoč drugim. Sodelovalni odnosi se v sodobni šoli izražajo v fleksibilnem pristopu k izbiri in izvedbi učnih gradiv, ki neposredno vključujejo učence. Med epidemijo covid-19 so bili učenci socialno izolirani, kar jim je onemogočalo interakcijo z drugimi in razvijanje socialnih kompetenc. Hkrati pa zaradi hitrega tehničnega napredka, digitalizacije in dostopnosti različnih digitalnih naprav vedno več časa preživijo z digitalno tehnologijo, kar tudi ovira in omejuje razvoj njihovih socialnih veščin.

Rezultati raziskave kažejo, da učitelji menijo, da na razvoj socialnih veščin učencev vpliva predvsem družinska vzgoja, njej sledi šola. Učitelji menijo, da je dolgotrajna pandemija vplivala na razvoj socialnih kompetenc učencev, pa tudi na tehnološki razvoj in digitalizacijo. Učitelji z do petimi leti delovnih izkušenj statistično značilno pogosteje menijo, da epidemija vpliva na socialno usposobljenost učencev. V primerjavi z učitelji z 31 ali več leti delovnih izkušenj ti učitelji dajejo tudi večjo prednost razvoju socialnih

kompetenc učencev. Ugotovljeno je bilo, da imajo učitelji z manj kot petimi leti izkušenj visoko mnenje o vplivu pandemije na socialne kompetence učencev in visoko cenijo pomen razvoja socialnih kompetenc učencev za razliko od učiteljev z 31 ali več leti izkušenj. Rezultati te raziskave kažejo, da so mlajši učitelji bolj cenili pomen razvijanja socialnih kompetenc učencev kot starejši. Tudi mlajši učitelji menijo, da je pandemija vplivala na razvoj socialnih kompetenc učencev. Glede na to, da v tej študiji dajejo veliko vrednost pomoči učencem pri razvoju njihovih socialnih veščin, kar je podprlo drugo raziskovalno hipotezo, se zdi, da so bili mlajši učitelji z manj delovnimi izkušnjami bolj sprejemljivi za prevzem tega položaja. Poleg tega je statistično bolj verjetno, da bodo ti učitelji menili, da ima pandemija vpliv na socialne veščine njihovih učencev. Učitelji tretjega razreda statistično značilno pogostejše kot učitelji četrtega razreda menijo, da bi morali vplivati na razvoj socialnih kompetenc učencev. V nasprotju z učiteljicami četrtega razreda se je pokazalo, da učitelji tretjega razreda pozitivno zaznavajo njihov vpliv na razvoj socialnih veščin učencev. Iz tega je razvidno, da so najbolj prizadeti tretješolci, kar je nepričakovan rezultat, če upoštevamo, da se predvideva, da bodo najbolj prizadeti najmlajši učenci, katerih socialne veščine so se v šoli šele začele razvijati.

Naša raziskava je pokazala, da učitelji mlajših učencev dajejo večji poudarek njihovemu socialnemu razvoju, kar podpira tretjo raziskovalno hipotezo. Bolj se osredotočajo na pomoč otrokom pri izboljšanju njihovih socialnih veščin, ker si že od samega začetka močno prizadevajo ustvariti prijetno učno okolje v učilnicah. Učitelji, ki skrbijo za prijetno učno okolje, spodbujajo spoštovanje, enakost, partnerstvo, strpnost in sodelovanje. Posledično pomagajo svojim učencem, da postanejo bolj socialno spretni, saj jih ti učenci posnemajo. Ugotovljeno je bilo, da so mlajši učitelji bolj pripravljeni sodelovati z učenci. Poudarjen je pomen spodbujanja več socialnih veščin. Prav tako je pomembno ceniti njihov prispevek in aktivno sodelovanje pri razvoju učnega načrta. Sodobni učenci v 21. stoletju potrebujejo sposobnega in usposobljenega učitelja, ki ima socialna znanja in veščine, prepozna njihove razvojne zahteve, znanja in interese ter jih motivira za napredek. Z ustvarjalnimi in inovativnimi dejavnostmi v izobraževalnem procesu, ki jih dopolnjuje svetovanje, usklajevanje in usmerjanje učencev, se učitelj lahko in mora odmakniti od tradicionalnega poučevanja in učenja. Učitelji nižjih razredov se bolj osredotočajo na pomoč otrokom pri izboljšanju njihovih socialnih veščin, saj se zelo trudijo ustvariti udobno učno okolje v učilnicah že od samega začetka. Družbeno okolje, v katerem poteka učenje, je ključnega pomena, saj socialne komponente učenja običajno vključujejo pogovor, vzajemno komunikacijo in sodelovanje.

Raziskava lahko prispeva k nadaljnjemu razmisleku o pomenu razvijanja socialnih kompetenc učencev in ustvarjanju priložnosti za njihov razvoj, saj so te pogosto ključne za uspeh učencev in odraslih v družbi in skupnosti. Ta raziskava predstavlja priložnost za preizpraševanje metod, ki podpirajo razvoj pozitivnega ozračja, in predstavlja nove izzive za akademike in praktike. V skladu z načeli sodobne demokracije, ki naj bi jo pri otrocih spodbujali starši, nato pa učitelji, je treba preseči tradicionalizem, ki vključuje prenašanje znanja z učitelja na učenca, in umakniti poudarek s predmetnega učenja. Sodobna učilnica naj bi spodbujala sistematično in aktivno učenje, učenci pa naj bi razvijali sposobnost opazovanja, kritičnega mišljenja, presojanja in logičnega sklepanja. Takšno izobraževanje bi moralo potekati v okolju, ki podpira sodelovanje in komunikacijo.

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Glasba kot sredstvo spodbujanja celostnega razvoja otrok v pristopu montessori

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Znanstveni članek

UDK 37.091.4Montessori:78

KLJUČNE BESEDE: pedagogika montessori, glasbeni razvoj, celostni razvoj, glasbena vzgoja

POVZETEK – V preglednem članku obravnavamo vlogo glasbe pri celostnem razvoju otrok, pri čemer predstavljamo pozitivne učinke glasbe na različnih področjih otrokovega razvoja. Prispevati želimo k razumevanju, kako je bila glasba kot sredstvo spodbujanja glasbenega in celostnega razvoja predšolskih otrok v pristopu montessori preučevana v literaturi. V članku se najprej osredotočamo na vlogo glasbe pri spodbujanju celostnega razvoja otrok, pri čemer predstavljamo tudi številne koristne transferne učinke glasbe. V nadaljevanju proučujemo, na kakšen način poteka spodbujanje celostnega razvoja otrok v pedagogiki montessori, ter opredeljujemo vlogo glasbe v pedagogiki montessori v povezavi s celostnim razvojem otrok. Ugotavljamo, da je glasba v literaturi prepoznana kot učinkovito sredstvo za spodbujanje celostnega razvoja otrok, pomembno vlogo pri spodbujanju celostnega razvoja pa ji pripisuje tudi pedagoški koncept montessori.

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KEYWORDS: Montessori pedagogy, musical development, holistic development, music education

ABSTRACT – In the article, we discuss the role of music in the holistic development of children, presenting the positive effects of music in various areas of child development. We want to contribute to our understanding of how music as a means of promoting the musical and holistic development of preschool children in the Montessori approach has been studied in the literature. In the article, we first focus on the role of music in promoting the holistic development of children while also presenting the many beneficial transfer effects of music. Afterwards, we examine how the holistic development of children is promoted in Montessori pedagogy and define the role of music in Montessori pedagogy in connection with the holistic development of children. We note that music is recognized in the literature as an effective tool for promoting the holistic development of children, and that the pedagogical concept of Montessori attributes to music an essential role in promoting holistic development.

1 Uvod

Celostna oz. holistična vzgoja je aktualno gibanje na področju šolstva, ki skuša v učno izkušnjo vključiti vse vidike otroka, vključno z njegovim umom, telesom in duhom (Wu idr., 2013). Ideja se je pojavila kot odgovor na prevladujoči svetovni nazor splošnega izobraževanja, a ni opredeljena kot posebna metoda ali tehnika. Izhaja iz grškega koncepta *holon*, ki vesolje vidi kot sestavljeno celoto, ki je ni mogoče zmanjšati (Lee, 1997, v Mahmoudi idr., 2012). Celostna vzgoja ima korenine v izobraževalnih teorijah Rousseauja, Pestalozzija, Frobela, Montessorijeve in Steinerja, ki so poudarjali duhovni vidik človeškega bitja (Brooks, 2006). V preteklem stoletju sta bila za razvoj ideje o celostni vzgoji najpomembnejša Rudolf Steiner in Maria Montessori (Grimes, 2007). Steiner (1976), ustanovitelj waldorfske pedagogike, se je skliceval na “duševno življenje” otrok in opisoval, kako bi lahko bilo le-to negovano v šolskem okolju (Steiner, 1976). Maria Montessori (2006), utemeljiteljica pedagogike montessori, je prav

tako izpostavljala pomen negovanja duhovnega razvoja otrok. Verjela je, da ima vsak otrok skrite duševne sposobnosti, ki ga vodijo, da deluje skladno z zapisi za izoblikovanje svojega značaja. Ključno je torej otrokom zagotoviti primerno okolje, v katerem se lahko njegova inteligenca naravno razvije (Montessori, 2006). Slade in Griffith (2013) celostni pristop v izobraževanju definirata še natančneje, kot pristop, ki se osredotoča na socialni, čustveni, duševni, telesni in kognitivni razvoj otrok. Forbes (2003) trdi, da holistična vzgoja želi:

- izobraževati celotnega otroka (vse njegove dele),
- izobraževati otroka kot celoto (in ne kot skupek njegovih delov) ter
- videti otroka kot del celote (družbe, njegovega okolja).

Cilj celostne vzgoje in izobraževanja je pri posameznikih vzbuditi lastno spoštovanje do življenja ter ljubezen do učenja (Miller, 1992). Ta pristop namenja veliko pozornosti izkustvenemu učenju in daje velik pomen odnosom in primarnim človeškim vrednotam v učnem okolju (Martin, 2002). S tem se strinja tudi Kroflič (1997), ki trdi, da lahko najvišje izobraževalne cilje dosežemo le, če "vzgojo zasnujemo na izobraževanju (model vzgoje s poukom) in če si pri pouku prizadevamo za celovit razvoj otrokove osebnosti" (str. 9). Torej številni avtorji poudarjajo pomen celostnih pristopov k izobraževanju in vzgojitelje in učitelje izzovejo, da so pri poučevanju poleg tradicionalnih mejnikov akademskega razvoja enakovredno osredotočeni tudi na druge vidike razvoja otrok.

S tem preglednim člankom želimo orisati dosedanja spoznanja o glasbi kot o sredstvu spodbujanja glasbenega in celostnega razvoja predšolskih otrok v pristopu montessori. Z njim želimo osvetliti pomembno vlogo glasbe za celostni razvoj otrok in predstaviti pozitivne učinke na različnih področjih otrokovega razvoja, ki jih le-ta prinaša. V članku se najprej osredotočamo na vlogo glasbe pri spodbujanju celostnega razvoja otrok, pri čemer predstavljamo tudi številne koristne transferne učinke glasbe. V nadaljevanju proučujemo, na kakšen način poteka spodbujanje celostnega razvoja otrok v pedagogiki montessori, ter opredeljujemo vlogo glasbe v pedagogiki montessori v povezavi s celostnim razvojem otrok. V sklepnem delu članka predstavljamo priložnosti in izzive glasbene vzgoje za podporo celostnemu razvoju otrok v pristopu montessori ter smernice za prihodnje raziskave na tem področju.

2 Vloga glasbe pri spodbujanju celostnega razvoja otrok

V zadnjih desetletjih lahko zasledimo vse več raziskav o potencialnih pozitivnih vplivih glasbe za razvoj otrok. Glasbena vzgoja lahko razširi in obogati otrokov razvoj na veliko različnih načinov (Črnčec idr., 2006). V nadaljevanju predstavljamo študije, ki podpirajo idejo, da lahko glasbo uporabljamo kot sredstvo za spodbujanje celostnega razvoja otrok.

Welch (2006) navaja, da ima vključevanje otrok v glasbene dejavnosti tudi neglasbene koristi, kot so razvoj verbalnega spomina, motoričnega nadzora, čustvenega zavedanja in komunikacijskih veščin. Na podlagi številnih nevropsiholoških študij sodobna glasbena nevrodidaktika poudarja pomen otrokove pasivne (poslušanje glasbe) in ak-

tivne (petje, igranje inštrumenta, ples) glasbene aktivnosti od rojstva dalje (Zadnik in Habe, 2017). Poslušanje glasbe lahko ima različne blagodejne zdravstvene in izobraževalne učinke (Jensen, 2000; Levitine, 2008). Predšolski otroci so zaradi “slušne odprtosti” zelo dovzetni za različne vrste glasbe (Hargreaves, 1982; Habe in Bratina, 2018), saj že po kratki izpostavljenosti različnim glasbenim stilom pride do sprememb v možganskem procesiranju – glasbene dejavnosti lahko torej vplivajo na plastičnost možganov (Hodges, 2006). *Mozartov učinek* je pogosto proučevan nevrofiziološki fenomen, ki se nanaša na izboljševanje delovanja prostorsko-časovnega sklepanja ali spremembo nevrofiziološke aktivnosti, povezane s poslušanjem Mozartove sonate za dva klavirja v D-duru (Leng in Shaw, 1991). Razlog za slednje lahko pripišemo vezavi različnih možganskih področij med poslušanjem glasbe in posledično bolj celostnemu ter sinhronemu delovanju in povečani duševni koncentraciji ter posledično boljšemu sklepanju (Habe, 2006). Z izvajanjem zapletenih glasbenih dejavnosti (kot so improvizacija, kompozicija in igranje inštrumenta) glasba omogoča aktivacijo višjih možganskih funkcij ter s svojimi širokimi in raznolikimi transfernimi učinki predstavlja tudi sredstvo za optimizacijo delovnih sposobnosti možganov (Leng in Shaw, 1991). Glasba je lahko koristna tudi kot sredstvo za optimizacijo spomina pri učenju (Balzer, 2009) in lahko služi kot sredstvo za uravnavanje razpoloženja (Husain idr., 2002).

Sodelovanje v glasbenih dejavnostih ima lahko pozitivne kognitivne transferne učinke na pozornost, spomin in inteligentnost. Ob primerjavi možganov profesionalnih glasbenikov in ljudi, ki se ne ukvarjajo z glasbo, lahko poleg anatomskih razlik (večji mali možgani, večja količina sive snovi, povečani specifični motorični centri) opazimo tudi razlike v delovanju možganov (Jensen, 2000). Metaanaliza, ki sta jo izvedla Sala in Gobet (2017), potrjuje majhen učinek izpostavljenosti glasbi na nekatere kognitivne sposobnosti (inteligentnost in spomin).

Nemalo je tudi raziskav, ki opisujejo številne koristne nekognitivne transferne učinke glasbe na čustveni, socialni in gibalni razvoj otrok. Pozitivne učinke sodelovanja v glasbenih dejavnostih na socialni razvoj lahko opazimo celo že pri šestmesečnih dojenčkih (Gerry idr., 2012). Nevrološke študije (Jensen, 2000) kažejo, da lahko aktivno sodelovanje v glasbenih dejavnostih aktivira možganske regije, ki sodelujejo pri uravnavanju razpoloženja, oblikovanju socialnih veščin, motivaciji, razvoju kulturne zavesti, estetskega čuta in samodiscipline. Poslušanje glasbe je “didaktično sredstvo za spodbujanje napredka pri celostnem razvoju otroka v učnem okolju” (Habe, 2018, str. 3). Glasba lahko otrokom poveča občutek vključenosti v družbeno skupino (Habe in Licardo, 2019), sodelovanje v glasbenih zasedbah pa spodbuja razvoj pozitivne samopodobe, visoke samozavesti in samoučinkovitosti ter omogoča izražanje čustev na drugačen način. Čustvena ekspresivnost pri izvajanju glasbe velja za enega “najpomembnejših dejavnikov, ki vplivajo na kakovost in vrednost glasbenega izvajanja” (Bačlija Sušić in Olčar, 2021, str. 105). Glasbena vzgoja krepi sposobnost čustvenega prepoznavanja (Husain idr., 2002), nekatere študije celo izpostavljajo, da glasba krepi razvoj empatije in uravnava čustva (Webster-Stratton idr., 2004), zato so glasbene dejavnosti pogosto vključene v izobraževalne programe prav s ciljem krepitev empatije, uravnavanja čustev ter povečanja socialnih veščin. Glasba je zaradi svojih univerzalnih lastnosti, ki skoraj vsakemu posamezniku omogočajo prepoznavanje in izražanje, eden izmed najučinkovitejših načinov vključevanja, saj omogoča socialno vključenost ne glede na intelektualno, čustveno in socialno ozadje otroka (Habe, 2020). “Glasba

ima pomembno vlogo v človeški komunikaciji in pri oblikovanju kulturnih konceptov" (Perić idr., 2021, str. 120). Weinberger (1995) je v svoji raziskavi odkril, da glasbene dejavnosti pozitivno vplivajo tudi na razvoj ustvarjalnosti in osebnostne prilagodljivosti. Ukvarjanje z glasbo "spodbuja duševni razvoj, čustvovanje, smisel za lepoto in ustvarjalnost" (Sicherl-Kafol, 2001, str. 17). Za nekatere otroke in mladostnike je neformalno glasbeno ustvarjanje koristno pri soočanju z lastnimi čustvi in socialnimi pritiski (Stachó idr., 2013). Pomembne pozitivne učinke na psihomotorični razvoj ima igranje inštrumenta, ki od otroka zahteva trening finih motoričnih spretnosti. Ritem, mera in tempo služijo kot sredstvo za spodbujanje motoričnih spretnosti in različnih razvojnih motenj (Habe, 2020).

Omeniti velja tudi nekaj slovenskih raziskav o učinkih celostne glasbene vzgoje. Avtorica Pesek (1993) je ob proučevanju vpliva glasbene vzgoje na razvoj pet- do šestletnih otrok ugotovila pozitivne učinke na razvoj logičnih operacij serializacije in klasifikacije, na razvoj zanimanja in strpnosti do glasbe in na razlikovanje glasbe glede na geografsko in zgodovinsko pripadnost. Raziskava, ki jo je izvedla avtorica Denac (1997), je poleg pozitivnih učinkov na glasbene sposobnosti pokazala tudi pozitivne vplive predšolske glasbene vzgoje na razvoj zanimanja, samozaupanja, pozitivnih čustev, občutljivosti za estetsko interpretacijo, samozaupanja in notranje motivacije.

Če povzamemo, opazimo, da številne raziskave nakazujejo na to, da lahko z glasbo torej ne vplivamo samo na glasbeni razvoj otroka, temveč tudi na razvoj na drugih področjih otrokove osebnosti. Prav razvoj na vseh področjih osebnosti pa je glavni cilj pristopa montessori, ki ga predstavljamo v nadaljevanju.

3 Spodbujanje celostnega razvoja otrok v pedagogiki montessori

Pedagogika montessori je progresivni splošni pedagoški koncept, ki se osredotoča na otroka in vključuje številne vidike celostnega izobraževanja. M. Montessori (2006) se je zavedala pomena zgodnjega otroštva za otrokov celostni razvoj in prihodnji uspeh. Njen pedagoški koncept je v skladu z aktualnimi idejami, da je v "predšolskem obdobju potrebno visoko zavedanje, da otroku okolje nudi možnosti za aktivno in celostno učenje" (Jelovčan idr., 2020, str. 23). Njen pedagoški koncept poudarja edinstven potencial vsakega otroka in zagovarja pristop, osredotočen na otroka, ki temelji na otrokovi svobodi učenja v vzpodbudnem okolju, posebej pripravljenem za zadovoljevanje individualnih potreb otroka (Isaacs, 2018). "Organizacija prostora in opremljenost učnega okolja sta pomembna dejavnika kakovosti vzgojno-izobraževalnega procesa." (Borota, 2017, str. 11). M. Montessori posebno zmožnost v otrokovem umu od rojstva do 6. leta, da vase sprejema informacije in občutke iz svojega okolja, imenuje srkajoči um (Montessori, 2006). Faze, ko otrok intenzivneje vsrkava vase le eno prevladujočo značilnost v njegovem okolju in ni dovzeten za ostale, poimenuje občutljiva obdobja, ki se kažejo kot velika želja po ponavljanju določenih dejavnosti brez očitnega razloga, dokler zaradi teh ponavljanj ne pride do na novo usvojene spretnosti (Montessori, 2008). M. Montessori je na podlagi sistematičnega opazovanja razvoja otroka od rojstva do odraslosti opredelila štiri obdobja fizičnih in psiholoških sprememb; kakor se v teh obdobjih razlikujejo potrebe posameznika, se mora temu pri-

merno prilagajati tudi pripravljeno okolje (Montessori, 1964). Ključni element okolja montessori predstavlja svoboda, saj se lahko le v okolju, ki je svobodno, otrok optimalno razvija (Montessori, 2006). Pomembno je, da je otrok izpostavljen aktivnostim, ki spodbujajo neodvisnost; imeti mora to svobodo, da naredi stvari, ki jih je sposoben izpeljati sam (Polk Lillard, 2011). Eden izmed pomembnih elementov pedagogike montessori je tudi samostojnost, saj celotna filozofija temelji na prepričanju, da so otroci sposobni usmerjati svoj lastni razvoj, v kolikor jim je le-to omogočeno (Murray, 2008; Polk Lillard, 2011).

4 Vloga glasbe v pedagogiki montessori

M. Montessori je pripisovala glasbi pomembno vlogo pri razvoju in predvsem v sodelovanju z A. M. Maccheroni in E. Braun Barnett tudi na področju glasbe razvila temeljne smernice za poučevanje glasbe, s poudarkom na področju razvoja slušne diskriminacije, razvoja ritmičnih spretnosti ter glasbenega opismenjevanja (Montessori, 1917; 1967; 2006). Kljub temu pa področju poučevanja glasbe ni namenjene toliko pozornosti kot ostalim področjem, na primer jeziku, matematiki, znanosti.

Prepoznavanje senzomotorične inteligence kot začetne stopnje intelektualnega razvoja je M. Montessori pripeljalo do tega, da je svojo metodo utemeljila na načelih in zakonitostih, ki jih določa biološka rast. Verjela je, da če naj bi glasba igrala pomembno vlogo v življenju in pri učenju majhnega otroka, morajo glasbene izkušnje, načrtovane in predstavljene otroku, staremu od treh do šest let, temeljiti na istih zakonih in načelih. Glasba ima v pristopu montessori vlogo univerzalnega jezika, s pomočjo katerega lahko otroci spoznavaajo svoje telo in okolje (Montessori, 1917). M. Montessori meni, da otrok v sebi nosi potenciale za poslušanje in govorjenje, ki jih razvije v spodbudnem okolju (Montessori, 2006). Jezikovne sposobnosti niso vrojene, zato se jezikovna izgradnja odvija v podzavesti in ni rezultat zavestnega dela (Montessori, 1967). Svoja stališča o jezikovnem razvoju je preslikala tudi na glasbo; kot prvo pripravljajalno fazo pri učenju glasbe predstavlja pripravljeno okolje z glasbo, ki podpira otrokov razvoj na tem področju (Troum, 2010). Poučevanje glasbe v pedagoškem konceptu montessori sledi načelu, da otroci najprej spoznajo glasbo in jo doživijo, šele nato pride na vrsto učenje branja in zapisovanja glasbe (Montessori, 1967). Od rojstva do šestega leta otroka glasba še posebej pritegne, saj je v občutljivem obdobju za glasbo, jezik in gibanje (Polk Lillard, 2011). Otroci lahko spoznajo glasbeni jezik na podoben način kot svoj materni jezik; s tem, ko se dnevno srečujejo z glasbo v svojem okolju, dobijo možnost razvijanja spretnosti poslušanja, branja in izvajanja glasbe (Montessori, 1917; 1967).

Obstaja le peščica empiričnih raziskav, povezanih z glasbo v šolah in vrtcih montessori. Največ pozornosti na področju glasbe v pedagogiki montessori so v raziskavah namenili preverjanju učinkovitosti glasbeno-didaktičnih materialov, ki so bili oblikovani v skladu z načeli montessori, in ustvarjanju ustreznega pripravljenega glasbenega okolja, v ospredje pa sta bili postavljeni glasbeni dejavnosti petje in gibanje ob glasbi.

Harris (2007) ugotavlja, da lahko vključenost otrok iz vrtcev montessori v glasbene dejavnosti pomembno vpliva na izboljšanje akademskih rezultatov na področju matematike.

Rajan (2017) prouči vlogo glasbenega izobraževanja v vrtcih in šolah montessori v ZDA z vidika ravnateljev vrtcev in šol montessori. Ugotavlja, da čeprav ravnatelji šol in vrtcev montessori verjamejo, da je glasbo mogoče uporabiti kot sredstvo za spodbujanje učenja ali kot sredstvo za izgradnjo multikulturnega razumevanja, pa so možnosti za izvedbo glasbenih dejavnosti zelo omejene zaradi nizkih šolskih proračunov in/ali časovnih omejitev.

Fitzmaurice (1971) v akcijski raziskavi preverja možnosti vključevanja načel in tehnik pristopa montessori v oblikovani program glasbene vzgoje za predšolske otroke. Ugotavlja, da je program uvedel več ravnovesja med skupinskimi ter individualnimi glasbenimi dejavnostmi, razširil nabor glasbenih dejavnosti za individualno delo otrok ter glasbeni repertoar pesmi za predšolsko glasbeno vzgojo v vrtcih montessori.

Velik prispevek k razvoju glasbe v pristopu montessori kot sestavnega dela kurikuluma predstavlja tudi doktorska disertacija Millerjeve (1981), ki predstavlja pregled obstoječe literature na temo glasbe in pedagogike montessori, opisuje področje glasbe v pristopu montessori v tistem času in predlaga smernice za nadaljnji razvoj.

Pomemben prispevek na proučevanem področju predstavlja tudi raziskava avtorjev Dansereau in Wyman (2020), v kateri izpostavljata, da v številnih vrtcih montessori prevladujejo didaktični materiali, namenjeni predvsem razvoju otrokovega vizualnega čuta, ter predstavita rezultate akcijske raziskave, katere namen je bil odpraviti zaznано neustreznost glasbene vzgoje v pristopu montessori z razvijanjem in izvajanjem dela učnega načrta, ki je skladnejši s pristopom montessori in usmerjen v slušno zaznavanje.

Diaz (2019) v okviru svojega magistrskega dela razširi področje predšolske glasbene vzgoje z oblikovanjem načrta za izvedbo didaktične enote kotička za poslušanje, ki bi otrokom omogočil samostojno raziskovanje različnih glasbenih zvrsti.

Čeprav je v slovenskem prostoru veliko zanimanja za pedagogiko montessori, pa lahko zasledimo le peščico znanstvenih člankov s področja pedagogike montessori (Pšunder, 1995; Zadnik in Koren, 2017), kar nakazuje na močno "podhranjenost" slovenskega raziskovalnega prostora na področju te pedagogike. Nekoliko več je strokovnih člankov, ki predstavljajo osnovna načela pedagogike montessori (Kordeš Demšar, 2007) ali ta povezujejo s poučevanjem specifičnih področij (Bučar, 2004; Kavkler, 1997; Župan, 2018). Obstaja tudi nekaj prispevkov, v katerih slovenski avtorji vključujejo elemente pedagogike montessori v obravnavo pacientov z demenco (Ljubič in Štemberger, 2017; Valenčič in Križmarić, 2011a; 2011b). V Sloveniji je bilo do danes objavljenih zgolj nekaj strokovnih ali znanstvenih člankov, ki obravnavajo področje glasbe v pedagogiki montessori (Gruden, 2017; Mavrič, 2019; Smrekar in Podgornik, 2017; Zadnik in Koren, 2017). Večina izmed njih proučuje glasbeno vzgojo in pristop montessori v povezavi z učenjem nauka o glasbi v glasbeni šoli in se osredotoča predvsem na oblikovanje didaktičnih materialov za poučevanje nauka o glasbi v skladu z načeli pristopa montessori (Gruden, 2017; Smrekar in Podgornik, 2017; Zadnik in Koren, 2017).

5 Zaključek

Glasba je v literaturi prepoznana kot učinkovito sredstvo za spodbujanje celostnega razvoja otrok. V pristopu montessori, katerega cilj je zagotavljanje možnosti za optimalen razvoj otroka na vseh področjih njegovega razvoja, ima glasbena vzgoja pomembno vlogo, ki podpira to prizadevanje. V nadaljevanju predstavljamo priložnosti in izzive glasbene vzgoje za podporo celostnemu razvoju otrok v pristopu montessori ter smernice za prihodnje raziskave na tem področju.

Ena izmed prednosti pristopa montessori je poudarjanje učenja in poučevanja, osredinjenega na otroka. Pristop montessori sledi celostnemu izobraževanju, pri čemer daje pomen otrokovemu mentalnemu, telesnemu, psihološkemu in socialnemu razvoju – ne kot ločenim entitetam, temveč kot harmonični celoti. V zapisih Montessorijeve (2006) zasledimo, da je verjela, da glasba predstavlja pomemben del holistične vzgoje otrok, ki podpira senzorično vzgojo in na otroka osredinjeno poučevanje. Eden izmed glavnih atributov pristopa montessori je prilagojenost na razvojne značilnosti potreb otrok. Otroci lahko glede na lasten interes po individualnih glasbenih dejavnostih posegajo takrat, ko so zaradi t. i. srkajočega uma in občutljivih obdobji za glasbeni razvoj najbolj dojemljivi, kar pozitivno vpliva tudi na njihovo motivacijo (Polk Lillard, 2011).

Zagotavljanje priložnosti za glasbeno udejstvovanje je bistveno za vsak program v zgodnjem otroštvu. Šole in vrtci montessori si po vsem svetu prizadevajo otrokom ponuditi celovit kurikulum, ki zajema vse vidike otrokovega razvoja. Redke raziskave na področju glasbe v pristopu montessori pa nakazujejo, da je glasbena vzgoja pogosto še vedno zapostavljena. Problem predstavlja tudi dejstvo, da se glasbena vzgoja običajno odvija ločeno od otrokovega osnovnega vzgojno-izobraževalnega procesa v obliki dodatnih izbirnih dejavnosti (Nardo idr., 2006). Ta praksa je v nasprotju s prepričanjem M. Montessori, da je glasba nepogrešljivi del njenega pristopa.

Poleg naštetih prednosti pedagogike montessori na področju glasbene vzgoje v nadaljevanju izpostavljamo tudi izzive za prihodnji razvoj pristopa montessori na tem področju. Priznavanje pomena učenja glasbe v predšolskem obdobju je v zadnjih desetletjih povzročilo pozitiven premik k zagotavljanju glasbenih dejavnosti v tem obdobju, vendar so takšne izobraževalne politike po navadi usmerjene k učiteljem (Nardo idr., 2006) in niso usklajene s samostojnim in neodvisnim učenjem otrok, ki je značilno za pristop montessori. Kljub razvoju tehnologije, ki otrokom omogoča samostojno izvajanje glasbenih aktivnosti, se načrtovanje in izvajanje glasbenih dejavnosti v pristopu montessori ne prilagaja spremembam današnjega časa. Posledično glasbena vzgoja ostaja omejena na določen čas dneva, če se sploh izvaja, in/ali je sestavljena iz zgolj nekaterih glasbenih dejavnosti. Pomanjkljivost poučevanja glasbe v vrtcih montessori je tudi v tem, da vsa področja glasbenih dejavnosti niso enakomerno zastopana. Področju izvajanja glasbe je v pedagogiki montessori namenjeno občutno manj pozornosti kot razvijanju slušne diskriminacije, gibanju ter glasbenemu opismenjevanju (Danse-reau in Wyman, 2020; Lillard, 2011). M. Montessori je na področju izvajanja glasbe namenila večji poudarek izgradnji otrokovih pevskih sposobnosti, ki mu omogočajo aktivno sodelovanje pri navadah in običajih skupnosti, glasbenem doživljanju in izražanju (Gutek, 2004). Starejši viri (Braun Barnett, 1973; Montessori, 1917, 1964, 1967) poudarjajo pomen neusmerjenega individualnega izvajanja glasbe ter eksperimentiranja

z inštrumenti, zapisov s področja usmerjenega poustvarjalnega, ustvarjalnega izvajanja in reproduktivnega igranja pa ni moč zaslediti, prav tako tudi ne zapisov o skupinskem izvajanju glasbe. Slednje najdemo v publikacijah, ki so bile izdane v zadnjih dveh desetletjih in katerih avtorji se v želji dopolnitve teh pomembnih področij izvajanja glasbe zavzemajo za implementacijo tovrstnih dejavnosti v pedagogiko montessori (Da Napoli, 2006; Klotz, 2013).

Na podlagi analize relevantnih virov ugotavljamo, da je literatura s področja glasbe v pedagogiki montessori, še posebej v slovenskem prostoru, težko dostopna, prav tako pa ni na voljo priročnikov za vzgojitelje na področju glasbe v slovenskem jeziku. Potrebno je, da se vzgojitelje v vrtcih montessori (ter tudi vzgojitelje, ki delajo v javnih vrtcih) bolje opremi za delo na področju poučevanja glasbe v predšolskem obdobju, da bodo lahko tudi z glasbo podpirali celostni razvoj otrok. Priporočamo več raziskav in kurikularnih inovacij, katerih cilj je zagotoviti celostno izobraževanje, ki je skladno z na otroka osredinjenimi načeli izobraževanja montessori.

Maruša Laure

Music as a Means of Promoting Holistic Development in the Montessori Approach

Holistic education is currently a relevant movement that seeks to include all aspects of the child's learning experience, including his or her mind, body, and spirit (Wu et al., 2013). The idea emerged as a reaction to the prevailing worldview of general education, but it is not defined as a specific method or technique. It derives from the Greek concept of holon, which sees the universe as a composite whole that cannot be reduced (Lee, 1997, as cited in Mahmoudi et al., 2012). Holistic education has its roots in the educational theories of Rousseau, Pestalozzi, Frobel, Montessori, and Steiner, all of whom emphasized the spiritual aspect of the human being (Brooks, 2006). In the previous century, Rudolf Steiner and Maria Montessori were most important in developing the idea of holistic education (Grimes, 2007).

In recent decades, there has been a growing body of research on the potential positive effects of music on child development. Many studies indicate that music can influence not only the child's musical development, but also the development in other areas of the child's personality. Participation in musical activities can have positive cognitive transfer effects on attention, memory, and intelligence. Listening to music can have a variety of positive effects on health and education (Jensen, 2000; Levitine, 2008). Music can also help optimize learning memory (Balzer, 2009) and serve as a means of mood regulation (Husain et al., 2002). Music can strengthen children's sense of belonging to a social group (Habe and Licardo, 2019). Participation in musical ensembles promotes the development of a positive self-image, high self-esteem, and self-efficacy, and allows emotions to be expressed differently. Musical education strengthens the ability to recognize emotions (Husain et al., 2002). Some studies even indicate that music promotes the development of empathy and regulates emotions (Webster-Stratton et al., 2004), so

musical activities are often included in educational programs precisely to strengthen empathy, regulate emotions, and improve social skills.

Development in all personality areas is the main goal of the Montessori approach. Montessori education is a progressive educational concept that places the child at the center and encompasses many aspects of a holistic education. It emphasizes the unique potential of each child. It advocates a child-centered approach based on the freedom of the child to learn in a stimulating environment specifically designed to meet his or her individual needs (Isaacs, 2018).

The recognition of sensorimotor intelligence as the initial stage of intellectual development led M. Montessori to base her method on the principles and laws of biological growth. She believed that if music was to play an essential role in the life and learning of a young child, then the musical experiences provided to a three- to six-year-old child must be based on the same laws and principles. In the Montessori approach, music plays the role of a universal language through which children can learn about their bodies and their environment (Montessori, 1917). M. Montessori believed that the child has within him or her the potential for listening and speaking, which he or she develops in a stimulating environment (Montessori, 2006). Montessori attributed an important role in development to music, especially in collaboration with A. M. Maccheroni and E. Braun Barnett, who were also active in the field of music and developed basic guidelines for music instruction, focusing on the development of auditory discrimination, rhythmic skill development, and musical literacy (Montessori, 1917, 1967, 2006). Yet, music instruction has not received as much attention as other areas, such as language, mathematics, and science.

M. Montessori called the unique ability of the child's mind from birth to age 6 to absorb information and feelings from its environment the 'absorbent mind' (Montessori, 2006). M. Montessori identified the phases in which the child absorbs more intensely only one dominant feature of his or her environment and is not receptive to the other sensitive periods. These phases manifest themselves in a great desire to repeat certain activities for no apparent reason until these repetitions lead to a newly acquired skill (Montessori, 2008). Based on systematic observations, M. Montessori divided a child's development from birth to adulthood into four periods of physical and psychological change; as the needs of the individual differ during these periods, the prepared environment must also adapt accordingly (Montessori, 1964). An essential element of the Montessori environment is freedom, because only in a free environment can a child develop optimally (Montessori, 2006). One of the essential elements of Montessori education is independence, as the entire philosophy is based on the belief that children are capable of directing their own development as long as they are allowed to do so (Murray, 2008; Polk Lillard, 2011).

Music is recognized in the literature as an effective means of promoting children's holistic development. Within the Montessori approach, which aims to promote optimal child development in all areas of development, music education plays an important role in supporting these efforts.

One of the strengths of the Montessori approach is its emphasis on child-centered learning and teaching. The Montessori approach takes a holistic approach to education, emphasizing the child's spiritual, physical, psychological, and social development – not as separate entities, but as a harmonious whole. In the writings of Montessori (2006),

we find that she believed that music was an integral part of the holistic education of children, supporting sensory education and child-centered teaching. One of the main features of the Montessori approach is adaptation to the developmental characteristics of children's needs. Depending on their interests, children can participate in individual musical activities when they are most receptive to musical development due to the so-called i. with a slurping mind and sensitive periods, which also has a positive effect on their motivation (Polk Lillard, 2011).

