

Zbornik povzetkov strokovne konference
Spodbujanje učinkovitega učenja



Abstracts of the Professional Conference
Developing Effective Learning

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Uvod

V času velike nepredvidljivosti, ki smo jo občutili to leto ob epidemiji Covid-19, lahko temo o spodbujanju učenja pri učencih razumemo kot toliko aktualnejšo za namene iskanja odgovora na vprašanje, katero in kakšno učenje spodbujati v vzgoji in izobraževanju za čas nenehnih sprememb.

V zborniku *Spodbujanje učinkovitega učenja* smo izbrali povzetke predvsem učiteljic in učiteljev 1. in 2. vzgojno-izobraževalnega obdobja o tem, kako spodbujati učinkovito učenje pri učencih. Zbornik je nastal na osnovi konference in v okviru projekta Erasmus+ »Pedpack Pedagogy & Practice.«

Povzetki v delu se ukvarjajo z vprašanji:

- spodbujanja različnih strategij učenja (npr. samostojno učenje idr.),
- prilagajanja pouka različnim učnim stilom in različnim potrebam učencev,
- zagotavljanja možnosti, da se učenci učijo sami,
- omogočanja medvrstniškega učenja,
- medpredmetnega povezovanja,
- vzpostavljanja pozitivne klime za učenje in spodbujanja dobrih medsebojnih odnosov,
- formativnega spremljanja ipd.

Izbrani povzetki se predstavijo na konferenci bodisi kot referat, plakat ali posnetek v obliki t. i. »tržnice učinkovitega učenja«.

Želimo, da bi izbrani povzetki izzvali čim konstruktivnejši dialog ter razmišljanje o učenju tudi v prihodnje.

Introduction

At a time of great unpredictability, which we felt this year during the Covid-19 epidemic, the topic of promoting learning in students can be understood as even more relevant for the purpose of finding an answer to the question of what and what kind of learning to promote in education during the period of constant change.

In the proceedings *Developing Effective Learning* we selected summaries, mainly from teachers of the 1st and 2nd educational cycle, on the topic of how to promote effective learning in students. The proceedings was created on the basis of a conference and within the Erasmus+ project 'Pedpack Pedagogy & Practice.'

The summaries deal with the issues of:

- promoting different learning strategies (e.g. independent learning, etc.),
- adapting lessons to different learning styles and different needs of students,
- providing opportunities for students to learn on their own,
- facilitating peer learning,
- cross-curricular integration,
- establishing a positive learning climate and promoting good interpersonal relations,
- formative monitoring, etc.

Selected summaries are presented at the conference either as a paper, poster or recording, in the form of the so-called 'effective learning marketplace.'

We want the selected summaries to provoke the most constructive dialogue and thinking about learning in the future.

Pomembnost zgodnjega razvijanja organizacijskih veščin pri otrocih s posebnimi potrebami

Organizacijske veščine (v nadaljevanju OV) so ključna prvina človekovega življenja, ki nam pomaga organizirati čas in pripomočke posamezne dejavnosti. Otroke opolnomočijo pri vzpostavitvi reda in strukture, kar krepi njihovo samostojnost in osamosvojitve. V raziskavi smo analizirali OV desetih naključno izbranih otrok s posebnimi potrebami (v nadaljevanju OPP), ki obiskujejo redni program osnovnošolskega izobraževanja. S teoretičnim pregledom OV smo želeli poglobiti prepoznavanje znakov neorganiziranosti OPP in dobiti vpogled v razumevanje pomembnosti strukture OV za nemoteno funkcioniranje otroka v vsakdanjem življenju. Zanimalo nas je tudi, na kaj OV vplivajo, kako jih razvijamo in s katerimi izzivi se soočajo dezorganizirani OPP. Odsotnost OV se pri otrocih najpogosteje kaže že v zgodnjih letih šolanja, kar povzroča težave na učnem polju, prav tako pa zmanjšuje pozitivno samopodobo. Ugotovili smo, da so OPP slabo opremljeni z OV, saj nimajo usvojenega načrtovanja, zaporedja, poleg tega pa se soočajo s primanjkljaji, z ovirami oziroma motnjami. Dolžnost specialnih in rehabilitacijskih pedagogov, socialnih pedagogov, inkluzivnih pedagogov, učiteljev in drugih strokovnih delavcev šole je, da z OPP sistematično razvijajo področje OV in soustvarjajo strukturo, ki ustreza individualnim potrebam OPP. Le individualno strukturiran in dosleden pristop bo OPP pomagal pridobiti učinkovite organizacijske strategije, s čimer bo postal opolnomočen ter pripravljen na nove izzive.

Ključne besede: otrok s posebnimi potrebami, organizacijske veščine, struktura, opolnomočenje

The Importance of Early Development of Organizational Skills in Children with Special Needs

Organisational skills (below, OS) are a key element of human life, helping us to organise the time and resources of each activity. They empower children to restore order and structure, which enhances their autonomy and independence. The study analysed the OS of ten randomly selected children with special needs (below, CSN) who attend a regular elementary education programme. Through the theoretical review of OS, we wanted to deepen the identification of signs of disorganisation of CSN and gain insight into understanding the importance of structure OS for the smooth functioning of the child in daily life. We were also interested in what they affect, how we develop them, and what challenges the disorganised CSN face. Absence of OS in children is most often manifested in the early years of schooling, which also causes problems in the learning field and decreases positive self-image. We have found that CSN are poorly equipped with OS, as they have not conquered planning and sequence, and they also face deficits, obstacles or disorders. With the latter, there is the duty of special and rehabilitation educators, social educators, inclusive educators, teachers and other professional staff of the school to systematically develop the field of OS with CSN and co-create a structure that meets the individual needs of CSN. Only in this way will the individually structured and consistent approach of CSN gain them effective organisational strategies and thus be empowered and ready for new challenges.

Key words: child with special needs, organisational skills, structure, empowerment

Mentorstvo od poučevanja do usmerjanja

Šolska skupnost otrokom omogoča, da aktivno sodelujejo pri načrtovanju življenja in dela na šoli. Sodelovanje učencev v šolski skupnosti zagotavlja osnovno participacijo otrok v družbi. Za dobro delovanje skupnosti morajo biti zagotovljeni osnovni pogoji, med katerimi je zelo pomembno zagotavljanje varnega okolja, v katerem se bo otrok počutil sprejetega in slišane. Mentorji se neprestano sprašujemo, kako spodbuditi otroke k izražanju njihovega mnenja, pogledov in idej. Želimo stopiti iz svojih ustaljenih okvirjev in otrokom dati možnost, da sami s pomočjo lastnih zamisli in našega usmerjanja uresničijo svoje želje in s tem zadovoljijo svoje potrebe. V šolski prostor uvajamo šolo za življenje po načelu iz debate v akcijo, iz vsebin v proces in od poučevanja do usmerjanja. V prispevku bo opisano, kako sem učencem predstavila idejo, način izbire idej in dejavnosti z uporabo možganske nevihte, pa tudi priprava starejših učencev na poučevanje mlajših in pomoč pri izpeljavi različnih akcij, ki so potekale z medvrstniškim učenjem tako na razredni kot predmetni stopnji. Predstavljen bo potek načrtovanja dejavnosti, izvedba akcij Šolski kompostnik in Slovenski zajtrk (lokalno pridelana hrana in pomembnost čebel). Po izvedbi akcij smo zaznali odzivnost učencev. Vse ogrizke in odpadke od sadja zbiramo in nosimo na šolski kompostnik, učenci pri vrtnarskem krožku izdelujejo kompost. Tudi pri malici je manj odpadkov, učenci se zavedajo pomena lokalno pridelane hrane. Omenjene akcije omogočajo uporabnost pridobljenega znanja in razvijanje nadaljnjih aktivnosti.

Ključne besede: šolska skupnost, medvrstniško učenje, usmerjanje, akcija

Mentorship from Teaching to Supervision

The school council enables students to take an active part in planning life and work at school. The cooperation of students in the school council ensures their participation in the community. To achieve effective functioning of the council some basic conditions have to be fulfilled. The most important one is a safe environment in which a child feels accepted and heard. Mentors keep wondering how to encourage children to express their opinions, views and ideas. Students should be given a chance to step out of their set framework and make their wishes come true as well as to satisfy their needs according to their own ideas. The mentors should merely supervise their work. School space is thus turning into school for life according to the principle 'from debate into action, from content into process and from teaching into supervising.' The article presents the process of collecting and selecting ideas and activities with brainstorming, and the preparation of older students to teach the younger ones and offer their help with the implementation of various actions through peer learning in the First period (1st to 5th grades) as well as in the Second period (6th to 9th grades). The article presents two school actions: The School Compost Pile and the Traditional Slovene Breakfast (locally produced food and the importance of bees). After the actions were carried out, the responsiveness of the students was checked. All fruit cores and fruit litter are collected in a bin and carried to the school compost pile where the students of the gardening club produce the compost. As a result less litter remains after the school snack as the students are becoming more aware of locally produced food. The activities mentioned enable the application of the acquired knowledge as well as the development of further activities.

Key words: school council, peer learning, supervision, action

Šolska knjižnica – gradnik medpredmetnega povezovanja

Knjižnično-informacijska znanja v osnovni šoli že vrsto let vpeljujejo aktiven način dela s pomočjo medpredmetnega povezovanja. Tovrstna oblika pouka je vedno bolj razširjena, učenci pa z aktivnim delom širše spoznavajo določeno temo. Učitelji s pomočjo medpredmetnega povezovanja krepijo timsko sodelovanje in usklajevanje. Tokratni prispevek odseva primer prakse v osnovni šoli. V blok uri se prepletajo slovenski jezik, raba knjižničnega gradiva in angleški jezik. Delo poteka v treh skupinah. Osnova je slovenščina kot materinščina in narečni jezik, ki jo povežemo s tujim jezikom in z rabo slovarjev. Učna ura je v praksi zelo dobro uspela, saj so bili učenci vidno navdušeni nad različnimi oblikami dela in novimi znanji, ki so jih pridobili s pomočjo aktivnih metod dela. Tak način dela prinaša prednosti tako za učitelje kot za učence. S timskim sodelovanjem oblikujemo enotne kriterije ocenjevanja znanja, skrbno načrtujemo ter usklajujemo metode in oblike dela pri pouku, učenci pa postanejo aktivnejši, ustvarjalnejši in odgovornejši za rezultate svojega dela.

Ključne besede: medpredmetna povezava, materni jezik, tuji jezik, aktivne oblike pouka, šolska knjižnica

School Library – a Place for Building Cross-Curricular Links

Library and information technology expertise in primary schools has been promoting an active way to work through cross-curricular links. Such lessons are becoming more and more widespread, as pupils discover new topics through active work. Through cross-curricular instruction, teachers strengthen team work and collaboration. The following article demonstrates an example of practice in primary school. The double lesson that was implemented features the Slovene language, the use of library material and the English language. Work is conducted in three small groups. The lesson is based on the Slovene language as a mother tongue and vernacular, and also incorporates foreign language and the use of dictionaries. In practice, the lesson was successfully carried out, as pupils were visibly interested about various methods of work. Such work has many advantages for pupils and teachers. Team work helps us to create the same criteria for knowledge assessment. Planning and work methods are carefully prepared. Pupils become more active, creative and responsible for their work results.

Key words: cross-curricular links, mother tongue, foreign language, active forms of instruction, school library

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Učenje plavanja po načelih formativnega spremljanja

Namen prispevka je predstaviti potek plavalnega opismenjevanja mlajših učencev na OŠ Ivanjkovci. Veščina plavanja je življenjskega pomena, zato ji namenimo posebno pozornost in vsakoletno učenje plavanja temeljito načrtujemo skupaj z učenci ter pri tem upoštevamo njihovo predznanje. Učni načrt predpisuje, da se v 2. ali 3. razredu osnovne šole za učence organizira 20-urni tečaj plavanja. Naše izkušnje kažejo, da je za zares dobro usvojeno večino plavanja to veliko premalo. Zato na naši šoli, v okviru katere deluje tudi vrtec, organiziramo 10-urno plavalno opismenjevanje že v predšolski skupini, nato v enakem obsegu še v 1., 2. in 4. razredu ter v 3. razredu 20-urni plavalni tečaj. V 5. razredu, v letni šoli v naravi, učenci plavalne tehnike utrjujejo in plavanje izkoriščajo predvsem kot sprostitvev ter prostočasno aktivnost. V prispevku so prikazane strategije, metode, možnosti in ideje za aktivno vključevanje učencev v sam proces učenja pred, med in po plavanju ter tudi v druge izzive, s katerimi se vsakodnevno srečujemo na bazenu. Uporabljene so strategije za učenje načrtovanja lastnega učenja, kritičnega prijateljevanja in kritičnega mišljenja. Poučevanje in učenje plavanja temeljita na medpredmetnem povezovanju, pozitivnem odnosu, sodelovanju in komunikaciji ter elementih formativnega spremljanja. Učenci sooblikujejo namene učenja in kriterije vrednotenja, zbirajo dokaze o svojem učenju, na podlagi povratnih informacij učiteljev in vrstnikov izboljšujejo svoje dokaze ter samopresojajo svoje delo. V ta namen zanje pripravimo starostni stopnji prilagojena učna gradiva, s pomočjo katerih načrtujejo, spremljajo in evalvirajo svoje znanje plavanja. Večina naših učencev, ki v glavnem prihajajo iz plavalno manj spodbudnega okolja, v tretjem razredu preseže predpisane standarde znanja.

Ključne besede: plavanje, formativno spremljanje, učna gradiva

Learning to Swim According to Formative Assessment Principles

The purpose of the article is to present the course of swimming literacy of younger students at the Ivanjkovci Primary school. The skill of swimming is of vital importance, thus, we pay special attention to it and thoroughly plan our annual learning to swim together with students and take their prior knowledge into consideration. The learning curriculum prescribes a 20-hour swimming course for the second and third grade students. Our experiences show that this is far too little to master swimming skills. Therefore, at our school, combined with the kindergarden, we organise a 10-hour swimming literacy course in the preschool group, and also to the same extent in the 1st, 2nd and 4th grade, and a 20-hour swimming course in the 3rd grade. In the 5th grade, at Summer outdoor school, the students reinforce swimming techniques and, above all, experience swimming as a relaxation and leisure activity. The article presents strategies, methods, possibilities and ideas for students' active involvement in the learning process itself before, during and after swimming as well as other challenges we face daily at the pool. Strategies used: strategy for self-learning planning, critical relationships and critical thinking. Teaching and learning to swim is based on interdisciplinary integration, positive attitude, cooperation and communication, and the elements of formative assessment. Students codevelop learning purposes and evaluation criteria, collect proof of their learning process, reinforce their proofs based on the teachers' and peers' feedback and self-evaluate their work. For this purpose, we prepare age-appropriate learning materials for kids, with the help of which they plan, monitor and evaluate their swimming skills. Most of our students, who mainly come from less stimulating environments, exceed the prescribed knowledge standards in the 3rd grade.

Key words: swimming, formative assessment, study material

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Aktivno učenje naravoslovja pri učencih Romih

Učenci Romi v vsak šolski prostor vnašajo določeno specifično, ki izhaja iz kulturnih in jezikovnih dejavnikov ter njihovega socialno-ekonomskega položaja. Jezikovne ovire, slabša učna uspešnost, težje sledenje pouku, socialna izključenost in nespodbudno domače okolje so tisti dejavniki, ki od učitelja zahtevajo dodatna znanja in prilagojene pristope. Frontalno poučevanje naravoslovja pri učencih Romih največkrat nima zelenega učinka, saj vodi h kratkoročnemu pomnjenju, kar pa dolgoročno ne prinese dobrih rezultatov. Aktivno učenje pa je tisto, ki veča motivacijo, vodi do boljšega razumevanja in širšega obsega znanja. V prispevku bom predstavila obravnavo učne snovi fotosinteza s pomočjo metode snežna kepa. Učno snov smo obravnavali po korakih v daljšem časovnem obdobju. O dani nalogi so učenci najprej razmišljali individualno. O svojih ugotovitvah so nato razpravljali v paru in na koncu še v skupini. Teoretična izhodišča so podprli tudi z eksperimentalnim delom. Sledila je skupinska diskusija, ki sem jo zaključila s frontalnim povzetkom. Ta metoda aktivnega poučevanja oz. učenja se je pri učencih Romih izkazala za učinkovito. Pri učenju so bili dejavni, pozitivno soodvisni, odgovorni za svoj del naloge, razvijali so sodelovalne veščine, hkrati pa so vsak zase in skupaj dosegli zastavljene cilje.

Ključne besede: učenci Romi, naravoslovje, aktivno učenje

Active Learning of Science in Romany Pupils

Romany pupils create a specific school environment based on their cultural and linguistic characteristics and their socioeconomic status. Language barriers, lower performance, difficulty engaging in class, social exclusion, and an unstimulating home environment require additional competences and tailored methods from the teacher. Teacher-centred instruction of science fails to achieve the desired effects in Romany pupils as it leads to short-term memory retention, which is not productive in the long run. Active learning, on the other hand, increases motivation, enhances comprehension, and broadens knowledge. My objective here is to show how the 'snowball' techniques can be used in teaching photosynthesis. The subject matter was treated in stages over a longer period of time. First, the pupils thought about the given task individually. Then they discussed their findings in pairs and finally in groups. They were also able to put theory into practice, followed by a group discussion, and a teacher-centred conclusion. This active learning and teaching method has proven to be very effective with Romany pupils. They were engaged, positively interdependent, and responsible for their part of the task at hand. They were able to develop collaborative and cooperative skills as well as achieve their individual and group goals.

Key words: Romany pupils, science, active learning

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Od šolskega praga do bele Ljubljane: povezovanje med predmeti in učenci podeželske in mestne šole

Z učenci 3. razreda OŠ Prestranek smo se z učenci Osnovne šole Karla Destovnika – Kajuha iz Ljubljane povezali v medšolskem projektu. Učenci so si skozi šolsko leto dopisovali z vrstniki iz Ljubljane. Poudarek medpredmetnega sodelovanja je bil na predmetih slovenščina in spoznavanje okolja. Spoznali so poštarja Pavlija, kako potuje pismo in kako je potovalo nekoč. S pomočjo knjižničnih gradiv in uporabe IKT so spoznali Muzej pošte in telekomunikacij ter raziskovali razvoj pošte skozi čas. Prek pisanja pisem so učenci krepili jezikovne in pisne spretnosti. V pismih so opisovali svoj razred, šolo, domači kraj, promet. Spoznavali so kulturno in naravno dediščino obeh krajev, ugotavljali razlike med mestom in podeželjem ter spoznali nove prijatelje. Ob zaključku šolskega leta so odšli na ekskurzijo, kjer so svoje nove prijatelje v glavnem mestu Ljubljani tudi obiskali. Ti so jim predstavili staro mestno jedro, arhitekta Jožeta Plečnika in Ljubljanski grad, kamor smo se povzpeli s tirno vzpenjačo. Tretješolci iz Ljubljane so nam obisk vrnili. Zanje smo pripravili delavnice, ki so jih vodili lovec, ribič in čebelarica iz lokalnih društev. Učenci so spoznali okoliške živali, njihovo življenjsko okolje in pomen skrbi za naravo. Učenci so spoznali, da življenje v mestu oziroma na podeželju poteka nekoliko drugače, saj nam že okolje samo ponuja drugačne možnosti.

Ključne besede: medpredmetno povezovanje, medšolsko sodelovanje, mesto, podeželje, ekskurzija

From School Doorstep to the Vastness of Ljubljana: Interdisciplinary Integration and Pupils from Rural and Urban School

The third grade pupils from the Prestranek Primary School have bonded with the pupils from Karel Destovnik-Kajuh Primary School in Ljubljana as a part of an inter-school project. The pupils have corresponded with each other throughout the school year. Interdisciplinary cooperation focused mainly on two school subjects, Slovene and Environment. We met Pavli the postman, learned how a letter travels and how it travelled in the past. With the help of library materials and the use of IT, the pupils learned about the Museum of Post and Telecommunications and researched the development of post through time. Through writing letters, the pupils have improved their linguistic and writing skills. They wrote about their class, school, home town, and traffic. They learned about the cultural and natural heritage of both places, searched for differences between the city and the countryside and made new friends at the same time. At the end of the school year the pupils from Prestranek went on an excursion where they visited their friends in Slovenia's capital city – Ljubljana. The pupils from Ljubljana showed them the old city centre, the buildings designed by the famous architect Jože Plečnik and Ljubljana Castle which they visited via the funicular railway. The third graders from Ljubljana returned the visit. The Prestranek Primary School organised workshops led by a hunter, a fisherman and a beekeeper from the local societies. The children got to know the local animals, their habitat and the importance of caring for nature. The pupils became aware of the differences between the city and the countryside and realised that even the environment itself offers different possibilities.