Providing opportunities for musical engagement is essential to any early childhood program. Montessori schools and kindergartens around the world strive to provide children with a comprehensive curriculum that covers all aspects of child development. Rare research in the field of music within the Montessori approach indicates that music education is still often neglected. Another problem is that music education usually takes place separately from the child's basic educational process in the form of additional optional activities (Nardo et al., 2006). This practice is contrary to M. Montessori's belief that music is essential to her approach.

In addition to the listed benefits of Montessori education in the area of music education, the article also highlights challenges for the future development of the Montessori approach in this area. Recognition of the importance of learning music in the preschool years has led to a positive movement toward providing musical activities during this period. However, such educational activities are usually teacher-centered (Nardo et al., 2006), which are not aligned with the independent and autonomous learning of children that characterizes the Montessori approach. Despite the development of technologies that allow children to perform musical activities independently, the planning and implementation of musical activities in the Montessori approach have not adapted to contemporary changes. As a result, music education remains limited to a specific time of day, if it is conducted at all, and/or consists of only some musical activities. The disadvantage of music education in Montessori kindergartens is that not all areas of musical activities are equally represented. In Montessori education, the area of music making receives significantly less attention than the development of auditory discrimination, movement, and musical literacy (Dansereau and Wyman, 2020; Lillard, 2011). In the area of musical performance, M. Montessori emphasized the development of the child's singing skills, which enable the child to actively participate in community customs and traditions, musical experience, and musical expression (Gutek, 2004). Older sources (Braun Barnett, 1973; Montessori, 1917, 1964, 1967) emphasize the importance of undirected individual music making and experimentation with instruments, however, records relating to directed reenactment, creative performance, and reproductive play have not been found, nor have records of group music making. The latter can be found in publications from the last two decades whose authors, wishing to complement these essential areas of musical performance, advocate the implementation of such activities in Montessori education (Da Napoli, 2006; Klotz, 2013).

Analyzing the relevant sources, we note that the literature in the field of music in Montessori education is difficult to access, especially in Slovenia. There are also no manuals for Montessori educators in the field of music in Slovenian. Educators in Montessori kindergartens (as well as educators working in public kindergartens) need to be better equipped to work in the area of music education in the preschool years, so that they can support children's holistic development through music as well. We recommend

more research and curriculum innovation to provide holistic education consistent with the child-centered principles of Montessori education.

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Primary School Teachers' Attitudes toward Professional Development in Music

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KLJUČNE BESEDE: glasbena vzgoja, strokovno izpopolnjevanje, osnovnošolski učitelji

POVZETEK – Prispevek raziskuje stališča osnovnošolskih učiteljev do strokovnega izpopolnjevanja pri predmetu glasbena vzgoja ter razlike v stališčih glede na leta delovnih izkušenj in stopnjo njihove strokovne usposobljenosti. V okviru raziskave sta bila uporabljena Vprašalnik splošnih podatkov in Vprašalnik za preverjanje stališč osnovnošolskih učiteljev o strokovnem izpopolnjevanju pri predmetu glasbena vzgoja. Rezultati potrjujejo, da so osnovnošolski učitelji zmerno zadovoljni z možnostmi strokovnega izpopolnjevanja pri predmetu glasbena vzgoja. Po mnenju učiteljev je treba največ pozornosti med strokovnim izpopolnjevanjem nameniti glasbenemu ustvarjanju, najmanj pa petju in igranju instrumenta. Učitelji na splošno ocenjujejo, da glasbena izobrazba, pridobljena v času študija, zadošča za kakovostno izvajanje glasbenega pouka. Rezultati potrjujejo, da ni razlik v stališčih osnovnošolskih učiteljev do strokovnega izpopolnjevanja pri predmetu glasbena vzgoja glede na njihove delovne izkušnje in strokovno izobrazbo.

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ABSTRACT – The paper explores the attitudes of primary school teachers toward professional development in the subject of music and the differences in attitudes with regard to the teachers' years of work experience and their level of professional qualifications. For the purposes of the research, we used the General Data Questionnaire and the questionnaire examining the Attitudes of Primary School Teachers toward Professional Development in the Subject of Music. The results confirm that primary school teachers are moderately satisfied with the opportunities for professional development. According to the teachers' opinions, professional development training should pay the most attention to making music, and the least to the activities of singing and playing. Teachers generally estimate that the music education acquired during their studies is sufficient for conducting quality music classes. The results confirm that there are no differences in the attitudes of primary school teachers toward professional development in the subject of music with regard to their work experience and professional qualifications.

1 Introduction

Typical of modern society are intense globalization and economic, political, and technological changes. Due to globalization, education is also exposed to significant changes (Dubaseniuk et al., 2020). Countries around the world, including Croatia, are facing reforms in the educational system, which are changing the type and nature of learning outcomes to be achieved by students.

The modern school aims not only to transfer knowledge of individual subjects and prepare students for further education and work, but also to educate active students (Holcar Brunauer et al., 2021) who are cognitively, emotionally, socially, and technologically competent; who make independent decisions, think critically and creatively, and cooperate with other participants in the educational process. Furthermore, the mod-

ern school promotes equality and social justice, and contributes to creating a society of equality and freedom (Čilić and Kovačević, 2021).

The key figure in any educational reform is the teacher. There is currently widespread agreement among policymakers, scholars, and educators that providing teachers with opportunities for professional development (PD) is a cornerstone to achieving the ambitious goals of educational reforms (Darling-Hammond et al., 2009). To meet the needs of a modern educational system, the teacher needs to possess a range of professional and personal competencies (Drljić and Kiswarday, 2021). Teachers should provide all students with learning opportunities and encourage their overall development, cooperating with other participants in the educational process. A modern teacher is expected to engage in lifelong learning and constantly adapt to the requirements of modern society, which are reflected in the educational system.

Avalos claims that the focus and ultimate goal of teacher professional development should be the benefit of students' learning and achievement. "Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs, and the perusal and enactment of appropriate alternatives for improvement or change" (Avalos, 2011, p. 10).

Singapore is often cited as an example of a well-organized teacher professional development system. Tan and Dimmock (2014) believe that the quality of the Singapore educational system is the result of the development at three independent levels: the macro level (socio-cultural and economic-political factors), the organizational level (quality of schools, teachers, curricula, etc.), and the family level (parenting and socialization). The system of professional development belongs to the organizational level. Bautista et al. (2015) cite the basic determinants of the Singaporean system of professional development. They say the system (Bautista et al., 2015, p. 313):

- "is subject-matter specific and connected to classroom practice;
- is intensive and ongoing;
- provides teachers with opportunities for active learning;
- promotes collective participation amongst teachers both across and within schools; and
- is coherent with teachers' needs and interests, and aligned with school and national priorities".

Educators, teachers, professional associates, and head teachers are initially educated through their higher education courses, but also through professional training and continuous professional development. Professional training and professional development are carried out through formal and informal, group or individual forms of education and acquisition of additional knowledge and skills with the aim of improving personal abilities and skills in their profession and overall educational work. Quality and continuous professional development of educational workers is prescribed by law and represents their right, obligation, and responsibility.

The following acts and ordinances prescribe professional development for educational workers in Croatia: *Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*

(Primary and Secondary School Education Act, NN 87/08, 92/19, 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 152/14, 07/17, 68/18, 98/19, 64/20), *Zakon o predškolskom odgoju i obrazovanju* (Preschool Education Act, NN 10/97, 107/07, 94/13, 98/19), *Pravilnik o napredovanju učitelja i nastavnika u osnovnom i srednjem školstvu* (Ordinance on Promotion of Teachers in Primary and Secondary Schools, NN 68/2019), *Državni pedagoški standard osnovnoškolskoga sustava odgoja i obrazovanja* (National Pedagogical Standards for Primary Education System, NN 63/2008), and *Zakon o Agenciji za odgoj i obrazovanje* (Education and Teacher Training Agency Act, NN 85/2006).

In the past, music education in Croatia developed mainly under the influence of the foreigners ruling our country. Thus, the 18th and 19th centuries saw the influence of Austria (Rojko, 1996). As for the content of music education in the then primary schools and grammar schools, the focus was mainly on singing traditional and church songs and the adoption of elements of music literacy.

In 1950, compulsory eight-year primary education was introduced, and since then music education has been mainly carried out through the activities of singing, music literacy, listening to music, playing, and making music.

From 2006 to 2019, music education in Croatian primary schools was carried out on the basis of a document entitled *Nastavni plan i program za osnovnu školu* (Teaching Plan and Programme for Primary School, 2006). Psychological and cultural-aesthetic principles are cited as basic principles that permeate music education. The first principle stems from the knowledge that students love music and want to actively engage with music. According to the second principle, music education enables students to become competent music users. This programme is open, which means that listening to and getting to know music is the only mandatory area, while the teacher is free to choose the method of active music making.

Music education in grammar schools was carried out according to *Nastavni plan i program za gimnazije* (Teaching Plan and Programme for Grammar Schools, 1999). According to this document, the purpose of music education in grammar school is “comprehensive education of young people in the area of culture, including education of the young who will become familiar with the basic features of music, and preferably the education of active participants in the musical life of their environment” (*Nastavni plan i program za gimnazije, Glazbena umjetnost/Teaching Plan and Programme for Grammar Schools. Music*, 1999, p. 77).

The curriculum reform was one of the first measures to start the implementation of the Education, Science, and Technology Strategy. Its goal was to establish a harmonized and efficient educational system through comprehensive content-related and structural changes. A result of the reform was the 2019 adoption of the document entitled *Kurikulum za nastavni predmet glazbene kulture za osnovne škole i glazbene umjetnosti za gimnazije u Republici Hrvatskoj* (Curriculum for the Subject of Music for Primary Schools and for Grammar Schools in the Republic of Croatia, 2019).

In the first part of the document, the purpose of the subject is defined, followed by the description of the subject; the educational goals of learning and teaching; the structure – domains of the subject curriculum; the educational outcomes; the content; the levels of adoption by grades and domains; links with other subjects and cross-curricular topics; learning and teaching, and finally the evaluation of the adoption of educational outcomes.

The document features two attachments, i.e., a list of educational outcomes, an elaboration of outcomes, the levels of adoption, recommendations for achieving educational outcomes by grades and domains, and a list of songs, nursery rhymes, and musical games to be used during music classes in classroom teaching. This is accompanied by a list of composers and musical pieces classified according to educational cycles, musical-expressive components, and musical types (at the recommended level). The fundamental difference between the curriculum and the 2006 programme is that the curriculum covers the entire educational vertical, i.e., primary and secondary school. Furthermore, the activities from the 2006 programme, such as singing, playing, listening to music, have been replaced by three new domains:

- listening to and becoming familiar with music,
- expressing through and with music, and
- music in context. Finally, the curriculum is based on educational outcomes, which are realized within each domain.

The curriculum emphasizes that “music education encourages and enhances students’ aesthetic development, encourages student creativity, develops students’ musical abilities and interests, develops their awareness of the need to preserve historical and cultural heritage, and enables them to live in a multicultural world. In music classes, students become familiar with and experience music of different origins, styles, and types, and adopt the basic elements of musical language and musical literacy” (*Kurikulum za nastavni predmet glazbene kulture za osnovne škole i glazbene umjetnosti za gimnazije u Republici Hrvatskoj* / Curriculum for the Subject of Music for Primary Schools and for Grammar Schools in the Republic of Croatia, 2019, p. 5). The part referring to the preservation of historical and cultural heritage and the ability to live in a multicultural world also suggests the contents to be addressed during music education, within all three domains.

As for the principles that permeate music education in primary and secondary school, in addition to the psychological principle, the cultural-aesthetic principle, and the principle of synchronicity, there is the principle of interculturality, according to which “by getting to know music, peoples, cultures, religions, and customs, students develop awareness of different but equally valuable individuals, peoples, cultures, religions and customs” (*Kurikulum za nastavni predmet glazbene kulture za osnovne škole i glazbene umjetnosti za gimnazije u Republici Hrvatskoj* Curriculum for the Subject of Music for Primary Schools and for Grammar Schools in the Republic of Croatia, 2019, str. 7). In the entire curriculum, contents related to listening to and performing music often focus on Croatian traditional music and various world music.

2 Research Aim and Problems

The aim of this research was to analyse the attitudes of primary school teachers toward professional development in the subject of music and the differences in attitudes with regard to the teachers’ years of work experience and their level of professional qualifications.

In accordance with the above aim, the following research problems were defined:

- To examine the satisfaction of primary school teachers with the opportunities for professional development in the subject of music.
- To examine which institutions offer professional development in the subject of music.
- To examine whether primary school teachers benefit more from professional development in the subject of music in terms of teaching or in terms of professional advancement.
- To examine which areas of the subject of music should be given the most attention during professional development.
- To examine teachers' assessments of the adequacy of the music education acquired during their studies for the realization of quality music education.
- To examine the satisfaction of primary school teachers with the offer of professional development in the subject of music.
- To examine whether the attitudes of primary school teachers toward professional development in the subject of music differ with regard to their years of work experience.
- To examine whether the attitudes of primary school teachers toward professional development in the subject of music differ with regard to their professional qualifications.

3 Method

Participants

The research was conducted through an online survey on a sample of 214 participants, i.e., primary school teachers from all Croatian counties (Table 1).

Table 1

Sample structure

<i>Years of work experience</i>	<i>N</i>	<i>Professional qualifications</i>	<i>N</i>
0–10	61	ScD/MSc	2
11–20	58	university degree	173
21–30	62	college education	39
31–40	29	secondary school education	0
40 <	4		
Total	214		

Out of the total number of participants, 27% attended music school or had received some other form of music education, while 26% of participants engage with music in their leisure time (singing in a choir or band, playing an instrument, etc.). Only 3% of

participants have never attended a theatre performance/concert of art music; 80 % of them sometimes attend such events, and 17 % of participants often attend theatres/concerts of art music (Table 2).

Table 2

Additional music education, engagement with music in leisure time, attending theatre performances and classical music concerts

Additional music education		Engagement with music in leisure time		Attending theatre performances and classical music concerts	
no	73 %	no	74 %	never	3 %
				sometimes	80 %
yes	27 %	yes	26 %	often	17 %

Research instrument and procedure

A questionnaire was prepared for the needs of the research. In the first part, i.e., the *General Data Questionnaire*, the sociodemographic data on participants were collected (county and city where the school is located, years of work experience, level of education, additional music education, engagement with music in leisure time, attending theatre performances and classical music concerts).

The second part, *Attitudes toward Professional Development in the Subject of Music*, contains fourteen items that examine different segments of professional development:

- ☐ the opportunities for participating in professional development over the last three years;
- ☐ the organization of professional development training;
- ☐ the usefulness of the training;
- ☐ activities on which professional development should focus;
- ☐ self-assessment of music education during studies and satisfaction with the offer of professional development.

Each item is accompanied by a rating scale ranging from 1 to 5 (1 = I completely disagree; 5 = I completely agree). The factor structure of the scale was tested using exploratory factor analysis (EFA) employing the principal components method with varimax normalized rotation, and a two-factor structure of the scale was obtained.

Seven items had significant saturations on the first factor (items 1, 2, 3, 4, 5, 6, 14) as well as on the second factor (items 7–13). These factors explain 75 % of the variance. The psychometric characteristics of the scale are shown in Table 3.

Table 3

Psychometric characteristics of the scale Attitudes toward Professional Development in the Subject of Music

<i>Item</i>		
<i>F1</i>		<i>F2</i>
<i>Opportunity for professional development over the last three years (T1)</i> <i>Organization of professional development (T2–4)</i> <i>Usefulness of professional development (T5–6)</i> <i>Satisfaction with the offer of professional development (T14)</i>		<i>Activities on which professional development should focus (T7–12)</i> <i>Self-assessment of music education during studies (T13)</i>
1.	Over the past three school years, I had the opportunity to participate (live or online) in professional development training in the area of music (seminars, workshops, projects...).	During the professional development training in the area of music, special attention should be paid to singing.
2.	Professional development training in the area of music is usually organized by the Ministry of Science and Education.	During the professional development training in the area of music, special attention should be paid to playing.
3.	Professional development training in the area of music is usually organized by the Education and Teacher Training Agency.	During the professional development training in the area of music, special attention should be paid to listening to music.
4.	Professional development training in the area of music is usually organized by publishing houses.	During the professional development training in the area of music, special attention should be paid to making music.
5.	The knowledge and experience gained during professional development training in the area of music are useful for my teaching practice.	During the professional development training in the area of music, special attention should be paid to evaluation and assessment.
6.	The knowledge and experience gained during professional development training in the area of music are useful to me because of the credits needed for professional advancement and promotion to the title of mentor, advisor, etc.	During the professional development training in the area of music, special attention should be paid to explaining the specifics of the Curriculum for the Subject of Music for Primary Schools and for Grammar Schools in the Republic of Croatia.
7.	I am satisfied with the offer of professional development in the area of music.	The music education I received during my studies is enough to conduct quality music classes.
<i>Cronbach α</i>	0.80	0.87
<i>M (sd)</i>	21.03 (5.60)	25.47 (5.42)
<i>Range</i>	7–33	7–35
<i>Average r value between the items</i>	0.38	0.51
<i>K-S d</i>	0.09, $p > 0.05$	0.08, $p > 0.05$

4 Results

The first item referred to the teachers' assessment of the opportunities for professional development in the subject of music over the past three years. The teachers assigned this item an average score of 2.85 ($M = 2.85$; $sd = 1.37$).

The next three items referred to institutions that organize professional development training in the subject of music (Ministry of Science and Education, Education and Teacher Training Agency, publishing houses). The largest number of teachers estimate that such training is organized by the Education and Teacher Training Agency ($M = 3.25$; $sd = 1.17$); a slightly smaller number of teachers opted for publishing houses ($M = 3.03$; $sd = 1.11$), and fewest of them think that the Ministry of Science and Education is the organizer ($M = 2.60$; $sd = 1.12$).

When asked whether they think that their professional development in the subject of music is useful for teaching or gaining additional credits needed for professional advancement, more teachers chose the benefit for teaching ($M = 3.99$; $sd = 1.02$), and a smaller number of them opted for gaining additional credits needed for professional advancement ($M = 2.71$; $sd = 1.29$).

When asked which area of the subject of music should be given special attention during professional development, teachers put making music in first place ($M = 3.98$; $sd = 0.98$); assessment and evaluation in second place ($M = 3.75$; $sd = 1.16$); listening to music in third place ($M = 3.64$; $sd = 0.94$); explaining the specifics of the *Curriculum for the Subject of Music for Primary Schools and for Grammar Schools in the Republic of Croatia* in fourth place, and singing and playing activities in last place ($M = 3.51$; $sd = 0.99$).

Regarding the assessment of the satisfaction of primary school teachers with the music education acquired during their studies and the adequacy of such education for providing quality music classes, more than half of the participants assess their education to be sufficient for the realization of music subject content (Table 4).

Table 4

Assessment of the satisfaction of primary school teachers with the music education acquired during their studies and the adequacy of such education for providing quality music classes

<i>Satisfaction of primary school teachers with the music education acquired during their studies and the adequacy of such education for providing quality music classes</i>	<i>f</i>	<i>f%</i>	<i>M</i>	<i>sd</i>
I completely disagree	11	5.14	3.50	1.12
I disagree	31	14.49		
I neither agree nor disagree	55	25.70		
I agree	73	34.11		
I completely agree	44	20.56		

Finally, as for teachers' satisfaction with the offer of professional development in the subject of music, as many as 45% of participants are not satisfied with such offer, and participants have rated this item with an average score of 2.60 (Table 5).

Table 5

Assessment of satisfaction with the offer of professional development in the subject of music

<i>Satisfaction with the offer of professional development in the subject of music</i>	<i>f</i>	<i>f%</i>	<i>M</i>	<i>sd</i>
I completely disagree	46	21.50	2.60	1.13
I disagree	50	23.36		
I neither agree nor disagree	70	32.71		
I agree	40	18.69		
I completely agree	8	3.74		

An analysis of variance was calculated to examine whether the attitudes of primary school teachers toward professional development in the subject of music differ with regard to their work experience (Table 6). The results confirm that there are no differences in teachers' attitudes toward professional development in the subject of music with regard to work experience.

Table 6

Differences in primary school teachers' attitudes toward professional development in the subject of music with regard to work experience

	<i>Work experience</i>	<i>N</i>	<i>M</i>	<i>sd</i>	<i>F</i> (4. 209)		<i>Work experience</i>	<i>N</i>	<i>M</i>	<i>sd</i>	<i>F</i> (4. 209)
Attitudes F1	0–10	61	3.14	0.72	1.12 p = 0.35	Attitudes F2	0–10	61	3.79	0.74	1.21 p = 0.31
	11–20	58	2.98	0.83			11–20	58	3.53	0.90	
	21–30	62	3.01	0.81			21–30	62	3.62	0.72	
	31–40	29	2.77	0.85			31–40	29	3.52	0.67	
	40 <	4	2.89	0.88			40 <	4	3.93	0.68	

The analysis of variance was recalculated to examine whether the attitudes of primary school teachers toward professional development in the subject of music differ with regard to their professional qualifications (Table 7). The results confirm that there are no differences in teachers' attitudes toward professional development in the subject of music with regard to their professional qualifications.

Table 7

Differences in primary school teachers' attitudes toward professional development in the subject of music with regard to professional qualifications

	<i>Professional qualifications</i>	<i>N</i>	<i>M</i>	<i>sd</i>	<i>F</i> (2, 211)		<i>Professional qualifications</i>	<i>N</i>	<i>M</i>	<i>sd</i>	<i>F</i> (2, 211)
Attitudes F1	PhD	2	2.64	0.91	0.35 p = 0.70	Attitudes F2	PhD	2	4.21	1.11	1.37 p = 0.26
	university degree	173	3.02	0.80			university degree	173	3.66	0.80	
	college education	39	2.95	0.80			college education	39	3.49	0.62	

5 Discussion

The results of this research confirmed that primary school teachers are moderately satisfied with the opportunities for participating in professional development in the subject of music. The results of the study by O'Dwyer et al. (2010) point to teachers' dissatisfaction with the effects of professional development and with the benefits of professional development to improving their pedagogical practice and the impact on student achievement. Desimone (2009) believes that effective professional development should be aligned with the motivation, needs, and preferences of teachers (Bautista and Ortega-Ruiz, 2015).

Furthermore, the participants state that professional development training is most often organized by the Education and Teacher Training Agency, a slightly smaller number opted for publishing houses, and the smallest number for the Ministry of Science and Education. Bowles (2002) examined the motivation, needs, and preferences of 496 American music teachers regarding professional development in the area of music, and the results confirm that participants prefer intensive summer courses conducted by professional educators and artists at the university. Bush (2007) conducted a study on a sample of 42 music pedagogues, who stated that as for the various forms of professional development organization, they prefer discussions with colleagues, weekend and summer courses and workshops, and the use of Internet resources.

Most of the participants in our research are intrinsically motivated to participate in professional development in the area of music, stating that professional development is primarily useful for their teaching. A small number of participants are extrinsically motivated and believe that the only benefit of attending professional development training is gaining additional credits needed for professional advancement. Such results are in line with the results of Bowles (2002), who states that participants' motivation to attend professional development training is primarily intrinsic (mastering skills and knowledge) and to a lesser extent extrinsic (gaining additional credits for professional advancement).

In terms of areas that, in the opinion of teachers, should be the focus of professional development, making music is in first place, followed by assessment and evaluation,

listening to music, explaining the specifics of the new curriculum, singing and playing activities. In the teaching practice in Croatian schools making music is a rather neglected area, primarily due to a lack of concrete methodological advice and instructions for carrying out activities related to making music. However, many authors point to the importance of developing creative thinking during music education and shifting the exclusive focus from reproductive activities to activities related to creation and making music (Webster, 2002; Niland, 2009). The results of the research by Bush (2007), conducted on 42 music pedagogues, confirm that participants need the most instruction in the areas of assessment and evaluation, lesson planning, teaching technologies, and curriculum design. Similar results were obtained by Tarnowski and Murphy (2002), who surveyed 281 music teachers in the US and concluded that teachers showed the greatest interest in being educated in the areas of the Orff, Kodály and Dalcroze methods; the use of teaching technologies; assessment and evaluation, and in the interdisciplinary and intercultural approach to music education. The participants in Bowles' research (2002) showed the greatest interest in professional development in the areas of applying teaching technology; assessment and evaluation; making music, and introduction to instrumental-choral literature.

The teachers in our research generally estimate that the music education acquired during their studies is sufficient for conducting quality music classes. However, as many as 45% of participants are dissatisfied with the offer of professional development in the subject of music, which should have direct implications for the organization and offer of professional development training by various institutions.

Finally, the results of our research confirmed that there are no differences in the attitudes of primary school teachers toward professional development in the subject of music with regard to work experience and professional qualifications. In this regard, the results of the research of Bautista et al. (2016) are also interesting. They examined the motivation, needs, and preferences of Singaporean teachers with different levels of education (a major in music education, a minor in music education, a generalist with no formal background in music education). The results confirm that all teachers, regardless of their level of education, are intrinsically motivated for professional development, but there are significant differences in the motivation, needs, and preferences for participation in such activities. These authors conclude that the level of music education has a key role in determining teachers' motivation, needs, and preferences regarding professional development.

6 Conclusion

The results of our research have many music-pedagogical implications, both for the organization of the music education of primary school teachers during their studies and for their lifelong education.

What is extremely valuable is the fact that teachers are intrinsically motivated for professional development in the subject area of music, and that they want to improve their knowledge and skills to conduct better music classes and enable each child to maximize the development of their musical potential. This is especially important due

to the fact that musical abilities are partly inherited, but also largely formed under the influence of formal, non-formal, and informal influences.

Furthermore, the results of our research confirmed that primary school teachers feel the need to improve their knowledge and skills in the areas of making music, assessment and evaluation.

Making music is an unjustifiably neglected area of music education and teachers should be continuously encouraged to implement it well, both during their studies and later. Reproductive activities, which are emphasized during music education in kindergarten and schools, are insufficient for the overall and quality development of children's musical potential. The area of assessment and evaluation of artistic activities in general, including musical ones, is also very complex and requires more attention than it has received so far.

Another valuable finding of our research relates to teachers' assessment of the quality of their music education during their studies. The fact that a large number of teachers are satisfied with the music education received during their studies testifies to the quality concept of such education, both in qualitative and quantitative terms.

Since professional development training and continuous professional development are the right, obligation, and responsibility of all educators, it is necessary to take into account the results of empirical research that examines their views on this type of education. The results of our research provided significant guidelines for the organization of professional development training for primary school teachers in the subject area of music.

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Stališča učiteljev do strokovnega izpopolnjevanja pri predmetu glasbena vzgoja

Za sodobno družbo je značilna intenzivna globalizacija, zato je tudi izobraževanje izpostavljeno velikim spremembam. Cilj sodobne šole je prenašati znanje posameznih predmetov in pripravljati učence za nadaljnje izobraževanje in delo, hkrati pa vzgajati aktivne učence, ki so kognitivno, čustveno, socialno in tehnološko izobraženi, so zmožni samostojnega odločanja, kritičnega in ustvarjalnega razmišljanja ter sodelovanja z drugimi udeleženci v izobraževalnem procesu. Ena najpomembnejših značilnosti sodobne šole je, da takšna šola spodbuja enakost in socialno pravičnost ter prispeva k ustvarjanju družbe enakosti in svobode.

Da bi zadostil potrebam sodobnega vzgojno-izobraževalnega sistema, mora imeti učitelj celo vrsto strokovnih in osebnostnih kompetenc ter mora vsem učencem omogočati možnost učenja in hkrati spodbujati njihov celovit razvoj. Od sodobnega učitelja se pričakuje vseživljenjsko učenje in nenehno prilagajanje zahtevam sodobne družbe, ki se odražajo v izobraževalnem sistemu.

Vzgojitelji, učitelji, strokovni sodelavci in ravnatelji se najprej izobražujejo skozi svoje visokošolsko izobraževanje, nato pa tudi s strokovnim usposabljanjem in stalnim strokovnim izpopolnjevanjem. Strokovno usposabljanje in strokovno izpopolnjevanje se

uresničujeta z uradnimi in neuradnimi, kolektivnimi ali individualnimi oblikami izobraževanja ter s pridobivanjem dodatnih znanj in spretnosti z namenom izpopolnjevanja osebnih sposobnosti in spretnosti v poklicu in pri celotnem vzgojno-izobraževalnem delu. Kakovosten in stalen strokovni razvoj vzgojno-izobraževalnih delavcev je zakonsko predpisan in predstavlja njihovo pravico, obveznost in odgovornost.

V preteklosti se je pouk glasbene vzgoje na Hrvaškem razvijal predvsem pod vplivom države, katere del je bila, in tako je bil v 18. in 19. stoletju očiten vpliv Avstrije. Kar zadeva vsebino glasbenega pouka v osnovnih šolah in gimnazijah, je šlo predvsem za petje ljudskih in cerkvenih pesmi ter pridobivanje osnov glasbene pismenosti. Leta 1950 je bila uvedena obvezna osemletna osnovna šola, glasbeni pouk pa se je uresničeval predvsem skozi dejavnosti petja, glasbene pismenosti, poslušanja glasbe, igranja inštrumenta in glasbenega ustvarjanja. Od leta 2006 do leta 2019 se je pouk glasbe v hrvaških osnovnih šolah izvajal na podlagi dokumenta Učni načrt in program za osnovne šole (2006). Psihološka in kulturno-estetska načela so omenjena kot temeljna načela, ki prevevajo glasbeni pouk. Prvo načelo temelji na spoznanju, da imajo učenci radi glasbo in se želijo z njo aktivno ukvarjati, po drugem načelu pa glasbeni pouk usposobi učenca za kompetentnega poslušalca glasbene umetnosti. Omenjeni program je odprtega tipa, kar pomeni, da je poslušanje in spoznavanje glasbe edino obvezno področje, učitelj pa svobodno izbira način aktivnega muziciranja. Glasbeni pouk v gimnazijah je potekal po Učnem načrtu in programu za gimnazije (1999).

V letu 2019 je bil sprejet dokument z naslovom Učni načrt za predmet glasbena vzgoja za osnovne šole in glasbena umetnost za gimnazije v Republiki Hrvaški (2019). Bistvena razlika med učnim načrtom in programom iz leta 2006 pa je v tem, da učni načrt zajema celotno vzgojno-izobraževalno vertikalno, torej osnovno in srednjo šolo. Poleg tega so za razliko od nazivov dejavnosti iz programa iz leta 2006, kot so petje, igranje inštrumenta, poslušanje glasbe ipd., sedaj uvedena tri področja, in sicer: poslušanje in spoznavanje glasbe, izražanje skozi in z glasbo ter glasba v kontekstu. In nazadnje, kurikulum temelji na vzgojno-izobraževalnih rezultatih, ki se realizirajo znotraj posameznega področja. Med načeli, ki prevevajo pouk glasbe v osnovnih in srednjih šolah, je poleg psihološkega načela, kulturno-estetskega načela in načela sinhronosti omenjeno načelo medkulturnosti. V celotnem učnem načrtu, v okviru vsebin za poslušanje in izvajanje glasbe, pomembna vloga pripada hrvaški tradicionalni glasbi in glasbi z različnih koncev sveta.

Prispevek raziskuje, kakšna so stališča osnovnošolskih učiteljev do strokovnega izpopolnjevanja pri predmetu glasbena vzgoja in ali se ta stališča razlikujejo glede na njihova leta delovnih izkušenj in stopnjo strokovne izobrazbe. V okviru raziskave sta bila uporabljena Vprašalnik splošnih podatkov in Vprašalnik za preverjanje stališč osnovnošolskih učiteljev o strokovnem izpopolnjevanju pri predmetu glasbena vzgoja. Z vprašalnikom splošnih podatkov so bili zbrani sociodemografski podatki udeležencev (regija in kraj, kjer se nahaja šola, leta delovnih izkušenj, stopnja strokovne izobrazbe, dodatno glasbeno izobraževanje, ukvarjanje z glasbo v prostem času, obiskovanje gledaliških predstav in koncertov klasične glasbe). Drugi del, Stališča o strokovnem izpopolnjevanju pri predmetu glasbena vzgoja, vsebuje štirinajst trditev, ki preučujejo različne segmente strokovnega izpopolnjevanja, in sicer: možnost udeležbe strokovnega izpopolnjevanja v preteklih treh letih, naziv organizacije strokovnega izpopolnjevanja, koristnost strokovnega izpopolnjevanja, na katere aktivnosti naj bo strokovno izpopol-

njevanje usmerjeno, samoocena glasbenega izobraževanja med študijem in zadovoljstvo s ponudbo strokovnega izpopolnjevanja. Vsako trditev spremlja ocenjevalna lestvica od 1 do 5 (1 = se sploh ne strinjam; 5 = se popolnoma strinjam).

Raziskava je bila izvedena s pomočjo spletne ankete na vzorcu 214 udeležencev, osnovnošolskih učiteljev v vseh hrvaških regijah. Od skupnega števila sodelujočih jih je 27 % obiskovalo glasbeno šolo ali katero drugo obliko glasbenega izobraževanja, 26 % sodelujočih pa se z glasbo ukvarja v prostem času (poje v pevskem zboru ali klapi, igra inštrument ipd.). Le 3 % sodelujočih še nikoli niso obiskali gledališča/koncertov klasične glasbe, 80 % jih občasno obišče tovrstne prireditve, 17 % sodelujočih pa pogosto obišče gledališča/koncerte klasične glasbe.

Rezultati potrjujejo, da so osnovnošolski učitelji zmerno zadovoljni z možnostjo udeležbe strokovnih izpopolnjevanj pri predmetu glasbena vzgoja in da tovrstna izpopolnjevanja najpogosteje organizira hrvaški Zavod za šolstvo, nekoliko manj jih je izbralo založbe, najmanj pa Ministrstvo za izobraževanje, znanost in šport. Učitelji menijo, da jim strokovna izpopolnjevanja koristijo pri pouku, manj pa jih navaja, da se tovrstnih izpopolnjevanj udeležujejo zaradi pridobivanja dodatnih točk in poklicnega/strokovnega napredovanja. Takšni rezultati so v skladu z rezultati raziskave Bowlesa (2002), ki pravi, da je motivacija za udeležbo na strokovnih izpopolnjevanjih predvsem intrinzična (izpopolnjevanje veščin in znanja), v manjši meri pa ekstrinzična (pridobivanje dodatnih točk za poklicno/strokovno napredovanje). Po mnenju učiteljev je pri strokovnem izobraževanju potrebno največ pozornosti posvetiti področju glasbenega ustvarjanja, sledijo vrednotenje in ocenjevanje, poslušanje glasbe, razlaga posebnosti Učnega načrta predmeta glasbene vzgoje v osnovnih šolah in glasbena umetnost v srednjih šolah na Hrvaškem (2019), na zadnjem mestu pa sta petje in igranje inštrumenta.

Glasbena ustvarjalnost je v pedagoški praksi v hrvaških šolah precej zastopljena področje, predvsem zato, ker primanjkuje konkretnih metodičnih nasvetov in navodil za izvedbo glasbeno-ustvarjalnih dejavnosti. Številni avtorji pa opozarjajo na pomen razvijanja ustvarjalnega mišljenja pri pouku glasbe in preusmeritev izključnega fokusa z reproduktivnih na glasbeno-ustvarjalne dejavnosti (Niland, 2009; Webster, 2002).

Učitelji na splošno ocenjujejo, da glasbena izobrazba, ki so jo pridobili v času študija, zadostuje za kakovostno izvajanje glasbenega pouka, kar 45 % pa jih ni zadovoljnih s ponudbo strokovnih izpopolnjevanj pri predmetu glasbena vzgoja. Da bi ugotovili, ali se stališča osnovnošolskih učiteljev do strokovnih izpopolnjevanj pri predmetu glasbena vzgoja razlikujejo glede na njihove delovne izkušnje, smo izvedli analizo variance in rezultati potrjujejo, da ni razlik pri stališčih učiteljev do strokovnih izpopolnjevanj pri predmetu glasbena vzgoja glede na njihove delovne izkušnje. Da bi preverili, ali se stališča osnovnošolskih učiteljev do strokovnih izpopolnjevanj pri predmetu glasbena vzgoja razlikujejo glede na stopnjo njihove strokovne izobrazbe, smo preračunali analizo variance. Rezultati ne kažejo na obstoj razlik v stališčih učiteljev do predmeta glasbena vzgoja glede na njihovo stopnjo strokovne izobrazbe.

Rezultati te raziskave imajo številne glasbeno-pedagoške implikacije, tako na organizacijo glasbenega izobraževanja osnovnošolskih učiteljev v času študija kot tudi na njihovo vseživljenjsko izobraževanje. Izjemno dragoceno pa je dejstvo, da učitelji izkazujejo intrinzično motivacijo pri strokovnem izpopolnjevanju na področju glasbene vzgoje, torej želijo nadgraditi svoje znanje in sposobnosti za čim boljšo realizacijo

glasbenega pouka, pri tem pa vsakemu otroku omogočiti, da do maksimuma razvije svoj glasbeni potencial. Vse to je še posebej pomembno zaradi dejstva, da so glasbene sposobnosti delno podedovane, v veliki meri pa se oblikujejo pod vplivom formalnih in neformalnih dejavnikov.

Poleg tega so rezultati te raziskave potrdili, da osnovnošolski učitelji izkazujejo potrebo po izboljšanju svojega znanja in sposobnosti na področju glasbenega ustvarjanja ter ocenjevanja in vrednotenja. Glasbena ustvarjalnost je neupravičeno zapostavljeno področje pri glasbenem pouku, zato je učitelje potrebno nenehno spodbujati, tako v času študija kot tudi kasneje, za njeno kakovostnejše izvajanje. Reproductivne dejavnosti, ki so poudarjene pri glasbenih dejavnostih v vrtcu in pri glasbenem pouku, so nezadostne za celovit in kakovosten razvoj otrokovega glasbenega potenciala. Področje ocenjevanj in vrednotenj umetniške dejavnosti nasploh, pri tem pa tudi glasbenih, je prav tako zelo kompleksno in mu je potrebno posvetiti več pozornosti kot doslej. Naslednje dragoceno spoznanje te raziskave je povezano z učiteljsko presojo kakovosti glasbenega izobraževanja v času študija. Dejstvo, da je veliko učiteljev zadovoljnih z glasbenim izobraževanjem v času študija, priča o kakovostnem konceptu takšnega izobraževanja, tako kvalitativno kot tudi kvantitativno.