Key words: interdisciplinary connection, interschool cooperation, city, countryside, excursion

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Razvoj sposobnosti glasovnega zavedanja z didaktičnimi igrami

Osrednjo vlogo pri učenju branja in pisanja v abecednem sistemu pisave ima fonološko oz. glasovno zavedanje, ki omogoča razločevanje, združevanje in upravljanje glasovnih enot različnih velikosti. Sestavljeno je iz različnih ravni, posamezne ravni se kronološko razvijajo in so pogojene z miselnim razvojem otrok. V prispevku so podrobneje predstavljeni primeri razvijanja posameznih ravni glasovnega zavedanja z didaktičnimi igrami, ki napovedujejo uspešnost pričetka opismenjevanja in pozneje boljše bralne zmožnosti otrok. Sistematično in načrtno razvijanje sposobnosti glasovnega zavedanja je kompleksno in zahteva veliko znanja o glasovnem sistemu ter pisavi jezika, o samem razvoju glasovnega zavedanja in dejavnikih, ki vplivajo na zahtevnost fonološkega procesiranja jezika. Spodbujanje učinkovitega učenja omogoča tudi medpredmetno povezovanje, ki k razvoju glasovnega zavedanja najučinkoviteje pripomore z didaktičnimi igrami, povezanimi z glasbo, saj sta jezik in glasba v dinamičnem odnosu, ki omogoča pomnjenje sestavljenih jezikovnih struktur in težko izgovorljivih glasovnih sklopov. *Ključne besede:* glasovno zavedanje, didaktične igre, učinkovito učenje, medpredmetno povezovanje

Development of Phonological Awareness through Didactic Games

Phonological or sound awareness, which facilitates the differentiation, combination and management of sound units of various sizes, plays a central role in learning to read and write in the alphabetical writing system. It consists of several levels which develop on a chronological basis and are contingent upon the mental development of children. The paper contains a detailed presentation of cases of development of various levels of sound awareness through didactic games which anticipate a successful beginning of literacy activities and, later on, a better reading ability of children. Systematic and intentional development of phonological awareness is a complex process which requires significant knowledge of the sound or writing system of the language, the development of phonological awareness and factors which impact the level of complexity of linguistic phonological processing. Promoting efficient learning also facilitates cross-curricular integration which most efficiently contributes to the development of phonological awareness through music-related didactic games as language and music interact with one another in a dynamic way, thus facilitating the memorisation of composite linguistic structures and difficult-to-spell sound sets.

Key words: phonological awareness, didactic games, efficient learning, cross-curricular integration

Sodelovalno učenje, igra in gibalna aktivnost

V povzetku predstavljamo sodelovalno učenje kot uspešno metodo učenja v prvem vzgojno-izobraževalnem obdobju. Ljudje smo po naravi socialna bitja, ki za svoj obstoj potrebujemo druge ljudi, s katerimi se družimo, sodelujemo in si medsebojno pomagamo. Dejavnosti v obliki igre, prepletene z gibalnimi aktivnostmi, ki vključujejo element pozitivnega pričakovanja in zabave, so ključnega pomena pri vzpostavitvi notranje motivacije za delo in učenje. Gibanje in igra pomagata sproščati napetost in energijo. Učenci se z gibanjem urijo v svojih gibalnih sposobnostih in spretnostih, izboljšujejo svojo samozavest in svoje razpoloženje. Učenje skozi gibalno aktivne igre v večji meri omogoča razvoj osebnostnih lastnosti, ki jih bodo učenci potrebovali v svojem nadaljnjem življenju. Tako učenje omogoča trajnejše znanje in spodbuja kritično mišljenje. Poleg učnih vsebin se učenci učijo strpnosti in sprejemanja drugačnosti, med seboj sodelujejo in si pomagajo. Delo v manjših heterogenih skupinah vsakemu učencu omogoča, da prevzame vlogo, ki ji je kos. Za uspešno doseganje ciljev skupine je pomembno delo vsakega posameznega člana. Šibkejši učenci se v takem okolju bolj sprostijo in več sodelujejo ter posledično večkrat doživijo uspeh. Doživljanje uspeha pomembno vpliva na razvijanje učenčeve pozitivne samopodobe. Učitelj pri tem prevzame vlogo organizatorja in motivatorja, ki omogoči spodbudno učno okolje, v katerem se bo razvijal učenec kot aktivni udeleženec učnega procesa.

Ključne besede: sodelovalno učenje, igra, gibalna aktivnost, spodbudno učno okolje

Cooperative Learning, Playing and Physical Activity

The paper presents cooperative learning as an effective learning method in the first cycle of basic school. People are by their nature social beings which need other people for their existence. We socialise, cooperate and help each other. Activities disguised as games, interwoven with physical activities that also incorporate an element of positive expectation and fun are of crucial importance in generating inner motivation for work and learning. Physical activity and play help release tension and energy. Physical activity increases physical abilities and skills in students, helps them build self-confidence, and evokes a good mood. Learning by playing physical activity games stimulates the development of personal traits that students will need in their future lives. It enables durable knowledge and encourages critical thinking. Besides learning the content students also learn tolerance and acceptance of diversity; they cooperate and help each other. Organising learning in small heterogeneous groups enables each student to assume a role they are equal to. In order to successfully achieve the goals of the group the work of every single member is important. Weaker students feel more relaxed in this type of learning environment, they cooperate more and as a result they are able to enjoy success more often. Experiencing success has an important influence on the development of the students' positive self-image. The teacher assumes the role of an organiser and motivator, creating a stimulating learning environment in which the student will be able to develop as an active participant in the learning process.

Key words: cooperative learning, game, physical activity, stimulating learning environment

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Medpredmetno povezovanje angleščine z matematiko v 1. vzgojno-izobraževalnem obdobju

Učna načrta za tuji jezik v 1. triletju kot glavno merilo za izbiro tem predlagata vsebine ostalih predmetov. Pri pouku angleščine izbiram tematiko različnih predmetov, seveda pa pri tem usvajanje učnih ciljev angleščine povezujem s cilji ostalih predmetov in čim bolj sledim poteku pouka ostalih predmetov. V prispevku so predstavljene vsebine iz matematike, ki so uporabne pri skoraj vseh tematikah v različnih fazah pouka: kot motivacija, obravnava nove snovi, utrjevanje, preverjanje ter tudi ocenjevanje. Primer: štetje in računanje v 1. in 2. razredu redno uporabljamo kot del uvodne motivacije. V prispevku so predstavljeni konkretni primeri medpredmetne povezave matematike in angleščine v 1. VIO: orientacija v prostoru (levo, desno, naprej, nazaj), naravna števila do 100 (štetje, primerjanje) in številske operacije (seštevanje, odštevanje, množenje in deljenje), merjenje (merska enota za denar), liki, razporejanje po eni ali več lastnostih ter prikazi (preglednice). Pri pouku večkrat raziskujemo in dobljene rezultate prikazujemo na različne načine. Primer: v 2. razredu se pogovarjamo o prevoznih sredstvih in naredimo raziskavo o tem, kako pridejo v šolo. Najprej oblikujemo množice na tabli, nato pa dobljene podatke prenesemo v preglednico na učnem listu. Pri pouku na daljavo so učenci spoznali tudi spletne matematične igre v angleščini (interaktivne-vaje.si, kidsmathgamesonline.com, oxfordowl.co.uk), reševali pa so tudi matematične interaktivne učne liste (liveworksheets.com).

Ključne besede: medpredmetno povezovanje, matematika, angleščina, 1. VIO

Cross-Curricular Integration of English and Maths in the 1st Educational Period

Both foreign language curricula for the 1st educational triad suggest the contents of other subjects as the main criterion for the selection of topics. I choose the topics of different subjects for my English lessons. I also try to connect the acquisition of English learning goals with the goals of other subjects, and follow the lessons of other subjects as much as possible. The paper presents mathematical contents, which are useful in almost all topics in different phases of teaching: as introduction or motivation, discussion of new subject matter, revision, knowledge testing, and assessment. Example: Counting and calculating are used regularly in the 1st and the 2nd grade as a part of a lesson introduction. The paper presents some concrete examples of cross-curricular integration of mathematics and English in the 1st educational period: spatial orientation (left, right, forward, backward), numbers to 100 (counting, comparing) and operations (addition, subtraction, multiplication and division), measurement (a unit for measurement that applies to money), shapes, arrangement by one or more properties, and displays (charts). We often do research and present the obtained results in different ways. Example: In the 2nd grade we talk about means of transportation and do research on how they come to school in the morning. We first form the sets on the board, and then we transfer the obtained data to a spreadsheet on the worksheet. During this year's distance learning I introduced online mathematical games in English to my pupils (interaktivne-vaje.si, kidsmathgamesonline.com, oxfordowl.co.uk), and also mathematical interactive worksheets (liveworksheets.com).

Key words: cross-curricular integration, maths, English, 1st educational period

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Uporaba kamišibaja za spodbujanje sodelovalnega učenja

Učitelj naj bi ustvarjal možnosti za samostojno pridobivanje znanja in omogočal situacije, v katerih se učenci učijo v obliki sodelovalnega učenja, saj tako dosežejo boljši učinek pri učenju in so za delo bolj motivirani. Ponuditi jim je potrebno dejavnosti z zanimivimi in zahtevnimi izzivi in ena od možnosti je uporaba kamišibaja: lahko je to razredni, skupinski ali individualni kamišibaj. Kamišibaj, japonska oblika »papirnega gledališča«, omogoča, da na zanimiv način pripovedujejo zgodbo, pesem, uganko ali izštevanko. Uporabi se ga lahko pri ugotavljanju predznanja ali za utrjevanje znanja pri vseh predmetih pa tudi kot senčno gledališče. Z raznoliko uporabo se večja motiviranost za delo in angažiranost otrok za izdelavo ter sproščeno predstavitev kamišibaja, saj je v središču pozornosti slika, ne učenec.

Ključne besede: kamišibaj, motivacija, sodelovalno učenje, sproščeno nastopanje

Using Kamishibai for Encouragement of Collaborative Learning

The teacher should create possibilities for autonomous acquirement of knowledge and enable learning situations in which pupils are learning, using forms of collaborative learning, to achieve better performance during the learning process and to improve their motivation. Pupils should be offered activities with interesting and demanding challenges, and one of the possibilities is the use of kamishibai. It can be made as class, group or individual kamishibai. Kamishibai, a type of japanese 'paper-theatre,' enables a very interesting way of telling a story, a poem, a riddle or a counting-out rhyme. It can be used to identify prior knowledge or establish learnt knowledge in every subject or even as a shadow theatre. This method, with its diverse usage, increases motivation for work and pupils' engagement to create and confidently present their kamishibai, as in the focus is the image, not the pupil.

Key words: kamishibai, motivation, collaborative learning, confident presentation

Spodbujanje aktivnega učenja nemščine – ko učilnica postane ordinacija, učenci pa motivirani igralci vlog

Uspešnost učenja nemškega jezika kot drugega jezika je pri učencih odvisna od motivacije, ki jo spodbujata šolsko okolje ter učitelj v njem. Dejstvo je, da se učenci v pouk drugega tujega jezika vključijo prostovoljno, zato od njih pričakujemo visoko motiviranost. V resnici se pogosto soočamo z nemotiviranimi učenci, ki v skupino pridejo zaradi želje ali prisile staršev. Pravi izziv za učitelje predstavljajo še učne skupine, ki so glede na predznanje zelo raznolike. Naša naloga pri pouku nemščine je, da vse učence usposobimo za ustrezno, situaciji primerno jezikovno ravnanje. Ker se v svojem neposrednem življenjskem okolju redko znajdejo v nemškem okolju, ga skušamo ustvariti v učilnici. V prispevku smo prikazali primera aktivnega učenja nemščine v dveh različnih skupinah, in sicer v po predznanju in starosti heterogeni skupini (učenci od 4. do 6. razreda) in v homogeni skupini devetošolcev, ki se razlikujejo po motiviranosti za učenje jezika. Da bi pritegnili zanimanje čim večjega števila učencev, sta bili izbrani dve življenjski situaciji, ki sta jim blizu, hkrati pa so bili postavljeni pred izziv, kako učilnico spremeniti v zdravniško ordinacijo ter se igrati zdravnike oziroma učilnico spremeniti v mestne ulice ter se igrati izgubljenega turista. Uporabljena je bila aktivna oblika učenja, s katero smo spodbudili samostojnost učencev in medsebojno sodelovanje ter dokazali, da lahko vzpostavimo pozitivno vzdušje za učenje nemškega jezika.

Ključne besede: nemški jezik kot drugi jezik, motivacija, aktivno učenje, igra vlog

Encouragement of Active Learning of German – When a Classroom Becomes a GP Surgery and the Students Motivated Role Players

The success of learning German as a second foreign language depends on motivation, which is encouraged by the school environment as well as by the teacher working in it. It is a fact that students take on second language learning voluntarily, therefore high motivation is expected. The truth is that teachers are often faced with unmotivated students who attend the subject because of the wish, or under the constraint, of their parents. However, the real challenge for the teacher is also the groups consisting of students of various prior knowledge. It is the teacher's job to prepare all students for suitable, situation appropriate, language conduct. Because they rarely get the chance to find themselves in a German cultural environment we try to create it in the classroom. This article presents two examples of active learning of German in two various groups, i.e. in a heterogeneous group of students from 4th to 6th grades who vary according to their prior knowledge, and in a homogeneous group of 9th grade students who vary according to their motivation. To attract the interest of as many students as possible, two life-like situations are chosen. Simultaneously the students are challenged to change the classroom into a GP surgery and to role play doctors, or into streets of a city and role play a lost tourist. An active model of learning is applied with which independence and cooperation of the students are encouraged. It is thus proven that a positive atmosphere for learning German can be achieved.

Key words: German as a second foreign language, motivation, active learning, role play

Omogočanje medvrstniškega učenja

Medvrstniško učenje je v današnjem času pomemben del izobraževalnega procesa. Na igriv in zabaven način se učimo tehnik in veščin razmišljanja ter kako-vostne komunikacije. Ob tem gradimo dobre odnose. Medvrstniško učenje vključuje posameznike približno istih let ali tiste, ki jih v procesu medsebojnega deljenja izkušenj in znanja povezuje skupen specifičen interes. Medvrstniško učenje je lahko namerno ali nenamerno. Ta izobraževalni pristop združuje neformalne in priložnostne učne strategije. Učne strategije so določena kombinacija mentalnih operacij, ki jih posamezniki uporabljajo glede na zahteve konkretne učne situacije. Za uspešno učenje so potrebni ustrezni pogoji. Medvrstniško učenje se pojavlja med vrstniki, zaradi česar so sporočila veliko bolje sprejeta in ponotranjena. Pomembni so tudi dobri medosebni odnosi med učenci, saj le-ti povečujejo notranjo motivacijo in učne dosežke. Pomembne so dobre komunikacijske veščine, saj učenci komunicirajo med seboj, sodelujejo za skupno delo, za doseganje skupnega cilja. V današnjem času lahko besedno zvezo medvrstniško učenje zamenja tudi beseda tutorstvo. To je starodavna praksa pomoči. Je medsebojno pomaganje pri učenju in premagovanju ovir med različnimi generacijami ali vrstniki. Predstavila bom primer dobre prakse, ki sem ga izvedla na naši osnovni šoli s pomočjo učencev šestega in tretjega razreda. Starejši učenci so pomagali mlajšim pri usvajanju in utrjevanju poštevanke. Združili so matematične in športne veščine. Poskrbeli so za pester, zanimiv in dinamičen način učenja. Hkrati pa so razvijali pozitiven osebni odnos, gradili samozavest, se počutili koristne in dobili občutek, da znajo in zmorejo.

Ključne besede: pozitivna samozavest, pozitivni odnosi, matematika, šport

Enabling Peer Learning

Peer learning nowadays plays an important role in the educational process. We learn thinking techniques and skills and quality communication in a playful and fun way. In doing so, we build good relationships. Peer learning involves individuals of about the same age or those who share a common specific interest in the process of sharing experiences and knowledge with each other. Peer learning can be an intentional or unintentional process. This educational approach combines non-formal and informal learning strategies. Learning strategies are a specific combination of mental operations that individuals use according to the requirements of a specific learning situation. Appropriate conditions are needed for successful learning. Peer learning occurs among peers, which makes messages much better received and internalised. Good interpersonal relationships between students are also important, as they increase intrinsic motivation and learning achievements. Good communication skills are important, as students communicate with each other and work together to achieve a common goal. Nowadays, the phrase 'peer learning' can also be replaced by the word 'tutoring'. This is an ancient practice of helping. It is mutual assistance in learning and overcoming barriers between different generations or peers. I will present an example of good practice that I implemented at our elementary school with the help of sixth and third graders. The older students helped the younger ones to master and consolidate the multiplication table. In doing so, they combined mathematical and sports skills. They provided a varied, interesting and dynamic way of learning. At the same time, they developed a positive personality relationship, built self-confidence, felt useful, and gained a sense of what that they know and can do.

Key words: positive self-confidence, positive relationships, mathematics, sports

Pouk v naravi

Pouk v naravi je metoda učenja, ki omogoča prilagajanje pouka različnim učnim stilom in potrebam učencev, kot so igra, gibanje in raziskovanje, stik z resničnimi predmeti in okoljem. Predvsem pa izkustveno učenje vodi v otrokov trajnostni razvoj. Učenci ne želijo samo poslušati o nečem, ampak to tudi izkusiti. In tako se približamo naravnemu učenju, ki ni strukturirano in se zgodi samo od sebe. Naravno okolje učence motivira za delo in usvajanje novih vsebin. Učenci delajo v manjših skupinah in so aktivno vključeni v proces učenja. V prispevku bodo predstavljeni primeri iz prakse. Gre za didaktične igre, kot so gozdna tombola, gozdna matematika, travniški bingo, obesim perilo preteklega tedna, trgovina med drevesi, matematična hiška, sestavim besede (ruleta), štafetne igre (sestavim telo, sestavim poved), veriga besed, sestavim matematični račun in rezultat ter druge štafetne igre. Piktografsko metodo uporabimo pri učenju zgodnjega branja in opismenjevanja. Metoda učenja črk z vsemi čutili (glas – črka – gib) zajema tudi učenje s pomočjo naravnega materiala. Učenci imajo tako možnost, da se sami učijo in si med seboj pomagajo. V zaključku bo predstavljena organizacija pouka v naravi na naši šoli, kako k pouku na prostem prispevajo podpora ravnatelja, naklonjenost sodelavcev ter mnenje staršev in nekateri razvojni vidiki učencev.

Ključne besede: pouk v naravi, izkustveno učenje, motivacija za učenje, pouk na prostem

Outdoor Learning Activities

Outdoor education is a learning method that enables adjustments to different learning styles and pupils' needs through games, movement, exploring, contact with real-life objects, and nature. The most important part is experiential learning, which leads to pupils' sustainable development. Pupils not only want only to listen about something, they want to experience it. In this way, we try to approach natural learning, which is without structure and just happens. The natural environment motivates pupils to work and to assimilate new learning contents. Pupils learn in smaller groups and are actively involved in the learning process. Practical examples are presented in this contribution. These are didactic games such as forest bingo, maths in the forest, meadow bingo, 'hang out the washing of the previous week' game, shop between the trees, maths house, unscrambling words (roulette), relay games (assembling the body parts), word chain, creating and solving of maths equations and other relay games. A pictograph method, that is used for developing learning early reading skills and literacy, and a method of learning letters through all senses (sound, letter and movement), which includes learning with natural material, are presented as well. Pupils have the opportunity to learn according to their own continuum and in their own time and their own unique way. Pupils help each other as well. Organisation of outdoor lessons, the influence of the headmaster's positive attitude, co-workers' support and parents' opinion and some developmental aspects of pupils are presented in the conclusion.