Rezultati te raziskave so dali pomembne smernice za organizacijo strokovnih izpopolnjevanj osnovnošolskih učiteljev pri predmetu glasbena vzgoja.

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Action Research – through the Eyes of Teachers

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Znanstveni članek

UDK 303.4:373.3(437.6)

KLJUČNE BESEDE: učitelj, akcijsko raziskovanje, izobraževalne dejavnosti učitelja, metodološki postopki, pomen za izobraževanje, raven akcijskega raziskovanja, pomoč učiteljem

POVZETEK – Akcijsko raziskovanje je ključni del izobraževalnega procesa. Za vključevanje novega znanja v izobraževanje je pomembno upoštevanje akcijskega raziskovanja učiteljev. Glavni cilj študije je ugotoviti percepcijo in odnos učiteljev do akcijskega raziskovanja, težave, s katerimi se srečujejo pri akcijskem raziskovanju, ter predlagati možne načine za izboljšanje obstoječega stanja. Uporabljena je bila deskriptivna kvantitativna in kvalitativna metoda. V letu 2021 je bila izvedena kvantitativna raziskava mnenj in stališč slovaških učiteljev 2. razreda osnovnih šol o akcijskem raziskovanju pri njihovi pedagoški in didaktični dejavnosti ($N = 239$), intervjuvanih pa je bilo 87 učiteljev. Rezultati so pokazali številne šibke točke upoštevanja akcijskega raziskovanja, ki jih je treba odpraviti. Članek vključuje tudi priporočila.

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Scientific paper

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KEYWORDS: teacher, action research, teacher's educational activities, methodological procedures, importance for education, level of action research, help for teachers

ABSTRACT – Action research is an important part of the educational process. The introduction of action research by teachers is important for the integration of new knowledge into education. The main goal of the study is to find out the perceptions and attitudes of teachers towards action research, determine the problems they encounter in action research, and suggest possible ways to improve the existing situation. A descriptive quantitative and qualitative method was used. In 2021, a quantitative survey was conducted on the opinions and attitudes of Slovak primary school 2nd grade teachers towards action research in their pedagogical and didactic activities ($N = 239$) and 87 teachers were interviewed. The results revealed many weaknesses in the introduction of action research that should be eliminated. The article also contains recommendations.

1 Introduction

The obvious, yet especially desirable, requirements associated with education include teacher action research. Kurt Lewin, who is considered the father of action research, apparently did not anticipate that action research would become a significant and taken-for-granted part of a teacher's job (Adelman, 1993). Nowadays, it is one of the commonplaces because science and technology are developing at a rapid pace, the content of education is being enriched enormously, etc. It has long since become apparent that the school with its classical methods and forms of work is unable to meet the new demands that are being placed on the results of education.

In recent years, new discoveries in neuroscience, for example, have been highlighted as having a significant impact on education. The application of neuropedagogy and neurodidactics has resulted in the emotionality of teaching, the possibilities of developing pupils' creativity, deep learning and teaching, etc. New demands can only be brought into education if attention is paid to action research in the work of the teacher.

The main goal of this study is to identify teachers' perceptions and attitudes towards action research, the problems they encounter in action research, and suggest possible ways to improve the existing situation.

2 Theoretical approach to the problem

Definition of action research

The literature dealing with this area is very extensive. This also shows that action research is extremely important for real educational work. There is a direct relationship between action research and educational outcomes, as expressed in the definitions below.

Action research in the classroom focuses on educational activity and its development. The motive lies in the will to improve the quality of teaching and learning, as well as the conditions in which teachers and pupils work in schools. It helps teachers to manage the challenges and problems of innovation in practice in a reflexive way (Altrichter and Posch, 2005).

Action research is a method of systematic inquiry that teachers conduct as researchers of their own practice. They draw on the findings of other researchers to develop activities and interpret their implications (Spencer et al., 2020). Action research is a specific approach to research that directly relates to teaching and learning in the classroom and provides teachers with the means to improve their teaching and enhance student learning. It is far from an "extra something" that teachers have to squeeze into an already demanding work schedule. Action research can be linked to regular classroom activities, giving teachers the support that they need to improve student learning and their own professional practice. At the same time, the flexibility of action research enables other school stakeholders – administrators, students, parents, the world, etc. – to address many of the serious issues that are part of the complex life of a school (Stringer, 2008).

Table 1

Traditional and Action Research

	<i>Traditional Research</i>	<i>Action Research</i>
<i>Purpose</i>	To draw conclusions. The focus is on advancing knowledge in the field. Insights may be generalized to other settings.	To make decisions. The focus is on the improvement of educational practice. Limited generalizability.
<i>Context</i>	Theory: Hypotheses/research questions are derived from more general theoretical propositions.	Practice: Research questions are derived from practice. Theory plays a secondary role.
<i>Data Analysis</i>	Rigorous statistical analysis.	Focus on practical, not statistical significance.
<i>Sampling</i>	Random or representative sample.	Students with whom they work.

Source: McMillan, J. H. and Wergin, J. F. (2010). Understanding and evaluating educational research. Upper Saddle River, NJ: Pearson Education.

Action research is aptly described by Koshy (2010) as constructive inquiry, during which the researcher constructs his or her knowledge of specific issues through planning, acting, evaluating, refining and learning from experience. It is a continuous learning process in which the researcher learns and also shares the newly generated knowledge with those who may benefit from it. The difference between traditional and action research is shown in Table 1.

Action research and teachers

For action research to be properly implemented, teachers need to know what it is all about. They need to be able to distinguish what action research is and what it is not. Many authors (Florjančič, 2014; Holcar Brunnauer et al., 2013; Janík, 2004; Kompolt and Timková, 2010; Mertler and Charles, 2011; Stanojević, 2013; Vogrinc and Krek, 2011) describe the essence of action research as follows – action research:

- Is a process that improves education in general by bringing about change;
- Is a process that involves educators working together to improve their own practices;
- Is not a routine activity for teachers when they think about teaching; it is more systematic and collaborative;
- Is not just problem solving; it involves problem specification, the development of something new (in most cases), and critical reflection on its effectiveness;
- Is not done “for” or “by” other people; it is research that specific educators do on their own work, with students and colleagues;
- Is not just implementing pre-determined answers to educational questions; it is exploring, discovering and working towards creative solutions to educational problems;
- Is not definitive; the results of action research are neither right nor wrong, rather they are tentative solutions based on observations and other forms of data collection that require monitoring and evaluation to identify strengths and limitations;
- Is not a “fad” because good teaching has always involved systematic investigation of the teaching process and its effects on student learning;
- Develops critical reflection on one’s own teaching;
- Is a planned, systematic approach to understanding the learning process;
- Is a process that requires us to “test” our ideas about education;
- Is a justification of its own teaching practices;
- Does not have a strictly scientific character; its task is not to discover regularities and explore theoretical aspects of education, but to investigate the essence of certain pedagogical and didactic phenomena that are related to the educational work of the teacher;
- Yields results that are immediately available and can be implemented in the teacher’s educational work.

The above is a brief selection of perspectives on the nature of action research. Their importance lies in the fact that they highlight the essence that teachers need to be aware of in order for their research to contribute to the improvement of their own educational activities.

Many teachers think they are doing action research by thinking about teaching and then changing some element of it. That is not action research. The following is typical of the latter – action research:

- Is not just ordinary thinking about teaching;
- Is characterized by the systematic work of a teacher or a team of teachers to improve the quality of their educational activities and thus increase the quality of education;
- Is not a random activity, e.g., just a solution to a pedagogical or didactic situation that has arisen in the classroom;
- Is based on the teacher's own self-reflection;
- Requires a degree of methodological knowledge from the teacher, despite being relatively simple;
- Is not and cannot be just a one-off event, because the teacher's findings lead him/her to further improve his/her educational activities.

In the interviews with teachers, the study found that they confuse systematic action research with randomly solving something, e.g., trying a different teaching method; influencing a pupil with a different educational method; changing the classroom seating chart; trying more motivational methods, etc. Of course, these efforts by teachers cannot be dismissed; what simply needs to be pointed out are the differences between action research and other, often accidental, trial and error in their work.

The literature provides many diagrams that illustrate the implementation of action research. The diagrams themselves already show the fundamental difference or the essence of the research. In terms of the focus of this paper, the following diagrams deserve mention:

Figure 1

The Action Research Cycle



Figure 1 is a model showing the process and course of action research. It is one of the simpler diagrams illustrating the action research cycle. The flowchart shows the process of research.

Figure 2

Interpretation of the Action Research Model According to Macintyre (2000)

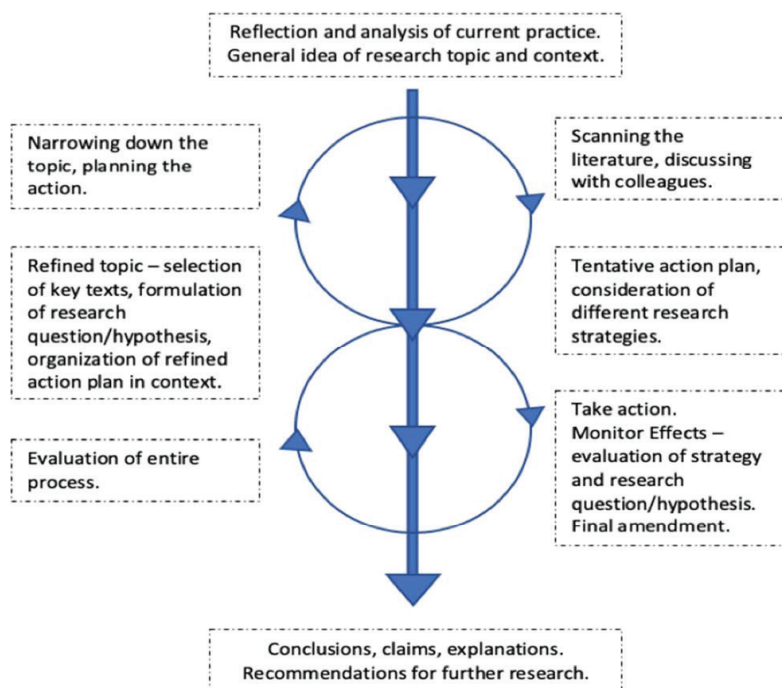


Figure 2 shows the MacIntyre model of action research (MacIntyre, 2000), which offers a different characterization of the action research process. MacIntyre emphasizes a messier process of research with the initial reflections and conclusions as the benchmarks for guiding the research process. MacIntyre emphasizes flexibility in the stages of planning, acting and observing to allow the process to be naturalistic (Spencer et al., 2020, p. 14).

Each step of action research is extremely important for the overall success. In terms of the focus of the paper, we pay particular attention to reflection. Reflection is the end of the cycle. During it, the teacher reviews what he/she has done and makes decisions about further activities based on this. These activities concern the application of what has been discovered to the next cycle, but also the introduction of something “new” into education. Of course, reflection is not just an outcome in the cycle, it is a part of all the phases of exploration. Only then is action research effective. Reflection is essentially ongoing monitoring in action research.

Teachers' attitudes and views on action research

Action research began to develop in Europe, especially in England, in the 1960s–1970s thanks to Elliott, who saw it as a systematic reflection on professional situations carried out with the aim of developing them further (Koshy, 2010; Kohútová, 2018). We are witnessing an almost daily critique of education, especially in the search for more effective methods and forms of educational work. Hence the focus on the use of action research (Brown and Jones, 2001; Elliott, 1992, 2007; MacIntyre, 2000). Action research and its proper use is expected to contribute to increasing the effectiveness of education. An example of this is the study on action research published on the School Education Gateway platform (School Education Gateway, 2021). The survey involved 144 respondents from 25 countries. The research showed, for example, that teachers value action research as an opportunity to improve the quality of education; consider it an effective tool for teacher professional development; that it contributes to self-reflection and critical thinking, etc. At the same time, however, they pointed out their own lack of knowledge in the field of research methods, their lack of time for research, and the fact that the area should be given more attention by the school management.

The effectiveness of education is influenced by many other aspects, e.g., the social relations of pupils in the classroom, the classroom climate, the value orientation of pupils, the number of pupils in the classroom, their social background, etc. These and many other areas can also be the subject of action research by teachers.

This article describes several aspects of the use and implementation of action research by primary school 2nd grade teachers in Slovakia. The evaluation of educational outcomes (e.g., PISA) has shown that we are not achieving the desired results. That is why a fundamental change in education in Slovakia is being prepared for 2024. If we want to achieve better results in education, we must also pay more attention to the action research of teachers.

3 Method

In 2021, we conducted research using the descriptive quantitative method, investigating the opinions and attitudes of primary school 2nd grade teachers on action research in their pedagogical and didactic activities. The quantitative method was supplemented by interviews with teachers to get a more comprehensive understanding of their views. The questionnaires were filled in by 239 teachers from all regions of Slovakia, and 87 teachers who filled in the questionnaire were interviewed. In constructing the questionnaire, we drew on a number of publications dealing with this field (Norton, 2019; Parsons and Brown, 2002; Somekh, 2006). The questionnaire contained more than 36 items. In this article, we selected some of the results from the survey that are directly relevant to action research. The overall results are quite comprehensive and total more than 70 pages.

In analysing the results obtained by the questionnaire, the aim was to find out how teachers perceive, appreciate and evaluate action research. In setting the objective, we

also assumed that in recent years this aspect has been given importance and is also one of the key tasks of teacher training.

The investigation focused on the following aspects:

- How do teachers rate the approach of education governing bodies to action research?
- What attention do teachers pay to action research?
- How often do teachers implement action research in their work?
- What do they focus on in action research in particular?

In the qualitative research, we used a random sample of 452 respondents – 410 women and 42 men – who were teachers of all the subjects taught. Due to the focus of the research, but especially due to the results obtained, the teachers were divided neither by age or gender, nor by the subject they teach.

No significant statistical differences between the different groups of teachers were observed. The main findings of the interviews are commented on in the text.

4 Results

In this section of the paper, selected findings or teachers' self-reflection in relation to action research in their practice are analysed.

The results show that action research would deserve more attention from education management. We consider the 35 % of respondents who have little interest in the matter to be quite significant. The same holds true for the fact that 18 % of respondents cannot take a position on this. In the interviews, the teachers stated that action research is emphasized by teachers as an important means for improving the quality of education, but basically remains at the level of proclamations. In this context, we often noted the statements that school governing bodies are primarily interested in the specific knowledge of pupils as expressed by grades or in the results of monitoring pupils' knowledge through tests, etc. During the interviews, it was emphasized that the teachers involved in the study were also concerned with the methodology of research, its relevance for the work of the teacher, etc. However, the answers of the respondents did not convince us of the fact that this aspect of the study was among their priorities. Of the 87 interviewed teachers, about 75 % said that the only time they had dealt with research issues in depth was during the elaboration of their theses. This finding corresponds with the research findings described in the School Education Gateway (2021).

Another area of our investigation was to find out how teachers themselves go about examining their own work. Although the responses A, B and C (together comprising 75 %) say that teachers are conducting action research, we are nevertheless slightly dissatisfied. This stems from the fact that only 19 % of respondents said that research is, in principle, a permanent part of their work. This is considered a small percentage. It is partly corrected and improved by the B responses, which speak of 24 %. The interviews with teachers revealed that they examine their own work and search for ways to improve it mainly when they fail to achieve desirable results in a certain area, or when they detect the need to change their approaches to students based on their performance

in learning activities, etc. The fact that 35 % of respondents were unable to comment on or evaluate the work of their colleagues is also a testimony to the fact that action research is not a priority for many teachers. Of course, teachers discuss teaching among themselves, share experiences, etc., but this is not research.

The importance of action research lies in many aspects. The results show that the respondents express higher appreciation in items D, E and F. I believe that action research in the real practice of teachers focuses primarily on the direct teaching process; less appreciated are those aspects that do not directly affect teaching, but create conditions for more effective and creative work of the teacher.

Many publications and studies tell us that research is not the strong point of education. We wondered what the reasons are that teachers are not doing action research as well as they should.

The respondents' answers correlate with the above statements. Their poor knowledge is considered the biggest shortcoming – 33 % – already when preparing for the teaching profession. In the interviews, they expressed that their lack of knowledge did not motivate them to investigate. Many are aware of this deficiency and seek to remedy it through self-study – self-didactic action. Here, however, they encounter another problem – the lack of time (30 %). They say that the content of education is so demanding that they focus their attention primarily on the curriculum and less on the opportunities for exploration. In the interviews it became clear that they are aware of the direct relationship between learning and exploring their work. In doing so, they have in fact also shown some personal interest in their own improvement. For teacher inquiry to be beneficial to the teacher and to the school, it also needs more attention from the school leadership. Teachers rate it at 25 %, which is little. The responses of other teachers included class sizes, the composition of pupils in the class with respect to their environment, the school climate, etc. These are all factors acting on teacher action research.

Although action research is not a strong point in the teachers' work, we were nevertheless interested in how they evaluate its importance. It is clear that teachers perceive the importance primarily in terms of knowing and diagnosing current classroom situations (29 %), and, last but not least, in revealing various contexts that remain hidden to them without action research (25 %). We consider their awareness of this importance to be very valuable, as it can have a considerable motivational value for teachers in the use of action research. We also relate the same to the availability of research opportunities (20 %). The above results are very telling, especially in relation to the wider use of action research in teachers' work. However, this requires greater motivation of teachers, e.g., in their further education.

We have already suggested that more attention should be paid to action research by education governing bodies and schools, by methodological centres for teacher support and, last but not least, by universities.

Most respondents felt that action research should receive more attention from school management (59 %). This finding also corresponds with several studies in the field. 8 % of the respondents are of the opinion that teachers should cooperate more in action research. We take this to be self-evident. To some extent, however, this is also a result of school managers not motivating teachers to engage in such collaboration. Some of the respondents (15 %) state that publications focusing on the specific work

of teachers would help them in their action research. In the interviews, we noted statements such as “*Books on research are written for scientists, not for teachers.*” This is definitely an incentive for all those who want to help teachers. The same applies to the 8 % of statements that see informal training of teachers by experts who are familiar with educational work in schools as a means to improve action research in schools.

5 Discussion

Based on the results, one can conclude that action research is appreciated by teachers in theory but is not used as much as would be desired in real educational practice. Based on the findings, we can reflect and address what the reasons for this state of affairs are. Starting from the teachers’ perspective, we must admit that the education governing bodies also have a role to play. This is documented by the teachers’ statements (35 %) which mention that this is not given due attention by the education management, that is, the macro-management. This is then carried over and manifested by the micro-management – the head teacher and school management – with as many as 59 % of respondents stating that the school management does not provide support to teachers. They do not consider research a priority, etc. The above findings are very telling and suggest that the causes lie not only with the teachers but also with the management.

It has become apparent that even in the training of future teachers this aspect is not given as much attention as would be desirable. This was most frequently discussed in the interviews, with respondents stating that they had only dealt with research in a more professional way when writing their final theses, and so had not formed a relationship with research.

Our research has confirmed that teachers do not perform systematic reviews. Only 19 % say that they systematically review their work, while the rest do it occasionally, especially when the classroom situation requires it. The fact that teachers cannot assess their colleagues’ approaches to inquiry suggests that inquiry does not belong in the ‘portfolio’ of discussions about how to improve the quality of education.

Teachers associate action research only with direct instruction. They are less aware or appreciative of the fact that their own research reveals weaknesses in their teaching (only 12 %), contributes to improving self-reflection (10 %), and to collaboration with colleagues (4 %). These are indeed low percentages and are a direct challenge, especially for school managers, to address this and improve the situation. Research is not only the immediate examination of teaching, but also the examination and subsequent improvement of many related aspects. Teachers understand inquiry primarily as utilitarian.

Summarizing the perspectives on research we ask why teachers are not doing it. In addition to what has already been written (lack of preparation during studies, lack of interest on the part of the education authorities), we would like to mention the teachers’ statements relating to lack of time (30 %), personal interest (6 %), other (6 %). A number of teachers do not realize that if action research leads to better progressive and affective methods of teaching, then they will teach more effectively – in a shorter time, with less effort from the teacher and the pupil, while achieving a better result. Therein lies the essence and impor-

tance of inquiry. The low percentages regarding personal interest and other factors (6%), which act on scrutiny, are somewhat satisfying in that they are low numbers.

Teachers are broadly aware of several strengths of action research. In particular, the results concerning support for teachers in research should be a certain challenge for us to improve the existing situation. What we mean by this is support for school management (59%), but also support for teachers by offering them a greater number of studies on conducting action research in education – 15% asked for this, and by organizing such training and seminars for teachers that will be understandable to them (8%). The above is a challenge for many authors who want to contribute to improving the existing situation in action research in schools.

6 Conclusion

The choice to explore and discuss this topic is not random. It is based on the demands placed on education, which must constantly improve. Teacher action research deserves sustained attention because it contributes significantly to the effectiveness and improvement of the quality of education. The investigation found that teachers are aware of the importance and need for action research. On the other hand, it revealed that teachers want more attention to be paid to this area. Some of this is subjective in nature – it lies in the need for a more consistent involvement of teachers in inquiry, while some of it is objective in nature – it lies in the management processes of the education authorities and the school. Another thing that was discovered during the research, particularly through the interviews, is that teachers have a vested interest in teaching well and effectively. They see action research as an important means of their professional development. They are of the opinion that it needs to be talked about more and promoted in teacher collectives. If we are preparing a fundamental reform of education in Slovakia, then we must also pay considerable attention to this aspect of teachers' activities. The paper gives many suggestions on what to focus on.

Dr. Erich Petlák

Akcijsko raziskovanje – vidik učiteljev

Akcijsko raziskovanje je ključni del izobraževalnega procesa. Za vključevanje novega znanja v izobraževanje je pomembno uvajanje akcijskega raziskovanja učiteljev. Motiv uvajanja akcijskega raziskovanja je izboljšanje kakovosti poučevanja in učenja ter pogojev, v katerih delajo učitelji in se učijo učenci v šolah. Učiteljem pomaga reflektivno obvladovati izzive in težave inovativnosti v praksi (Altrichter in Posch, 2005). Akcijsko raziskovanje je metoda sistematičnega raziskovanja, ki ga učitelji izvajajo kot raziskovalci lastne prakse. Na podlagi ugotovitev drugih raziskovalcev razvijajo dejavnosti in razlagajo njihove posledice (Spencer idr., 2020). Akcijsko raziskovanje je poseben pristop k raziskovanju, ki je neposredno povezan s poučevanjem

in učenjem v razredu ter učiteljem nudi sredstva za izboljšanje poučevanja in učenja učencev. Akcijsko raziskovanje je mogoče povezati z rednimi dejavnostmi v razredu, da tako pridobijo podporo, ki jo potrebujejo za izboljšanje učenja učencev in njihove lastne poklicne prakse. Hkrati prilagodljivost akcijskega raziskovanja omogoča drugim zainteresiranim stranem v šoli – upraviteljem, študentom, staršem in drugim deležnikom, da obravnavajo številna resna vprašanja, ki so del kompleksnega življenja šole (Stringer, 2018). Akcijsko raziskovanje je konstruktivno raziskovanje, med katerim raziskovalec konstruira svoje znanje o specifičnih vprašanjih z načrtovanjem, ukrepanjem, ocenjevanjem, izpopolnjevanjem in učenjem iz izkušenj. Je stalen učni proces, v katerem se raziskovalec uči in deli novo ustvarjeno znanje s tistimi, ki bi jim to lahko koristilo.

Da bi se akcijska raziskava pravilno izvajala, jo morajo učitelji poznati. Številni avtorji (Florjančič, 2014; Holcar Brunnauer idr., 2013; Janík, 2004; Kompolt in Timková, 2010; Mertler in Charles, 2011; Stanojević, 2013; Vogrinc in Krek, 2011) bistvo akcijskega raziskovanja opisujejo na način, kot je predstavljeno v nadaljevanju. Akcijsko raziskovanje:

- je proces, ki s spreminjanjem izboljšuje izobraževanje na splošno;
- je proces, ki vključuje učitelje, ki sodelujejo pri izboljšanju lastne prakse;
- za učitelje ni rutinska dejavnost, ko razmišljajo o poučevanju, saj je bolj sistematično in sodelovalno v primerjavi s tradicionalnim učenjem;
- ni le reševanje problemov, ampak vključuje specifikacijo problema, razvoj nečesa novega (v večini primerov) in kritičen razmislek o njegovi učinkovitosti;
- ni narejeno “za” ali s strani “drugih ljudi”, saj je raziskava, ki jo izvajajo specifični pedagogi pri svojem delu s študenti in sodelavci;
- ni samo izvajanje vnaprej določenih odgovorov na izobraževalna vprašanja;
- ni dokončno, saj rezultati akcijskih raziskav niso niti pravilni niti napačni, temveč so okvirne rešitve, ki temeljijo na opazovanjih in drugih zbirkah podatkov, ki zahtevajo spremljanje in vrednotenje za prepoznavanje prednosti in omejitev;
- ni “modna muha”, ker dobro poučevanje vedno vključuje sistematično raziskovanje učnega procesa in njegovih učinkov na učenje učencev;
- razvija kritično refleksijo lastnega poučevanja;
- je načrten, sistematičen pristop k razumevanju učnega procesa;
- je proces, ki od učiteljev zahteva, da “testirajo” svoje predstave o izobraževanju;
- je utemeljitev lastne pedagoške prakse;
- nima strogo znanstvenega značaja, njegova naloga ni odkrivanje zakonitosti in raziskovanje teoretičnih vidikov izobraževanja, temveč raziskovanje bistva določenih pedagoških in didaktičnih pojavov, ki so povezani z vzgojno-izobraževalnim delom učitelja;
- rezultati raziskave so takoj dostopni in jih je mogoče implementirati v vzgojno-izobraževalno delo učitelja.

Mnogi učitelji mislijo, da izvajajo akcijsko raziskavo tako, da razmišljajo o poučevanju in nato spremenijo nekatere elemente le-tega. To ni akcijska raziskava. Za akcijsko raziskovanje je značilno naslednje:

- ni le običajno razmišljanje o poučevanju;
- zanj je značilno sistematično delo učitelja ali učiteljskega tima za izboljšanje kakovosti vzgojno-izobraževalnega delovanja in s tem večjo kakovost izobraževanja;
- ni naključna dejavnost, npr. samo rešitev pedagoške ali didaktične situacije, ki je nastala v razredu;
- temelji na učiteljevi lastni samorefleksiji;
- kljub nekoliko preprostosti zahteva nekaj metodološkega znanja učitelja;
- ni in ne more biti le enkraten dogodek, saj učiteljeva spoznanja vodijo k nadaljnjemu izboljšanju njegove vzgojno-izobraževalne dejavnosti.

Vsak korak akcijskega raziskovanja je izjemno pomemben za splošni uspeh. V smislu fokusa prispevka namenjamo posebno pozornost refleksiji. Razmislek je konec cikla raziskovanja. V njem učitelj pregleda, kaj je naredil, in se na podlagi tega odloči za nadaljnje korake. Ti vključujejo uporabo odkritega v naslednjem ciklu, pa tudi vnos nečesa "novega" v izobraževanje. Vendar refleksija ni le rezultat v ciklu, je del vseh faz raziskovanja. Šele potem je akcija raziskovalno učinkovita. Refleksija je v bistvu stalno spremljanje v akcijskem raziskovanju.

Aksijsko raziskovanje se je v Evropi, zlasti v Veliki Britaniji, začelo razvijati v šestdesetih in sedemdesetih letih 20. stoletja po zaslugi Elliotta, ki ga je videl kot sistematičen premislek o poklicnih situacijah, ki se izvaja z namenom njihovega nadaljnjega razvoja (Koshy, 2010; Kohútová, 2018). Aksijsko raziskovanje in njegova ustrezna uporaba naj bi prispevala k večji učinkovitosti izobraževanja. Primer tega je izvajanje raziskav o akcijskih raziskavah, objavljenih na platformi School Education Gateway (2021). V raziskavi je sodelovalo 144 anketirancev iz 25 držav. Raziskava je na primer pokazala, da učitelji cenijo akcijsko raziskovanje kot priložnost za izboljšanje kakovosti izobraževanja, ga imajo za učinkovito orodje za profesionalni razvoj učiteljev, prispeva k samorefleksiji in kritičnemu razmišljanju itd., a so učitelji izpostavili lastno neznanje na področju raziskovalnih metod, pomanjkanje časa za raziskovanje in dejstvo, da bi temu področju morala vodstva šol posvetiti več pozornosti.

Glavni cilj naše študije je bil ugotoviti percepcijo in odnos učiteljev do akcijskega raziskovanja, težave, s katerimi se srečujejo pri akcijskem raziskovanju, ter predlagati možne načine za izboljšanje obstoječega stanja.

Uporabljena je bila deskriptivna kvantitativna in kvalitativna metoda. V letu 2021 je bila izvedena kvantitativna raziskava mnenj in stališč slovaških učiteljev 2. razreda osnovnih šol o akcijskem raziskovanju pri njihovi pedagoški in didaktični dejavnosti ($N = 239$), intervjuvanih pa je bilo 87 učiteljev.

Rezultati kažejo, da učitelji sicer cenijo akcijsko raziskovanje, v realni izobraževalni praksi pa ga ne uporabljajo toliko, kot bi si želeli. Kateri so razlogi za slabšo uporabo akcijskega raziskovanja v vsakdanji praksi? Učitelji menijo, da ključno vlogo igrata organi upravljanja na področju šolstva, saj je 35 % učiteljev poročalo, da izobraževalni menedžment na makro ravni temu ne posveča ustrežne pozornosti, kar se manifestira na ravni vodstva šole. Kar 59 % anketirancev je izrazilo, da vodstvo šole učiteljem ne nudi

podpore na tem področju. Navedene ugotovitve so zelo zgovorne in kažejo, da vzroki niso le pri učiteljih, temveč tudi pri vodstvu. Izkazalo se je, da se temu vidiku niti pri usposabljanju bodočih učiteljev ne posveča toliko pozornosti, kot bi si želeli. To je bilo največkrat omenjeno v intervjujih, pri čemer so anketiranci navajali, da so se z raziskovanjem bolj strokovno ukvarjali šele pri izdelavi zaključne naloge študija in tako niso vzpostavili odnosa do raziskovanja.

Raziskave so potrdile, da učitelji ne delajo sistematičnih pregledov. Le 19 % jih pravi, da svoje delo sistematično pregledujejo, ostali to počnejo občasno, zlasti ko to zahtevajo razmere v razredu. Dejstvo, da učitelji ne morejo oceniti pristopov svojih kolegov do raziskovanja, nakazuje, da raziskovanje ne sodi v "portfelj" razprav o tem, kako izboljšati kakovost izobraževanja.

Učitelji akcijsko raziskovanje povezujejo le z neposrednim poukom. Manj se zavedajo oz. cenijo, da lastno raziskovanje lahko razkrije slabosti pri poučevanju (le 12 %), prispeva k izboljšanju samorefleksije (10 %) in k sodelovanju s sodelavci (4 %). To so nizki odstotki in so neposreden izziv za izboljšanje področja predvsem za vodstva šol. Raziskovanje ni samo takojšnje preverjanje poučevanja, ampak tudi preverjanje številnih povezanih vidikov, ki jih lahko izboljšajo. Učitelji povpraševanje razumejo predvsem kot utilitarizem.

Če povzamemo poglede na raziskovanje, se sprašujemo, zakaj učitelji tega ne delajo. Poleg že zisanega (nepripravljenost med študijem, nezainteresiranost izobraževalnih organov) bi našli navedbe učiteljev: pomanjkanje časa (30 %), osebni interes (6 %), ostalo (6 %). Številni učitelji se ne zavedajo, da akcijsko raziskovanje lahko vodi do boljših progresivnih in afektivnih metod poučevanja in da bodo posledično poučevali bolj učinkovito v smislu dokazanega – v kratkem času, z manj truda tako z njihove strani kot s strani učenca, bodo dosegli boljše rezultate. V tem je bistvo in pomen poizvedovanja.

Učitelji se na splošno zavedajo prednosti akcijskega raziskovanja. Predvsem rezultati glede podpore učiteljem pri raziskovanju bi nam morali predstavljati določen izziv za izboljšanje obstoječega stanja, pri čemer imamo v mislih predvsem podporo vodstvu šole (59 %), pa tudi podporo učiteljem, tako da jim ponudimo več dostopnih študijev za izvajanje akcijske raziskave v izobraževanju, saj jih za to prosi kar 15 %, ter organiziranje takih izobraževanj in seminarjev za učitelje, ki jim bodo razumljivi (8 %). Navedeno je izziv za številne avtorje, ki želijo prispevati k izboljšanju obstoječega stanja akcijskega raziskovanja v šolah.

Raziskava je pokazala, da se učitelji zavedajo pomena in potrebe po akcijskem raziskovanju. Po drugi strani pa se je tudi pokazalo, da morajo učitelji temu področju posvetiti več pozornosti. Nekaj tega je subjektivne narave – gre za potrebo po doslednejšem vključevanju samih učiteljev v raziskovanje, nekaj je objektivne narave – gre za procese upravljanja izobraževalnih organov in šole. Raziskava je tudi pokazala, da so učitelji zainteresirani za dobro in učinkovito poučevanje. Akcijsko raziskovanje vidijo kot pomembno sredstvo svojega poklicnega razvoja. Menijo, da je treba o tem več govoriti in ga promovirati v učiteljskih kolektivih. Če pripravljamo temeljno reformo izobraževanja na Slovaškem, moramo tudi temu vidiku dejavnosti učiteljev nameniti veliko pozornosti. Študija ponuja veliko predlogov, na kaj se je potrebno osredotočiti.

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Art-based Help Approach in Social Learning Activities

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KLJUČNE BESEDE: *pristop pomoči z umetnostjo, posebne potrebe, socialno učenje*

POVZETEK – *Pristop pomoči z umetnostjo obsega širok spekter dejavnosti, ki jih strokovni delavci v vzgoji in izobraževanju lahko uporabijo pri socialnem učenju otrok in mladostnikov: likovne dejavnosti, dramatizacijo, glasbene dejavnosti, plesno-gibalne dejavnosti, besedno umetnost. Pristop je v akcijski raziskavi Plavčakove (2020) izkazan kot učinkovit pri socialnem učenju učencev z lažjo motnjo v duševnem razvoju s pridruženimi težavami, še posebej s pomočjo dejavnosti z lutko, likovnih dejavnosti in iger vlog. Viri drugih raziskav učinkovitost pristopa razširjajo na otroke in mlade v različnih stiskah ali z različnimi težavami. Pristop namreč posameznikom omogoča nove možnosti izražanja sebe, deluje sproščujoče, prinaša zadovoljstvo s seboj in v skupini, omogoča priložnosti sodelovanja in druženja, spodbudno vpliva na razvoj možganov, zabava, spodbuja domisljijo, deluje terapevtsko, izboljša občutke varnosti, komunikacijo, sposobnost empatije idr. Vse naštetu direktno ali posredno vpliva na razvijanje socialne kompetence, zato je pristop priporočljiv za uporabo pri vseh deležnikih, ki imajo težave v socialnih spretnostih. Prispevek poda predlog, da se načrt pomoči in podpore s socialnim učenjem oblikuje in izvaja timsko, lahko tudi v sodelovanju z zunanji sodelavci.*

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ABSTRACT – *The art-based help approach encompasses a wide range of activities that education professionals can use in the social learning of children and adolescents: fine arts activities, dramatisation, music activities, dance and movement activities, word art. The action research study by Plavčak (2020) has shown the approach to be effective in social learning for students with mild intellectual disabilities and associated difficulties, especially through puppet activities, fine arts activities and role-play. Other research sources extend the effectiveness of the approach to children and young people with different needs or difficulties. The approach offers individuals new ways of expressing themselves; it is relaxing; brings satisfaction with themselves and with the group; provides opportunities for cooperation and socialising; stimulates brain development; is fun; stimulates the imagination; is therapeutic; improves the sense of security, communication, empathy, etc. All of the above have a direct or indirect impact on the development of social competence and the approach is therefore recommended to be used by all who have difficulties with social skills. The paper proposes that the design and implementation of social learning support should be carried out in a team, possibly in collaboration with external collaborators.*

1 Introduction

In this paper, we present the art-based help approach which, along with other approaches, was applied in the action research (AR) of the author's PhD thesis (Plavčak, 2020). Different approaches were used to promote the social skills of students with mild intellectual disabilities (MID) and associated difficulties during special education social learning activities (SLAs) within an adapted programme with a lower educational standard (APLES).

In the literature review, we present the results of other research studies and practitioners' experiences regarding the integrity and effectiveness of the art-based help approach. In the methodological part we confirm them with the results of the AR. We added a new qualitative analysis of the implementation of the SLAs in each research group of students in order to identify the frequency and effectiveness of the art-based activities.

This article provides a framework for studies that will introduce the art-based help approach in social learning for children and adolescents with various difficulties, and for practitioners who will use it in their educational work.

We present the following activities of the art-based help approach:

- ☐ fine arts activities,
- ☐ dramatisation,
- ☐ music activities,
- ☐ dance/movement activities and
- ☐ word art.

Fine arts activities

Losinski et al. (2016) advise that when working with children with behavioural difficulties, art activities should be part of their individualised plan, so that they are carried out in a collaborative way. Also, an 'art break' should be implemented during lessons. As far as possible, children should be allowed to be spontaneous and make their own choices when drawing.

Mynarikova (2012) draws on the findings of the AR, in which she implemented an art-based programme, including fine arts activities, for eight weeks with a group of 25 fifth-grade students. Her workshops helped the students to express those thoughts that they otherwise did not dare to put into words. They also made progress in the areas of self-confidence, expressing their identity, being more satisfied with the classroom climate, improving their sense of security, etc.

Dramatisation

In the area of dramatisation, we outline role-plays, puppetry and social games.

Humar et al. (2017/18) make suggestions for social training workshops for persons with mental health problems. These include many role-plays to help participants to get to know each other, relax, communicate more easily, reduce social distance, etc.