Key words: outdoor lessons, experiential learning, motivation for learning, outdoor education

Vzpodbujanje pozitivne klime za učenje in spodbujanje dobrih medsebojnih odnosov

V 1. razred osnovne šole vstopajo šest let stari otroci. Njihovo vključevanje v šolski proces temelji pretežno na čustveno-socialni ravni. Poučevanje in učenje mora slediti razvojni stopnji otrok. Zelo pomemben je tudi učni stil učitelja oz. vzgojitelja. Rezultati bodo boljši, če bo učni proces potekal v pozitivni učni klimi in ob vzpostavljanju dobrih medsebojnih odnosov med samimi učenci in prav tako na relaciji učenec–učitelj. Če zadostimo osnovnim otrokovim potrebam po čustveni in socialni bližini, se bomo lažje izognili kasnejšim težavam pri doseganju učnih ciljev in disciplinskih težavam. Cilj preučevanja je bil dognati, kako učitelj s svojim odnosom vpliva na pozitivno, ustvarjalno vzdušje in klimo v razredu. V predstavitvi s posnetki bom predstavila delo v oddelku podaljšanega bivanja v 1. razredu. Posnetki bodo prikazali načine umirjanja učencev s petjem. Izmišljarije učitelja so vzpodbudile sproščeno razredno klimo, kar je bila osnova za ustvarjalnost otrok. Glasba je sprostila napetosti ob učnem delu. Posnetki pokažejo spontano izbiro dejavnosti, ureditev prostora, rekvizitov ipd., kar vse pripomore, da se učenci dobro počutijo. Opazovanje je pokazalo, da so se učenci zelo pozitivno odzivali na načine učiteljevega usmerjanja, kar se vidi v njihovem izražanju telesne govornice, mimike, splošnem sproščnem počutju in motiviranosti za delo. Zaključujem, da mora učitelj spoznati skupino, preizkušati načine dela, da ugotovi, kako jo voditi, da pride do zelenih rezultatov. Videno na posnetkih je rezultat polletnega dela in ne le enkratne interakcije z učenci.

Ključne besede: učenje, klima, razred, podaljšano bivanje

The Creation of a Positive Learning Environment and Encouraging Good Interpersonal Relationships

Children enter primary school at the age of six. Their inclusion into the school process is based mainly on emotional and social levels. Teaching and learning must therefore follow the developmental stages of the children. The teaching style of the teacher is an important factor in this equation. Teaching results will be better if the learning process takes place in a positive environment and care is taken to establish good interpersonal relationships among the students as well as between the students and the teacher. If we take care of the child's basic needs for emotional and social closeness, then we can more easily avoid problems with reaching learning goals and with disciplinary issues in later years. The goal of this research was to find out how the teacher, with his approach and attitude, can influence the classroom environment in a positive and creative way. The video clips show my work in the afterschool programme of 1st graders. The clips show ways of calming students with singing. The teacher's stories enhance the relaxed mood in the classroom, which was a good basis for the children's creativity. The music relaxed the tensions present during school work. The clips show a spontaneous choice of activities, choices in the layout of the classroom and learning tools, which all contributed to the children's sense of well-being. The observations show that the children responded positively to the teaching approach, which can be seen in their body language, facial expressions, relaxed manner and motivation for work. The research has led me to believe that the teacher must get to know the group, and test out different approaches to determine how to conduct the work in order to achieve the desired result. The video clips show the results of six months' work and not only a one-time interaction with the students.

Key words: learning, teaching, classroom environment, after school programme

Učinkovito učenje in doseganje rezultatov s kognitivno metodo Neurobeans

Doseganje uspešnih rezultatov v šoli in drugod je pri učencih odvisno od razvističnosti sposobnosti samoregulativnega učenja. Dejavniki samoregulativnega učenja so motivacija, pozornost, vztrajnost in strategija kot način učenja. Pomanjkanje teh sposobnosti učencu onemogoča konsistentno doseganje dobrih učnih in izvenšolskih rezultatov. Vzrok lahko najdemo v pomanjkanju zavedanja delovanja ob miselno zahtevnih nalogah. V Osnovni šoli Dušana Flisa Hoče smo v letošnjem letu raziskovali inovativno kognitivno metodo Neurobeans, ki je poligon razvijanja samoregulativnega učenja. Neurobeans je inovativen kognitivni pripomoček, metodologija in aplikacija, ki v 15-minutni nalogi simulira mentalno zahtevne aktivnosti (npr. šolski preizkus, učenje ipd.) in omogoča zaznavo neuspešnih vzorcev delovanja. Rezultati strokovnim delavcem za dodatno strokovno pomoč in učiteljem omogočajo sistematično in merljivo odpravo učnih težav učencev. Rezultati testiranja kognitivne metode Neurobeans pri učencih 7. razredov so pokazali, da učenci, ki kažejo slabše sposobnosti na področju samoregulativnega učenja, dosegajo slabše učne rezultate, imajo slabšo sposobnost vzdrževanja pozornosti, so manj konsistentni in počasnejši. S pomočjo kognitivne metode Neurobeans želimo povečati učinkovitost uspešnega učenja in pri učencih razviti zavedanje in spodbuditi uporabo samoregulacije učenja. Pričakovani rezultati uporabe metode pri učencih z učnimi težavami so izboljšanje sposobnosti samostojnega učenja, povečanje učinkovitosti in doseganje boljših učnih rezultatov.

Ključne besede: učinkovito učenje, metoda Neurobeans, samoregulacija učenja

Effective Learning and Achieving Results with the Neurobeans Cognitive Method

Achieving successful results in school and elsewhere depends on the students' development of self-regulatory learning skills. Factors of self-regulating learning are motivation, attention, perseverance and strategy as a learning method. The lack of these skills prevents the student from continuously achieving good learning outcomes both in and out of school. The reason for this is the lack of awareness of how to handle intellectually challenging tasks. This year in Dušan Flis Primary School we have researched the innovative cognitive method Neurobeans, which is a polygon for the development of self-regulated learning. Neurobeans is an innovative cognitive tool, methodology and application that stimulates intellectually demanding activities (e.g. school tests, learning) in a 15-minute task and enables the perception of ineffective performance patterns. The results enable professionals for additional professional support and teachers to systematically and measurably address the learning difficulties of students. The results of the Neurobeans performance study with primary school 7th grade students showed that students who have poorer self-regulating learning skills achieve poorer learning outcomes, have a poorer ability to maintain attention, are less consistent and slower. With the help of the Neurobeans cognitive method we want to increase the effectiveness of successful learning and develop students' awareness of self-regulated learning and its use. The expected result of using the Neurobeans method in students with learning difficulties is to improve their ability to learn independently, to increase efficiency and to achieve better learning outcomes.

Key words: effective learning, Neurobeans method, self-regulation of learning

Razvijanje matematičnih znanj v vrtcu

Otrokom matematične dejavnosti s področja geometrije in algebre v povezavi z likovno umetnostjo v predšolskem obdobju predstavljajo velik izziv. Pomembno je sistematično načrtovanje dejavnosti, pri katerih se področja dejavnosti prepletajo, da se otroci na igriv, nezaveden način ustvarjalno učijo in usvajajo nova znanja. Pedagoški delavci jih moramo ustrezno motivirati, spodbujati in jih s postavljanjem produktivnih vprašanj le usmerjati k pravilnim odgovorom. Dejavnosti konstantno izvajamo skozi igro in ob takšnem načinu dela uspeh in znanje ne izostaneta. Matematika v povezavi z likovnimi deli utemeljitelja optične umetnosti, Victorja Vasarelyja, ki je svoj avtentični likovni izraz izoblikoval z geometrijsko abstrakcijo, otrokom z enostavno in čisto likovno govorico skozi različne dejavnosti omogoča igrivo usvajanje novih znanj. V prispevku je predstavljen oddelčni primer učinkovitega učenja oz. razvoj matematičnega opismenjevanja skozi likovno umetnost. Z opazovanjem smo ugotovili, da z načrtovanimi medpredmetnimi dejavnostmi spodbujamo razvoj individualnih ustvarjalnih potencialov, razvijamo občutljivost za barve, barvne odnose in estetsko zaznavanje ter omogočamo lažje usvajanje likovnih ritmov in geometrijskih oblik, ki so temelj sistematičnemu matematičnemu opismenjevanju v šoli.

Ključne besede: predšolski otrok, medpredmetno povezovanje, matematika, likovna umetnost

Developing Mathematical Skills in Kindergarten

Mathematical geometry- and algebra-related activities in correlation with fine arts have proven to be extremely challenging for preschool children. Systematic planning of activities which combines areas of activity in a way that ensures playful, automatic and creative learning and acquisition of new knowledge are thus of great importance. Teaching staff should provide appropriate motivation and stimulation and pose productive questions which guide children towards correct answers. Activities are constantly carried out through a work method which invariably leads to excellent performance and acquisition of knowledge. Mathematics in correlation with the works of the founder of Op Art, Victory Vasarely, who established his authentic artistic expression through geometric abstraction, by means of a simple and pure artistic language, enables playful acquisition of new knowledge through various activities. The article presents a departmental example of effective learning of mathematical literacy through fine arts. Through observation, we found that the planned cross-curricular integration activities encourage the development of individual creative potential, develop sensitivity to colours, colour relationships and aesthetic perception, and enable easier acquisition of artistic rhythms and geometric shapes, which are the foundation of systematic mathematical literacy in school.

Key words: preschool child, cross-curricular integration, Mathematical activities, fine art

Kako narediti pouk angleščine učinkovit in prijeten za vse učence

Vsi učenci niso enako naklonjeni tujim jezikom in nekateri imajo z njihovim učenjem teh težave. Kljub temu si učitelji želimo aktivne in motivirane učence, ki znanje usvajajo na učinkovit in hkrati prijeten način. Za to moramo učencem najprej zagotoviti spodbudno in varno učno okolje. Pohvaliti jim moramo za vložen trud, spodbujati njihove napore in jih usmerjati v izboljševanje dela, ne dopuščati grobega grajanja napak, ampak jih s skupnimi močmi popravljati ter se iz njih učiti. Učenci morajo čutiti spoštovanje, sprejetost in pozornost s strani tako učitelja kot sošolcev. Nadalje moramo poskrbeti, da so v aktivnosti vključeni vsi učenci. Pogosto smo uporabljali sodelovalno učenje, kjer vsak učenec po svojih močeh prispeva k skupni nalogi. Sposobnejši učenci so imeli v skupini vlogo mentorjev oz. motivatorjev, ki so po potrebi nudili vrstniško pomoč sošolcem, ponos in zadovoljstvo pa so ob koncu občutili vsi. Pouk naredimo prijetnejši tudi, če ga popestrimo s sodobnimi učnimi pripomočki in pripravimo čim raznovrstnejše dejavnosti, saj na ta način zajamemo različne učne stile. V prispevku smo zato opisali, kako smo v pouk angleščine vpletali pesem in gibanje, dramatizacijo, igrifikacijo (tudi z uporabo spletnih aplikacij) ter kulturne elemente angleško govorečih narodov (tradicionalne pesmi, igre in ples, pripravo tipični jedi, ustvarjanje na temo znamenitosti itd).

Ključne besede: varno in spodbudno učno okolje, sodelovalno učenje, raznovrstne dejavnosti, igrifikacija, raziskovanje tuje kulture

Making English Lessons Efficient and Pleasant for All Students

Not all students are equally fond of foreign languages and some of them have difficulties learning them. However, teachers try hard to keep all students active and motivated, and to enable them to acquire knowledge in a both effective and pleasant way. Firstly, we need to build a safe and positive learning environment. We have to commend students' efforts, encourage them to work on improvements, decline harsh criticising, help them to correct mistakes and learn from them. Students should feel the respect, acceptance and attentiveness of all the participants in the learning process. Furthermore, we have to make sure that all the students are involved in classroom activities. We often applied cooperative learning where every member of a group has to contribute to accomplish the task. The talented students usually played the role of the mentor or motivator and offered assistance to their peers if necessary. When the task was finally fulfilled, everybody felt pride and satisfaction. Finally, classes are much more pleasant if we use diverse education tools and classroom activities to accommodate different learning styles. That is why we also describe how we integrated songs and movement, dramatisation, gamification (including web applications) and cultural elements (traditional songs, dances and games, preparing typical dishes, creating the most famous sights, etc.) of English-speaking nations into our English classes.

Key words: a safe and positive learning environment, cooperative learning, diverse classroom activities, gamification, exploring foreign cultures

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Možnost povezovanja gibanja z matematiko in jezikom

Povezovanje različnih področij dejavnosti srečujemo pri vsaki načrtovani ali ne-načrtovani aktivnosti. Medpredmetno povezovanje je pomembno pri načrtovanju dela, saj z njim otrokom ponudimo nove aktivnosti, ki so za njih zanimive in poučne. Ker medpredmetno povezovanje posnema realne, vsakdanje situacije, je to za otroke dober zgled in predvsem močan motiv za učenje. Raziskava je temeljila na možnosti povezovanja gibanja s področjema matematike in jezika. Prav zato smo matematično in jezikovno vsebino spoznavali v igralnici in ju kasneje na ustvarjalen, otrokom zanimiv način uspešno izpeljali preko 10 vodenih gibalnih/športnih aktivnosti. Raziskovalni vzorec je temeljil na skupini otrok, starih od 5 do 6 let. V skupini je bilo 24 otrok, od tega 9 deklic in 15 dečkov. Preko gibalnih/športnih aktivnosti so spoznavali in utrjevali predopismenjevalne in matematične veščine, kot so geometrija, logika in jezik. Izvedene gibalne/športne aktivnosti smo ovrednotili in evalvirali s pomočjo opazovalnega lista skozi vsebine naravnih oblik gibanja, atletske abecede, motorike z žogo in elementarnih iger. Pri matematiki jim je največ težav povzročalo razlikovanje med geometrijskimi liki in telesi, kar je bilo tudi pričakovano. Jezikovne naloge otrokom niso povzročale veliko težav. Preko njihovih odzivov je bilo opaziti, da jim je bila zelo všeč igra glasovnega prepoznavanja. Ugotovili smo, da lahko vsa tri področja dejavnosti (gibanje, matematiko in jezik) povezujemo v eni aktivnosti, če smo le odprti za nove možnosti, ustvarjalni ter imamo radi izzive.

Ključne besede: predšolski otrok, gibalna/športna aktivnost, matematične in jezikovne vsebine

Possibility of Integrating Motor Activities with Maths and Language Activities

We can integrate different areas of activity in every planned or unplanned task. Cross-curricular integration is important when planning our work, as it offers children new activities that are both interesting and educational. As cross-curricular integration imitates real, everyday situations, it sets a good example for children and, above all, proves to be a strong motive for learning. The research was based on the possibility of integrating motor activities with mathematics and language. Our plan was for children to learn the chosen mathematical and language content in the playroom and, later on, to implement them in practice through 10 guided motor/sports activities in a creative, interesting way. The research sample was based on a group of children aged 5 to 6 years of age. There were 24 children in the group, of which 9 were girls and 15 were boys. Through the chosen motor/sports activities, the children learned and refreshed pre-literacy and mathematical skills such as geometry, logic and language. The performed motor/sports activities were assessed and evaluated on the observation form through natural forms of movement, athletic alphabet, motor skills using a ball and elementary games. In mathematics, most of the problems the children had were caused by distinguishing between geometric figures and bodies, which had been expected. Language activities did not cause many problems for the children. Through the children's responses, we noticed that they really liked the voice recognition game. We found that all three areas of activity (movement, mathematics and language) can be integrated in one integral task, as long as we are open to new possibilities, if we are ready to be creative and if we like challenges.

Key words: preschool children, motor/sport activity, maths and language activities

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Ritem in ples – podpora pri učenju in razvoju

Ritem je povezan s celostnim razvojem otroka, ustvarja svojevrsten red in ohranja notranjo disciplino. V otroku ustvarja trden in nujen občutek varnosti, kar kasneje vpliva na oblikovanje volje, čutenja in mišljenja. V prispevku bom predstavila nekaj ritmičnih dejavnosti, ki sem jih ob glasbi in plesu izvajala po pouku, v kombiniranem oddelku podaljšanega bivanja, in sicer v oddelkih učencev od 1. do 5. razreda, ki so tako z vedenjskimi vzorci kot učnim primanjkljajem nakazovali potrebo po vsem zgoraj omenjenem – skupno je bilo 22 starostno in razvojno različnih otrok, a prav vsak z željo po gibanju. Odločila sem se, da njihovo ustvarjalnost in radovednost povežem z glasbo, zvokom, gibom in s plesom. Prvošolcem smo v ritmu pomagali zlogovati besede, drugošolci so se z gibanjem naučili deklamacijo, tretješolci so v ritmu urili poštrevanko, četrtošolci so ples potrebovali za motivacijo in razvedrilo, petošolca pa sta se z glasbo in s plesom lažje sprostita, prepustila in odprla. Menim, da plesne dejavnosti premalo vključujemo v šolski prostor, saj so mnogi učitelji prepričani, da nimajo ustreznega znanja, talenta in samozavesti za izvajanje plesnih dejavnosti. Vendar plesati ne pomeni zgolj učiti koreografij – plesati pomeni odpreti srce. Odprto srce pa je temelj za celovit otrokov razvoj.

Ključne besede: podaljšano bivanje, ritem, ples, vrstniško učenje, celostni razvoj

Rhythm and Dancing – the Learning and Development Aid

Rhythm is connected with complete child development, it creates a certain order and preserves inner discipline. It gives the child a firm and crucial feeling of safety that later on impacts the formation of will, sentience and thinking. This article presents some of the rhythmical activities that were carried out with music and dancing in the afterschool combined class. This was a class of first- to fifth-graders who indicated the need for all of the above, both with behavioural patterns as well as learning disabilities. There were 22 children of different ages and at different development stages, but each and every one of them with an urge to move. I decided to link their creativity and curiosity with music, sound, movement and dancing. We helped our first-graders syllabicate words, second-graders learned a declamation while moving, third-graders practiced the multiplication tables in rhythm, dancing motivated the fourth-graders and cheered them up, and the two fifth-graders found it easier to relax, indulge in and open up to music and dancing. I believe that dancing activities are not included enough in the school environment, as many teachers believe they do not have the sufficient knowledge, talent and, last but not least, self-confidence to engage in dancing activities. But dancing does not mean merely teaching choreographies. Dancing means opening up one's heart. And an open heart is the foundation for complete child development.

Key words: afterschool care, rhythm, dancing, peer learning, complete child development

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IKT-orodji v podporo formativnemu spremljanju

Kahoot! in GoFormative sta orodji, ki učiteljem omogočata popestritev vseh faz pouka (ugotavljanje predznanja, uvodno motivacijo, podajanje nove snovi, utrjevanje snovi), učence pa prek igre na zabaven način spodbujata k zdravi tekmovalnosti in učinkovitemu učenju. Primerni sta tudi za preverjanje in ocenjevanje znanja. Obe orodji lahko uporabljamo na spletu in v aplikaciji. Dostopni sta prek osebnega računalnika, prenosnika, tablice ali pametnega telefona. Učenci za uporabo ne potrebujejo uporabniških imen in gesel, učitelj pa lahko izbira med prosto dostopno ali plačljivo različico. Sestavljene kvize je možno igrati skupaj v razredu ali pa kot izzive z lastnim tempom prek spleta. Obe orodji imata raznolike možnosti zastavljanja vprašanj (kratki ali dolgi odgovori, več izbir, prav ali narobe, določi vrstni red) in sta združljivi z avdio- in videoposnetki ter s slikami. V spletnih učilnicah Microsoft Teams in Google Classroom se lahko sestavljeni kvizi igrajo kar znotraj učilnice. Učitelj lahko sproti spremlja napredek učencev, zbrane analize pa lahko prenese na svoj računalnik v obliki dokumenta pdf ali Excelove tabele. Obe orodji imata strokovno- tehnično podporo in možnost sodelovanja ter izmenjave kvizov z učitelji z vsega sveta. V času pouka na daljavo sta učiteljem obe orodji brezplačno omogočili uporabo vseh funkcij. V prispevku avtorica na konkretnem primeru predstavi obe orodji, udeležencem omogoči pogled učenca in pokaže uporabnost zbranih rezultatov.

Ključne besede: Kahoot, GoFormative, formativno spremljanje

ICT Tools as a Support for Formative Assessment

Kahoot! and GoFormative are tools which enable a teacher to make all lesson stages (prior knowledge assessment, introductory motivation, new topic presentation, topic revision) more interesting and stimulate effective learning and a healthy measure of competitiveness in students in an entertaining way through a game. They are also suitable for knowledge assessment and evaluation. Both tools can be used online or through an application. They are available on personal computers, laptops, tablets or smart phones. Students do not need user names and passwords and a teacher can choose between the free or payable version of a tool. Previously prepared quizzes can be played together in a classroom or online as self-paced challenges. Both tools offer diverse possibilities for asking questions (short or long answers, multiple choice, true or false, correct order) and can be merged with audio and video recordings, and pictures. In online classrooms Microsoft Teams- and Google Classroom-prepared quizzes can be played in the online classroom itself. A teacher can supervise students' progress, and the collected analyses can be downloaded to their computer in the form of a pdf document or excel table. Both tools have professional-technical support and have the possibility of cooperation and sharing quizzes with other teachers all over the world. During the period of distance teaching both tools enabled teachers to use all its functions free of charge. In the article, the author presents both tools, including concrete examples, and enables the participants to take a look at the students' view of online classrooms and shows the usefulness of collected results.