Building on inclusion theory, Vitalaki et al. (2018) conducted an AR for primary school pupils that also used role-plays. The results were encouraging, with the pupils showing progress in their socio-emotional development, including the area of self-awareness.

Novak (2021) included 233 adolescents aged between 12 and 16 in a study. 84 adolescents in the sample participated in theatre games. They differed from the other adolescents in the sample in that they rated themselves higher on their communication

skills, integration and functioning in a peer group, ability to follow the rules and norms of society, etc.

Bernier and O'Hara (2005) consider the puppet to be an extraordinary tool and motivator for persons with special needs, as it brings new energy and a new medium to which the child can express his or her feelings without feeling guilty. According to Majaron (2000), the child trains his/her manual dexterity and artistic sensitivity by making the puppet, and overcomes any shyness in playing with it.

Aiswarya and Hameed (2021) showed that 16 children with moderate intellectual disabilities (aged 12 to 14) in an experimental group improved their language expression skills.

Andromeda and Hardianti (2019) performed a puppet show three times for 9 students who bullied their peers with disabilities, demonstrating appropriate behaviour. At the end of the experiment, these students were less inclined to bully their disabled classmates than before.

Korošec and Batistič Zorec (2021, p. 28) claim that "daily use of puppets is one factor that greatly contributes to the social development of children" and advise teachers to "follow a process-oriented and development approach, and use the puppet according to the principles of creative drama".

An example of a social game is "Body Language". In the game students with MID were identifying their body language by trying out different facial expressions, postures, etc. The use of this social game has shown positive changes in the area of cooperation, the ability to observe, etc. (Plavčak, 2014).

Plummer (2008) notes that these games are non-competitive, which is extremely important for those children with social development problems who find it more difficult to overcome defeat.

When introducing social games, it is essential that the teacher first observes the students, analyses their characteristics and draws up a plan of work (e.g., objectives, location). They can be carried out by the class teacher, the counsellor, or alternately by both; it is advisable for them to work together and discuss their experiences and observations of their work and of the students' progress. The games are also analysed after the actual performance with the students themselves, so they can reflect on their experience (Dokmanac, 2018).

Pogorevc Merčnik (2014, p. 111) established that "it is possible that students learn constructive forms of behaviour, which include managing social skills through social games, as these are activities that enable the individual to be acquainted with the experience of another individual and to learn how a particular inappropriate behaviour affects another person. Such empirical experiences encourage students to behave in a way that ensures other students their well-being. This is the behaviour which we call tolerant, friendly, humane, and which we want students to use in class".

Music activities

Kuzma (2004) introduced music activities to a 9-year-old boy with special needs over a period of nine months – in one-on-one work and when he was included in a group.

At the end of the intervention, the boy showed better concentration and the related mastery of multiplication tables, as well as better study habits, learning performance, etc.

Zanjekovič (2012) implemented music activities together with social games weekly in music education at a primary school with APLES, with 7 pupils (combined 1st, 2nd and 3rd grade sections). The pupils interacted well with each other, which improved contact making and friendship building.

Even in the case of more severe mental problems, the results are favourable. This was shown, for example, in a study by Mulej Legat (2016), in which a sample of 8 adolescents aged 16–25 with severe intellectual disabilities was played music from different musical eras over a period of 10 months. The music had a mostly positive effect, which could be seen in the emotions of the adolescents: e.g., they became calmer and had fewer stereotypical hand movements.

Dance/movement activities

To illustrate and give examples of dance and movement activities, we would like to cite the following games: Donkey, Who's Riding You, Dancing with Headscarves, Baking a Nut Roll, etc. (Schmidt, 2002).

Erdeš (2017) included in her case study a girl aged 8 and a half with developmental difficulties, with whom she conducted dance workshops individually and in a group. The girl made progress in her motor skills, was more accepted by her peers than before, and found it easier to cooperate and make friends.

Also, children with autism spectrum disorder (ASD) were found to benefit from these activities. Meyer LeFeber (2009) considers that movement is the key to the world for these children, as they have typical self-stimulatory behaviour, etc. She found good results in two case studies of two girls with ASD: the 3-year-old girl started to express herself verbally after the introduction of dance therapy, while the 11-year-old girl started to actively participate in the group with spontaneous movements.

Zadnik (2021, p. 60) notes that “dance/movement activity has always had its therapeutic effects”. She found that “BFDs [Bach Flower Dances] can be an alternative approach to supporting the learning process in any subject area”. Bach Flower Dances are “circle dances, based on the Latvian folk-dance tradition, danced to Latvian or world folk music...” (Geng, 1999, as cited in Zadnik, 2021, p. 61).

Word art

In this paper, we will describe word art in terms of the use of social fairy tales and therapeutic writing.

Fairy tales offer many opportunities to interact with children, socialise, strengthen group relationships, etc. (Rutar, 2008).

Practitioners can choose fairy tales that relate to children's life stories so that they can identify with them more easily. For example, Rogač (2005) wrote a fairy tale in

which the main character is deaf, and Akerman (2009) wrote a story about Isabella, the princess who stammered.

Fairy tales can also have the effect of relaxing children, giving them hope, etc. Rutar (2008) explains that the therapeutic effect of a fairy tale occurs when it helps a child to cope with emotional distress or problems.

Klobučar (2011) has compiled a list of social fairy tales that teachers can use as a tool for teaching special education social skills (SESSs) in primary schools with APLES.

A study by Jelovčan et al. (2020, p. 34) showed that “the kind of activities that combine movement, sound and imaginative content from a fairy tale are of paramount importance for multi-layered experiences”. The findings are important because children in such integrating activities experience positive feelings, playfulness, etc.

Ažman (2009) pointed out that therapeutic writing is a remarkable form of self-healing for depression and traumatic events. She explained that this type of writing can be done as writing for oneself, writing to others, or writing for the public.

To give you an idea of the types of support available for children with special needs, here are two examples. The first is a boy with Asperger’s Syndrome who wrote stories about himself under the guidance of a clinical psychologist (Schmidt et al., 2017). The second is 15-year-old Christopher Boon who wrote a detective story about a murdered dog in a neighbour’s yard under the guidance of a teacher (Haddon, 2004). Both cases involved expressing oneself through writing and refining events that had a significant impact on the development of the individual.

However, writing is not a leisure activity that all students would choose. For example, Požnenel and Žgur (2018, p. 48) conclude that students with MID “mainly choose sport activities, the media or games because these activities are not exhausting and students do not need to think too much in order to perform them”.

Therefore, if writing becomes therapeutic, it must come from an individual’s area of strength.

2 Research questions and methods

Research questions

In this paper, we present the AR (Plavčak, 2020) in terms of the research question as to which approaches have been found to be effective in promoting the social skills of students in primary schools with APLES, and focus on the use and effectiveness of the art-based help approach with additional research questions:

- ☐ Has an art-based activity been used in each research group? YES/NO

If YES:

- ☐ In how many lessons (out of a total of 35 lessons) was each art-based activity used at least once during the lesson?
- ☐ At the end of the survey, was each art-based activity rated as one of the most effective activities?

- Has a particular art-based activity been used outside the classroom (e.g., in individual interviews)?
- For the particular art-based activities, we have taken into account the activities presented in the theoretical part of this paper.

Participants

The sample included 3 research groups of students in a primary school with APLES: a combined class of grades 1 to 3 (Group AA), a combined class of grades 4 to 5 (Group AB), and grade 4 (Group AC). A total of 12 students, 6 girls and 6 boys, aged 7–14, were included.

All students were diagnosed with MID and had other associated problems or disorders. In the following we list those disorders that were observed throughout the AR and indicate in parentheses the number of students in whom they occurred: fragile X chromosome (1); ASD or a presumption of ASD (1); hearing and vision impairments (1); intensive emotional and behavioural problems (11); intensive learning problems (5); concentration and attention disorders (with or without hyperactivity) (6); speech difficulties (3); Down syndrome (1); physical development difficulties (1); a presumption of moderate intellectual disability (7). Thus, almost all students had co-occurring emotional and behavioural problems, while half had concentration and attention disorders (with or without hyperactivity) and a presumption of moderate intellectual disability.

On average, the students in the sample had 3 problems or disorders associated with MID. Only one student had no associated problems or disorders, while two students had 5 or 6 associated problems or disorders.

Procedure

The AR (Plavčak, 2020) was carried out in the school year 2013/14. According to the curriculum, we carried out the SLA for 1 hour/week, a total of 35 weeks in the school year.

We initially set the action steps according to the special education SLA curriculum, and then adapted the approaches to the students and the observations of all involved.

The approaches used to promote children's social skills included: counselling; the puppetry approach; fine arts activities; role-plays; social and cooperative games; learning sheets; visual presentations of emotional and social problem solving; emotion recognition thumbnails; e-materials; students' self-presentations; dance and movement activities, relaxation activities, etc.

We collected the data in an action diary, which included the participants' consent, the recording of lessons, reflections and evaluations of each action step, etc.

We qualitatively and interpretively analysed each group at the level of the group and of each individual in it. We compared the social skills of each student before and after the study, as well as the group dynamics. This resulted in 3 group case studies and 12 student case studies.

In order to answer the new research questions in this paper, we have carried out a new qualitative analysis of the records of the implementation of the special education SLA for each research group separately.

3 Results

The results of the AR (Plavčak, 2020) showed that 9 out of 12 students made at least minimal progress in their social skills with the help of the implemented approaches. The 3 students who did not, however, maintained their development level. Positive changes were achieved in collaboration with parents and teachers. The most effective approaches were: puppetry, fine arts activities, individual counselling, games (board games, cooperative games, social games), and teaching strategies for understanding each other, appropriate behaviour and values. The art-based help approach is represented by puppetry, fine arts activities, social games and cooperative games (role-plays are included under cooperative games).

The new qualitative data analysis provides a deeper and more concrete insight into the results. We re-analysed the records of the special education SLA by reviewing all the SLA lessons in all the research groups and answering the research questions. We present the results for the first three research questions in a comparative table, and then provide further explanatory notes. The answer to the fourth question will be descriptive.

For all groups, role-plays proved to be one of the most effective approaches, as well as the puppetry approach.

The younger students (Group AA) showed that they needed more fine arts activities (drawing, painting, crafting, etc.) to express themselves, while social games were effective in Group AB. We interpret that as younger students needing more methods for expressing themselves, while social games are a suitable method for conflict resolution, which was typical in Group AB.

Group AC excelled in puppetry skills, which helped the students to overcome their negative self-image, as they were all negatively evaluated at the end of the school year.

Social fairy tales proved to be effective for both Group AA and Group AC. As described above, in Group AB we dealt mainly with interpersonal relationships and thus had our own life situations to act out. In Groups AA and AC, there were no such situations (or the students were at a too low development level for this approach) and so we chose general social themes from social fairy tales.

The music enriched the movement activities greatly or simply served as a background when the students were drawing.

We did not use therapeutic writing because the students did not show an interest in writing.

It can be concluded that we chose activities based on the students' strengths, and then continued to discover and build on these strengths.

Table 1

Responses to the research questions on the use of particular art-based activities in each research group

	(1) Was the art-based activity used? (2) In how many lessons was the art-based activity used at least once during a social learning lesson? (3) Was the art-based activity rated as one of the most effective approaches at the end of the research?		
<i>Art-based activity</i>	<i>Group AA</i>	<i>Group AB</i>	<i>Group AC</i>
Fine arts activities	(1) YES (2) In 12 lessons. (3) YES	(1) NO	(1) NO
Role-plays as acting out life situations	(1) YES (2) In 5 lessons. (3) YES	(1) YES (2) In 3 lessons. (3) YES	(1) YES (2) In 2 lessons. (3) YES
Role-plays as theatre performances	(1) NO	(1) NO	(1) NO
Social interactions with a puppet	(1) YES (2) In 6 lessons. (3) YES	(1) YES (2) In 2 lessons. (3) YES	(1) YES (2) In 2 lessons. (3) YES
Puppet shows	(1) NO	(1) NO	(1) YES (2) In 2 lessons. (3) YES
Social games	(1) YES (2) In 6 lessons. (3) NO	(1) YES (2) In 3 lessons. (3) YES	(1) YES (2) In 6 lessons. (3) NO
Music activities	(1) YES (2) In 2 lessons. (3) NO	(1) YES (1) In 1 lesson. (3) NO	(1) YES (2) In 3 lessons. (3) NO
Dance/movement activities	(1) YES (2) In 2 lessons. (3) YES	(1) YES (2) In 2 lessons. (3) NO	(1) YES (2) In 3 lessons. (3) YES
Social fairy tales	(1) YES (2) In 3 lessons. (3) NO	(1) YES (2) In 4 lessons. (3) NO	(1) YES (2) In 7 lessons. (3) YES
Therapeutic writing	(1) NO	(1) NO	(1) NO

Note: The AR included all art-based activities, with the exception of theatre performances and therapeutic writing.

To the fourth research question of whether the activity of the art-based approach was used outside the classroom, the following answers can be extracted from the analysis of the SLA scenarios:

- ☐ Student 4 (Group AA) was in the puppetry club;
- ☐ Student 8 (Group AB) was in the choir;

- Student 9 (Group AB) expressed herself in a one-on-one interview by drawing;
- Students 10, 11 and 12 (the entire Group AC) took part in the puppetry club.

The data shows that the puppetry club was the most represented outside the special education SLA. Every student who attended the puppetry club showed positive changes in self-esteem and self-confidence. It is also evident that we used the expression of the self through drawing in the case of Student 9, who was characterised by a general lack of attendance and a general unresponsiveness to invitations to participate. The drawing facilitated the counselling conversation with her.

4 Discussion

Plavčak's research (2020) is in line with other studies that have found a positive impact of an art-based help approach on children with special needs, e.g., Aiswarya and Hameed (2021). Although some activities of this approach were more effective than others, each activity contributed to the final result.

A further analysis of the holistic art-based help approach in this article enriches Plavčak's research (2020) by finding that, in addition to the characteristics of the students, their age and the problems they are dealing with at the time also play a role in the choice of approaches. Indeed, Group AB showed the most problems related to the period of adolescence, while Group AC showed problems with the learning requirements. In both cases, the puppet proved to be an extraordinary medium for establishing a trusting relationship and resolving problems, according to Rutar (2008).

We interpret the limitation of the research as the fact that approaches were introduced into the groups that the author had either learnt about or that were based on the author's own strengths. If we could design and carry out the activities in a team, the approaches would be expected to be more varied and even more tailored to the students. Mulej Legat (2016) invited an outside performer to her experimental group to play classical music for the students. We think this is a good suggestion for further research. At some points in the SLA process, however, external collaborators did become involved in the process of supporting the students and chose their own activities; in Group AC, the fine arts activity was carried out by a voluntary association (this is not marked in the comparison table because it was not the author's choice to implement this approach). This activity is a good example of integrating the environment into the classroom. However, the integration of the students into the environment is evident at the point where students perform a puppet show in an institution outside the school.

A brief analysis of the associated problems in the research sample showed that almost all the students had associated emotional and behavioural problems, and we think that SLA should include more dance/movement activities, as well as more music activities. As Meyer LeFeber (2009) has written, movement is the key to the world for these students. So, there is an additional argument for future research to appoint a team of diverse professionals as the research implementers.

5 Conclusion

The present results provide guidance for practitioners to take an art-based help approach when working with children with social skills deficits. Although the study is based on a sample of children with MID and associated difficulties, we are aware that these children are not the only ones with these difficulties. Every child or adolescent who is in some distress needs help and support approaches.

In an era of inclusive schools, some children with special needs are included in mainstream primary schools and receive extra specialist support; we pay particular attention to these children. Times of uncertainty (e.g., the COVID-19 epidemic, price increases) and the digital society can exacerbate certain types of distress, whether in the real or the virtual world. In the educational process, professionals are in contact with students for several hours each day, so they can discuss thoroughly as a professional team any unusual observations they may have about students, and together develop a support plan. The art-based help approach, which has been shown to be comprehensive and effective in the study by Plavčak (2020), can serve as a guiding principle for them.

The paper concludes that social learning should also include approaches that have not been shown to be the most effective in Plavčak's research study (2020), such as dance and music activities. The effectiveness of approaches may be reflected differently in different groups; the key message is that support plans should be designed by a team, as this can lead to a diversity of approaches and thus to greater opportunities to develop social learning in students. Opportunities to involve collaborators from the school environment in social learning, or to involve students in the environment, should not be overlooked.

Dr. Darja Plavčak

Pristop pomoči z umetnostjo pri dejavnostih socialnega učenja

Pristop pomoči z umetnostjo je celovit pristop socialnega učenja, saj obsega naslednje dejavnosti: likovne dejavnosti, dramatizacijo, glasbene dejavnosti, plesno-gibalne dejavnosti in besedno umetnost. Vsaka izmed njih ponuja številne možnosti, da se pri posameznikih spodbujajo spretnosti komunikacije, sposobnost empatije, izražanje sebe, občutki varnosti idr. Vse našteto direktno ali posredno vpliva na razvoj socialne kompetence, ki je v socialnem razvoju ključna, še posebej za osebe s posebnimi potrebami.

Likovne dejavnosti so medij, preko katerega lahko posamezniki ustvarjalno in lažje izražajo svoje misli in čustva. Mynarikova (2012) je v svoji akcijski raziskavi pri skupini petošolcev ugotovila, da so s pomočjo likovnih in drugih dejavnosti (uporabila je kombinacijo pristopov) učenci postali bolj samozavestni, lažje so izražali svojo identiteto, bolj so bili zadovoljni z razredno klimo itd. Losinski idr. (2016) svetujejo, naj bodo likovne dejavnosti del individualiziranega programa za učence z vedenjskimi težavami, in sicer v sodelovanju z učencem. Prav tako naj bo v pouk integriran "likovni odmor". Kolikor je le mogoče, naj bodo učenci spontani pri ustvarjanju in sami izbirajo motive za risanje.

Na podoben način z dramatizacijo pridobimo nove priložnosti izražanja in socialne interakcije, preko katerih se širi socialni prostor. V dramatizacijo lahko umeščamo lutkovni pristop, igre vlog in socialne igre. Vse tri dejavnosti preko spontanega ali načrtovanega scenarija ponujajo možnosti prečiščevanja dogodkov, problemov, konfliktov ipd., s čimer udeleženci premagajo različne zadržke, npr. sramežljivost, nemotiviranost. Raziskave (npr. *Andromeda in Hardianti*, 2019; Dokmanac, 2018) so pokazale, da deležniki teh dejavnosti pridobijo boljše socialne spretnosti, npr. se naučijo primernejšega vedenja. *Andromeda in Hardianti* (2019) sta izvedla lutkovne predstave na temo ustrahovanja vrstnikov, preko katerih sta dosegla, da so učenci manj ustrahovali svoje vrstnike s posebnimi potrebami. Tudi vsakodnevna uporaba lutk pri pedagoškem delu pomembno vpliva na socialni razvoj otrok (Korošec in Batistič Zorec, 2021). Bernier in O'Hara (2005) menita, da je lutka za otroke s posebnimi potrebami motivacijsko sredstvo in orodje, preko katerega lahko izrazijo svoja čustva, ne da bi ob tem čutili krivdo. Raznolike vloge se lahko preigravajo tudi med posamezniki samimi. Učinkovitost uporabe iger vlog pri socialnem treningu so na primer izkazali Humar idr. (2017/18). Pojasnjujejo, da igre vlog udeležencem pomagajo, da se medsebojno spoznavaajo, sprostitjo, lažje komunicirajo itd. Vitalaki idr. (2018) k temu dodajajo, da se izboljša področje samozavedanja. Kot nadgradnja vsega naštetega so socialne igre, ki posameznikom preko strukturiranega in ciljno zasnovanega scenarija omogočajo uvid v področje čustvovanja ali na področje socialno in življenjsko pomembnih veščin. Primer socialne igre je igra "govorica telesa", preko katere udeleženci po navodilih vodje spoznavaajo različne čustvene izraze na obrazu in držo telesa tako, da jo sami preizkusijo in reflektirajo. Pri učencih z lažjo motnjo v duševnem razvoju je to igro preizkusila Plavčakova (2014), s katero je pri učencih dosegla boljše medsebojno sodelovanje, boljše zmožnosti opazovanja idr. Tovrstne igre niso tekmovalne, kar je zelo dobrodošlo pri učencih, ki bi težje premagovali poraz (Plummer, 2008). Poudarjamo, da je treba po izvedbi socialne igre skupaj z udeleženci izvesti analizo, kaj so med igro doživeli. Če jo izvajamo skupaj s sodelavcem (ali izmenjaje), pa si moramo izmenjati izkušnje in opažanja, da tako bolj kakovostno spremljamo napredek udeležencev (Dokmanac, 2018).

Glasbene dejavnosti so lahko integrirane med druge aktivnosti, kot ozadje, lahko pa so uvedene samostojno. V vsakem primeru na posameznike vplivajo sproščujoče, blagodejno in terapevtsko. Avtorica Mulej Legat (2016) je pri mladostnikih s težko motnjo v duševnem razvoju s predvajanjem glasbe ob različnih aktivnostih, v obdobju 10 mesecev, dosegla izjemne učinke: učenci so bili bolj umirjeni, manj je bilo stereotipnih gibov z rokami itd. Zanjekovičeva (2012) je združila glasbene dejavnosti in socialne igre pri izvajanju glasbene umetnosti v prilagojenem vzgojno-izobraževalnem programu z nižjim izobrazbenim standardom. Učenci (7 učencev v kombiniranem oddelku 1., 2. in 3. razreda) so lažje vstopali v medsebojno interakcijo, izboljšal se je očesni stik med njimi, izboljšali so se tudi prijateljski odnosi.

S plesno-gibalno dejavnostjo, ki je pogosto izvajana v kombinaciji z glasbo, lahko dosegamo dobre rezultate v motoričnem razvoju, med deležniki pa se zmanjša socialna distanca, ki omogoča lažje sklepanje prijateljstev. Pri deklici z motnjo avtističnega spektra (MAS) so dosegli tudi pričetek besednega izražanja (Meyer LeFeber, 2009). Da je plesno-gibalna dejavnost vselej terapevtska, meni Zadnik (2021). Tovrstne dejavnosti so lahko zelo različne. Schmidt (2002) podaja primer naslednjih plesnih ali gibalnih iger: osliček, kdo te jaha, konjske dirke, ples z rutami, pečenje potičke, kdo manjka,

bugi-vugi idr. Zadnik (2021) opiše izkušnjo z izvajanjem t. i. Bachovih cvetnih plesov in ugotavlja, da je lahko tovrsten ples v podporo učnemu procesu.

V okviru besedne umetnosti orišemo socialne pravljice in terapevtsko pisanje. Socialne pravljice dosežejo terapevtski učinek, ko otroku pomagajo razreševati stiske in probleme (Rutar, 2008). Primer socialne pravljice je Izabela – pravljica o princeski, ki je jecljala, ki bi jo lahko uporabili pri delu z otrokom, ki ima tovrstno lastno življenjsko izkušnjo (Akerman, 2009). Terapevtsko pisanje lahko uvedemo pri posameznikih, ki se radi ukvarjajo s pisanjem in jim to področje predstavlja kreativno polje, preko katerega razčiščujejo svoje življenjske situacije (npr. Haddon, 2004).

Med preučevanjem raziskave Plavčakove (2020) smo si med drugim zastavili vprašanje o učinkovitosti pristopov spodbujanja socialnih spretnosti, ki smo jih uporabili v akcijski raziskavi (AR) v šolskem letu 2013/14 pri specialnopedagoški dejavnosti socialno učenje (SOU) pri učencih z lažjo motnjo v duševnem razvoju (LMDR) in s pridruženimi težavami, ki so vključeni v osnovno šolo s prilagojenim programom z nižjim izobrazbenim standardom (PPNIS). Med pristopi je bil uveden tudi pristop pomoči z umetnostjo. Uporabili smo vse v teoretičnem delu predstavljene dejavnosti (vsaj v eni izmed raziskovalnih skupin), razen terapevtskega pisanja in gledaliških iger. Pristop se je izkazal kot učinkovit predvsem pri likovnih dejavnostih, igrah vlog, socialnih igrah in dejavnostih z lutko (preigravanje problemskih situacij ali lutkovne predstave, ki so jih odigrali učenci sami).

V vzorec so bile vključene tri raziskovalne skupine učencev: skupina AA (kombinirani oddelek, 1.–3. razred), skupina AB (kombinirani oddelek, 4.–5. razred) in skupina AC (5. razred). Vsi učenci so bili otroci z LMDR, pridružene pa so imeli tudi druge težave ali motnje. Skoraj vsi učenci so imeli pridružene čustvene in vedenjske težave, polovica učencev pa tudi motnje pozornosti in koncentracije (s hiperaktivnostjo ali brez nje) in domnevo na zmerno motnjo v duševnem razvoju. V povprečju so se pri enem učencu sopojavljale 3 pridružene težave ali motnje (le ena učenka ni imela pridruženih težav, pri dveh učencih pa se jih je sopojavljalo celo 5 ali 6). Učenci so bili stari od 7 do 14 let.

Z dodatno kvalitativno analizo potekov izvedb socialnega učenja v sklopu tega članka smo ugotavljali, katere posamezne dejavnosti pristopa pomoči z umetnostjo so bile uporabljene v posamezni raziskovalni skupini, pri kolikšnem številu ur in ali so se izkazale za učinkovite ter ali so se uporabljale tudi izven učilnice. Iz primerjalne preglednice izpisanih podatkov ugotavljamo, da smo likovni pristop uporabili pri 12 urah v skupini AA; ocenili smo, da je ta pristop primeren za učence (glede na njihovo starost, interese, vedenje in na druge značilnosti v razvoju). Igre vlog smo uporabili v vseh raziskovalnih skupinah (v povprečju pri vsaki 3. uri) in so se pri vseh izkazale za učinkovite, saj so doprinesle k primernejšim vedenjskim strategijam. Socialne igre smo prav tako izvedli v vseh raziskovalnih skupinah (v povprečju pri vsaki 5. uri) in z njimi dosegli pozitiven učinek na komunikacijo, motivacijo idr. Najbolj izstopajoč je rezultat pri lutkovnem pristopu, saj smo dejavnosti z lutko izvajali pri vsaki skupini, v povprečju 3 ure, vendar največ v skupini AA (6 ur). Interpretiramo, da smo jih pri mlajših učencih uporabljali pogosteje, ker so potrebovali več interakcij z lutko – kot medijem, ki omogoča izražanje lastnih misli in potreb. Izven učilnice je bil lutkovni pristop uporabljen največkrat, in sicer pri 4 učencih (celotna skupina AC in ena učenka iz skupine AA), ki so bili vključeni v lutkovni krožek. Ena učenka je bila vključena v pevski zbor (glasbene dejavnosti), ena učenka pa je preko risbe (likovna dejavnost) izrazila svoje težave in

nam olajšala svetovalni pogovor z njo. Sklepna ugotovitev dodatne analize podatkov je, da so se sicer ene dejavnosti v zaključnem delu procesa izkazale za bolj učinkovite kot druge, vendar pa je bila na poti do cilja vsaka pomembna.

Pristop pomoči z umetnostjo se je izkazal kot celosten in učinkovit, daje pa še več možnosti, če se v procesu pomoči in podpore učencem s socialnimi primanjkljaji oblikuje in izvaja timsko. Na ta način se lahko uporabijo različna znanja in močna področja izvajalcev, ki so lahko tudi zunanji sodelavci. V raziskavi Plavčakove (2020) niso bile dovolj zastopane plesno-gibalne dejavnosti in glasbene dejavnosti, ki so se v drugih raziskavah izkazale kot zelo učinkovite, kar pomeni, da bi s timom v podobni raziskavi predvidoma lahko prišli do še boljših rezultatov (v tej raziskavi je doseglo pozitivne spremembe sicer 9 od 12 učencev, vendar smo kot pozitivno spremembo upoštevali zelo majhne napredke in celo dopolnitev diagnostike ali preusmeritev v lažji program).

Praktike usmerjamo, da tovrstnih pristopov pomoči z umetnostjo ne potrebujejo le otroci s posebnimi potrebami, ampak vsi učenci, ki so v raznolikih stiskah. V aktualnem času okrevanja po epidemiji covid-19 in v času drugih negotovosti (npr. požari zaradi podnebnih sprememb, podražitve) je treba biti še posebej pozoren na čustvovanja in vedenja otrok in pravočasno odreagirati. Najbolje je, če so tovrstni pristopi del vsakodnevne prakse vzgojno-izobraževalnih institucij in je njihovo delovanje pravzaprav preventivno.

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Multisenzorni prostor kot metoda poučevanja digitalnih veščin

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Znanstveni članek

UDK 159.93+37.011.2:004

KLJUČNE BESEDE: multisenzorni prostor, digitalne veščine, samoocenjevalno orodje, poučevanje

POVZETEK – V prispevku predstavljamo ugotovitve raziskave, v kateri smo multisenzorni prostor uporabili kot metodo poučevanja digitalnih veščin. V okviru projekta Erasmus+ z naslovom Digitalne spretnosti za integracijo in aktivno državljanstvo (DISC) smo razvili orodje za samoocenjevanje digitalnih veščin, s katerim so mladi, ki so sodelovali v raziskavi, ocenili svoje znanje pred in po izvedenih delavnicah. Ugotovitve kažejo, da je multisenzorni prostor učinkovito orodje za pridobivanje digitalnih veščin. Mladi, ki so sodelovali v raziskavi, so bili motivirani za sodelovanje in soustvarjanje multisenzornega prostora. Na delavnicah so pridobili uporabno znanje in soustvarili prostor, ki so ga delili z drugimi udeleženci delavnic. Orodje za samoocenjevanje digitalnih veščin se je izkazalo kot izjemno statistično zanesljivo, saj je imelo visoko zanesljivost kot celota in tudi po sklopih. Nadalje se je izkazalo tudi, da so uporabniki poročali o izboljšanju na tistih področjih, ki smo jih v sklopu delavnic obravnavali. S tem se je pokazalo, da so mladi anketo razumeli in so nanjo odgovarjali iskreno, saj niso poročali o boljšem znanju na področjih, kjer ga niso usvojili.

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KEYWORDS: multisensory space, digital skills, self-assessment tool, teaching

ABSTRACT – In this paper, we present the findings of a study in which we used a multisensory space to teach digital skills. As part of the Erasmus+ project Digital Skills for Integration and Active Citizenship (DISC), we developed a tool for self-assessment of digital skills, with which young people who participated in the survey assessed their knowledge before and after the workshops. The findings show that a multisensory space is an effective tool for obtaining digital skills. The young people who participated in the research were motivated to participate and co-create a multisensory space. During the workshops, they gained valuable knowledge and co-created a space that they shared with other workshop participants. The self-assessment tool proved to be an exceptionally statistically reliable tool with high reliability as a whole and in sets. Furthermore, it also turned out that users reported improvements in the areas that we addressed in the workshops. This showed that the young people understood the survey and responded to it honestly, as they did not report better knowledge in areas that had not been covered in the workshops.

1 Uvod

V zadnjem času gredo trendi – tudi v poučevanju – v smeri vključevanja več čutov v različnih kontekstih. Raziskave so pokazale, da lahko multisenzorne informacije olajšajo učenje tako pri odraslih (Fifer idr., 2013; Seitz, Kim in Shams, 2006; Shams in Seitz, 2008) kot tudi pri otrocih (Broadbent idr., 2018; Ferreira in Vasconcelos, 2020). Prepoznavanje pomena vključevanja več čutov se vidi na raznolikih področjih, kot sta na primer okoljsko načrtovanje (Aletta in Xiao, 2018), marketing (Purinton in Burke, 2020; Spence idr., 2021), pa tudi izobraževanje (Purinton in Burke, 2020). Multisenzorno delo se uspešno uporablja pri podpori rehabilitaciji in dobrega počutja prizadetih oseb (Backman idr., 2021; Toro, 2019). Enako se multisenzornost učinkovito uporablja

pri oskrbi starejših (Moghaddasifar idr., 2019), ko se v reminiscenčnem delu za spodbujanje priklica spomina uporabljajo multisenzorni sprožilci. Sodelovanje med različnimi čutili ima pomembno vlogo pri prilagajanju informacij, zato je multisenzoričnost idealna tudi za podporo učenju (Räty, 2011).

“Sodobni didaktični modeli spodbujajo učence k razvijanju samostojnosti, ustvarjalnosti in kritičnega mišljenja ter kompetenc za negovanje samostojnega in timskega dela.” (Maksimović, Stanković in Osmanović, 2020, str. 82). Pri poučevanju je tako v ospredju osredotočenost na učenca/študenta, ki “postane središče zanimanja, vse pomembnejša postaja njegova aktivna vloga” (Maksimović, Stanković in Osmanović, 2020, str. 82). Del tega razvoja so odprta učna okolja (ang. open learning environments ali OLE), ki z različnimi viri, orodji in interaktivnimi učnimi procesi temeljijo na (socio)konstruktivizmu (Wikström, 2014). Slednji v učnem okolju pomeni preusmeritev pozornosti na učenca/študenta, ki ima aktivno, dinamično vlogo v svojem procesu učenja. Učenec/študent je “glavni konstruktor lastnega znanja”, ki je “produkt lastnega miselnega procesiranja in se zaradi specifičnosti posameznika izraža v individualnih različicah” (Kozel, Cotič in Žakelj, 2020, str. 5). Pri tem so pomembni: *situacijsko učenje* skozi problemsko učenje, študije primerov, projektno delo ipd., *socialno kognitivni konflikt*, “kjer imajo učenci možnost in priložnost konfrontirati lastne miselne percepcije z ostalimi v skupini in na osnovi tega karakterizirati, stabilizirati svoj pojmovni konstrukt,” ter *sodelovanje in ne tekmovanje*, “kjer imajo učenci možnost preverjati in primerjati svoj pojmovni koncept z drugimi” (Kozel, Cotič in Žakelj, 2020, str. 5). “Sodobna šola mora razviti potrebo po praktičnih dejavnostih in aktivni odnos učencev do skoraj vseh vprašanj, težav in izzivov iz svojega okolja.” (Selimović, Opić in Selimović, 2018, str. 76).

Pomemben del delovanja učnega okolja so tudi družbene interakcije in dialog vrstnikov ter njihovo kulturno ozadje, ki omogočajo orodja za razvijanje kompetenc, kot na primer jezikovna orodja, znanja kulturne zgodovine in socialnih kontekstov in poznavanje informacijsko-komunikacijske tehnologije (Wikström, 2014). Slednje so še posebej pomembne, saj “vlada veliko zanimanje za uvedbo informacijske tehnologije v poučevanje” (Müller in Kuprešak, 2018, str. 95). Hkrati pa “obvladovanje sodobnih tehnologij predstavlja eno izmed ključnih kompetenc v izobraževanju” (Topolovec in Fošnarič, 2017, str. 61). Učitelji morajo z namenom zadovoljitve potreb učencev/študentov “združiti tradicionalne in sodobne pristope v povezavi z razpoložljivo informacijsko-komunikacijsko tehnologijo”, ki učencem/študentom omogoča “iskanje informacij in učinkovito uporabo le-teh” (Topolovec in Fošnarič, 2017, str. 61).

Na Laurea University of Applied Sciences na Finskem so leta 2007 razvili koncept multisenzornega prostora (ang. multisensory space). Njegov namen je bil povezati posameznike različnih kulturnih ozadij in jim omogočiti skupno učenje in diskusijo o izkušnjah. Multisenzorni prostor je enostavno spreminjajoč se prostor, kjer udeleženci z uporabo digitalnih veščin doživijo okolico, zvoke in predmete drugečnega kulturnega okolja. Prostor daje udeležencem, še posebej priseljencem, možnost, da se vrnejo v znano domače okolje in da v svoj “domači prostor” povabijo druge. Skozi proces ustvarjanja skupaj gradijo multisenzorna kulturna okolja, kjer imajo udeleženci priložnost spoznati kulturne vrednote drug drugega (Räty, 2011).

Koncept multisenzornega prostora je utemeljen na modelu učenja z razvojem (ang. learning by developing ali LbD). Cilj takšnega izobraževanja je pridobiti kompetence,

ki jih je mogoče razložiti v novih načinih in sredstvih za delo in ki omogočajo preno-vo trga dela in obravnavanega področja. Učenje z razvojem poteka na projektih, ki so usmerjeni na delovna mesta in pri katerih študenti, predavatelji, strokovnjaki in stranke sodelujejo pri iskanju inovativnih rešitev. Skupno delo za izgradnjo veščin, ki temeljijo na znanju, vodi do kompetenc, ki študentom v nenehno spreminjajočem se svetu dela omogočajo obvladovanje različnih situacij (Vyakarnam idr., 2008). Cilj učnega okolja je olajšati doseganje učnih rezultatov, hkrati pa tudi podpiranje ustvarjanja in razvoja novih kompetenc.

V razvojnih projektih sodelujejo študenti, predavatelji, strokovnjaki in stranke, saj je cilj projektov ustvariti spremembe in poiskati nove rešitve. Tovrstno sodelovanje oziroma partnerstvo pomeni tudi medsebojno spoštovanje in spoštovanje različnih veščin. Napredek razvojnega projekta od sodelujočih zahteva, da svoje kompetence delijo z drugimi in s tem posledično na različnih strokovnih področjih izgradijo nove. Učiteljevo vlogo pri razvojnih projektih lahko opišemo kot vlogo strokovnjaka, udeleženca in pedagoškega vodje. Učitelj na študente ne more prenesti kompetenc, lahko pa usmerja njihov učni proces. Učitelj je kot razvijalec odgovoren za zagotavljanje napredka razvojnega projekta (Vyakarnam idr., 2008). S takšnim pristopom želijo spodbujati več splošnih kompetenc:

- študenti s skupinskim delom razvijajo kompetence delovne skupnosti,
- delo s priseljenci jim zaradi spoznavanja drugačne kulture daje internacionalizacijsko kompetenco in
- multisenzorni prostor je mogoče razumeti kot metodo socialnega dela, zato študenti pridobivajo tudi izkušnje z delom s priseljenci (Räty, 2011).