Key words: Kahoot!, GoFormative, formative

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Ustvarjalno in učinkovito do prvih črk

Pri procesu opismenjevanja gre za razvoj vidnih in slušnih procesov, grafomotorike, vidno-gibalne usklajenosti in pridobivanje spoznanj, da je moč govornega zapisati in zapisano prebrati. Opismenjevanje je proces, ki se začne z rojstvom; s formalnim učenjem pisanja in branja pa se otrok sreča šele, ko vstopi v šolo. Čeprav je na temo opismenjevanja že veliko zapisanega in je predstavljenih veliko primerov dobrih praks, lahko vedno znova dodamo kanček lastne ustvarjalnosti, ki pripelje do še posebej zanimivih poti spoznavanja prvih črk. Prispevek predstavlja izkušnje z opismenjevanjem v prvem razredu osnovne šole. Posebej se osredotoča na spoznavanje črk na učinkovit in ustvarjalen način, kjer sta v ospredju motiviranost in samostojnost otrok. Raziskujemo individualiziran, postopen in sistematičen razvoj zmožnosti branja in pisanja. Uporabljene so metode opazovanja, zaznavanja in občutenja. Predstavljen je potek učne ure z elementi formativne spremljave, pri čemer so v ospredju sposobnost posameznika in aktivnosti v različnih kotičkih (oblikovanje črke, določanje in iskanje glasu v besedi, sestavljanke itn.). Glavni namen je, da vsak od otrok, ne glede na izhodiščni nivo znanja, pride do preprostega, a pomembnega cilja – prepozna črko tako, da si iz ponujenega kotička sam izbere posamezno dejavnost na svojstven, nevsiljiv način. Pri doseganju teh ciljev glavno vlogo igra »gospa Črka«, ki učence nauči pisati določeno črko po ustrezni poteznosti.

Ključne besede: opismenjevanje, formativna spremljava, kotički, grafomotorika

Creative and Effective to the First Letters

The process of literacy involves the development of visual and auditory processes, graphomotor skills, visual-motor coordination, and the acquisition of knowledge that it is possible to write and read what is written. Literacy is a process that begins with birth, and the formal learning of writing and reading is encountered only when a child enters school. Although much has already been written on the topic of literacy, and many examples of good practice have been presented, we can always add a touch of inspiration and our own creativity, which leads to especially interesting ways of learning the first letters. In the present paper, experiences with literacy in the first grade of primary school are presented. The paper focuses especially on learning the letters in an efficient and creative way, where the motivation and independence of children is at the forefront. Individualised, gradual and systematic development of reading and writing skills are explored. Methods of observation, perception and sensation are used. The course of the lesson, with elements of formative accompaniment, focusing on the individual's ability and activities in different corners (letter formation, determining and searching for a voice in a word, puzzles, etc.) is presented. The main purpose is, for each of the children, regardless of the initial level of knowledge, to reach a simple but important goal – to recognise the letter by choosing an individual activity from the offered corner, in a unique, unobtrusive way. In achieving these goals, the main role is played by 'Mrs. Letter,' who teaches children to write a certain letter according to the appropriate move.

Key words: literacy, formative accompaniment, corners, graphomotor skills

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Pouk v gozdu za spodbujanje učenja

Gozd je naša učilnica. Ne glede na vreme se otroci in odrasli vsak dan srečujemo v gozdu z namenom učenja. Gozd ponuja neomejeno možnosti za celostni razvoj otroka. S sodelavkami soustvarjamo učni prostor v gozdu, v katerem se otroci učijo preko izkustvenega učenja, tematske igre, vodenega učnega procesa ter osebno motiviranosti za preizkušanje meja svojih zmožnosti. Izjave otrok poudarjajo, da nimajo občutka, da se učijo, ampak je zanje vse igra. Realiziranje ciljev je velikokrat prepleteno v obliki medpredmetno zasnovanih miniprojektov vsakdanjih situacij in dogodkov, ki imajo ob koncu izvedbe tudi konkreten končni rezultat v obliki izdelka (gradnja bazena, hiše na drevesu, domišljajska dramatizacija znane pravljice, kuharsko tekmovanje ipd.). Učenje tako postane osmišljeno, tematsko pokrito in ni namenjeno samo pridobivanju ocen, ampak tudi razvijanju osebnosti, empatije, sodelovanja in samozavesti, medsebojnemu usklajevanju, organizaciji, potrpežljivosti, navajanju na odgovornost, odkrivanju močnih in urjenju šibkih področij ter notranji motivaciji za učenje, poleg tega pa še rokovanju z orodji, obdelavi različnih materialov, od idejnega snovanja do izdelave izdelka. Osredotočenost na praktični del učenja zajame tako slušni in vidni kot kinestetični učni stil. Vloga učitelja se v gozdnem učnem prostoru spremeni – postane poslušalec, spodbujevalec, usmerjevalec, mediator, improvizator, prilagaja učni proces in fleksibilno usmerja dogajanje. Učitelj med opazovanjem otrok pri njihovi igri izbere trenutek, kdaj vriniti konkreten učni cilj, da v otroku zbudi notranjo motivacijo za nadaljevanje ali nadgradnjo učenja.

Ključne besede: gozdna šola, učni prostor, izkustveno učenje, celostno učenje, učitelj

Encouraging Learning through Lessons in the Forest

The forest is our classroom. Every day children and adults meet in the forest to learn, regardless of the weather. The forest offers unlimited opportunities for a child's holistic development. Teachers co-create a learning environment in the forest, where children learn through experience-based learning, thematic activities, guided learning process and personal motivation for testing the limits of their capabilities. In their statements, children emphasise that they do not feel as if they were learning, but perceive everything as a game. The realisation of goals is often connected with small cross curricular projects that include everyday situations and events and conclude with a concrete end result in the form of a product (building a swimming pool or a tree house, creative dramatisation of a fairytale, cooking competition, etc.). Learning becomes purposeful, covers all areas and is not aimed solely at obtaining grades, but instead at developing personality and empathy, learning about cooperation, self confidence, mutual coordination, organisation, patience and responsibility. What is more, it tries to identify the stronger areas and improve weaker ones, and find internal motivation for learning as well as teach the children to work with tools and other materials to be able to form an idea and transform it into an end product. The focus on the empirical part of the learning process combines auditory, visual and kinesthetic learning styles. The teacher's role changes in a forest learning environment as the teacher becomes a listener, motivator, guide, mediator and improviser that adapts the learning process and adjusts the direction of the activity. By observing the children during their activities, the teacher determines the appropriate time to insert a learning objective into the activity so that the children internalise it and start to use it.

Key words: forest school, learning environment, experience-based learning, holistic learning, teacher

Spremljanje, preverjanje in ocenjevanje v slovenski osnovni šoli za namen spodbujanja učenja učencev

Predstavili bomo pojem spremljanje in ga povezali z razvojem in s celostnim napredkom učencev na kognitivnem, konativnem, psiho-motoričnem in socialnem področju. Pojem preverjanje bomo navezali na Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli (2013), ki se usmerja le na en vidik napredka in razvoja učence, in sicer, le na kognitivno področje ali na znanje. Razmejili bomo pojem preverjanje od pojma ocenjevanje. Ocenjevanje ima v slovenski pedagoški teoriji in praksi najdaljšo zgodovino, pa tudi lastno teorijo – dokimologijo. Tudi pojem ocenjevanje bomo pogledali z vidika Pravilnika, ki smo ga že omenili, pa tudi z vidikov učiteljev, učencev in staršev. Menimo, da spremljanje, ne glede na to, ali mu dodamo pridevnik formativno ali ne, najbolj spodbuja učinkovito učenje učencev v smeri njihovega celostnega razvoja in napredka. Pri ocenjevanju znanja, ki se nanaša le na pretežno kognitivno dimenzijo, pa bolj kot pedagoškomotivacijska funkcija v ospredje stopa kakšna druga funkcija ocenjevanja, npr. upravno-administrativna ali selektivna. Glede na razvoj pedagoške prakse pa menimo, da bomo morali dopolniti tudi omenjeni Pravilnik in vanj vključiti tudi spremljanje razvoja ter napredka učencev, saj to najbolj spodbuja učinkovito učenje in s tem celostni razvoj ter napredek učencev.

Ključne besede: spremljanje, preverjanje, ocenjevanje, učenje, učenci

Monitoring, Testing, and Assessment in Slovenian Basic School for the Purpose of Developing Effective Learning

We are going to introduce the concept of monitoring and relate it to the development and overall progress of students in the cognitive, conative, psychomotor, and social fields. The concept of testing will be related to the rules on the testing and assessment of knowledge and promotion of pupils in basic school currently in force (Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli, 2013), which focus only on one aspect of pupils' progress and development, namely on the cognitive area, on knowledge. We will separate the concept of testing from the concept of assessment. In Slovenian educational theory, assessment has the longest tradition, but also the longest theory – docimology. We will also have a closer look at the concept of assessment from the point of view of the aforementioned Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli (2013) as well as from the viewpoint of teachers, pupils, and parents. We believe that monitoring-whether or not the adjective 'formative' is added-most successfully encourages students to learn effectively in the direction of their holistic development and progress. In the assessment of knowledge that only relates to the predominantly cognitive dimension, however, some other function of assessment (e.g. the administrative or selective) rather than the pedagogical-motivational function steps to the foreground. In view of the development of educational practice, we believe that the aforementioned rules (2013) will have to be amended to also include monitoring of pupils' development and progress, as monitoring best promotes effective learning and thus the overall development and progress of pupils.