Naslednji element multisenzornega prostora je s tehnologijo podprto učenje. Ko lahko mladi izkoristijo svoje tehnične veščine, je učenje bolj smiselno. To podpira tudi visokošolske cilje digitalne pismenosti (Räty, 2018). Študenti v multisenzornem prostoru aktivno sodelujejo, pri čemer uporabljajo svoje predhodne veščine, izkušnje in znanja ter prilagajajo in asimilirajo nove informacije. Odgovorni so za svoj učni proces, kar je v skladu s teorijo izkustvenega učenja, ki pravi, da poglobljeno izkustvo pomeni razumevanje naših doživetij in razumevanje ter upoštevanje izkustva tistih, s katerimi delamo (Ord, 2012).

Multisenzorni prostor daje veliko priložnosti za preizkušanje in prilagajanje pogledov, kjer je pomembna pripravljenost spremeniti svoje stališče in opustiti prej naučene vzorce in znanje. V multisenzornem prostoru je mogoče *videti* (na primer vizualne učinke, fotografije, video posnetke, pokrajino, ustvarjeno s projektorji in svetlobnimi učinki), *se dotikati* (na primer predmetov, tkanin, peska s plaže), *slišati* (na primer glasbo ali druge zvoke), *vohati* (na primer dišave, začimbe, zelišča) in *okusiti* (na primer hrano, pijačo) (Lassila, 2014). Običajno se multisenzorni prostor izvaja v fiksnem prostoru, mogoče pa so tudi izvedbe s šotori (Kivilehto, Malin in Räty, 2015). Za nepremični multisenzorni prostor potrebujemo platna oziroma stene za projiciranje slike, tla s preprogo, udobna sedišča, dekoracijo, prostor za shranjevanje rekvizitov, tri projektorje, s katerimi projiciramo fotografije ali videoposnetke na tri platna ali stene, računalnik in zvočnike. Za premični multisenzorni prostor pa potrebujemo šotor, opremo, s katero bomo pripravili multisenzorni prostor, preproge, udobna sedišča, platno ali steno, projektor, računalnik in zvočnike.

Multisenzorni prostor se vedno ustvari za določeno temo. Takšni primeri so na primer: prostor za sprostitev, dnevna soba za večkulturna srečanja ali medkulturno učenje, ki predstavlja oddaljeno deželo, itd. Ustvarjeni prostori naj bi bili sproščujoče, udobno okolje, ki spodbuja interakcijo in komunikacijo med obiskovalci in ustvarjalci, ne pa natančna kopija resničnega okolja. Multisenzorni prostor naj bi spodbudil misli, spomine in občutke, pri čemer naj bi uporabljali čim več čutil. Pri ustvarjanju multisenzornega prostora je treba pozornost usmeriti tudi na cilj uporabe. Na Laurea University of Applied Sciences (Kuparinen, 2018; Myréen, 2015; Myréen, 2017) so na primer ugotovili, da je učenje tujega jezika v multisenzornem prostoru, ki je ustvarjen kot kavarna, učinkovitejše, saj spodbuja razpravo in študentom omogoča, da se učijo v sproščenem okolju.

Uporabo multisenzornega prostora je treba načrtovati in udeležencem, ki bodo soustvarjali prostor, razdeliti naloge. Določijo se pripravljalna dela in napiše seznam opreme, ki je potrebna za pripravo multisenzornega prostora. Vsebina slednjega se vedno pripravi glede na starost udeležencev in njihovo poznavanje jezika, tematiko in javnost oziroma zasebnost dogodka. Pri pripravi multisenzornega prostora so pomembne tudi digitalne veščine. Pri tem je v primeru prenašanja datotek, fotografij ali videoposnetkov s spleta treba preveriti avtorske pravice za uporabo materiala. Pri ustvarjanju multisenzornega prostora je proces priprave in sodelovanja ustvarjalcev enako pomemben kot glavni dogodek, na katerega so povabljeni obiskovalci, ki lahko aktivno sodelujejo v razpravi o obravnavani tematiki.

V projektu Erasmus+ DISC smo združili dve dobri praksi za delo z mladimi. Poleg predstavljenega multisenzornega prostora smo uporabili tudi orodje za samoocenjevanje digitalnih veščin. Z mladimi smo izvedli delavnice, kjer smo jih ob ustvarjanju multisenzornega prostora naučili osnov dela z računalnikom. Predstavili smo jim priklop računalnika, dodajanje ekranov in projektorjev, osnove oblikovanja predstavitev, osnove varnosti na spletu in iskanje zadetkov ter spletnih strani. Mladi so svoje znanje prvič ocenili pred izvajanjem delavnic, nato pa še po izvedenih delavnicah.

2 Namen in cilj raziskave

Cilj raziskave je ugotoviti uporabnost multisenzornega prostora kot metode poučevanja digitalnih veščin. Namen raziskave je ugotoviti stopnjo usvojenih digitalnih veščin mladih, ki so bili vključeni v delavnice, ki smo jih izvajali v okviru projekta Erasmus+ DISC. S tem namenom smo primerjali (samo)ocenjeno znanje sodelujočih pred in po delavnicah, ki smo jih izvajali v prostorih CONA Most, CONA Fužine in CONA Polje z mladimi, ki so vključeni v njihove dejavnosti.

3 Metoda raziskovanja

Vzorec

V raziskavi so sodelovali mladi, vključeni v aktivnosti CONE Most, CONE Fužine in CONE Polje. Skupaj je pri pripravi multisenzornega prostora sodelovalo 22 mladih v treh ločenih skupinah (na vsaki lokaciji ena skupina). Sodelovalo je 15 fantov in 7 deklet, starosti od 12 do 17 let.

Instrumenti

Anketa za analizo digitalnih veščin je bila sestavljena v INCOMI, španski organizaciji, ki se ukvarja s treningi in izobraževanju ranljivih skupin. Za potrebe projekta Erasmus+ DISC so razvili anketo, ki temelji na samoocenjevanju znanja SMART+ (Incoma, 2016). Dostopna je na spletni strani projekta Erasmus+ DISC (<https://discproject.eu/self-assessment-tool-2/>). To orodje smo med anketirance razdelili v tiskani obliki, saj večina anketiranih ni imela pametnega telefona z dostopom do spleta. Anketiranci so na trditve odgovarjali s pomočjo 5-stopenjske Likertove lestvice, ki je nudila odgovore od 1 – sploh ne drži (v anketi prikazan kot žalostni obraz) do 5 – popolnoma drži (v anketi prikazan kot nasmejani obraz).

Sklopi vprašanj so vključevali:

- *Osnove računalništva*: T1: “Znam ustvariti z geslom zaščiteno uporabniški račun in spremeniti varnostne funkcije.”; T2: “Znam namestiti zunanje naprave (tiskalnik, miško, kamero itd.)”; T3: “Znam se povezati z brezžičnim omrežjem in razumem različne varnostne možnosti.”; T4: “Seznanjen/-a sem z različnimi predlogami dokumentov.”; T5: “V dokument znam vstaviti različne predmete (sliko, tabelo itd.)”; T6: “Znam uporabljati črkovalne možnosti, ki jih ponuja program.”;
- *Sodelovanje prek spleta*: T7: “Vem, kako uporabljati aplikacijo/spletno stran javnega prevoza.”; T8: “Vem, kako se prek spleta dogovoriti za sestanek (na občini, pri zdravniku, na pošti, na zavodu za zaposlovanje itd.)”; T9: “Znam se prijaviti na spletni tečaj (npr. jezikovni tečaj, likovni tečaj, tečaj računalništva itd.)”; T10: “Poznam spletno urejanje dokumentov.”; T11: “Lahko načrtujem, gostim in upravljam spletne sestanke.”;
- *Varnost na spletu*: T12: “Vem, da v medijih krožijo lažne novice in zato novice, ki jih prejemam, dvakrat preverim.”; T13: “Znam prepoznati, ali so spletne strani/viri zanesljivi ali ne.”; T14: “Seznanjen/-a sem s posledicami nezakonitega prenašanja datotek (npr. glasbe, filmov ali iger.)”; T15: “Poznam različne vrste groženj zlonamerne programske opreme.”; T16: “Vem, katere informacije je varno deliti preko spleta.”; T17: “Nikoli ne odprem sumljivega e-poštnega sporočila ali priloge.” ter
- *Aktivno državljanstvo*: T18: “Vem, kako na spletu najdem informacije o različnih načinih aktivnega sodelovanja v moji skupnosti in družbi (dogodki v skupnosti, demonstracije, kulturne dejavnosti itd.)”; ter T19: “Vem, kje na spletu najdem informacije o storitvah, do katerih sem upravičen/-a (socialna in zdravstvena oskrba, izobraževanje itd.)”

Vrednost koeficienta Cronbach alfa je za celotno anketo znašala 0,88, kar predstavlja visoko stopnjo zanesljivosti uporabljenega inštrumenta.

Zbiranje in obdelava podatkov

Podatki za raziskavo so bili zbrani v študijskem letu 2020/21, v mesecu maju 2021. Ankete so bile izpolnjene v živo, pred prvo delavnico in po drugi delavnici, v povprečju v razmiku enega tedna. Statistična obdelava je izvedena s programom SPSS.

Uporabili smo naslednje statistične postopke:

- deskriptivno statistiko rezultatov (minimalne vrednosti – MIN., maksimalne vrednosti – MAX., povprečna vrednost – M, standardni odklon – SD, koeficient asimetričnosti – KA, koeficient sploščenosti – KS);
- test Shapiro-Wilk za ugotavljanje normalnosti porazdelitve rezultatov;
- t-test za odvisne vzorce za ugotavljanje razlik med rezultati skupnih vrednosti v testiranju pred izvajanjem in po izvajanju delavnic;
- Cronbach alfa koeficient za celotno anketo je znašal 0.88, kar kaže na izredno visoko notranjo zanesljivost ankete.

Omejitve raziskave

Glavni omejitvi raziskave sta bili manjše število udeležencev delavnic, izvedenih v multisenzornem prostoru, in pomanjkanje raziskav, ki bi ugotavljale uporabnost multisenzornega prostora pri poučevanju digitalnih ali drugih veščin. Omejitev je delno predstavljala tudi postavitve multisenzornega prostora, ki je bil zaradi značilnosti prostorov, kjer so delavnice potekale, prilagojen in postavljen z dvema projektorjema.

4 Rezultati in interpretacija

Deskriptivna statistika

V prvem sklopu, poimenovanem *Osnove računalništva*, je bilo šest trditev. Skupno število možnih točk (30 točk = 100 %) je pokazalo, da so anketiranci zelo slabo poznali osnove računalništva pred izvajanjem delavnic – povprečje odgovorov je bilo od 1,68 pri “Znam namestiti zunanje naprave” do 2,09 pri “Znam ustvariti z geslom zaščiten uporabniški račun in spremeniti varnostne funkcije” (tabela 1).

To znanje se je po njihovi oceni nekoliko izboljšalo po izvajanju delavnic – povprečje odgovorov se je dvignilo kar za oceno in pol pri trditvi “Znam namestiti zunanje naprave (tiskalnik, miška, kamera itd.)”, za oceno in četrt pri trditvi “Seznanjen/-a sem z različnimi predlogami dokumentov” ter za celo oceno pri “Znam ustvariti z geslom zaščiten uporabniški račun in spremeniti varnostne funkcije” in “Znam se povezati z brezžičnim omrežjem in razumem različne varnostne možnosti” (tabela 1).

Na splošno je najvišji porast izmerjen pri tem sklopu, kar ne preseneča, saj je bil velik delež obeh delavnic posvečen prav tej temi in obratno, najmanjša sprememba je izmerjena pri šesti trditvi “Znam uporabljati črkovalne možnosti, ki jih ponuja program”, saj o črkovalnih možnostih pri izvajanju delavnic nismo posebej govorili, se pravi, da so rezultati pričakovani.

Tabela 1

Minimalne vrednosti – MIN, maksimalne vrednosti – MAX, povprečna vrednost – M, standardni odklon – SD, koeficient asimetričnosti – KA, koeficient sploščenosti – KS za sklop Osnove računalništva

		<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>	<i>T5</i>	<i>T6</i>
<i>Pred delavnico</i>	MIN	1	1	1	1	1	1
	MAX	4	3	4	3	4	3
	M	2,09	1,68	1,91	1,86	2,00	1,73
	SD	0,811	0,780	0,868	0,710	0,976	0,767
	KA	0,414	0,652	0,667	0,203	0,676	0,529
	KS	0,001	–0,992	–0,102	–0,847	–0,406	–1,042
<i>Po delavnici</i>	MIN	2	2	2	2	2	1
	MAX	4	5	5	4	4	3
	M	3,09	3,27	2,91	3,05	3,09	1,95
	SD	0,684	0,827	0,811	0,653	0,610	0,722
	KA	–0,114	0,537	0,764	–0,042	–0,034	0,069
	KS	–0,649	0,197	0,640	–0,368	0,025	–0,929

Drugi sklop, poimenovan *Sodelovanje prek spleta*, je sestavljalo pet trditev, zato je bilo tudi nižje skupno število možnih točk (25 točk = 100%). Anketiranci so zelo slabo poznali sodelovanje prek spleta pred izvajanjem delavnic – povprečje odgovorov je merilo od 1,23 pri “Vem, kako se prek spleta dogovoriti za sestanek (na občini, pri zdravniku, na pošti, na zavodu za zaposlovanje itd.)” in “Vem, kako uporabljati aplikacijo/spletno stran javnega prevoza” do 1,73 pri trditvi “Poznam spletno urejanje dokumentov” (tabela 2).

To znanje se je po njihovi oceni po izvajanju delavnic izboljšalo minimalno – povprečje odgovorov je narastlo na 1,32 oziroma 1,36 pri “Vem, kako se prek spleta dogovoriti za sestanek (na občini, pri zdravniku, na pošti, na zavodu za zaposlovanje itd.)” in “Vem, kako uporabljati aplikacijo/spletno stran javnega prevoza” do 2,05 pri trditvi “Poznam spletno urejanje dokumentov” (tabela 2).

Na splošno se povprečja niso bistveno spremenila, kar je v skladu s pričakovanji, saj to niso bile teme, ki bi jih na delavnicah z mladimi obravnavali.

Tabela 2

Minimalne vrednosti – MIN, maksimalne vrednosti – MAX, povprečna vrednost – M, standardni odklon – SD, koeficient asimetričnosti – KA, koeficient sploščenosti – KS za sklop Sodelovanje prek spleta

		T7	T8	T9	T10	T11
<i>Pred delavnico</i>	MIN	1	1	1	1	1
	MAX	2	2	2	3	3
	M	1,23	1,23	1,32	1,73	1,45
	SD	0,429	0,429	0,477	0,550	0,671
	KA	1,399	1,399	0,839	–0,109	1,221
	KS	–0,057	–0,057	–1,436	–0,264	0,441
<i>Po delavnici</i>	MIN	1	1	1	1	1
	MAX	2	3	3	3	3
	M	1,32	1,36	1,86	2,05	1,86
	SD	0,477	0,581	0,710	0,575	0,710
	KA	0,839	1,390	0,203	0,014	0,203
	KS	–1,436	1,199	–0,847	0,510	–0,847

Tabela 3

Minimalne vrednosti – MIN, maksimalne vrednosti – MAX, povprečna vrednost – M, standardni odklon – SD, koeficient asimetričnosti – KA, koeficient sploščenosti – KS za sklop Varnost na spletu

		T12	T13	T14	T15	T16	T17
<i>Pred delavnico</i>	MIN	1	1	1	1	1	1
	MAX	3	3	3	4	5	5
	M	1,59	1,45	1,36	2,41	2,59	2,59
	SD	0,734	0,596	0,658	0,908	1,008	1,054
	KA	0,847	0,933	1,660	–0,123	0,649	0,140
	KS	–0,538	0,025	1,687	–0,696	0,192	0,020
<i>Po delavnici</i>	MIN	1	1	1	2	2	1
	MAX	3	3	3	4	5	5
	M	2,18	2,36	2,23	3,27	3,50	3,59
	SD	0,795	0,658	0,869	0,550	0,802	0,854
	KA	–0,352	–0,547	–0,485	0,109	0,610	–1,067
	KS	–1,292	–0,528	–1,532	–0,264	–0,202	2,981

V tretjem sklopu, poimenovanem *Varnost na spletu*, je bilo ponovno šest trditev. Skupno število možnih točk (30 točk = 100%) je pokazalo, da so tudi tu imeli anketiran-

ci zelo slabo znanje pred izvajanjem delavnic – povprečje odgovorov je merilo od 1,36 pri trditvi “Seznanjen/-a sem s posledicami nezakonitega prenašanja datotek (npr. glasbe, filmov ali iger)” do 2,59 pri trditvah “Vem, katere informacije je varno deliti preko spleta” in “Nikoli ne odprem sumljivega e-poštnega sporočila ali prilog” (tabela 3).

To znanje se je po njihovi oceni izboljšalo po izvajanju delavnic – povprečje odgovorov se je dvignilo za več kot pol ocene pri trditvi “Vem, da v medijih krožijo lažne novice in zato novice, ki jih prejmem, dvakrat preverjam”, za 0,9 ocene pri trditvah “Seznanjen/-a sem s posledicami nezakonitega prenašanja datotek (npr. glasbe, filmov ali iger)” in “Znam prepoznati, ali so spletne stran/viri zanesljivi ali ne” (tabela 3).

Najbolj se je povprečje odgovorov dvignilo pri trditvah “Vem, katere informacije je varno deliti preko spleta” in “Nikoli ne odprem sumljivega e-poštnega sporočila ali priloge”, in sicer za nekaj manj kot oceno oziroma za celo oceno. Na splošno se je povprečje bistveno spremenilo pri spremenljivkah o objavljanju zasebnih informacij prek spleta in nevarnostih na spletu, kar je v skladu s pričakovanji, saj so to bile teme, ki smo jim na delavnicah namenili največ časa.

Zadnji sklop, *Aktivno državljanstvo*, je obsegal dve vprašanji, zato je bilo skupno število možnih točk (10 točk = 100%) nizko. Anketiranci so imeli v povprečju najslabše znanje prav s tega področja – povprečje 1,09 oziroma 1,14 (tabela 4).

To znanje se po njihovi oceni ni izboljšalo po izvajanju delavnic – povprečje odgovorov je 1,14 in 1,18 (tabela 4).

Rezultat je v skladu s pričakovanji, saj o aktivnem državljanstvu na delavnicah nismo govorili.

Tabela 4

Minimalne vrednosti – MIN, maksimalne vrednosti – MAX, povprečna vrednost – M, standardni odklon – SD, koeficient asimetričnosti – KA, koeficient sploščenosti – KS za sklop Aktivno državljanstvo

		<i>T18</i>	<i>T19</i>
<i>Pred delavnico</i>	MIN	1	1
	MAX	2	2
	M	1,14	1,09
	SD	0,351	0,294
	KA	2,278	3,059
	KS	3,498	8,085
<i>Po delavnici</i>	MIN	1	1
	MAX	2	2
	M	1,18	1,14
	SD	0,395	0,351
	KA	1,773	2,278
	KS	1,250	3,498

Test Shapiro-Wilk

Za ugotavljanje normalnosti porazdelitve rezultatov smo opravili test Shapiro-Wilk. Za ta test oziroma tudi za vse naslednje teste mora biti odvisna spremenljivka merjena intervalno, zato smo združili posamične trditve v manjše sklope, in sicer po tri trditve skupaj, razen pri trditvah 13 in 14 ter 18 in 19, ki smo jih združili v sklope po dve trditvi.

Shapiro-Wilk je najbolj primeren za majhne vzorce, zato smo se tu odločili prav zanj in ne za Kolmogorov-Smirnov test. V tabeli 5 predstavljamo rezultate testa normalnosti porazdelitve združenih spremenljivk za rezultate pred in po delavnicah. Ugotovimo lahko, da so normalno porazdeljeni ($\text{Sig} < 0.05$) trije sklopi, tj. Q123, Q456, Q151617, se pravi sklopi, ki vsebujejo trditve 1, 2, 3 (prvi sklop), 4, 5, 6 (drugi sklop) in 15, 16, 17 (tretji sklop).

Rezultati so v skladu s pričakovanji, saj smo na delavnicah čas namenili osnovam dela z računalnikom, osnovam Worda in PowerPointa ter varnosti na spletu.

Tabela 5

Rezultati testa Shapiro-Wilk za združene spremenljivke: df – prostostna stopnja, Sig. – vrednost signifikance

		Shapiro-Wilk		
		Statistika	df	Sig.
Q123	Pred delavnico	0,927	22	0,104
	Po delavnici	0,927	22	0,107
Q456	Pred delavnico	0,919	22	0,073
	Po delavnici	0,921	22	0,081
Q789	Pred delavnico	0,766	22	0,000
	Po delavnici	0,884	22	0,014
Q101112	Pred delavnico	0,728	22	0,000
	Po delavnici	0,883	22	0,014
Q1314	Pred delavnico	0,790	22	0,000
	Po delavnici	0,909	22	0,046
Q151617	Pred delavnico	0,936	22	0,164
	Po delavnici	0,946	22	0,263
Q1819	Pred delavnico	0,522	22	0,000
	Po delavnici	0,482	22	0,000

T-test za odvisne vzorce

Za ugotavljanje razlik med rezultati skupnih vrednosti v testiranju pred izvajanjem in po izvajanju delavnic smo opravili t-test za odvisne vzorce (tabela 6, tabela 7), pri tem pa uporabili tiste sklope trditev, ki so po testu Shapiro-Wilks bili porazdeljeni normalno.

5 Sklep

Skozi delavnice smo preverjali učinkovitost dveh metod, ki jih promovira projekt Erasmus+ DISC. Multisenzorni prostor se je izkazal kot učinkovito orodje za učenje osnov računalništva. Sodelujoči so bili motivirani za sodelovanje in so skozi delavnice pridobili uporabno znanje, digitalne veščine pa so krepili tudi z aktivnim soustvarjanjem multisenzornega prostora, ki so ga delili z drugimi udeleženci in obiskovalci. Z izvedenimi delavnicami smo ugotovili, da je pot pri ustvarjanju multisenzornega prostora ravno tako pomembna kot cilj – to je postavljen multisenzorni prostor na izbrano tematiko.

Drugo uporabljeno orodje, orodje za samoocenjevanje digitalnih veščin, je prav tako – četudi na majhnem vzorcu – izkazalo svojo uporabnost. Najprej kot izjemno statistično zanesljivo orodje, ki je imelo visoko zanesljivost kot celota in tudi po sklopih. Nadalje se je tudi izkazalo, da so sodelujoči poročali o izboljšanju na tistih področjih, ki smo jih v sklopu delavnic obravnavali. S tem se je pokazalo, da so mladi anketo razumeli in so nanjo odgovarjali iskreno, saj niso poročali o boljšem znanju na področjih, kjer ga niso usvojili.

V prihodnje bi bilo multisenzorni prostor kot metodo poučevanja smiselno uporabiti in preizkusiti tudi na visokošolski ravni, na primer pri poučevanju socialnega dela, psihologije, medicine ipd. Zaradi vzbujanja različnih čutov pri ustvarjanju prostora in obravnavi izbrane tematike bi bil multisenzorni prostor lahko uporaben tudi pri poučevanju kriminalistike, ki od preiskovalcev poleg znanja zahteva tudi sočutje in analiziranje vseh vidikov odkritega kaznivega dejanja.

Eva Bertok, PhD, Danijela Frangež, PhD

Multisensory Space as a Method of Teaching Digital Skills

Nowadays, the trend seems to be toward the use of multisensory spaces in various contexts. Research has shown that multisensory information can facilitate learning in adults (Fifer et al., 2013; Seitz et al., 2006; Shams and Seitz, 2008) and children alike (Broadbent et al., 2018; Ferreira and Vasconcelos, 2020). Recognition of the importance of involving multiple senses is being seen in fields as diverse as environmental planning (Aletta and Xiao, 2018) and marketing (Purinton and Burke, 2020; Spence et al., 2021), as well as in education. Multisensory work has been used successfully in supporting the rehabilitation and well-being of the severely disabled (Backman et al., 2021; Toro, 2019), and used effectively in elderly care (Moghaddasifar et al., 2019) and in reminiscence work, where multisensory triggers are used to stimulate memory recall (Räty, 2011). When talking about the constructivist classroom setting, we already turn the focus from the teacher to the students, who establish a dynamic role in their learning process. Therefore, the idea of expertise is shifted towards the students, who form the forum of co-operative and community-based learning (Wikström, 2014). The concept of multisensory space examined and developed at Laurea University of Applied Sciences is an easily modified space where visitors can experience the landscape, sounds and objects of a different cultural environment. The space provides participants with an opportunity to

“return momentarily” to the familiar home environment as well as be able to invite others into their “home space” (Räty, 2011). The Learning by Developing (LbD) model is Laurea’s basic learning concept. The objective of learning is competence, defined as new ways and means of working. Students, lecturers, workplace experts and customers work together to develop innovative solutions: this leads to competences that allow students to manage diverse situations in the constantly changing world of work (Vyakarnam et al., 2008). In the multisensory space, participants and visitors have something to see (visual effects, such as fabrics with different colors, photographs, landscapes created with projectors and lighting); something to touch (objects, fabrics); something to hear (music or other sounds); and something to smell and taste (food, drinks) (Lassila, 2014).

In the Erasmus+ DISC project, we combined the multisensory space method with a self-assessment tool, measuring participants’ digital skills. We conducted workshops with young people on the basis of working with a computer while creating a multisensory space – from connecting different appliances to adding screens and projectors, to the basics of designing presentations, searching the Internet, etc. The young people first assessed their knowledge before the workshops, and then again after the workshops. The young people involved in the activities of CONE Most, CONE Fužine and CONE Polje participated in the research, with 22 individuals in total – 15 boys and seven girls, aged 12 to 17. The respondents responded to statements on a 5-point Likert scale, from 1 – not true at all (shown as a sad face in the survey) to 5 – perfectly true (shown as a smiling face in the survey). The sets of statements included: Basics of Computing (T1: “I am able to create a password-protected user account and modify the security features.”; T2: “I am able to install peripherals (printer, mouse, camera, etc.).”; T3: “I am able to connect to a wireless network and I understand the different security options.”; T4: “I am familiar with different document templates.”; T5: “I am able to insert different objects (image, table, etc.) into a document.”; T6: “I can use the spelling options provided by the program.”); Online Cooperation (T7: “I know how to use the public transport app/website.”; T8: “I know how to make an online appointment (local authorities, doctor, post, job center, etc.).”; T9: “I know how to sign up for an online course (language, arts, ICT, etc.).”; T10: “I am familiar with online document editing.”; T11: “I can schedule, host and manage online meetings.”); Internet Security (T12: “I know that there is fake news circulating in the media and that is why I double-check the news I receive.”; T13: “I am able to recognize if a website/source is reliable or not.”; T14: “I know the consequences of illegal downloading (for example, music, films or games).”; T15: “I am familiar with the different types of malware threats.”; T16: “I know what information is safe to share on the Internet.”; T17: “I never open a suspicious email or attachment.”); and Active Citizenship (T18: “I know how to find online information about different means of active participation in my community and society (community events, demonstrations, cultural activities, etc.).”; and T19: “I know where to find online information about the services I am entitled to (social and health care, education, etc.).”). The Cronbach’s alpha coefficient for the entire questionnaire was 0.88, representing a high level of reliability. The respondents showed insufficient knowledge with regard to the subjects covered in the questionnaire. In the first set, the average response ranged from 1.68 for T2 to 2.09 for T1 (Table 1); their knowledge improved slightly after the workshops – the average response increased by as much as half a grade for T2, a quarter of a grade for T4, and a full grade for T1 and 3 (Table 1). In general, the highest increase was measured in this

set, which is not surprising, as a large proportion of both workshops was dedicated to this topic. The subject of the sixth statement showed the slightest change, which was expected as this topic was not a part of the workshops. In the Online Cooperation section, the participants assessed their knowledge with a score of 1.23 for T7 and T8, and up to 1.73 for T10 (Table 2). The knowledge of respondents improved after the workshops only slightly – the average scores increased to 1.32 and 1.36 for T7 and T8, respectively, and up to 2.05 for T10 (Table 2). Overall, the averages did not change significantly, which is in line with expectations, as these were not topics that were addressed in the workshops with young people. The respondents also had a very poor knowledge of the third set before the workshops – the average answer was 1.36 for T14, and up to 2.59 for T16 and T7 (Table 3). According to them, this knowledge improved after the workshops – the average responses increased by more than half a grade for T12, by a grade of 0.9 for T13 and T14 (Table 3), up to almost a grade for T16 and a full grade in the average responses for T17. Overall, the average changed significantly, as expected, for the variables on online threats, which were also the topics to which the most time was devoted in the workshops. The last set, Active Citizenship, covered only two statements. The respondents had, on average, the worst knowledge in this area – an average of 1.09 and 1.14, respectively (Table 4). According to them, this knowledge did not improve after the workshops, with average responses of 1.14 and 1.18 (Table 4). The result is entirely in line with expectations, as active citizenship was not discussed during the workshops. The Shapiro-Wilk test was performed to determine the normality of the distribution of results, and the three sets, containing statements 1, 2, 3 (first set), 4, 5, 6 (second set) and 15, 16, 17 (third set), are normally distributed ($\text{Sig} < 0.05$). To determine the differences between pre-and post-workshop testing, we performed a t-test for dependent samples, using those sets of statements that were normally distributed according to the Shapiro-Wilk test. For the first set of statements, statements 1, 2 and 3, the t-value was: $t(21) = -10.195$, $p < 0.0005$. Based on the averages of statements and the sign of the t-value, we can conclude that there was a statistically reliable improvement in the self-assessed knowledge; from 5.68 ± 0.48 to 9.27 ± 0.45 ($p < 0.0005$), i.e., an improvement of 3.59 in general or almost 1.2 on average per statement. For the second set of statements, statements 5, 6 and 7, the t-value was: $t(21) = -5.089$, $p < 0.0005$. There was a statistically reliable improvement in the self-assessed knowledge, from 5.59 ± 0.43 to 8.09 ± 0.31 score ($p < 0.0005$), i.e., an improvement of 2.5 or more than 0.8 on average per statement. Finally, the average for the third set of statements, statements 15, 16 and 17, is $t(21) = -8.440$, $p < 0.0005$. There was a statistically reliable improvement in the self-assessed knowledge, from 7.59 ± 0.52 to 10.36 ± 0.37 ($p < 0.0005$), i.e., an improvement of 2.8 in general or more than 0.9 on average per statement.

To conclude, through the workshops we tested the effectiveness of two methods promoted by the Erasmus+ DISC project. A multisensory space has proven to be an effective tool for learning the basics of computing. Participants were motivated to participate, gained valuable knowledge through the workshops, and created a space that they could present to others. We have shown that the path of creating a multisensory space is just as important as the goal. The other tool used, i.e., the self-assessment tool, has also proven its usefulness, albeit on a small sample. First, as an exceptionally statistically reliable tool that had a high reliability as a whole and in the results of smaller sets. Second, it turned out that users reported improvements in the areas that we ad-

dressed in the workshops. This showed that young people understood the questionnaire and answered it honestly, as they did not report better knowledge in areas that had not been discussed in the workshops. In the future, multisensory spaces should be used as a teaching method and tested at the university level, e.g., in teaching social work, psychology, medicine, criminal investigation, and other courses.

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KLJUČNE BESEDE: višje strokovno šolstvo, razvoj kadrov, profesionalni razvoj, izpopolnjevanje, potrebe, motivi, izzivi, priložnosti za izboljšave

POVZETEK: Za izpopolnjevanje kadrov v primarnem in sekundarnem izobraževanju je dobro poskrbljeno, v preteklosti pa v Sloveniji ni bilo celovite in prilagojene ponudbe izpopolnjevanj za kadre v terciarnem izobraževanju. Cilj prispevka je predstaviti potrebe, motive in preference strokovnih delavcev pri izpopolnjevanjih v višjem strokovnem šolstvu in možnosti za podporo razvoju kadrov s projektom "Izpopolnjevanja CiljajVišje!". V anketni raziskavi je sodelovalo 35 ravnateljev in 140 predavateljev in drugih strokovnih delavcev. Višješolski predavatelji so izrazili potrebe po razvoju kompetenc e-poučevanja in digitalnih ter znanstveno-raziskovalnih kompetenc. Predavatelji so za izpopolnjevanja notranje motivirani, najpogosteje so izbrali motive pridobivanje novih znanj, osebni razvoj in izboljšanje kompetenc. Najbolj se želijo vključiti v izpopolnjevanja s temami metodologija in didaktika izvedbe študija na daljavo, spodbujanje ustvarjalnosti in uporaba IKT. Predavatelji si želijo strokovnih srečanj in posvetov s kolegi z drugih višjih šol ter izmenjave dobrih praks. Pokazala se je razlika v zaznavi potreb med ravnatelji in predavatelji.

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ABSTRACT: Teacher training in primary and secondary education in Slovenia is well organised. In the past there were no comprehensive and systematic training possibilities for teachers in tertiary education. The aim of the article is to present the needs, motives and preferences of the short-cycle higher education teachers for lifelong learning, and the possibilities of supporting this development with the project "Aim Higher! Training". The needs were assessed by means of questionnaires completed by 35 head teachers, 140 lecturers and other professional staff. The lecturers expressed the need to develop e-learning, digital and scientific research competences. They are intrinsically motivated to improve their skills, with the most frequently chosen motives being to acquire new knowledge, personal development, and to improve competences. They are keen to engage in further training on the topics of methodology and didactics of distance education, fostering creativity, and use of ICT. The lecturers are keen to have professional meetings and consultations with colleagues from other higher vocational colleges and to exchange good practices. There was a difference in the perception of needs between head teachers and lecturers.

1 Uvod

Razvoj kadrov je eden izmed najpomembnejših procesov kadrovskega menedžmenta v vsaki organizaciji in prav tako tudi v vsaki višji strokovni šoli (v nadaljevanju VŠŠ). Razvoj kadrov vključuje predvsem izobraževanja, usposabljanja in izpopolnjevanja.

Iz Strategije VŠŠ izhaja, da je posebnost višjega strokovnega izobraževanja prilagodljivost potrebam trga dela. Nujen pogoj, da bi lahko zagotavljali prilagodljivost, pa je ustrezno usposobljen pedagoški kader, ki je sposoben slediti aktualnim razmeram v družbi in stroki. Da bi v VŠŠ imeli pedagoške kadre, ki so se sposobni hitro odzivati na

spremembe, jim je potrebno zagotoviti pogoje za *ustrezen razvoj ter stalno izpopolnjevanje znanja, kompetenc, sposobnosti, spretnosti ter jih hkrati spodbujati k zavzetosti za kakovostno delo*. Cilj razvoja kadrov je zagotavljanje ustreznih znanj za razvoj kompetenc pri študentih in s tem zagotavljanje kakovostnega višješolskega izobraževanja.

V Sloveniji je sistemsko dobro poskrbljeno za vseživljenjsko izobraževanje kadrov na področju osnovnega in srednjega izobraževanja. Za stalno strokovno izpopolnjevanje kadrov v terciarnem izobraževanju pa do nedavnega ni bilo sistemskih vzpodbud. V zadnjih dveh letih je projekt Inovativno učenje in poučevanje v visokem šolstvu (INO-VUP) omogočil obsežno in raznoliko izpopolnjevanje kadrov v visokem šolstvu.

V višjem šolstvu od jeseni 2020 poteka projekt “Izpopolnjevanja CiljajVišje!”, ki ga sofinancirata Republika Slovenija, Ministrstvo za izobraževanje, znanost in šport (MIZŠ), in Evropska unija iz Evropskega socialnega sklada, namenjen pa je izpopolnjevanju predavateljev in potencialnih predavateljev v VSS. To je prvi projekt, namenjen profesionalnemu razvoju višješolskih kadrov, v katerem so programi izpopolnjevanj prilagojeni predavateljem VSS. Vrzel med ponudbo in potrebami po izpopolnjevanjih v VSS se je še povečala v zadnjih dveh letih, ko je pandemija povzročila zahtevo po takojšnjem prehodu iz klasičnega poučevanja v predavalnicah na poučevanje na daljavo.

Projekt “Izpopolnjevanja CiljajVišje!” je ponudil priložnost za specifična in prilagojena izpopolnjevanja kadrov v VSS, ker pa se v jeseni 2022 zaključuje, je potrebno zagotoviti nadaljnje možnosti za vseživljenjsko učenje, saj je v današnjem hitro se spreminjajočem svetu nujno stalno in redno nadaljevanje tovrstnih izpopolnjevanj.

Osnova za načrtovanje procesa razvoja kadrov je ugotavljanje interesov in potreb. Obstaja pomanjkanje raziskav, ki bi se sistematično ukvarjale s problematiko razvoja kadrov v višjem šolstvu. Prav tako v VSS še ni bilo narejene kompleksne raziskave o kompetencah kadrov in potrebah po njihovem izpopolnjevanju.

Namen članka je prikazati rezultate analize potreb, motivov in preferenc strokovnih delavcev v VSS po izpopolnjevanjih pred začetkom izvedbe projekta “Izpopolnjevanja CiljajVišje!” in izzive, s katerimi se soočajo kadri in vodstveni delavci pri sodelovanju v izpopolnjevanjih.

Kadri v višjem strokovnem izobraževanju in možnosti napredovanja

Višje strokovno šolstvo je pomemben del terciarnega izobraževanja. Vanj je vključenih 13 odstotkov slovenskih študentov, pedagoški proces izvaja 15,5 odstotka pedagoških kadrov terciarnega izobraževanja (SURS, 2022). Kadri v VSS so strokovni delavci in sodelavci. Med strokovne delavce štejemo predavatelje, inštruktorje, laborante in knjižničarje (Zakon o VSI, 2004), do leta 2013 pa tudi učitelje športne vzgoje (Zakon o VSI, 2004 in Zakon o spremembah in dopolnitvah VSI, 2013). Leta 2018 je imelo opravljeno pedagoško-andragoško izobrazbo 62 odstotkov strokovnih delavcev VSS, 40 odstotkov pa znanstveni naziv (Skupnost VSS, 2020).

V lanskem študijskem letu (tabela 1) je v izvedbi programov VSS sodelovalo 1423 strokovnih delavcev, od tega 577 s pogodbo o zaposlitvi in 846 honorarnih (59,5%). Leto prej je bil delež honorarnih še višji (60,22%). Več kot polovica predavateljev na VSS je strokovnjakov, ki so zaposleni izven izobraževalnih organizacij in opravljajo

predavateljsko delo honorarno. Tako velik delež strokovnjakov iz prakse zagotavlja prenos aktualnih vsebin v pedagoški proces in spodbuja predavateljske zbornice za posodabljanje študijskih vsebin ter s tem povečuje kakovost izvedbe študijskih programov. Na drugi strani pa zaposlitev izven šole prinaša tudi manjšo povezanost “zunanjih kadrov” z delovanjem šole in pogosto njihovo manjšo vključenost v programe izpopolnjevanj, ki so organizirani v okviru posamezne VSS ali Skupnosti VSS. Med zaposlenimi predavatelji jih ima večina visokošolsko izobrazbo na ravni 2. bolonjske stopnje.

Tabela 1

Strokovni delavci v višjem strokovnem izobraževanju

<i>Vrsta zaposlitve</i>	<i>Zaposleni za polovični delovni ali krajši delovni čas</i>														<i>Honorarni</i>	Σ
<i>Delovno mesto</i>	<i>predavatelji</i>				<i>inštruktorji</i>				<i>laboranti</i>			<i>knjižničarji</i>				
<i>Izobrazba</i>	<i>SŠ</i>	<i>VŠ1</i>	<i>VŠ2</i>	<i>VŠ3</i>	<i>SŠ</i>	<i>VŠ1</i>	<i>VŠ2</i>	<i>VŠ3</i>	<i>SŠ</i>	<i>VŠ1</i>	Σ	<i>VŠ1</i>	<i>VŠ2</i>	Σ		
2019/20	16	47	298	132	32	26	29	1	3	9	12	1	3	919	1516	
2020/21	–	46	308	152	3	20	34	5	–	7	7	1	1	846	1423	

Vir: SURS, 2022.

Pogoji za imenovanje v naziv predavatelj vključujejo pedagoške in strokovne dosežke. Zahteve po pedagoški usposobljenosti in strokovnih dosežkih so sicer dokaj enakovredno zastopane v merilih in v primerjavi z visokim šolstvom je razkorak med poudarjanjem odličnosti znanstveno-raziskovalnega, razvojnega, strokovnega ali umetniškega dela in poudarjanjem odličnosti pedagoškega dela manjši. Pa vendar to velja le za 40 % predavateljev, ki so zaposleni na VSS. Za zunanje (honorarne) strokovne delavce, ki delajo v različnih delovnih organizacijah in dokazujejo strokovno usposobljenost na svojem poklicnem področju, pravilo, da si morajo pridobiti ustrezno pedagoško-andragoško izobrazbo, ne velja. Dovolj je, če imajo dokazila o vidnih dosežkih v pedagoški praksi. Pedagoško-andragoška izobrazba ni pogoj tudi v primeru, da ima posameznik naziv visokošolskega učitelja.

Predavatelji, inštruktorji in knjižničarji lahko napredujejo v naziv mentor, svetovalec in svetnik, vsi strokovni delavci in sodelavci VSS pa v plačne razrede.

Izpopolnjevanje kadrov v VSS

Zaposleni v vzgoji in izobraževanju v Republiki Sloveniji imajo številne možnosti za vključevanje v programe izpopolnjevanja, izobraževanja in usposabljanja. MIZŠ vsako leto objavi razpis za izbor programov profesionalnega razvoja in izbrane programe objavi v Katalogu programov nadaljnega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju (KATIS) ter razpiše in dodeli študijske pomoči (MIZŠ, 2022). KATIS vključuje številna izobraževanja, ki so namenjena predvsem zaposlenim od vrtca do zaključka srednje šole (753 programov v študijskem letu 2021/22). Ponudba

izobraževanj za višješolske kadre v katalogu je skromna, redki razpisani programi se pogosto ne izvajajo zaradi premajhnega števila prijav.

VŠŠ so zavezane k spodbujanju kadrov za vključevanje v izpopolnjevanja s številnimi predpisi, saj je profesionalni razvoj zakonska pravica in obveza pedagoškega osebja. Naloga ravnatelja je, da pripravi program strokovnega izpopolnjevanja in izobraževanja za potrebe VŠŠ in v letni delovni načrt VŠŠ vključi načrt za profesionalni razvoj pedagoškega osebja, vodi evidenco udeležbe v programih nadaljnega izobraževanja in usposabljanja ter o opravljenih izpopolnjevanjih in izobraževanjih letno poroča. Udeležba na izpopolnjevanjih se upošteva pri napredovanju v plačne razrede (dodatna funkcionalna znanja) in napredovanju v naziv (mentor, svetovalec, svetnik). Z uspešno zaključenim izpopolnjevanjem (dokazilom o posebnih znanjih in veščinah, ki niso del študijskih programov, po katerih si je strokovni delavec pridobil zahtevano izobrazbo za delo predavatelja) lahko dosežejo tudi enega izmed pogojev za imenovanje v naziv predavatelj.

Skrb za razvoj kadrov je opredeljena tudi v Evropskih standardih in smernicah za zagotavljanje kakovosti v Evropskem visokošolskem prostoru (ESG, ENQA, 2015). V 5. standardu je opredeljena potreba po preverjanju usposobljenosti visokošolskih učiteljev oziroma postopkov za njihov strokovni razvoj (še posebej za uporabo novih tehnologij in inovativnih metod poučevanja).

Skrb za stalno izpopolnjevanje kadrov je predvidena tudi z Merili za zunanjo evalvacijo VŠŠ. K vlogi za zunanjo evalvacijo, ki se izvaja vsakih 5 let, mora VŠŠ priložiti načrt za izobraževanje ali usposabljanje predavateljev, drugih strokovnih delavcev in sodelavcev. Izpolnjevanje meril v zvezi s kadri se preverja pri 8. standardu: "Zagotovljeni so predavatelji in drugi strokovni delavci za kakovostno opravljanje pedagoškega, strokovnega, razvojnega oz. umetniškega dela." V okviru tega standarda se presoja zagotavljanje pedagoškega in strokovnega razvoja predavateljev in strokovnih delavcev od zadnje zunanje evalvacije (Nakvis, 2018).

Večina VŠŠ deluje skladno s Sistemom vodenja kakovosti za VŠŠ (Škafar, Žagar in Sraka, 2017), ki med procesi vodenja navaja proces razvoja kadrov. Med zahtevami je med drugim zapisano, da mora imeti vodstvo VŠŠ vpeljan sistematičen postopek za spremljanje in razvoj kadrov ter ugotavljanje njihovega zadovoljstva in za usmerjanje, načrtovanje in izvajanje stalnega strokovnega usposabljanja in izpopolnjevanja. Kot metodo spremljanja razvoja zaposlenih predvideva redni letni razgovor, ki naj bi bil podlaga za načrtovanje osebnega in strokovnega razvoja.

Razmere v družbi se hitro spreminjajo, znanje nenehno zastareva, spreminjajo se metode poučevanja, saj se fokus iz "na predavatelja osredinjenega poučevanja in učenja" vedno bolj premešča v "na študenta osredinjeno poučevanje" in spodbujanje aktivne vloge študentov pri usvajanju znanja. Digitalizacija in zahteve po učinkoviti uporabi informacijsko-komunikacijske opreme (IKT) v pedagoškem procesu so vedno večje in zahtevajo nenehno usposabljanje in izpopolnjevanje višješolskih kadrov. Pedagoška usposobljenost predavateljev bistveno vpliva na kakovost poučevanja in posledično na kakovost znanja in kompetenc diplomantov ter njihovo zaposljivost, zato bi jo bilo potrebno nenehno izpopolnjevati.

Redno spremljanje potreb in interesov po izpopolnjevanjih pri višješolskih kadrih je pomembno, saj spremembe v družbi narekujejo nujnost nenehnega izpopolnjevanja predavateljev. Višje strokovne šole in višješolski strokovni delavci si prizadevajo za ka-

kovost višješolskega izobraževanja, vendar pri tem potrebujejo podporo na nacionalni ravni. Projekt "Izpopolnjevanja CiljajVišje!" je zagotavljal podporo z ugotavljanjem potreb in interesov višješolskih kadrov, pripravo in izvedbo izpopolnjevanj in ponudil aplikacijo za načrtovanje in evidenco izpopolnjevanj "napredujem-visje.si".

Številni raziskovalci ugotavljajo, da so za zagotavljanje kakovosti poučevanja in učenja ključni pedagoški delavci sami. Poleg motivacije za izboljševanje pedagoškega procesa pa potrebujejo še ustrezne kompetence. Pedagoški delavci imajo velik vpliv na izboljševanje pedagoške prakse in so pripravljeni raziskovati in izboljševati svoje pedagoško delo s prevzemanjem reflektivne vloge, za kar pa potrebujejo metodološke kompetence za raziskovanje pedagoške stvarnosti in lastne prakse, ki pa jih z dodiplomskim študijem pogosto ne pridobijo v zadostnem obsegu (Maksimović in Osmanović, 2018, str. 137–143).

Prenos znanja znotraj kolektivov je področje, ki bi ga bilo v prihodnje potrebno spodbujati v večji meri. Za uspešno uvajanje izboljšav v pedagoškem procesu je pomembna vloga učeče se organizacije (spodbude kolegov, diskusija), podpora ravnateljev ter zunanjih strokovnjakov, ki izobražujejo kadre (Škodnik, 2018, str. 152).

Najpogostejši načini spodbujanja strokovnega razvoja se nanašajo predvsem na sodelovanje s sodelavci in refleksijo (učenje v praksi s kolegijskimi hospitacijami na matični šoli in z aktivnim sodelovanjem v kolektivu, individualni študij in strokovne diskusije o izboljševanju lastnega poučevanja in analiza opravljenega pedagoškega dela), pri čemer ne želijo več pasivne vloge, saj jih za izpopolnjevanje najmanj motivirajo pripravljene programi izpopolnjevanja s strani ravnateljev (Strniša in Juričević, 2018, str. 124).

Labak, Sablić in Škugor (2022, str. 80) navajajo, da je kolegijsko opazovanje dobra podlaga za ustvarjanje profesionalnih učnih skupnosti in učitelja podpira pri samostojnem načrtovanju poučevanja in osebnega profesionalnega razvoja.

Projekt "Izpopolnjevanja CiljajVišje!"

Skupnost VŠŠ je skupaj s konzorcijskimi partnerji (Šolski center Nova Gorica, VŠŠ; Šolski center Celje, Medpodjetniški izobraževalni center; Biotehniški izobraževalni center Ljubljana, VŠŠ in Šolski center Slovenj Gradec, VŠŠ) uspešno kandidirala na Javnem razpisu MIZŠ za izpopolnjevanje strokovnih delavcev in izobraževalcev v neformalnih izobraževalnih programih za odrasle od leta 2020 do leta 2022. V okviru projekta je bilo pripravljenih 28 različnih programov in izvedenih 50 izpopolnjevanj v trajanju od 25 do 40 ur. Vanje je bilo vključenih preko 670 predavateljev in potencialnih predavateljev. Projekt "Izpopolnjevanja CiljajVišje!" je omogočil vseživljenjski razvoj kadrov VŠŠ in podpiral tako sistem vodenja kakovosti v VŠŠ kot izpolnjevanje Meril za zunanjo evalvacijo VŠŠ. Z vključevanjem v projekt "Izpopolnjevanja CiljajVišje!" so udeleženci pridobili in ohranjali kompetence za uspešno izvajanje pedagoškega dela v spremenljivem okolju. Z uspešno zaključenim izpopolnjevanjem so lahko izpolnili tudi enega izmed pogojev za imenovanje v naziv predavatelj.

2 Metodologija

Raziskava je temeljila na kvantitativni metodi raziskovanja.

Namen, cilj in raziskovalna vprašanja

Namen raziskave, ki smo jo izvedli na Skupnosti VSŠ v okviru projekta “Izpopolnjevanja CiljajVišje!”, je bil spoznati problematiko vključevanja višješolskih kadrov v izpopolnjevanja in ugotoviti, na katerih področjih obstajajo potrebe po izpopolnjevanju znanja in kompetenc.

Cilj raziskave je ugotoviti:

- ☐ kakšne so potrebe in kakšen je interes strokovnih delavcev višjih šol za izpopolnjevanja,
- ☐ kaj kadre VSŠ motivira za vključevanje v izpopolnjevanja in
- ☐ katere so ovire pri vključevanju v izpopolnjevanja.

Z raziskavo smo iskali odgovore na raziskovalni vprašanji:

- ☐ Katere potrebe, interese in izkušnje imajo višješolski kadri na področju izpopolnjevanj?
- ☐ Ali obstajajo razlika med ravnatelji in strokovnimi delavci v zadovoljstvu in zaznanih potrebah po izpopolnjevanjih?

Vzorec

V vzorec so bili vključeni ravnatelji VSŠ (vabilo je bilo poslano ravnateljem vseh 50 VSŠ, odzvalo se jih je 35, kar predstavlja 70-odstotni delež) in strokovni delavci (vabilo za sodelovanje je bilo poslano na vseh 50 VSŠ, odzvalo se je 140 strokovnih delavcev, kar predstavlja 9,8-odstotni delež).

V anketi za predavatelje smo zbrali nekaj demografskih podatkov. Povprečna starost udeležencev ankete za strokovne delavce v VSŠ je bila 53 let, standardni odklon pa 11,9 leta. V povprečju so imeli 14 let delovne dobe v VSŠ oziroma 26,6 leta skupne delovne dobe. Skoraj tri petine sodelujočih so predstavljale ženske (58,9%), 87,5 % sodelujočih je imelo opravljeno pedagoško-andragoško izobrazbo.

Potek raziskovanja in pripomočki

Načrtovanje raziskave in pilotno preverjanje vprašalnikov je potekalo v oktobru 2020, zbiranje dejanskih podatkov o potrebah kadrov v VSŠ pa od novembra 2020 do marca 2021.

Povabilo k sodelovanju v raziskavi je bilo novembra 2020 poslano po e-pošti vsem ravnateljem VSŠ in referentom. Ravnatelji so prejeli tudi prošnjo, da k sodelovanju povabijo svoje sodelavce. Ponovno povabilo k izpolnjevanju ankete je bilo poslano v januarju 2021.

Za namene raziskave sta bila pripravljena spletna anketna vprašalnika (v programu Ika). Vprašanja izbirnega tipa z ocenjevalnimi lestvicami so vključevala 4-stopenjsko Likertovo lestvico.

Anketo za ravnatelje je sestavljalo 26 vprašanj; od tega 23 zaprtih oz. polzaprtih vprašanj in 3 odprta vprašanja. Anketa za predavatelje je vsebovala 39 vprašanj, od tega 2 odprti in 12 demografskih vprašanj.

Obdelava podatkov

Podatki so bili obdelani v programu SPSS (verzija 22), izračunana je bila opisna in bivariatna statistika. Za preverjanje razlik med skupinami sta bila uporabljena hi-kvadrat test in t-test.

3 Rezultati in interpretacija

Višješolski kadri so z možnostmi vključevanja v izpopolnjevanja dokaj zadovoljni, četrtina je izbrala oceno *zelo nezadovoljen* in *nezadovoljen* (25,2%), dobra polovica *zadovoljen* (56,1 %) in slaba petina oceno *zelo zadovoljen* (18,7%). Aritmetična sredina ocene zadovoljstva po 4-stopenjski lestvici znaša 2,88 (SD = 0,77).

Anketirani menijo, da je bila do začetka projekta "Izpopolnjevanja CiljajVišje!" najboljša ponudba izpopolnjevanj za predsednike komisij za kakovost ($M = 3,16$, $SD = 0,73$), najmanj pa za knjižničarje ($M = 2,39$, $SD = 1,12$).

Med dejavniki, ki so višješolskim kadrom pomembni pri izpopolnjevanjih, so bili najpogosteje izbrani odgovori *dober predavatelj* (83,9%), *vsebine* (80,4%), *preizkušnost vsebin v praksi* (57,3%), *dobre metode in oblike dela* (46,9) in *izvedba v živo, če epidemiološke razmere to dopuščajo* (46,1 %). Izbira ustreznih učnih oblik in metod v izpopolnjevanju odraslih je zelo pomembna, kar ugotavljajo številni avtorji. Starc in Blažič (2008, str. 92) sta ugotovila, da so menedžerji kot najprimernejšo učno obliko ocenili skupinsko učno obliko, kot najprimernejše učne metode igro vlog, metodo primera in metodo diskusije ter kot najprimernejši organizacijski obliki delavnice in seminarje. Izpostavljene oblike in metode pa je pri izvajanju izpopolnjevanj na daljavo težje izvajati. Čeprav so izpopolnjevanja na daljavo prinesla veliko pozitivnega (predvsem manjši stroški in manjša poraba časa zaradi odsotnosti potovanj), pa udeleženci izpopolnjevanj pogrešajo možnosti za širitev socialne mreže in izmenjavo mnenj s kolegi.

Predavatelji so med temami, ki so bile ponujene v začetku projekta "Izpopolnjevanja CiljajVišje!", najpogosteje izrazili interes za sodelovanje v izpopolnjevanjih s temami: *inovativne metode poučevanja* ($M = 3,45$, $SD = 0,74$), *uporaba informacijsko-komunikacijske tehnologije v izobraževanju in e-učenje* ($M = 3,45$, $SD = 0,80$), *metodologija in didaktika izvedbe študija na daljavo* ($M = 3,22$, $SD = 0,91$), *spodbujanje ustvarjalnosti pri delu in študiju* ($M = 3,21$, $SD = 0,82$) in dodatno zapisali interes po izpopolnjevanju strokovnih znanj iz predmetnega področja ($M = 3,23$, $SD = 1,04$).

Rezultati so delno skladni s predhodnimi raziskavami interesov po izpopolnjevanjih, v katerih je bilo prav tako ugotovljeno, da je veliko zanimanja za teme: inovativni pristopi k poučevanju (348 oseb), pedagoško-andragoško izpopolnjevanje (253 oseb), uvajanje in zagotavljanje kakovosti (220 oseb) ter uporaba sodobnih digitalnih orodij (201 oseba) (Poličnik in Mulej, 2020).

Tabela 2

Interes za izpopolnjevanja, povezana z izvedbo pedagoškega procesa

Teme izpopolnjevanj	Delovno mesto	Opisna statistika			t-test		
		N	M	SD	t-vrednost	df	p
Študenti s posebnimi potrebami	predavatelj	106	2,20	0,96	-0,59	129	0,55
	ravnatelj	25	2,32	0,75			
Študenti iz drugih kulturnih področij	predavatelj	109	2,33	0,93	-0,42	131	0,68
	ravnatelj	24	2,42	0,83			
Spodbujanje ustvarjalnosti pri delu in študiju, razvijanje kreativnega razmišljanja	predavatelj	112	3,21	0,82	0,53	137	0,60
	ravnatelj	27	3,11	0,89			
Metodologija in didaktika izvedbe študija na daljavo	predavatelj	113	3,22	0,91	-2,20	138	0,03*
	ravnatelj	27	3,63	0,63			
Uporaba ikt in različnih računalniških programov	predavatelj	111	3,14	0,99	-1,96	63,99	0,05*
	ravnatelj	26	3,42	0,58			
Raziskovalna metodologija	predavatelj	105	2,84	0,98	-0,96	130	0,34
	ravnatelj	27	3,04	0,85			
Uporaba programov za obdelavo kvalitativnih in kvantitativnih podatkov	predavatelj	105	2,74	1,04	-0,80	129	0,42
	ravnatelj	26	2,92	0,98			
Interdisciplinarno povezovanje različnih vsebin, medpredmetno povezovanje	predavatelj	108	2,94	0,87	0,91	132	0,36
	ravnatelj	26	2,77	0,91			
Učinkovito nastopanje v predavalnici	predavatelj	113	2,97	0,99	0,54	130	0,59
	ravnatelj	19	2,84	0,90			
Izmenjava dobrih praks po strokovnih področjih	predavatelj	75	3,09	1,08	-0,52	84	0,60
	ravnatelj	11	3,27	0,91			
Pedagoško-andragoško izpopolnjevanje	predavatelj	89	2,28	1,12	-0,42	116	0,68
	ravnatelj	29	2,38	1,05			
Strokovna znanja s predmetnega področja	predavatelj	60	3,23	1,05	3,32	22,55	0,00*
	ravnatelj	17	2,12	1,27			
Tuj jezik	predavatelj	75	2,72	1,10	-1,72	79	0,09
	ravnatelj	6	3,50	0,55			

Legenda: N – število, M – aritmetična sredina, SD – standardni odklon, df – stopnje svobode, p – statistična značilnost (2-stranska); * $p \leq 0,05$

Ocene interesa (tabela 2) za vključevanje v izpopolnjevanja so med ravnatelji in predavatelji dokaj usklajene, statistično značilne razlike so le pri treh temah, ki se nanašajo na programe s področja pedagoškega procesa: *metodologija in didaktika poučevanja na daljavo ter uporaba IKT* (višje ocene pri ravnateljih) in *strokovna znanja s predmetnega področja* (višje ocene verjetnosti udeležbe pri predavateljih).

Med izpopolnjevanji, povezanimi z organizacijo VSS, bi se predavatelji v prihodnjih 4 letih želeli udeležiti izpopolnjevanj, ki bi *spodbujala sodelovanje med izvajalci po predmetnih področjih* ($M = 2,75$, $SD = 0,98$). Ravnatelji menijo, da bi predavatelji na tem področju najbolj potrebovali vsebine za *pripravo in vodenje projektov* ($M = 3,25$, $SD = 0,80$).

Tabela 3

Kompetence, ki bi jih bilo potrebno izboljšati

Kompetence	Delovno mesto	Opisna statistika			t-test		
		N	M	SD	t-vrednost	df	p
Računalniške (uporaba IKT-tehnologije in programov)	predavatelj	112	2,77	0,86	-4,21	64,48	0,00**
	ravnatelj	28	3,32	0,55			
E-poučevanje	predavatelj	112	2,81	0,83	-4,99	68,71	0,00**
	ravnatelj	28	3,43	0,50			
Pedagoške, andragoške in didaktične	predavatelj	110	2,43	0,88	-7,07	77,74	0,00**
	ravnatelj	27	3,30	0,47			
Strokovne s področja predmetov	predavatelj	109	2,41	0,91	-1,14	134	0,26
	ravnatelj	27	2,63	0,79			
Medosebne	predavatelj	108	2,19	0,75	-2,43	134	0,02*
	ravnatelj	28	2,57	0,74			
Organizacijske	predavatelj	107	2,15	0,82	-3,40	133	0,00**
	ravnatelj	28	2,71	0,60			
Jezikovne	predavatelj	108	2,22	0,84	-1,49	133	0,14
	ravnatelj	27	2,48	0,70			
Znanstveno-raziskovalne	predavatelj	109	2,61	0,89	-1,69	135	0,09
	ravnatelj	28	2,93	0,81			

Legenda: N – število, M – aritmetična sredina, SD – standardni odklon, df – stopnje svobode, p – statistična značilnost (2-stranska); * $p < 0,05$, ** $P < 0,01$

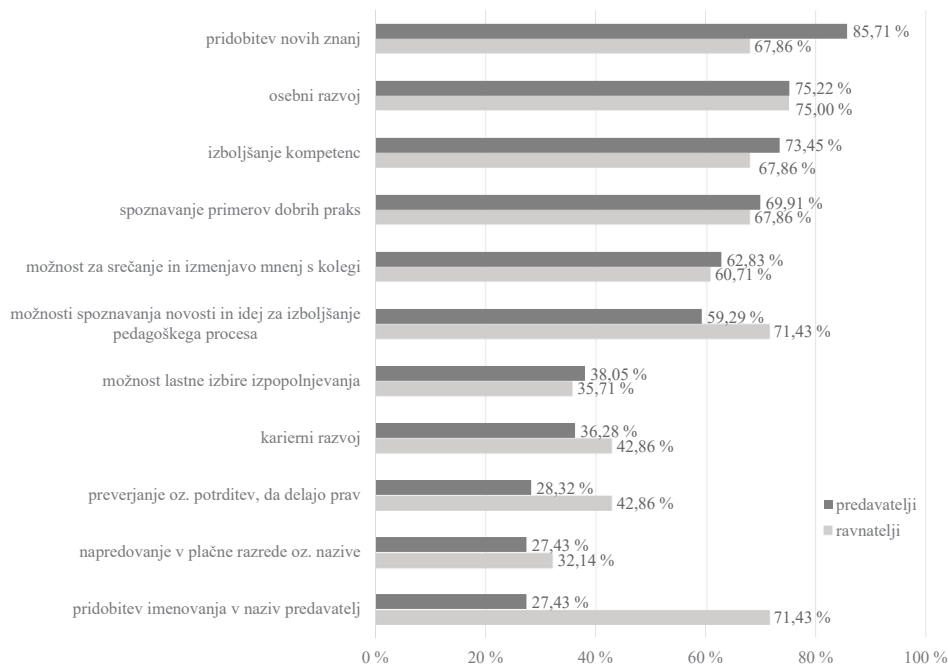
Med izpopolnjevanji, povezanimi s spodbujanjem zdravja na delovnem mestu, predavatelji izražajo interes za udeležbo v izpopolnjevanjih za *osebnostno rast* ($M = 3,10$, $SD = 0,96$) in *obvladovanje stresa* ($M = 3,09$, $SD = 1,02$). Ravnatelji ocenjujejo, da njihovi kadri na tem področju najbolj potrebujejo vsebine o *spodbujanju organizacijske klime* ($M = 3,15$, $SD = 0,83$).

Ravnatelji menijo, da morajo predavatelji izboljšati *kompetence e-poučevanja, pedagoško-andragoške in didaktične kompetence* (tabela 3). Predavatelji najvišje ocenjujejo potrebe po izboljšanju *kompetenc e-poučevanja, kompetenc uporabe IKT in znanstveno-raziskovalnih kompetenc*. Tudi Maksimovič in Osmanović (2018, str. 137–138)

v raziskavi o pripravljenosti za reflektivno prakso in raziskovanje poučevanja poročata o potrebah po dodatnem metodološkem usposabljanju v pedagoških smereh študija. Ugotovila sta tudi, da obstaja razlika med študenti humanistike in družboslovja ter študenti naravoslovno-matematičnih študijskih programov (slednji imajo manj metodoloških kompetenc in manj metodoloških vsebin med študijem, hkrati pa bolj pozitivna stališča do vključitve metodoloških predmetov v študij). Rezultati te raziskave sugerirajo, da bo v prihodnje potrebno načrtovati izpopolnjevanja, ki bodo specifično prilagojena predavateljem različnih študijskih področij.

Graf 1

Motivi predavateljev za izpopolnjevanje



Predavatelji so med motivi za vključevanje v izpopolnjevanja najpogosteje izbrali (graf 1) *pridobivanje novih znanj* (85,71 %), *osebni razvoj* (75,22 %) in *izboljšanje kompetenc* (73,45 %). Ravnatelji so menili, da so za predavatelje najpomembnejši motivi *osebni razvoj* (75 %), *možnost spoznavanja novosti in idej za izboljšanje pedagoškega procesa* (71,43) ter *pridobitev pogoja za imenovanje v naziv predavatelj* (71,43 %).

Pri motivu *pridobitev imenovanja v naziv predavatelj* (tabela 4) obstajajo statistično značilne razlike v frekvenci izbir med predavatelji in ravnatelji. Ravnatelji so ta motiv izbrali skoraj trikrat pogosteje kot predavatelji (Hi-kvadrat test = 18,81, $p = 0,00$).

Višješolski kadri so za izpopolnjevanja notranje motivirani, med motivi za vključevanje v izpopolnjevanje najpogosteje izbirajo motive *pridobitev novih znanj*, *izboljšanje kompetenc* in *osebni razvoj*. Rezultati so skladni z ugotovitvami drugih raziskoval-

cev, ki kot najpomembnejši motivator vključevanja v izobraževanja in izpopolnjevanja pri učiteljih navajajo potrebo po vseživljenjskem razvoju (Strniša in Juričević, 2018, str. 124). Ravnatelji pa so menili, da so predavatelji zunanje motivirani.

Tabela 4

Motivi po izbiri predavateljev in ravnateljev

Motiv		Vloga				Skupaj		Hi-kvadrat test		
		predavatelj		ravnatelj				Hi-kvadrat vrednost	Stopnje svobode	Statistična značilnost
Pridobitev imenovanja v naziv predavatelj	ni izbran	f	f%	f	f%	f	f%	18,81	1	0,00**
		82	72,57	8	28,57	90	63,83			
	izbran	31	27,43	20	71,43	51	36,17			
Skupaj		113	100	28	100	141	100			

Legenda: f – frekvenca, f% – frekvenca v odstotkih; ** $p < 0,00$

Med možnimi izboljšavami na področju izpopolnjevanj so predavatelji najpogostejše izbrali odgovor *uskladitev vsebin glede na potrebe v višjem šolstvu* (64,75%), ravnatelji pa so menili, da je najbolj pomembno, da *izvajalci izpopolnjevanj dobro poznajo višje šolstvo* (75%). Predavatelji so med dodatnimi predlogi zapisali še *željo po bolj zahtevnih izobraževanjih na področju IKT* in *izvedbi izobraževanja na daljavo ter željo po srečanjih strokovnih aktivov po področjih študija/predmetov*.

Tabela 5

Izzivi na področju izpopolnjevanja

Predlogi izboljšav	Predavatelji N = 122		Ravnatelji N = 32		Skupaj N = 154	
	f	f%	f	f%	f	f%
Pomanjkanje časa	56	45,9	12	37,5	72	41,1
Preobremenjenost, če potekajo izpopolnjevanja izven delovnega časa	49	40,2	14	43,8	63	36,0
Neustrezna oz. neprilagojena ponudba izpopolnjevanj za kadre v višjem šolstvu	37	30,3	16	50,0	53	30,3
Finance	33	27,0	12	37,5	45	25,7
Zahtevnost prilagajanja izvedbe pedagoškega procesa (prestavljanje) zaradi odsotnosti izvajalcev	30	24,6	12	37,5	42	24,0
Pomanjkanje motivacije pri zaposlenih	24	19,7	11	34,4	35	20,0
Zahtevno usklajevanje odsotnosti z drugimi šolami/organizacijami, kjer so izvajalci še zaposleni	18	14,8	5	15,6	23	13,1
Prepoznavanje potrebe po izpopolnjevanju pri nadrejenih	19	15,6	2	6,3	21	12,0

Legenda: f – frekvenca, f% – frekvenca v odstotkih

Predavatelji menijo, da sta največja izziva na področju izpopolnjevanj *pomanjkanje časa* (tabela 5) in *preobremenjenost, če potekajo izpopolnjevanja izven delovnega časa*. Na tretjem mestu po pogostosti izbire je *neprilagojena ponudba izpopolnjevanj*, ki jo ravnatelji ocenjujejo kot najbolj pomemben izziv. Ravnatelji pogosteje kot predavatelji vidijo izziv še v *financah in zahtevnosti prilagajanja pedagoškega procesa*. Med odgovori drugo sta bila izpostavljena: problem zaposlenih za krajši delovni čas, če izpopolnjevanje traja več kot 4 ure dnevno, ter pomanjkanje specifičnih izpopolnjevanj s temami o izobraževanju odraslih.

Podobne ovire navajajo tudi specialni in rehabilitacijski pedagogi, ki najpogosteje izpostavljajo pomanjkanje časa zaradi obveznosti, ki so povezane s poučevanjem in pisanjem priprav, pomanjkanje finančnih sredstev, premajhno ponudbo programov usposabljanja in premajhno ponudbo aktualnih tematik (Strniša in Juričević, 2018, str. 125).

4 Sklep

Profesionalni razvoj učitelja na katerikoli stopnji izobraževanja je vseživljenjski proces, ki pomembno vpliva na kakovost učenja in poučevanja (Gaber, 2014). Učitelji v terciarnem izobraževanju imajo več različnih vlog (Makovec, 2018) in s tem potrebe po profesionalnem razvoju na različnih področjih. Predavatelj v višji šoli je strokovnjak na svojem predmetnem področju, hkrati pa mora biti strokovnjak na pedagoškem področju, saj ima njegovo poučevanje pomemben vpliv na učenje pri študentih.

Namen članka je bil predstaviti problematiko izpopolnjevanja kadrov v višjem šolstvu in rezultate analize potreb strokovnih delavcev po izpopolnjevanju znanja in kompetenc. S pomočjo empirične raziskave so bili doseženi cilji spoznavanja potreb, interesov, motivov in ovir vključevanja v raziskave ter oblikovani odgovori na raziskovalni vprašanji.

Kakšne potrebe, interese in izkušnje imajo višješolski kadri na področju izpopolnjevanj?

Predavatelji in ravnatelji imajo najboljše izkušnje z izpopolnjevanji v Erasmus programih izmenjav, izražajo potrebe po izboljšanju *kompetenc e-poučevanja, računalniških kompetenc in znanstveno-raziskovalnih kompetenc*. So notranje motivirani za izpopolnjevanja, najpomembnejši motivi za udeležbo v izpopolnjevanjih so *pridobivanje novih znanj, osebni razvoj in izboljšanje kompetenc*. Najbolj so zainteresirani za vključitev v izpopolnjevanja s temami: *inovativne metode poučevanja, uporaba informacijsko-komunikacijske tehnologije v izobraževanju in e-učenje, metodologija in didaktika izvedbe študija na daljavo, spodbujanje ustvarjalnosti pri delu in študiju, izpopolnjevanja za osebno rast in obvladovanje stresa*. Želijo si *izpopolnjevanja strokovnih znanj s svojih predmetnih področij in izmenjave dobrih praks v stroki*. Ovire za vključevanje v izpopolnjevanja pred začetkom projekta "Izpopolnjevanja CiljajVišje!" so predvsem *pomanjkanje časa in preobremenjenost ter neustrezna oz. neprilagojena ponudba izpopolnjevanj za kadre v višjem šolstvu*.

Ali obstajajo razlike med ravnatelji in strokovnimi delavci v zadovoljstvu in zaznanih potrebah po izpopolnjevanjih?

V ocenah zadovoljstva z vključevanjem predavateljev v izpopolnjevanja ni razlik med predavatelji in ravnatelji, so pa statistično značilne razlike pri oceni interesa in potreb za vključevanje v izpopolnjevanja pri posameznih temah: *strokovna znanja iz predmetnega področja, uspešna komunikacija in dobri medosebni odnosi* (višje ocene pri predavateljih) ter *metodologija in didaktika poučevanja na daljavo ter uporaba IKT, kakovostno vodenje, spremljanje praktičnega izobraževanja, promocija in trženje VSŠ oz. na socialnih omrežjih, design in oblikovanje spletnih strani, karierno svetovanje, priprava in vodenje projektov in zakonodaja* (višje ocene pri ravnateljih).

Ravnatelji menijo, da morajo predavatelji izboljšati *kompetence e-poučevanja, pedagoško-andragoške in didaktične kompetence*. Predavatelji pa najvišje ocenjujejo potrebo po izboljšanju *kompetenc e-poučevanja, uporabe IKT in znanstveno-raziskovalnih kompetenc*.

Ugotovljene razlike kažejo na to, da je potrebno predavateljem dati avtonomijo pri pripravi individualnega načrta izpopolnjevanj, saj so pedagoški delavci aktivni udeleženci načrtovanja lastnega profesionalnega razvoja in želijo imeti aktivno vlogo.

Ugotovitve avtorjev Maksimović in Osmanović (2018) o razlikah v metodoloških kompetencah, ki so osnova za raziskovanje pedagoške prakse in izboljševanje, med študenti humanističnih in družboslovnih smeri ter naravoslovno-matematičnih študijskih smeri kažejo na potrebe po načrtovanju izpopolnjevanja kadrov v višjem strokovnem izobraževanju, ki bodo bolj specifično prilagojena predavateljem posameznih študijskih področij.

V višješolskem prostoru še ni bilo sistematične analize potreb po izpopolnjevanjih s področja trajnostnih kompetenc, kar je prav tako eno izmed področij, ki ga bo potrebno najprej raziskovalno preveriti, nato pripraviti programe izpopolnjevanja in nazadnje vključevanje trajnostnih vsebin v posamezne predmete še metodično in didaktično ustrezno podpreti.

Projekt "Izpopolnjevanja CiljajVišje!" predstavlja prvo sistematično izvedeno aktivnost za spodbujanje razvoja in vseživljenjskega učenja kadrov v VSŠ. Udeleženci so bili z izpopolnjevanji zadovoljni in si želijo nadaljnjih izpopolnjevanj. Pomanjkljivost projekta je, da je bil usmerjen zgolj na eno skupino kadrov – predavatelje in potencialne predavatelje, potrebno pa bi bilo ponuditi stalna izpopolnjevanja vsem strokovnim delavcem in sodelavcem VSŠ, pa tudi mentorjem praktičnega izobraževanja v podjetjih.

Da bomo lahko kar najbolje sledili potrebam kadrov v VSŠ po izpopolnjevanjih, bo potrebno zagotoviti sistematično spremljanje potreb. V projektu "Izpopolnjevanja CiljajVišje!" je bila razvita aplikacija "napredujem-višje.si", ki je namenjena spremljanju interesov in potreb ter objavi programov izpopolnjevanj. Anonimizirane podatke bo spremljala Skupnost VSŠ in spodbujala organizacijo izpopolnjevanj, ki jih potrebujejo kadri VSŠ.

V anketi izražene potrebe po spoznavanju novosti v stroki in interes za srečanja po strokovnih področjih in izmenjavi dobrih praks narekujejo širitev izpopolnjevanj iz splošnih na bolj specifična področja študijskih programov oziroma predmetov. V okviru Skupnosti VSŠ bo potrebno nadaljevati z nekaterimi dobrimi praksami strokovnih

posvetov po delovnih področjih (organizatorji praktičnega izobraževanja, komisije za kakovost, karierni svetovalci, tutorji študentom s posebnimi potrebami) oziroma organizirati redna srečanja še za predsednike študijskih komisij, knjižničarje, referente, mednarodne pisarne oz. vodje projektov.

Potrebe po izpopolnjevanjih za razvoj kompetenc za poučevanje na daljavo in digitalnih kompetenc kažejo na smiselnost izvedbe raziskav o uporabi sodobne IKT v VSS in delovnih organizacijah, ki izvajajo praktično izobraževanje, ter o razvitosti digitalnih kompetenc pri predavateljih, študentih in mentorjih praktičnega izobraževanja v podjetjih ter jim na osnovi ugotovitev ponuditi ustrezne programe izpopolnjevanj.

Izpopolnjevanje kadrov v VSS prinaša večstranske koristi: višješolskim kadrom omogoča osebno rast, pridobivanje in ohranjanje kompetenc za uspešno delo, napredovanje, spodbuja pripadnost, motiviranost in zadovoljstvo z delom ter zavzetost. Nova znanja in usposobljenost delijo s svojimi sodelavci in tako spodbujajo tudi njihov razvoj ter soustvarjajo učeče se okolje. Študenti, ki jih izobražujejo kompetentni in zavzeti pedagoški kadri, imajo dobre možnosti, da pridobijo aktualna znanja in kompetence ter si tako povečajo možnost za zaposlitev in uspešnost pri delu. Vzporedno s tem se krepi kakovost višje strokovne šole in celotnega višješolskega izobraževanja. Z izpopolnjevanji za kadre v VSS pridobivajo tudi delovne organizacije, v katere odhajajo študenti in diplomanti, in s tem pridobiva družba kot celota.

Anita Goltnik Urnaut, PhD

Human Resources Development in Short-Cycle Higher Education

Teacher training in primary and secondary education in Slovenia is very well organised, which has not been the case in tertiary education. In the past there were no systematically organised training possibilities for teachers in higher or short-cycle higher education at the national level. In the last two years, this gap has been filled by two projects: the teacher training project in short-cycle higher education (SCHE) "Izpopolnjevanja CiljajVišje!" ("Aim Higher! Training") and the "Innovative Learning and Teaching in Higher Education (INOVUP)" project in higher education. Under the "Aim Higher! Training" project we developed 28 programmes and organised 50 courses (from November 2020 to May 2022). To the initial twelve thematic areas, we added the topics that SCHE staff proposed in surveys, interviews, focus groups and participant surveys. A total of 670 lecturers took part in the training.

Human resources development is one of the most important human resources management processes in any organisation, and in any higher education institution. Professional higher education (PHE) is characterised by its adaptability to the needs of the labour market, and a prerequisite for ensuring this is a suitably qualified teaching staff that is flexible and able to keep up with the current social and professional situation. In order to have teaching staff who are able to respond to change, it is necessary to provide them with the conditions for appropriate development and continuous improvement of their knowledge, competences, skills and abilities, while encouraging them to be committed to quality work in an educational institution. The aim of human resources

development in SCHE is to provide students with the appropriate skills to develop their competences and thus ensure quality education.

The basis for planning the staff development process is the identification of interests and needs. There is a lack of research that systematically addresses the issue of staff development in short-cycle higher education. The aim of the article is to present the needs of SCHE teachers for lifelong learning and maintaining appropriate professional skills.

The paper presents the results of a survey on staff training needs in SCHE before the start of the project "Aim Higher! Training".

The purpose of the survey was to learn about the field of teacher training of SCHE staff and to identify areas where knowledge and competences need improvement.

The aim of the research is to find out:

- The needs and interests of SCHE teachers in teacher training;
- What motivates SCHE teachers to engage in teacher training;
- The barriers to participation in teacher training.

By means of an empirical study we sought to answer the following research questions:

- What are the needs, interests, and experiences of SCHE staff regarding teacher training?
- Is there a difference between head teachers and SCHE teachers in their satisfaction and perceived needs for teacher training?

The needs were assessed by means of web questionnaires completed by 35 head teachers and 140 SCHE teachers. In the surveys, designed specifically for this research, we used a 4-point Likert scale to evaluate satisfaction/needs.

The satisfaction of SCHE teachers with the opportunities to participate in teacher training is medium. Three-quarters of respondents selected the answers "Satisfied" (56.1%) and "Very satisfied" (18.7%); one-quarter selected the answers "Very dissatisfied" and "Dissatisfied" (25.2%). The mean satisfaction score on the 4-point scale is 2.88 (SD = 0.77).

The most frequently selected factors that are important in teacher training were a good lecturer (83.9%), course content (80.4%), the content being tested in practice (57.3%), good methods and forms of work (46.9%), and live performance, if the epidemiological situation permits it (46.1%).

Among the topics offered at the beginning of the "Aim Higher! Training" project, lecturers most frequently expressed the wish to be involved in the following training courses: innovative teaching methods ($M = 3.45$, $SD = 0.74$); the use of information and communication technology in education and e-learning ($M = 3.45$, $SD = 0.80$); methodology and didactics of distance education ($M = 3.22$, $SD = 0.91$); fostering creativity in work and study ($M = 3.21$, $SD = 0.82$). They additionally expressed an interest in further training in their professional area ($M = 3.23$, $SD = 1.04$).

When asked which further training courses in the area of the implementation of the teaching process they would like to attend, both lecturers and head teachers expressed the greatest interest in further training in distance teaching methodology and didactics, in the use of ICT and various computer programs, and in the exchange of good practices. Statistically significant differences between head teachers and lecturers have been found only in three topics related to programmes in the field of the pedagogical process: meth-

odology and didactics of distance education; use of ICT (higher scores for head teachers); expertise in the subject they teach (higher probability of attendance scores for lecturers).

As regards training related to the management of SCHE, in the next 4 years lecturers would like to attend training that promotes collaboration between teachers across subject areas ($M = 2.75$, $SD = 0.98$). On the other hand, head teachers think that lecturers are most in need of content regarding the preparation and management of projects ($M = 3.25$, $SD = 0.80$).

Lecturers indicate that among the training courses related to the promotion of health in the workplace, they would like to attend courses on personal growth ($M = 3.10$, $SD = 0.96$) and stress management ($M = 3.09$, $SD = 0.96$). Head teachers believe that their staff are most in need of content on the promotion of organisational climate ($M = 3.2$, $SD = 0.83$).

Lecturers rank highest the need to improve scientific research competences, and competences in the use of ICT and e-learning.

Lecturers' motives for participating in training most frequently included acquiring new knowledge (85.71 %), personal development (75.22 %) and improving competences (73.45 %). Head teachers, on the other hand, considered personal development (75 %), the opportunity to learn about new developments and ideas for improving the teaching process (71.43 %), and becoming qualified for election to the title of lecturer (71.43 %) to be the most important for participants. There are statistically significant differences in the frequency of choosing the motive "being appointed lecturer". The head teachers chose this option almost three times more often than the lecturers ($\chi^2 = 18.81$, $p = 0.00$).

Among the possible improvements to the training, lecturers most frequently chose "alignment of content with the needs of SCHE" (64.75), while head teachers considered it most important that "providers of in-service training have a good knowledge of SCHE" (75 %). Additional suggestions made by lecturers included a desire for more challenging ICT training and distance education, and a desire for expert group meetings by subject area.

Lecturers considered the biggest challenge to becoming involved in training to be the lack of time and the overload of staff if the training takes place outside working hours. The third most important challenge, according to the lecturers, is the lack of a tailor-made offer of further training, which is rated as the most important challenge by the head teachers (followed by staff overload and finances).

Summarising the results, we can say that there is a need for further training that would be tailored to SCHE staff, and for content which is tested in practice and delivered by individuals who know SCHE well. The most needed training programmes are those on the topics of the methodology and didactics of distance education, the use of ICT in teaching, and the promotion of creativity in work and study.

The research provided answers to two research questions:

- What are the needs, interests, and experiences of SCHE staff regarding teacher training?

We found that there is a great need for training in the development of digital competences and competences for the pedagogical process using modern information technologies, or didactic competences for the effective delivery of the study process (distance education). Lecturers would like to upgrade their scientific research competences. They

are intrinsically motivated to pursue teacher training and most interested in taking part in further training on: innovative teaching methods; the use of ICT; methodology and didactics of distance education; fostering creativity; personal growth and stress management. They are keen to improve their professional skills in their subject areas and to exchange good practices in the profession. Barriers to participation in teacher training for lecturers are mainly lack of time and overload, as well as inadequate or inappropriate provision of teacher training for higher education staff.

- *Is there a difference between head teachers and SCHE teachers in their satisfaction and perceived needs for teacher training?*

There are some statistically significant differences in the ratings regarding the interests and needs for involvement in teacher training.

The "Aim Higher Training" project represents the first systematic activity to promote staff development and lifelong learning in SCHE. The participants were satisfied with the training and are keen to continue.

The shortcoming of the project is that it was available only to one group of SCHE staff – lecturers. It would be necessary to offer continuous training to all the staff of higher vocational colleges, as well as to internship mentors in enterprises.

In order to best keep up with the training needs of the staff, it will be necessary to ensure that the training needs of all staff groups and relevant stakeholders in SCHE are systematically monitored.

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Linearni edukacijski model za opolnomočenje pacientov

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Znanstveni članek

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KLJUČNE BESEDE: edukacija, zdravstvena vzgoja, opolnomočenje, samokontrola, samovođenje

POVZETEK – Pacienti z višjo stopnjo opolnomočenosti, ki so si jo pridobili v procesu edukacije, so usposobljeni za izvajanje samokontrole in samovođenja antikoagulacijskega zdravljenja na domu. Z raziskavo smo želeli ugotoviti stopnjo opolnomočenosti pacientov o antikoagulacijskem zdravljenju pred in po izvedeni edukaciji. Edukacijo smo izvajali po na novo razvitem edukacijskem modelu, ki temelji na štirih fazah linearnega edukacijskega modela. Uporabljena je bila kvantitativna metoda raziskovanja s tehniko anketiranja. Vprašalnik smo pripravili na osnovi pregleda tuje in domače znanstvene literature. V raziskavo smo vključili 37 pacientov (62,2% moških in 37,8% žensk, starih od 31 do 70 let) z antifosfolipidnim sindromom, ki so bili vodeni v antikoagulacijski ambulantni. Raziskava je pokazala, da so pacienti po edukaciji statistično pomembno bolj opolnomočeni in dosegajo višjo kategorijo opolnomočenja, kar jim omogoča izvajanje samokontrole in samovođenja antikoagulacijskega zdravljenja na domu.

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KEYWORDS: education, health education, empowerment, self-control, self-management

ABSTRACT – Patients with a higher level of empowerment acquired in the process of education are trained to perform self-control and self-management of anticoagulant therapy at home. The aim of the research was to determine the level of empowerment of patients on anticoagulant treatment before and after the training. We conducted the training according to the newly developed educational model, which is based on four phases of the linear educational model. A quantitative research method with a survey technique was used. The questionnaire was prepared on the basis of a review of foreign and domestic scientific literature. The study included 37 patients (62.2% were men and 37.8% were women aged 31 to 70) with antiphospholipid syndrome managed at the anticoagulation clinic. Research has shown that patients are statistically significantly more empowered after the training and achieve a higher category of empowerment, which allows them to exercise self-control and self-management of anticoagulant treatment at home.

1 Uvod

Strokovnjaki z različnih področij, kot npr. psihologije, sociologije, andragogike in pedagogike, si termin edukacija različno razlagajo. Enim pomeni vzgojo in izobraževanje, drugim samo vzgojo, tretjim samo izobraževanje, četrtem zdravstveno vzgojo. Termin edukacija pacientov vedno pogosteje uporabljajo tudi zdravstveni delavci na vseh treh ravneh zdravstvenega varstva. Najpogosteje ga uporabljajo kot sinonim za zdravstveno vzgojo, za nekatere pa pomeni celo več kot le zdravstveno vzgojo (razumejo ga kot nadpomenko) (Kvas, 2011).

Edukacija je torej del zdravstvene vzgoje, ki ozavešča pacienta o njegovem zdravstvenem stanju (Janjšo idr., 2012). Je proces, pri katerem gre za načrtno poučevanje, izkušnjsko učenje, svetovanje, informiranje o bolezni, učenje veščin in pridobivanje spretnosti z namenom, da bi pacienti pridobili teoretično in praktično znanje (Lesar

in Peček-Čuk, 2008; Ambrož, 2010; Ministrstvo za zdravje, 2016). Z eksplicitnim in implicitnim znanjem kot rezultatom učenja posameznik obvladuje spremembe, rešuje probleme in ustvarja novo znanje (Blažič in Starc, 2006, str. 20).

Gianini idr. (2018) ugotavljajo, da je edukacija ključnega pomena za nemoten potek obvladovanja bolezni, pri kateri ima pomembno vlogo celoten tim, ki sodeluje pri zdravljenju, ter interakcija s pacientom in njegovimi svojci. Stanojevič (2013, str. 41) meni, da sodelovalno učenje po navadi zahteva skupno rešitev, pri čemer se razvijata osebna odgovornost za doseganje skupnih ciljev in medsebojna solidarnost.

Ne le zdravstvena vzgoja, temveč še posebej edukacija je pomembna za paciente z antifosfolipidnim sindromom, ki se zdravijo v antikoagulacijski ambulantni. Antifosfolipidni sindrom je sicer redka sistemska avtoimunska motnja in hkrati najpogostejša avtoimunska motnja, ki povzroča tromboze. Pacienti se lahko zdravijo na tri načine. Prva možnost je, da je pacient obravnavan v antikoagulacijski ambulantni, kjer mu posebej izobražen zdravnik na osnovi vrednosti INR (iz angl. International Normalized Ratio – mednarodno umerjeno razmerje; venski ali kapilarni odvzem krvi), ki je bila izmerjena v laboratoriju, določi terapevtski odmerek zdravila. Druga možnost je, da pacient na domu izvaja samokontrolo (self-monitoring) kot alternativno metodo, kar pomeni, da uporablja prenosni krvni monitor in pripomočke, s pomočjo katerih meri INR iz kapljice kapilarne krvi (Grogan idr., 2017). Pacient si sam izmeri INR, nato pa kontaktira izbranega zdravnika, najpogosteje po telefonu, da mu ta prilagodi odmerke zdravila. Tretja možnost pa je, da si pacienti sami izmerijo INR in si sami z ustreznimi algoritmi prilagodijo dnevne odmerke antikoagulacijskega zdravila (Connock idr., 2007; Grogan idr., 2017). Tak način zdravljenja imenujemo samovodenje (self-management), pacientu ni potrebno obiskovati antikoagulacijske ambulante, zdravljenje poteka na domu.

V primeru, ko pride pacient v antikoagulacijsko ambulantno, ga medicinska sestra zdravstveno vzgaja na način, da ga seznani z načinom jemanja zdravil, ukrepi v primeru izpuščenih odmerkov, spremljanjem in nadzorovanjem vrednosti INR, vplivom prehrane, alkohola in drugih zdravil na učinek antikoagulacijskega zdravila in z možnimi zapleti in ukrepi ob zapletih ter priporočenimi telesnimi dejavnostmi.

Za samokontrolo in samovodenje antikoagulacijskega zdravljenja pa morajo biti pacienti bolj opolnomočeni, saj morajo razumeti svojo vlogo, ko jim izvajalec zdravstvene oskrbe nudi znanje in veščine za izvajanje nalog in jih spodbuja k sodelovanju (WHO, 2009), pridobiti morajo znanje in veščine za zdravljenje bolezni ter graditi odnos in samozavedanje o pomenu spreminjanja neugodnih vedenjskih vzorcev, da bi si s tem izboljšali kakovost življenja z boleznijo (Asimakopoulou idr., 2012). Zato je edukacija pacientov zelo pomembna, saj bodo pacienti le tako sodelovali pri zdravljenju in bo le-to za njih uspešnejše (Marjanovič, 2016).

Izobraževanje odraslih je posledica interesov in potreb posameznikov, organizacij ali družbe v celoti po dodatnih znanjih (Mohorič idr., 2021). Temelji na andragoškem ciklu, uveljavljenem modelu, ki predstavlja enega izmed možnih modelov za načrtovanje in izvedbo izobraževalnega procesa. Gre za postopke, ki nam pomagajo pripraviti, voditi in evalvirati izobraževalni program in s tem izpolniti cilje izobraževanja odraslih.

Zurc (2013, str. 78) je z empirično kvalitativno pilotno raziskavo ugotovila, da so za didaktiko zdravstvene vzgoje pomembne različne učne metode, kot so metoda demonstriranja, praktično delo in metoda razlaganja ter uporaba ustreznega didaktičnega modela.

Poznamo različne modele izobraževanja, kot so npr. linearni, ciklični in interaktivni model. Najbolj razširjen je linearni model, ker je preprost za uporabo in predstavlja zadostno stopnjo zanesljivosti za izvajalca. Model vključuje naslednje faze: ugotavljanje potreb, načrtovanje, izvedbo in evalvacijo. Ciklični model je krožni model, zadnja faza (evalvacija) predstavlja prehod v nov cikel (Ličen, 2008). Interaktivni model omogoča fleksibilnost, saj se faze med seboj prepletajo, zeleno fazo pa lahko uporabimo kadar koli v procesu načrtovanja edukacijskega programa (Misja, 2012). Med najbolj znanimi interaktivnimi modeli je model avtorice Caffarelle (2002), ki nima pravega začetka in ne konca ter je zasnovan tako, da spodbuja načrtovalce edukacijskega programa, da uporabljajo tisto fazo modela, ki jo potrebujejo glede na specifično situacijo.

Da bi izboljšali stopnjo opolnomočenja pacientov z antifosfolipidnim sindromom, smo za potrebe naše raziskave razvili nov edukacijski model ter uporabili različne metode dela (Hoyer, 2005; Ličen idr., 2015; Resnik Planinc, 2020): metodo ustnega razlaganja, metodo pogovora, demonstracijsko metodo, metodo praktičnega dela in metodo izkustvenega učenja.

Z edukacijo po novem edukacijskem modelu smo želeli doseči izboljšanje opolnomočenja pacientov z antifosfolipidnim sindromom z namenom, da bi pacienti sami izvajali samokontrolo in samovodenje na domu.

2 Razvoj edukacijskega modela

Pri edukacijskem modelu, ki smo ga razvili, smo kot osnovo uporabili linearni edukacijski model, ki ga sestavljajo štiri faze: analiza potreb, načrtovanje izobraževanja, izvajanje edukacije in evalvacija.

V prvi fazi smo kritično proučili program zdravstvene vzgoje, ki smo ga izvajali ob obisku pacienta v antikoagulacijski ambulanti, ter z vprašalnikom ugotavljali stopnjo opolnomočenosti pacientov z antifosfolipidnim sindromom (pretest). Ugotovili smo, da vsebina in način izvedbe zdravstvene vzgoje ne omogočata, da bi pacienti dosegli tako stopnjo opolnomočenosti, ki bi omogočala izvajanje samokontrole ali samovodenja antikoagulacijskega zdravljenja na domu. V tej fazi smo si postavili tudi cilj edukacije – opolnomočen pacient za izvajanje samokontrole in samovodenja antikoagulacijskega zdravljenja na domu.

V fazi načrtovanja smo določili udeležence in izvajalce edukacije, prostor, čas in način izvajanja edukacije ter določili način preverjanja doseganja cilja. Določili smo vsebine in učne metode ter pripravili gradiva za udeležence edukacije in določili način obveščanja pacientov.

Edukacija je potekala v prostorih bolnišnice. Izvajalca edukacije sta bila zdravnik (specialist oz. specializant interne medicine) in diplomirana medicinska sestra (medicinska sestra za področje izobraževanja). Paciente smo najprej seznanili z namenom in vsebino edukacije ter jim podali ustna in pisna navodila ter priporočila o antikoagulacijskem zdravljenju. Praktičen primer izvedbe celotnega postopka samokontrole je demonstriral pacient z izkušnjami, ki že vrši samokontrolo v domačem okolju. Za izvajanje samokontrole in samovodenja antikoagulacijskega zdravljenja mora pacient razviti

veščine in pridobiti spretnosti, da lahko pravilno rokuje z merilnikom in pripomočki. Pacient, ki se je odločil za samokontrolo oz. za samovodenje, je opravil še individualno edukacijo oz. individualno usposabljanje za kakovostni kapilarni odvzem krvi. Preden so pacienti pričeli uporabljati merilnik in izvajati samokontrole oziroma samovodenje, so opravili še praktičen preizkus usposobljenosti na merilniku, kar pomeni, da so samostojno izvedli kapilarni odvzem krvi in celotno meritev na aparatu. Pacienti so bili tudi poučeni o varnem shranjevanju aparata in odstranjevanju uporabljenih pripomočkov. Zdravnik in medicinska sestra pa sta paciente tudi poučila o izračunavanju dnevnih odmerkov antikoagulacijskega zdravila.

Pacienti so poleg ustnih navodil in priporočil prejeli še pisna navodila – informativno knjižico APS – Navodila in priporočila pacientom za varno in učinkovito antikoagulacijsko zdravljenje (Hrovat Bukovšek, 2021), ki smo jo pripravili izključno za paciente z antifosfolipidnim sindromom.

Teoretično znanje pacientov in stopnja opolnomočenja sta bila ponovno preverjena v zadnji fazi edukacijskega procesa, v fazi evalvacije, in to z enakim anketnim vprašalnikom (posttest). Praktično usposobljenost pa smo ocenjevali sproti v fazi izvajanja edukacije.

3 Metodologija

V raziskavi smo uporabili kvantitativni raziskovalni pristop, metodo deskripcije in tehniko anketiranja. Za izvedbo raziskave smo uporabili strukturiran instrument v obliki anketnega vprašalnika, ki smo ga oblikovali na osnovi pregleda tuje (Taylor idr., 1994; Hibbard idr., 2005; Obamiro, Chalmers in Bereznicki, 2016) in domače literature (Tratnik in Kvas, 2014; Mavri, 2015; Hrovat Bukovšek, 2015; Hrovat Bukovšek, 2017). Vprašanja smo razvrstili v vsebinske sklope. Prvi sklop je zajemal demografske podatke o anketirancih (spol, starost, stopnja izobrazbe, zaposlitev, zakonski stan, lokacija bivanja), vprašanja drugega sklopa so se nanašala na poznavanje antikoagulacijskega zdravljenja, vprašanja tretjega na skrb za varno in učinkovito antikoagulacijsko zdravljenje in vprašanja četrtega sklopa na možne zaplete in ukrepe ob zapletih. Vprašalnik je obsegal 30 vprašanj zaprtega tipa ter 30 trditev. Stopnjo strinjanja s trditvami so vključeni v raziskavo izrazili na petstopenjski Likertovi lestvici.

V raziskavi smo uporabili neslučajnostni namenski vzorec in v edukacijo vključili 37 pacientov z antifosfolipidnim sindromom, ki so vodeni v antikoagulacijski ambulantni v Splošni bolnišnici Celje. V raziskavi je sodelovalo več moških (62,2%) kot žensk (37,8%), večina vključenih je starih od 51 do 60 let (37,8%), ima srednjo strokovno izobrazbo (29,7%), je zaposlena (62,2%), poročena (75,7%), s prebivališčem na deželi (62,2%) in oddaljena od antikoagulacijske ambulante do 10 kilometrov (40,5%).

Anketne vprašalnike smo razdelili pacientom z diagnozo antifosfolipidni sindrom, in sicer ne glede na spol, starost in trajanje antikoagulacijskega zdravljenja. Vprašalnike so sodelujoči v raziskavi izpolnjevali med čakanjem na pregled v antikoagulacijski ambulantni (pretest) in po izvedeni edukaciji (posttest). Na osnovi rezultatov smo pacientom določili kategorijo opolnomočenosti.

Rezultate smo kot statistično značilne vrednotili pri vrednostih $p < 0,05$. Statistično pomembno razliko v številu opolnomočenih pacientov pred in po izvedeni edukaciji smo testirali še z ustreznimi statističnimi testi: hi-kvadrat test, Mann Whitney U-test in McNemara s test.

Za izvedbo raziskave smo pridobili pisno soglasje Etične komisije v Splošni bolnišnici Celje. Anketirancem smo zagotovili zaupnost, varnost, pravico do popolne pojasnitve, anonimnost in zasebnost. Upoštevali smo tudi načela Kodeksa etike v zdravstveni negi in oskrbi Slovenije (2014) in Oviedsko konvencijo.

4 Rezultati

Paciente smo razdelili (Hibbard idr., 2005) v naslednje kategorije opolnomočenosti: *neaktivni pacienti* (pacienti ne prevzemajo aktivne vloge v zdravstveni oskrbi, imajo negativne emocije), *pristop pacientov k aktivnosti* (pacienti imajo premalo znanja in zaupanja, vendar razumejo svoje zdravstveno stanje), *aktivacija pacientov* (pacienti imajo znanje, nimajo pa zaupanja vase, pojavlja se pripravljenost za vključitev), *velika vključenost pacientov* (pacienti prevzamejo nov način življenja, imajo določene cilje, samozaupanje, aktivno komunicirajo z zdravstvenim osebjem, kritično in razumsko pristopajo k navodilom zdravstvenega osebja). Ocenjevalno lestvico (od 0 do 18 možnih točk) smo razdelili na 4 enake kategorije. Pacienti, ki so dosegli do 4,5 točke (do 25 % pravilnih odgovorov), so se uvrstili v prvo kategorijo (neaktivni pacienti), tisti s 4,6 do vključno 9 točk (od 26 pa do 50 % pravilnih odgovorov) v drugo kategorijo (pristop pacientov k aktivnosti), tisti z 9,1 pa do vključno 13,2 točke (od 51 pa do 75 % pravilnih odgovorov) so se uvrstili v tretjo kategorijo (aktivacija pacientov) in tisti s 13,6 točke in več (od 76 do 100 % pravilnih odgovorov) pa so se uvrstili v četrto kategorijo (velika vključenost pacientov).

Tabela 1

Opolnomočenje – povprečno število zbranih točk pred in po edukaciji

	<i>Pred edukacijo (n = 46)</i>	<i>Po edukaciji (n = 37)</i>	<i>Mann Whitney U (p-vrednost)</i>
Minimum	8,05	14,00	299,000 (0,000)
Maksimum	17,56	18,00	
Aritmetična sredina	14,53	16,80	
Standardni odklon	2,17	1,13	

Legenda: n = število anketiranih, p = statistična pomembnost/značilnost

Rezultati Mann Whitney U-testa so potrdili statistično značilno razliko med skupinama ($p = 0,000$), povprečno število doseženih točk znaša pri merjenju pred edukacijo 14,53 točke, po izvedeni edukaciji pa je ta statistično značilno višja in znaša 16,80 točke (tabela 1).

Pred edukacijo nihče od vključenih v raziskavo ni dosegel maksimalnega števila možnih točk (18 točk), prav tako se nihče ni uvrstil v prvo kategorijo (neaktiven pa-

cient). 2,2% pacientov se je uvrstilo v drugo kategorijo, 30,4% v tretjo kategorijo. Večina, 67,4% pacientov, se je uvrstila v četrto kategorijo (velika vključenost pacienta). Po izvedeni edukaciji se je vseh 37 pacientov uvrstilo v četrto kategorijo. Razlike med merjenjem pred edukacijo in po njej so statistično značilne ($p = 0,000$) (tabela 2).

Tabela 2

Opolnomočenje – število pacientov, uvrščenih v posamezno kategorijo

Opolnomočenje – kategorije		SB Celje				Hi-kvadrat statistika oz. Likelihood ratio (p-vrednost)
		Pred edukacijo (n = 46)		Po edukaciji (n = 37)		
		f	f%	f	f%	
Kategorija 1	do 25 %	0	0,0 %	0	0,0 %	20,347 (0,000)
Kategorija 2	od 26 do 50 %	1	2,2 %	0	0,0 %	
Kategorija 3	od 51 do 75 %	14	30,4 %	0	0,0 %	
Kategorija 4	76 % ali več	31	67,4 %	37	100,0 %	
	Skupaj	46	100,0 %	37	100,0 %	

Legenda: n = število anketiranih, f = število pacientov

Za dodatno primerjavo smo pripravili še dihotočno razdelitev anketiranih, ki so sodelovali v obeh fazah raziskave ($n = 37$), in sicer smo v prvi razred uvrstili vse, ki so pri vprašanjih o opolnomočenju dosegli do 75 % vseh točk, v drugi razred pa tiste, ki so dosegli več kot 75 % vseh točk. Z McNemar testom smo preverili, ali prihaja med obema merjenjema do statistično značilne razlike v porazdelitvi anketirancev v oba razreda, kar tudi potrdimo. V fazi merjenja pred edukacijo je bilo namreč 12 anketirancev v kategoriji do 75 % ter 25 anketirancev v kategoriji več kot 75 %. V fazi merjenja po edukaciji pa so vsi pacienti dosegli rezultat več kot 75 % ($p < 0,01$) (tabela 3).

Tabela 3

Opolnomočenje – testiranje razlik v stopnji opolnomočenosti pri pacientih, ki so bili udeleženi v edukaciji

	Opolnomočenje		Opolnomočenje – kategorije po edukaciji		p-vrednost McNemar test
	f	f%	f	f%	
Do 75 %	12	32,4	0	0,0	0,000
Več kot 75 %	25	67,6	37	100,0	
Skupaj	37	100,0	37	100,0	

Legenda: f = število pacientov, p = statistična pomembnost/značilnost

5 Razprava

Z našo raziskavo smo ugotovili, da se je statistično pomembno spremenilo znanje pacientov, ki so bili vključeni v program edukacije, kar pomeni, da se je povečala stopnja opolnomočenja in s tem usposobljenost pacientov za samokontrolo in samovodenje antikoagulacijskega zdravljenja na domu.

Mnoge raziskave potrjujejo naše ugotovitve (Ortiz idr., 2015; Chang idr., 2012; Moghadam idr., 2018). Tudi MacLachlan idr. (2016), ki so izvedli kvalitativno raziskavo, so v 10 poglobljenih intervjujih s pacienti in s pregledom dokumentacije ocenjevanja ugotovili, da je edukacija bistveno povečala stopnjo znanja ter opolnomočila vključene v raziskavo za lastno oskrbo in zdravljenje. Huang idr. (2017) so v raziskavo vključili 108 pacientov z namenom ugotavljanja učinkovitosti edukacije pri izvajanju vsakodnevnih aktivnosti, mobilnosti, depresivnem razpoloženju in kakovosti življenja. Ugotovili so, da je edukacija pripomogla k večji kompetentnosti in učinkovitosti samooskrbe, zmanjšala stopnjo depresivnosti, povečala mobilnost ter s tem izboljšala kakovost življenja. Tudi Lane idr. (2006) so v pilotni študiji proučevali znanje 93 pacientov o atrijski fibrilaciji in antikoagulacijskem zdravljenju pred in po izvedbi edukacije. Pred edukacijo je le 49 % pacientov menilo, da je atrijska fibrilacija resno stanje in da lahko povzroča tromboembolijo, po edukaciji pa se je s to trditvijo strinjalo 70 % pacientov. Nasprotno pa Clarkesmith idr. (2017), ko so proučevali 11 raziskav, v katere je bilo vključenih 2246 pacientov z atrijsko fibrilacijo z enim ali več dejavniki tveganja za možgansko kap, ugotavljajo, da ni dovolj dokazov, da bi edukacija bistveno spremenila znanje pacientov o učinkih antikoagulacijske terapije.

Učinkovita edukacija o antikoagulacijskem zdravljenju vključuje osebno interakcijo z usposobljenim edukatorjem, ki zagotavlja, da pacient razume tveganja, varnostne ukrepe, ki jih je treba sprejeti, in potrebo po rednem nadzoru (Hawes, 2018). Temeljna dejavnika edukacije sta empatija in brezpogojna pozitivna naravnost v procesu obravnave pacienta. Edukator mora spodbujati pacienta k spreminjanju, in sicer od odvisnosti k avtonomnosti, od pasivnega sprejemanja k aktivni vlogi, od njegove subjektivnosti k objektivnosti (Ambrož, 2010; Ministrstvo za zdravje, 2016).

Janjoš idr. (2012) kot globalni cilj edukacije izpostavljajo opolnomočenje pacienta. To pomeni, da je pacient sposoben sprejemanja in odločanja za izboljšanje poteka svoje bolezni, ne glede na različne priložnosti in dogodke v življenju. Dolinar (2016) ugotavlja, da opolnomočen pacient v procesu edukacije pridobiva znanje in izkušnje za dobro vodenje bolezni. Pri tem je zelo pomembna vloga medicinske sestre – edukatorke, ki pacienta vse od odkritja bolezni usmerja skozi proces opolnomočenja k cilju – da postane opolnomočen pacient, ki doseže kar najvišjo stopnjo samooskrbe glede na svoje (z)možnosti.

Naša raziskava je bila omejena na relativno majhen namenski vzorec, izsledki veljajo za populacijo ozkega geografskega področja s podobnimi socialnoekonomskimi značilnostmi in življenjskim slogom, kar izključuje medkulturni vpliv na odnos do samozdravljenja in samokontrole.

6 Zaključek

Na podlagi dobljenih rezultatov raziskave, ugotovljenega teoretičnega in praktičnega znanja pacientov, smo izoblikovali edukacijski model za izboljšanje opolnomočenosti pacientov z antifosfolipidnim sindromom. Pri usposabljanju pacienta je potreben poleg skupinskega še individualni pristop, ki upošteva številne dejavnike: multimorbidnost, socialno in ekonomsko stanje in psihološko-osebnostne lastnosti posameznika. Edukacijski model temelji na teoriji opolnomočenja, pri čemer smo upoštevali analizo dobljenih rezultatov in ugotovljeno stopnjo opolnomočenosti pacientov. V edukacijskem modelu smo predstavili vsebine edukacije ter ustrezne edukacijske metode. Po uvedbi na novo razvitega edukacijskega modela je ugotovljena višja stopnja opolnomočenosti pacientov.

Učinkovitost edukacijskega modela smo z našo raziskavo testirali samo na sekundarni ravni, zato bodočim raziskovalcem priporočamo, da še preverijo učinkovitost edukacijskega modela pri pacientih z antifosfolipidnim sindromom na primarni ravni. S takšno raziskavo bi prišli do optimalnega edukacijskega modela za opolnomočenost pacientov na primarni in sekundarni ravni zdravstvenega varstva.

Andreja Hrovat Bukovšek, MSc, Bojana Filej, PhD

Linear Educational Model for Empowerment of Patients

Experts from different fields (psychology, sociology, andragogy and pedagogy) interpret the term “education” differently. To some, it means upbringing and education, to others only upbringing, to some only education, and to others only health education. Education is a part of health instruction that makes the patient aware of their health condition (Janjoš et al., 2012). It is a process that involves systematic teaching, experiential learning, counselling, information on illness, learning and acquiring skills in order to provide patients with theoretical and practical knowledge (Lesar & Peček-Čuk, 2008; Ambrož, 2010; Ministry of Health, 2016).

In Slovenia, a patient with antiphospholipid syndrome can be treated at an anticoagulation clinic at the primary or secondary level. As stated by Grogan et al. (2017), another option is that the patient performs self-monitoring at home (measuring their INR – International Normalised Ratio – from a drop of capillary blood and then contacting their chosen doctor to adjust the dose). The third option is self-management (the patient measures their INR at home and adjusts their daily doses of anticoagulant medication using appropriate algorithms). In order to carry out self-monitoring and self-management of anticoagulant treatment, patients need to be more empowered, which they achieve by participating in educational programmes.

We developed a new educational model for the needs of our research using a linear educational model as the basis. The model consists of four phases: analysis of needs, training planning, training implementation, and evaluation.

In the needs analysis phase, we critically examined the health education programme, which was carried out during the patient's visit to the anticoagulation clinic, and a questionnaire was used to determine the level of empowerment of patients with antiphospholipid syndrome (pre-test). In the second phase of planning, we selected the participants of the training, the providers of the training, the space, time and manner of conducting the training. We determined the contents and teaching methods, and we prepared materials which were then distributed among those participating in the training. This was followed by the implementation of training in the third phase of the educational model. The providers of the training were a physician (a specialist or specialty trainee in internal medicine) and a graduate nurse (a nurse in training). We first informed the patients about the purpose and content of the training, and gave them oral and written instructions and recommendations regarding anticoagulant treatment. A practical example of implementing the entire self-control procedure was demonstrated by an experienced patient who is already performing self-control in their home environment. The patient who decided to undertake self-control or self-management has also completed an individual training programme for quality capillary blood collection. Before patients began to use the measuring device and perform self-monitoring or self-management, they also performed a practical aptitude test on the device, which means that they independently performed capillary blood sampling and all the measurements using the device. Patients were also instructed regarding the safe storage of the device and the disposal of used devices, as well as about the calculation of daily doses of the anticoagulant drug. In addition to oral instructions and recommendations, patients also received written instructions – an information booklet titled “Patient Instructions and Recommendations for Safe and Effective Anticoagulant Treatment” (Hrovat Bukovšek, 2021), which was issued exclusively for patients with antiphospholipid syndrome. In the evaluation phase – the last phase of the educational process – we tested the theoretical knowledge of patients again with the same questionnaire (post-test). Practical qualifications were assessed on an ongoing basis during the implementation phase of the training.

We used a quantitative research approach, a description method and a survey technique. The questionnaire was designed on the basis of a review of foreign (Taylor et al., 1994; Hibbard et al., 2005; Obamiro et al., 2016) and domestic (Tratnik & Kvas, 2014; Mavri, 2015; Hrovat Bukovšek, 2015; Hrovat Bukovšek, 2017) literature. The questions were divided into four sets of content – demographic data of respondents (gender, age, education level, employment, marital status, place of residence), knowledge of anticoagulant treatment, care for safe and effective anticoagulant treatment and possible complications and measures in the event of complications.

We used a non-random, purpose-oriented sample in the study and included 37 patients with antiphospholipid syndrome in the training, who are being treated at the anticoagulation clinic of the Celje General Hospital. The survey involved more men (62.2%), most aged 51–60 (37.8%), with secondary vocational education (29.7%), who are employed (62.2%), married (75.7%), reside in the countryside (62.2%), and live up to 10 kilometres away from the anticoagulation clinic (40.5%).

We obtained written consent from the Ethics Commission at the Celje General Hospital to carry out the research.

Questionnaires were distributed to patients with antiphospholipid syndrome regardless of gender, age, and duration of anticoagulant therapy. Questionnaires were

filled out while waiting for an examination at the anticoagulation clinic (pre-test) and after the training (post-test). Based on the results, we determined the categories of patient empowerment, which, in accordance with Hibbard et al. (2005), were divided as follows: inactive patients – patients who do not take an active role in health care and have negative attitudes; patients' approach to activity – patients lack knowledge and confidence, but understand their state of health; activation of patients – patients have knowledge but lack self-confidence, though a willingness to become involved is demonstrated; high patient involvement – the patient has taken on a new way of life, has certain goals, self-confidence, actively communicates with the medical staff, and takes a critical and rational approach to the instructions of the medical staff. The rating scale (from 0 to 18 points) was divided into 4 equal categories (up to 25% of correct answers – inactive patients; 26% to 50% of correct answers – patients' approach to activity; 51% to 75% of correct answers – patient activation; 76% to 100% of correct answers – high patient involvement).

The results were evaluated as statistically significant at $p < 0.05$. A statistically significant difference in the number of empowered patients was also tested before and after the training with appropriate statistical tests: the hi-square test, the Mann-Whitney U test and McNemar's test. We found a statistically significantly higher number of points achieved after the training and consequently a higher category of empowerment (Table 1). After the training, all 37 patients were placed in the category "high patient involvement". In the measuring phase before the training, 12 respondents were classified in the category of up to 75% of correct answers, and 25 of them were in the category of more than 75% of correct answers. In the measuring phase after the training, all patients achieved a score of more than 75% ($p < 0.01$) (Table 3).

Our research has found that the difference in the knowledge of patients included in the education programme was statistically significant, which means that the level of empowerment and the ability of patients to self-control and self-manage anticoagulant treatment at home had increased.

Many studies confirm our findings (Ortiz et al., 2015; Chang et al., 2012; Moghadam et al., 2018). MacLachlan et al. (2016), who conducted qualitative research and 10 in-depth interviews with patients, found after reviewing the assessment documentation that the education programme significantly increased the participants' level of knowledge and empowerment for self-care and treatment. Huang et al. (2017) included 108 patients in their study in order to determine the effectiveness of education on the implementation of daily activities, mobility, depression and quality of life. They found that education helped them to increase the competence and efficiency of self-care, reduced the level of depression, increased their mobility, and improved their quality of life. In a pilot study, Lane et al. (2006) also examined the knowledge of 93 patients regarding atrial fibrillation and anticoagulant therapy before and after training. Prior to the training, only 49% of patients considered atrial fibrillation to be a serious condition and that it may cause thromboembolism, while after the training 70% of the patients agreed with this statement.

Dolinar (2016) finds that a patient empowered through the process of education acquires knowledge and experience for good disease management. The role of the nurse-educator is very important, as they are guiding the patient through the process of empow-

erment, from the diagnosis of the disease towards the goal of the empowered patient and to achieving the highest possible level of self-care in accordance with their abilities.

Our research was limited to a relatively small dedicated sample, and the findings apply to the population of a narrow geographical area with similar socioeconomic characteristics and lifestyles, which excludes the intercultural impact on attitudes toward self-medication and self-control.

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(Co)existence with a Smartphone in the Student Population

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KLJUČNE BESEDE: pametni telefoni, študenti, spanje, zasvojenost, smer študija

POVZETEK – Cilj raziskave je bil raziskati stališča in razmišljanja študentov, ki študirajo na hrvatskih univerzah, glede na smer študija o pogostosti in razlogih za uporabo pametnih telefonov. Raziskava je bila izvedena na vzorcu 267 študentov v Republiki Hrvatski. Kar 85% anketirancev na vseh področjih znanosti uporablja pametni telefon tik pred spanjem. Ponoči se 26,9% vseh vprašanih zbujajo zaradi zvoka obvestil na pametnem telefonu, največ s področja naravoslovja. Pametnega telefona kot budilke ne uporablja skupaj 8,3% anketirancev, medtem ko ga kot budilko večinoma uporabljajo anketiranci s področja interdisciplinarnih ved. Ko se ponoči zbudijo, 16,2% anketirancev brska po vsebinah na pametnem telefonu, največ pa to počnejo anketiranci s področja naravoslovja. 43% anketirancev se zjutraj počuti utrujeno. S skrajšanjem časa, preživetega s pametnim telefonom, bi pridobili čas, ki bi ga lahko izkoristili na več načinov (telovadba, sprehodi, druženje brez uporabe pametnih telefonov in druge aktivnosti), ki bi pozitivno vplivali na njihovo splošno zdravje in počutje!

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KEYWORDS: smartphones, students, sleeping, addiction, field of study

ABSTRACT – The aim of the research was to investigate the attitudes and reflections of students studying at universities in Croatia, with regard to their field of study, on the frequency and reasons for using smartphones. The research was conducted on a sample of 267 university students in the Republic of Croatia. A total of 85% of respondents in all fields of science use a smartphone just before going to bed. During the night, 26.9% of all respondents wake up to the sound of notifications on their smartphones; most of them study natural sciences. A total of 8.3% of respondents do not use a smartphone as an alarm clock, while it is mostly used as an alarm clock by respondents from the field of interdisciplinary sciences. When they wake up during the night, 16.2% of respondents browse content on a smartphone, and this is mostly done by respondents from the field of natural sciences. A total of 43% of respondents feel tired in the morning. By reducing the time spent on smartphones, individuals could use the extra time in many other ways (exercise, walking, socializing without using smartphones and other activities), which would have a positive impact on their overall health and well-being!

1 Introduction

Today, mobile phones (smartphones) are used by almost all generations and they are increasingly used by younger generations and students. Cvek and Pšunder (2019) state that the youth are not critical enough of using mobile phones.

The generation born after 1993 is called the Google generation. It is the generation that has no memory of a world without computers, the Internet, and Google search (Spitzer, 2018, p. 200).

In Europe, according to a survey conducted in 2019 (EU-27) among young people aged 16–29, a total of 94% use the Internet daily, 92% access the Internet via mobile phones away from home or work (Eurostat, 2020). In the world (DataReportal, 2021),

a total of 67.1 % of the population (5.29 billion) owns a mobile phone, while there are 4.55 billion active users of social networks or 57.6 % of the population.

The time that the younger generation spends on smartphones is getting longer. A study conducted on a sample of 188 respondents of a men's college of medicine in Bisha (Al-Shahrani, 2020) showed that in most respondents, smartphone usage amounted to at least 4 h per day (76 %). A study conducted in Romania (Cocoradă et al., 2018) on a sample of 717 students showed a high rate of mobile phone addiction, especially among female respondents. One of the favourite activities on smartphones is access to social networks. Posting one's status, checking "likes", following influencers, posting posts, following other content on social networks are just some of the activities that are available to them almost instantly. Communication is increasingly taking place through various (mostly free) applications available on smartphones and other electronic devices. It often happens that individuals are not aware of the amount of time they spend on social media. Opić, Đuranović and Klasnić (2016) also state that the vast majority of young people are not even aware that their behaviour on the Internet is a danger to their security.

A study (Erjavec, 2013) conducted on a sample of 209 students of the University of Ljubljana states that 67.5 % of respondents use the social network Facebook at least once a day, mainly for entertainment.

A study (Kolhar et al., 2021) conducted on a sample of 300 students aged 17 to 29 showed that 97 % of respondents use social networking applications, while only 1 % of respondents use social networks for academic purposes. A total of 68 % of respondents stated that their time spent on social networks delays their sleep time and that social networks had an impact on their social interactions (59 %).

Researchers El-Khoury et al. (2021) have concluded that there is a strong correlation between students who believe that they spend too much time on social media and their desire to stop doing so. A correlation was also found between the claim that they were told by others that they spend too much time on social media and their own opinions on the matter. A total of 40 % of respondents have had a "social media detox" period.

Social media detox refers to the intentional (voluntary) cessation of the use of social media in order to improve mental well-being and functionality. The problematic use of social networks among students (Jiang, 2021) predicts their level of anxiety. A term that is increasingly encountered today among smartphone users is nomophobia. According to the Cambridge Dictionary, "nomophobia is the fear of being out of mobile phone contact." Having no bars or a discharged phone is leading to anxiety and panic attacks in an increasing number of people. Similar terms are associated with the problematic use of smartphones, addiction to smartphones, etc.

Nomophobia (Daei et al., 2019) is moderate among the 320 surveyed students and is significantly related to gender, age group, level of education; it is more prevalent among male respondents. There is also a positive correlation between nomophobia and the frequency of smartphone use. Addiction to smartphones is also a growing phenomenon. A total of 22.7 % of medical students (Randjelovic et al., 2021) consider themselves addicted to smartphones. A survey on smartphone addiction (Laurence et al., 2020) conducted among 257 Brazilian students found that respondents who own an iPhone and use the social networks Snapchat and Instagram achieved significantly higher results on smartphone addiction.

Nevertheless, Čepon (2018) states that Snapchat as the fastest-growing image-based instant messaging service provides an opportunity to improve students' motivation with a view of achieving better learning results.

In addition to smartphones being used for more and more activities, such as Internet access for Internet browsing, social networking, phone calls, messaging using apps like Viber, WhatsApp, Telegram, Zoom, Skype, e-learning platforms and more, they are also used as alarm clocks, "mini screens" for watching movies, series, videos and the like. They are often in the users' hands or next to them at night. Instead of spending their time preparing for sleep and going to sleep, users engage in activities on mobile phones, which shortens sleep time.

Quality, invigorating sleep is extremely important for the overall health of an individual. Today, preparing to go to bed without the use of different screens is almost unthinkable, especially for young people. Many authors (Exelmans and Van de Bulck, 2016; Liu et al., 2019; Rafique et al., 2020; Huang et al., 2020; Islam, 2021) have conducted research on the effects of mobile phones on sleep in the student population. The findings of the study confirmed that the use of smartphones just before bedtime affects the quality of sleep and functioning during the next day.

Sleep is one of the essential factors for brain maturation (Perrault et al., 2019) and one of the key factors that indicate good academic performance. In a sample of 569 adolescents in Geneva, 47.5% of boys concluded that restricting the use of screens in the evening (after 9 pm on weekdays) can improve sleep and general functioning over the next day, and health in general.

During the COVID-19 pandemic (Islam et al., 2021), a survey conducted on a representative sample of 5,511 students in Bangladesh aged 18 to 25 showed that problematic smartphone use and problematic social media use are positively associated with younger age, poor sleep, social networks, watching TV, anxiety and depression.

The use of smartphones before bedtime (Exelmans and Van de Bulck, 2016), which includes correspondence and/or telephone calls, has an impact on sleep latency, general poor sleep quality, dysfunction during the next day and other sleep disorders, according to a survey of 844 Flemish adults aged 18 to 94, half of whom own a mobile phone.

Sleep problems (Lin et al., 2019) were experienced by a total of 40% of 503 respondents, affecting their quality of life and potentially contributing to psychosomatic disorders. A total of 52.4% of 1,545 respondents have poor sleep quality (Ozcan and Acimis, 2021) and it is more present in students who are addicted to smartphones.

During the day, fatigue (Matar Boumosleh and Jaalouk, 2017) is felt by 35.9% of students (a sample of 688 Lebanese university students) due to late-night smartphone use. 35.8% of respondents have reduced sleep quality and 35.8% of them sleep four hours less due to mobile phone use.

The use of smartphones (Pebriani and Marleni, 2020) has a direct impact on sleep quality; sleep quality has a negative direct impact on learning motivation, while smartphone use has no direct impact on learning motivation.

Researchers Aker et al. (2017), Abid et al. (2020), Ratan et al. (2021) state that disorders such as depression, anxiety and other mental disorders may correlate with problematic smartphone use. Poor sleep quality (Huang et al., 2020) was reported by

one in ten respondents among 439 students in China and poor sleep quality was significantly associated with poor physical health, depression, smartphone overuse and mobile phone addiction.

Internet and smartphone addiction (Wan Ismail et al., 2020) have a significant positive correlation with depression, anxiety, stress and suicide in a study conducted among students in Malaysia. Excessive use of smartphones as well as non-compliance with the ergonomics of using mobile phones have significant impacts on an individual's physical health.

The risks and "side effects" of digital information technology affect the body and mind. Physical risks include: lack of movement, obesity, poor posture, diabetes, high blood pressure, myopia, sleep disorders, risky behaviour (traffic accidents, sexually transmitted diseases). Mental side effects include: anxiety, mobbing, attention disorders, decreased mental productivity, decreased level of education (consequence: dementia), depression, lack of empathy, reduced life satisfaction, and addiction (Spitzer, 2021, p. 211).

These possible risks to the overall health of an individual with excessive, inadequate use of smartphones, especially during the time allotted for going to bed, with using smartphones at night, morning fatigue and difficulty paying attention to classes (especially in the morning) are presented in a study conducted among students who study at universities in Croatia.

2 Research

Research goal

The aim of this research was to examine the attitudes and thinking of students studying at universities in Croatia about the use of smartphones; whether they use smartphones just before going to bed; whether they are awakened by the sound of notifications on smartphones at night; whether they use smartphones as an alarm clock; whether they read notifications on smartphones when they wake up at night and immediately after waking up; whether they feel tired after waking up; whether they find it difficult to follow lectures in the morning; which social network they most often access using a smartphone; whether they often think about their smartphone; whether they will never give up using the smartphone even when they are told that they are using it too much.

Measuring instrument

A survey questionnaire designed specifically for the purposes of this research was used. It consisted of one independent variable (field of study) and 13 dependent variables related to:

- ☐ I use my smartphone just before going to sleep;
- ☐ During the night I am sometimes awakened by sound (messages, notifications on social networks);
- ☐ When I wake up during the night I browse the contents on my smartphone;

- ☐ I use my smartphone as an alarm clock;
- ☐ Immediately after waking up, I browse notifications, content, messages on my smartphone;
- ☐ I often wake up tired in the morning;
- ☐ I sleep on average;
- ☐ I use social networks most often via my smartphone;
- ☐ The smartphone is always on my mind;
- ☐ During the night the smartphone is in my immediate vicinity;
- ☐ It is difficult for me to follow the lectures, especially in the morning;
- ☐ I will always use my smartphone;
- ☐ I use my smartphone too much.

The questionnaire was created using the Google Form tool. The survey was posted in Facebook groups for students throughout the Republic of Croatia and was conducted during the academic year 2020/2021. The research was conducted on a sample of 267 students in the Republic of Croatia. The code of ethics was fully respected: the respondents were given written instructions on how to fill in the measuring instrument; they were guaranteed anonymity and the possibility of not giving further answers; they were informed that the data obtained by this research will be used exclusively for scientific purposes.

Since the questionnaire was used for the first time, it was necessary to determine its basic metric characteristics. The reliability of the scale statement expressed by Cronbach's alpha coefficient showed that it satisfies Nunnally's and Bernstein's internal consistency criterion 0.70. Namely, the obtained coefficient of internal consistency is 0.734. Alpha is bigger than 0.70, so it is considered acceptable. The processing of data obtained in this study was performed using the statistical package IBM SPSS Statistics 20.

3 Results and discussion

90.6% of female respondents and 8.6% of male respondents participated in the research.

The characteristics of research participants with respect to age show that the largest number of respondents is in the age bracket of over 20 and under 25 (80.9%), while the smallest number of respondents is in the age bracket of over 30 (3.4%). A total of 9.4% of respondents were under 20, and a total of 6.4% of respondents were over 25 and under 30. The following statistical values were obtained with the independent variable of scientific field: arithmetic mean $M = 2.54$, standard deviation $SD = 1.652$, and variance (SD^2) = 0.292.

According to the field of study, 43.1% of respondents from social sciences participated in the research, 7.9% from arts and the humanities, 25.5% from biomedicine and health sciences, 6.4% from biotechnical sciences, 9.7% from natural sciences, and 7.5% from interdisciplinary sciences.

In order to determine whether there are statistically significant differences in the distribution of research participants with regard to the field of study, the Kolmogorov-Smirnov test was applied. Table 1 shows the results of the distribution normality test with respect to the listed independent variables. Normality is shown to be statistically insignificant (random) deviation from normality when the value of significance is greater than 0.05. In our case Sig. is 0.000, which indicates that the normality of the distribution has not been confirmed. Therefore, by applying the above test, it was found that there are statistically significant differences in the normality, i.e., regularity of the distribution of these independent variables. This means that the analysis of these distributions (claims, items) using parametric tests is not allowed, so non-parametric tests were used. The table shows that the significance is less than 0.05, so the deviation from the normality is not statistically significant, i.e., the significance in our case is $p = 0.000 < 0.05$, which means that the normality of the distribution is confirmed and therefore accepted as such.

Table 1

One-Sample Kolmogorov-Smirnov Test

		<i>Field of Study (N = 267)</i>
Normal Parameters ^{a,b}	Mean	2.54
	Std. Deviation	1.652
Most Extreme Differences	Absolute	0.256
	Positive	0.256
	Negative	−0.175
Kolmogorov-Smirnov Z		4.175
Asymp. Sig. (2-tailed)		0.000

Analysis of variance was performed and the ANOVA method was used to compare the arithmetic means of several samples. Since the empirical levels of significance in variables 1 (Sig. = 0.631), variable 2 (Sig. = 0.237), variable 4 (Sig. = 0.647), variable 5 (Sig. = 0.758), variable 6 (Sig. = 0.333), variable 9 (Sig. = 0.735), variable 10 (Sig. = 0.290), variable 11 (Sig. = 0.406), variable 12 (Sig. = 0.270), variable 13 (Sig. = 0.475) are higher than theoretical, the null hypothesis cannot be rejected and it is concluded that there is no statistically significant difference between the observed groups.

In addition, the chi-square and the chi-square significance were determined. In order for the value of the chi-square to be significant, Sig. needs to be 0.05 or less. Tables are shown in which the chi-square values were significant.

According to the field of study, a total of 87.9% of respondents from all study fields use a smartphone just before bedtime. 61.1% of respondents answered with the statement “I completely agree”, and 26.8% with the statement “I agree”. It is mostly used by respondents (those who fully agree with the statement) that study in the field of social sciences (67%). The value of the chi-square test is $df = 20$, $p = 0.912$.

A total of 4.5 % of respondents fully agree and 7.5 % of respondents from all fields of science agree with the statement that they are awakened during the night by the sound of a notification on a smartphone. Although the percentage is small, the respondents should certainly consider setting the smartphone to quiet mode at night, if they keep it near their beds. The value of the chi-square test is $df = 20$, $p = 0.368$.

A total of 16.2 % of respondents, of whom 10.2 % agree with the statement that when they wake up during the night, they view content on a smartphone and 6 % fully agree, indicates that the smartphone is still on during the night. The value of the chi-square test is $df = 20$, $p = 0.012$. The obtained data can be considered statistically significant.

That the phone is probably present in the room (space) where the respondent sleeps is evident from the data that 74.3 % of respondents fully and 17.4 % agree with the statement that they use a smartphone as an alarm clock, which may indicate that immediately after waking up, they browse contents on the smartphone. The value of the chi-square test is $df = 20$, $p = 0.487$.

More than half of the respondents from all fields of study, i.e., 52.1 %, fully agree, and 26.4 % agree with the statement that they view content on a smartphone immediately after waking up. Respondents in the field of social sciences agree the most with this statement (58.3 %) and respondents in the field of biotechnical sciences agree the least. The value of the chi-square test is $df = 20$, $p = 0.477$.

A total of 19.6 % of respondents completely agree with the statement that they are tired in the morning and a total of 23.4 % of respondents agree. It is possible to conclude that fatigue is related to using a smartphone in bed, to waking up during the night and reading messages, and to leaving the sound on and disturbing sleep with notifications during the night. The value of the chi-square test is $df = 20$, $p = 0.032$. The obtained data can be considered statistically significant.

A total of 48.3 % of respondents sleep seven to eight hours on average, and 1.1 % of respondents sleep less than five hours, which is considered insufficient. According to the obtained data, most respondents from interdisciplinary fields sleep more than eight hours, while those from the field of social sciences sleep the least. The value of the chi-square test is $df = 20$, $p = 0.309$.

The social network most often accessed by respondents via smartphones is the social network Instagram (67.7 %), followed by the social networks Facebook (25.5 %), TikTok (4.9 %) and Snapchat (1.9 %). The value of the chi-square test is $df = 15$, $p = 0.513$.

3.4 % of respondents answered that they fully agree with the statement that the smartphone is always on their minds, while 7.9 % of respondents agree. Respondents from the field of social sciences mostly agree with the statement (3.5 %). 52.9 % of respondents from the field of biotechnical sciences completely disagree with the statement, which is the biggest percentage. The value of the chi-square test is $df = 20$, $p = 0.431$.

A total of 77.9 % of respondents hold a smartphone nearby during the night (33.5 % agree with the statement, and 44.4 % completely agree with the statement). A total of 57.1 % of respondents from the humanities fully agree with the statement. The value of the chi-square test is $df = 20$, $p = 0.740$.

In the morning, 39.7% of respondents find it difficult to follow lectures, the majority of respondents who fully agree with the statement come from the field of biotechnical sciences (35.3%), followed by respondents from social sciences (28.1%) and the humanities (23.8%). Furthermore, a total of 23.8% of respondents from the humanities and 19.3% of respondents from the field of social sciences do not completely agree with the statement. The value of the chi-square test is $df = 20$, $p = 0.150$.

A total of 7.2% of respondents fully agree with the statement "I will always use my smartphone", most of whom (7%) are from the social sciences. A total of 15.5% of respondents agree with this statement, of whom a total of 42.9% come from the humanities. The obtained results indicate possible dependence and/or nomophobia, and insufficient awareness of excessive use. The obtained data that 27.9% of respondents neither agree nor disagree with the above statement may indicate an insufficient awareness of the amount of time they spend on a mobile phone. The value of the chi-square test is $df = 20$, $p = 0.014$. The obtained data can be considered statistically significant.

Respondents most often use smartphones to browse social networks (77.9%); social networks are most often visited by respondents from the humanities. This is followed by browsing content on the Internet (16.9%); respondents from the field of biotechnical sciences browse the most content on the Internet via smartphones (23.5%). Only 5.2% of respondents use smartphones for telephone calls, most of whom come from the humanities (14.3%). The value of the chi-square test is $df = 10$, $p = 0.583$.

4 Conclusion

A total of 267 students studying at universities in Croatia participated in the research, of whom 8.6% were men and 90.6% were women. According to age, most respondents are over 25 and under 30 (96.6%), followed by 90.3% of respondents aged over 20 and under 25, while only 9.4% of respondents are younger than 20 and 3.4% are older than 30. According to the obtained data related to one independent and 13 dependent variables, the following data were obtained:

The majority of respondents fully agree with the statement of using a smartphone before going to bed (61.1%). Over 60% of respondents from all fields of study, except biotechnical sciences (47.1%), use a smartphone before bedtime. Considering the combined statements "I agree" and "I completely agree", 85% of respondents or more use it. Using a smartphone just before going to bed (Alshobali and AlYousefi, 2019) can result in poor sleep quality and lower academic achievement (Ragupatji et al., 2020); excessive use can lead to depression, anxiety (Guo et al., 2020), and has an impact on daily fatigue and academic achievements (Mohsin and Faisal, 2021). A total of 48.3% of respondents sleep seven to eight hours on average; 16.1% of respondents sleep more than eight hours on average; the recommended amount of sleep for young adults and adults is from 7 to 9 hours (Suni, 2020).

When smartphones are close to respondents and stay on during the night, it has been observed that 26.9% of respondents wake up during the night due to the sounds of their smartphone, which may indicate calls, message notifications, social networks and the

like. Respondents who most often wake up to the sound of a mobile phone at night are respondents from the field of natural sciences (26.9%).

Although survey data show that a total of 59.6% of respondents completely disagree and 22.6% disagree that the sound of smartphones wakes them up at night, they should consider not keeping a smartphone in their immediate vicinity when sleeping and, if necessary, turn it off, or switch it to silent mode or airplane mode.

Given that the data showed that 91.7% of respondents use a smartphone as an alarm clock (mostly used by respondents from the field of interdisciplinary sciences, 57.9%), it has been concluded that the smartphone is located near the bed in the case of 77.9% of all respondents, most of whom come from interdisciplinary fields of science (89.5%).

16.2% of respondents answered in the affirmative to the question of whether they view content on a smartphone when they wake up during the night; most of them come from the field of natural sciences (38.4%), followed by respondents from biomedicine and health sciences (22.4%). It could be concluded that reading messages at night and the effects of the artificial light (despite activating filters for, e.g., blue light, which can partially reduce the negative effects, or night mode) of screens of electronic devices can have negative effects on the circadian rhythm, sleepiness, sleep and wakefulness (Rathakrishnan et al., 2021). Watching the blue light (Jniene et al., 2019) on devices before going to sleep is also associated with poor sleep quality.

It would be more beneficial to replace reading text on the screens of electronic devices with reading printed books and materials.

Fatigue during the next morning is felt by a total of 43% of respondents; 57.9% of those who feel it the most come from the field of interdisciplinary sciences. Fatigue can be one of the factors related to the use of smartphones when going to sleep and at night, which can result in greater difficulty in following lectures, especially in the morning, and poorer academic performance (Rayzah, 2021), which was demonstrated by a total of 39.7% of respondents, most of whom came from the field of biotechnical sciences (52.9%).

This claim can be correlated with the claim that a total of 78.5% of respondents browse content on a smartphone when they wake up during the night.

A total of 11.3% of respondents constantly think about smartphones, most of whom come from the field of biotechnical sciences (17.7%). It could be concluded that there is a great possibility for them to become addicted to smartphones, which can be correlated with the claim that they will never be without a smartphone, with which a total of 22.7% of respondents agree and fully agree, most coming from the humanities (47.7%).

The primary activity on smartphones among respondents is accessing social networks (77.9%), and most often respondents from interdisciplinary fields access social networks via smartphones (85%). The next activity is browsing content on the Internet (16.9%) and the last activity is making telephone calls (5.2%).

Smartphones are being used more and more often and for longer periods of time. To be “immediately” available; instant reactions and “instant” activities on social networks; the time allotted for going to sleep being replaced by browsing content; falling asleep with smartphones and waking up at night caused by the sounds of certain notifications; using smartphones as alarm clock replacement; the impact of artificial light

from the screen on circadian rhythm; fatigue; disturbed sleep; poor sleep quality; poor academic performance; the possibility of mental disorders – those are just some of the consequences for the overall health of the individual.

Dr. Maja Ružič Baf

(So)obstoj s pametnim telefonom v študentski populaciji

Nove informacijske in komunikacijske tehnologije so prisotne v skoraj vseh generacijah, od najmlajših do starejših, še posebej, ko gre za uporabo pametnih telefonov in možnosti, ki jih danes ponujajo vse modernejši modeli. Pametni telefoni so postali "must have" naprave, brez katerih je življenje številnih generacij, predvsem mlajših, dobesedno nepojmljivo (Cvek in Pšunder, 2019). Zaradi trenutne dostopnosti informacij na pametnih telefonih so ti skoraj popolnoma nadomestili tiskane medije, kamere, pri mnogih pa celo namizne in prenosne računalnike, dlančnike in druge elektronske naprave. Večina aktivnosti poteka prek pametnih telefonov z uporabo vse manjših zaslonov, pri čem se vsekakor postavlja vprašanje ergonomije in vpliva na celoten razvoj posameznika.

Vse pogostejša uporaba pametnih telefonov in aplikacij lahko povzroči številne stranske učinke, kot so preveč časa, porabljenega za pametne telefone, odvisnost od pametnih telefonov, nomofobija, fomofobija, selfifobija, težave s pozornostjo, koncentracijo, dolgčas, nestrpnost, pomanjkanje gibanja in telesne dejavnosti, debelost, neskladnost z ergonomskimi pravili, težave s spanjem (motnja faz spanja, nočno prebujanje, jutranja utrujenost), tesnoba, depresija, nizka samopodoba, slaba samopodoba, prenasitenost z informacijami, neupoštevanje pravil lepega vedenja na spletu in druge možne duševne motnje, vpliv na čustveno in fizično zdravje posameznika. Študija je razdeljena na dva dela. V teoretičnem delu prispevka je poudarek na prekomerni uporabi pametnih telefonov in možnih posledicah, ki jih le-ta ima na učence in se kažejo predvsem kot motnje spanja, utrujenost, težave s spremljanjem pouka, depresija, tesnoba ipd. V drugem delu prispevka so predstavljeni rezultati raziskave.

Cilj raziskave je bil raziskati stališča in razmišljanja študentov, ki študirajo na univerzah in politehnikah v Republiki Hrvaški, glede na študijsko področje o pogostosti in razlogih za uporabo pametnih telefonov. Anketni vprašalnik je bil ustvarjen za raziskovalne namene in je bil sestavljen iz neodvisne spremenljivke – področje študija – in skupaj trinajstih odvisnih spremenljivk: pametni telefon uporabljam tik pred spanjem; ponoči me včasih zbudi zvok (sporočila, obvestila na družbenih omrežjih); ko se ponoči zbudim, brskam po vsebinah na pametnem telefonu; pametni telefon uporabljam kot budilko; takoj po prebujanju po pametnem telefonu brskam po obvestilih, vsebinah in sporočilih; zjutraj se pogosto zbudim utrujen/utrujena; spim povprečno; družbeno omrežje, ki ga najpogosteje uporabljam prek pametnega telefona; pametni telefon mi je nenehno v mislih; ponoči je pametni telefon v moji neposredni bližini; zjutraj težko spremljam pouk; nikoli se ne bom odpovedal uporabi pametnega telefona, tudi če to vpliva na moje vsakdanje življenje; preveč uporabljam svoj pametni telefon. V raziskavi je sodelovalo 267 študentov, ki študirajo v Republiki Hrvaški. Anketni vprašalnik je bil izdelan z orod-

jem Google Form in je bil v študijskem letu 2020/2021 objavljen na družbenih omrežjih študentskih društev in na študentskih spletnih straneh. Etični kodeks je bil v celoti spoštovan, anketiranci so dobili jasna navodila za izpolnjevanje vprašalnika, anonimnost je bila zagotovljena, dana je bila možnost umika kadarkoli, hkrati je bilo obrazloženo, da bodo podatki, pridobljeni s to raziskavo, uporabljeni izključno v znanstvene namene.

Pridobljeni podatki raziskave so pokazali, da skupaj 85 % anketirancev uporablja pametni telefon tik pred spanjem na vseh področjih znanosti, največ pa ga uporabljajo anketiranci, ki študirajo biotehniške vede (47,1 %). Ponoči zvok obvestila po pametnem telefonu zbudi skupaj 26,9 % vseh anketirancev, največ pa anketirancev s področja naravoslovja. Skupaj 8,3 % anketiranih ne uporablja pametnega telefona kot budilke, medtem ko ga za budilko največ uporabljajo anketiranci s področja interdisciplinarnih znanosti (57,9 %). Ko se ponoči zbudijo, 16,2 % anketirancev brska po vsebinah na pametnem telefonu, to pa večinoma delajo anketiranci s področja naravoslovja. Skupaj 43 % anketirancev čuti zjutraj utrujenost, večinoma anketiranci s področja interdisciplinarnih znanosti. Anketiranci najpogosteje dostopajo do družbenih omrežij prek mobilnih telefonov (77,9 %), večinoma pa to počnejo anketiranci s področja interdisciplinarnih znanosti. Vsebine na spletu si večinoma ogledujejo anketiranci (16,9 %) s področja biotehniških ved, pametne telefone za telefonijo pa večinoma uporabljajo anketiranci s področja humanistike (5,2 %). O pametnih telefonih nenehno razmišlja 11,3 % anketirancev, med katerimi je največ anketirancev s področja biotehniških ved (17,7 %). Lahko sklepamo, da obstaja velika verjetnost, da postanejo zasvojeni s pametnim telefonom, kar lahko povežemo s trditvijo, da ne bodo opustili uporabe mobilnih telefonov, ko se zavedajo, da to vpliva na njihovo vsakdanje življenje, s čimer se strinja in se popolnoma strinja 22,7 % anketirancev, najbolj pa se strinjajo anketiranci s področja humanistike (47,7 %). Upoštovati je treba tudi odgovor 27,9 % anketirancev, ki so odgovorili z "niti se strinjam niti se ne strinjam", kar si lahko razlagamo kot nezavedanje, da to vpliva na njihovo vsakdanje življenje.

Uporaba družbenih omrežij je ena najljubših dejavnosti mladih. Pridobljeni podatki raziskave so pokazali, da skupno 77,9 % anketirancev dostopa do družbenih omrežij prek pametnega telefona, 16,9 % anketirancev si ogleduje vsebine na spletu, le 5,2 % anketirancev pa ga uporablja za telefoniranje. Čeprav je bil primarni namen mobilnih telefonov klicanje in pošiljanje SMS-sporočil, smo danes priča času, ko se s pametnim telefonom izvaja veliko več dejavnosti, povezanih z dostopom do spleta z uporabo številnih aplikacij za komunikacijo in drugih vsebin. Spremljanje družbenih omrežij se pri večini mladih kaže tudi v neki obliki angažiranosti, ki se kaže kot spremljanje objav, spremljanje vsebin, "likov", komentarjev, spremljanje vplivnežev, objavljane vsebin, ustvarjanje in nalaganje vsebin na profile različnih družbenih omrežij in v obliki številnih drugih dejavnosti. Večinoma gre za aktivnosti in vsebine, ki so jim na voljo v zelo kratkem času, nekatere pa tudi "takoj".

Laurence idr. (2020) so na vzorcu 300 študentov, starih od 17 do 29 let, dobili izsledke raziskave, da skupno 97 % anketirancev uporablja aplikacije družbenih omrežij, medtem ko le 1 % anketirancev uporablja družbena omrežja v akademske namene. Skupaj je 68 % vprašanih izjavilo, da jim čas, preživet na družbenih omrežjih, odloži spanje in da imajo družbena omrežja vpliv na njihove socialne interakcije. Skrb vzbujajoči so pridobljeni podatki, ki so pokazali, da je 57 % anketirancev izjavilo, da se čutijo odvisne od družbenih omrežij, pri 52 % pa je ta zasvojenost vplivala na učenje. Poleg

tega problematična uporaba družbenih omrežij med študenti (Jiang, 2021) napoveduje njihovo stopnjo tesnobe.

Prekomerna uporaba pametnih telefonov in neupoštevanje ergonomije uporabe mobilnega telefona močno vplivata na posameznikovo fizično zdravje. Xie, Dong in Wang (2018) so v svoji raziskavi prišli do rezultatov, ki kažejo, da obstaja močna povezava med prekomerno uporabo mobilnih telefonov in telesnimi zdravstvenimi težavami (težave z vidom, hrbtenico, slaba kakovost spanja, pomanjkanje telesne energije, pomanjkanje pozornosti, imuniteta, bolečine v sklepih) med mladostniki v Šanghaju. Pri rokovanju z mobilnim telefonom (pametnim telefonom) (Ružič Baf, 2020) so znatna odstopanja od idealne anatomske ukrivljenosti hrbtenice. Posledice takšne drže se običajno pokažejo čez nekaj časa. Pri uporabi elektronskih naprav so najpogostejše skoliozna in kifotična drža ter težave s pestmi. Največkrat je najbolj travmatiziran vrat in opazna je težava zaradi pretirane uporabe palca in kazalca, predvsem pri pisanju sporočil in krmarjenju po zaslonu.

Depresija, tesnoba in kakovost spanja so lahko povezane z uporabo pametnih telefonov pri študentih. Socialna tesnoba (Annoni idr., 2021) pri mladostnikih je povezana s problematično uporabo pametnih telefonov. Študentje, ki pretiravajo z uporabo pametnih telefonov ("težki" uporabniki pametnih telefonov), trpijo za socialno tesnobo, nagnjeni so k nezaupanju drugim in so izpostavljeni večjemu tveganju kot problematični uporabniki pametnih telefonov.

Pojav, ki ga je danes mogoče prepoznati pri uporabnikih pametnih telefonov, je nomofobija. Po definiciji (Cambridge Dictionary) gre za strah pred tem, da bi bili brez stika z mobilnim telefonom. Če na zaslonu ni črt ali če je telefon prazen, to povzroči tesnobo in napade panike pri vedno večjem številu ljudi.

Pametni telefoni se uporabljajo vse pogostejše in dlje. Dostopnost "takoj in zdaj", takojšnji odzivi na prejeta obvestila in aktivnosti na družbenih omrežjih so čas, namenjen spanju, nadomestili z aktivnostmi, ki posamezniku ne omogočajo kakovostnega spanca. Na primer vpliv umetne svetlobe z zaslona naprave lahko vpliva na posameznikov cirkadialni ritem.

Med pandemijo covida-19 je raziskava na reprezentativnem vzorcu 5.511 študentov iz Bangladeša, starih od 18 do 25 let (Islam idr., 2021), pokazala, da so bili problematični uporabniki mobilnih telefonov in problematični uporabniki družbenih omrežij pozitivno povezani z nižjo starostjo, slabim spanjem, uporabo družbenih omrežij, gledanjem televizije, tesnobo in depresijo.

Uporaba pametnih telefonov bi morala biti čim manjša. Ne bi ga smeli uporabljati tik pred spanjem ali ponoči ter takoj po prebujanju. Če se ga uporablja kot budilko, bi ga bilo dobro izklopiti, nastaviti na tihi način ali način letenja. Z zmanjšanjem časa, porabljenega za pametne telefone, bi pridobil čas, ki bi ga posameznik lahko izkoristil na različne načine (za vadbo, hojo, druženje brez uporabe pametnih telefonov in druge dejavnosti), kar bi imelo pozitivne posledice na njegovo splošno zdravje in počutje.

Pravočasno ozaveščanje, najprej v otrokovi primarni skupnosti, jedru (mikrosistemu), in stalno izobraževanje na vseh ravneh izobraževanja lahko močno pripomoreta k zmanjšanju uporabe in s tem zmanjšanju "pandemije" pretirane uporabe pametnih telefonov. Za začetek je dovolj, da pametni telefon postavite v drugo sobo, pripravite telo in duh na spanje (branje tiskanih knjig ipd.) in si podarite – budilko!

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