Key words: monitoring, testing, assessment, learning, pupils

Razvijanje ekoloških vrednot v prvem razredu osnovne šole

Živimo v času, v katerem je nujna sprememba vedenja in odnosa do narave. Oza-veščanje o varovanju okolja se začne že ob vstopu v vrtec in se nadaljuje v šoli. Z različnimi aktivnostmi v okviru vzgojno-izobraževalnega procesa želimo razvijati ekološke vrednote, usmerjene k zdravemu okolju in življenjskemu slogu. Pri po-dajanju okoljskih vsebin je pomembno izbrati ustrezne didaktične pristope, pred-vsem je poudarek na izkustvenem učenju. Tako lahko učenci z neposredno izku-šnjo razvijajo spoštljiv odnos do narave in ponotranjijo pozitivne ekološke vre-dnote, ki predstavljajo temelj ekološke zavesti. S številnimi okoljskimi vsebinami se srečujejo že pri pouku spoznavanja okolja. Z učenci smo spoznavali travnik, kjer so med raziskovanjem in odkrivanjem pridobili izkušnje z živimi bitji, ki ži-vijo v tem ekosistemu. Temeljni cilj je bil spoznavanje travnika, ob tem pa smo razvijali spoštljiv odnos do živih bitij ter spodbujali pozitivno izkušnjo in učenje v naravi. Dejavnosti smo nadgradili z medpredmetnim povezovanjem z likovno umetnostjo. Iz papirnatih tulcev in drugega odpadnega materiala, ki smo ga zbi-rali skozi leto, smo izdelali različne travniške organizme (npr. kobilice, mravlje, pi-kapolonice ...). Učenci so z dejavnostmi pridobili občutek povezanosti z naravo in potrebo po varovanju in skrbi za naš planet.

Ključne besede: spoznavanje okolja, travnik, varovanje okolja, medpredmetno po-vezovanje

Developing Ecological Values in the First Grade of Primary School

We live in a time when a change in behaviour and attitude towards nature is necessary. Awareness of environmental protection begins with entering kinder-garten and continues in primary school. We want to develop ecological values concerning a healthy environment and lifestyle through various activities in the education process. It is important to present these contents through correct di-dactical approaches, with the stress on experiential learning. That way, the stu-dents can develop a respectful attitude towards nature and internalise positive ecological values, a base for a good ecological awareness through their own ex-perience. The students face a vast range of environmental content in the environ-mental education class. We have explored a meadow, where the students gained valuable experience with the living creatures of the ecosystem through explor-ing. The core goal was learning something about the meadow and to develop a respectful attitude towards living beings and encouraging a positive experience and learning in nature. We have taken the activities to a higher level with the interdisciplinary connection with the subject of visual arts. We have made var-ious grassland organisms (grasshoppers, ants, ladybugs) from paper cones and other waste materials collected throughout the year. Through these activities, the students have deepened their connection with nature and developed a need for protecting and caring for our planet.

Key words: learning about the environment, meadow, environmental protection, cross-thematic integration

Učenje opismenjevanja s fonomimično metodo

Glavni cilj predstavitve prispevka je prikazati primer uporabe fonomimične metode opismenjevanja v procesu spoznavanja in učenja velikih tiskanih črk pri pouku slovenščine v prvem razredu. Za ustrezen razvoj bralnih in pisalnih zmožnosti poskrbimo s spodbudnim učnim okoljem, z ustreznim časovnim in vsebinskim prilagajanjem, medpredmetnim povezovanjem, uporabo različnih stilov učenja in s fonomimično metodo opismenjevanja. Slednja se je v procesu opismenjevanja izkazala po našem mnenju za zelo ustrezno pri vseh učencih, tudi pri učencih s posebnimi potrebami. Omogoča prilagajanje različnim potrebam učencev in učnim stilom učenja. Menimo, da učenci s fonomimičnim opismenjevanjem poglobljeno razvijajo čutila, motorične spretnosti, fino in grobo motoriko, socialne veščine, orientacijo. Velik poudarek je namenjen tudi različnim igram za slušno in vidno razločevanje črk in glasov. Pri obravnavi posamezne črke se spozna novo pesem in ilustracijo, ki je z njo povezana, spozna se gib, utrjuje poteznost, išče se glas in obravnavano črko v besedah, besede, kjer tega glasu oz. črke ni. Ker ima vsaka črka svoj gib, znajo učenci vedno več besed napisati z gibi. Prvošolci se s to metodo na zabaven in zanimiv način učijo pisati in brati velike tiskane črke. Ugotovili smo, da s fonomimičnim opismenjevanjem zagotavljamo ustrezne pogoje za vsakega učenca in tako zagotovimo opismenjevanje po meri učencev. Na koncu šolskega leta vsi učenci prepoznajo in pišejo velike tiskane črke.

Ključne besede: učenje, opismenjevanje, fonomimična metoda

Literacy Learning with the Phonomimic Method

The main goal of this article is to present an example of the phonomimic literacy method and how it is used for first-grade pupils to discover and learn capital letters in Slovene lessons. We provide a stimulating learning environment, appropriate time and content adaptations, interdisciplinary teaching, the use of different learning styles, and the phonomimic method of literacy learning for the appropriate development of reading and writing skills. The phonomimic method proved to be very appropriate in the process of literacy learning for all pupils, including special needs pupils. It allows us to adapt to different pupils' needs and learning styles. We believe phonomimic literacy learning helps pupils develop senses, fine and gross motor skills, social skills, and orientation thoroughly. We also place great emphasis on various games for the auditory and visual distinction of letters and sounds. When learning a new letter, pupils learn a new song and an illustration associated with it, they get to know a certain movement, consolidate writing, and search for the sound and the letter in words, as well as in words where that sound or letter is missing. Since each letter has its movement, pupils can write more and more words with movements. With this method, first-graders learn to write and read capital letters in a way that is entertaining and interesting. We found that the phonomimic method provides appropriate conditions for each pupil, thus it provides tailor-made literacy learning for all pupils. By the end of the school year, all pupils recognise and write in capital letters.

Key words: learning, literacy, phonomimic method

Spremembe so stalnica našega življenja

Učence, ki trenutno obiskujejo osnovno šolo, imenujemo »generacija Z«, za katero je značilno, da kliče po spremembah in se jim hitro prilagaja ter da dobro samostojno rokuje s tehnologijo. Vloga njenih pripadnikov v procesu učenja se v zadnjem času korenito spreminja. Pouk je vedno bolj usmerjen v učenca, saj ta pridobiva glavno vlogo, učitelj pa prevzema vlogo usmerjevalca. Na učenca osredinjen pouk zahteva fleksibilnega učitelja, saj mora med nenehnimi spremembami pri učencih, učnih načrtih, kriterijih, dejavnostih, dogodkih v svetu in v okolju uspešno krmariti. Poskrbeti mora tudi za dobre medsebojne odnose med učenci ter učenci in učitelji, posebno pozornost pa mora nameniti motivaciji učencev za delo v šoli. Učitelj učencem motivacijo največkrat poveča z gibalnodidaktično igro ob glasbi ali s frontalno razlago učne snovi, ki temelji na metodi »eight minute teacher«, to je nekajminutna razlaga novih učnih vsebin, ki vzbudi radovednost in spodbuja aktivno izobraževalno okolje in medvrstniško sodelovanje. Učenci si po predstavitvi ciljev in dejavnosti izberejo skupino sošolcev ali posameznega sošolca za delo ter šolski prostor, kjer se bodo učili ali reševali načrtovane dejavnosti. Po korakih formativnega spremljanja se ves čas vrstijo medvrstniške ali učiteljeve povratne informacije, ki niso dokončne sodbe o znanju, ampak vodila za izboljšave. Med procesom učenja se oblikujejo kriteriji odličnosti, zato šola ni več zgolj prostor, kjer se le poslušajo in zapisujejo, temveč prostor, kjer se učenci aktivno učijo in imajo nadzor nad svojim znanjem, zato končna ocena ni preseženje za nikogar.

Ključne besede: aktivne oblike pouka, nova vloga učenca in učitelja, šola – prostor za učenje

Changes Represent a Constant Part of Our Lives

Students who are currently enrolled in school are commonly known as 'Generation Z.' They were born in an era of great technological advancement which affects their mind functioning. Thus it is of great importance that the educational system adapts to their needs and responds to the fact that students' role in the process of learning has been changed to a large extent. The teacher has to be flexible in order to ensure that he/she is capable of successfully navigating constant changes of activities, criteria, students, teaching plans, etc. The teacher is also responsible for ensuring that the relationships within the classroom are positive and that students are highly motivated and eager to learn. Some methods that can be used to stimulate a high level of motivation are the use of motor-didactic play with music and frontal explanation of the school topic that is based on the method called 'eight-minute teacher.' The method consists of a short lecture that ensures curiosity and promotes an active learning environment and cooperation among students. After goals and activities have been presented, students choose their study group or a peer to work with as well as the space for studying or doing certain activities. According to the formative assessment concept, peer and teacher feedback are given, which are not meant to be the final assessment but serve to provide guidelines for improvement. Criteria of excellence are being formulated in the process of learning, so school is no longer just an institution where students listen and take notes, but instead they participate in an environment of active learning, where each student can control his or her knowledge, thus the final grade is no longer a surprise.

Key words: active teaching, the changed student's and teacher's role, school-learning environment

Bralna delavnica za motiviranje in razvijanje pozitivnega odnosa do branja

Ob vstopu v šolo imajo učenci različne bralne izkušnje iz zgodnjega predšolskega oz. družinskega okolja ter posledično različen odnos do knjig in branja, ki izhaja iz le-tega. V zgodnjem šolskem obdobju imamo učitelji in knjižničarji še nekaj možnosti, da v svet branja pritegnemo tudi tiste otroke, ki v predšolski dobi niso bili deležni družinskega branja in obiskovanja knjižnic. Zlasti ob vstopu v šolo starši svoje otroke želijo spodbujati k branju, a pogosto niso dovolj vešč, da bi jim ga približali. Zato na šoli vsako leto izvedemo bralno delavnico s ciljem spodbujanja družinske pismenosti in razvijanja bralne kulture, sočasno pa o pomenu branja ozavešamo in izobrazimo tudi starše. Izkustvena delavnica ponudi drugačen, zanimiv, raznolik pristop k branju, s čimer popestri preživljanje skupnega prostega časa ter sočasno razvija otrokovo porajajočo se pismenost. Z medpredmetno povezanimi aktivnostmi, ki jih skupaj načrtujeva učiteljica in knjižničarka, otroke navajamo na zbrano poslušanje in pripovedovanje ter branje knjig, primernih njihovi starostni stopnji. Najprej z namenom privzganja odnosa do knjig in branja, nato pa ob nizu aktivnosti pripravimo izkustveno bralno delavnico, na katero povabimo prvošolce in njihove starše, da skupaj doživijo izbrano zgodbo, se o njej pogovarjajo in poustvarjajo ter s starši in ob knjigi preživijo prijeten popoldan.

Ključne besede: medpredmetno povezovanje, bralna delavnica, ozaveščanje, bralna kultura

Reading Workshop for Motivating and Developing a Positive Attitude towards Reading

When entering school, children have different reading experiences from preschool years and also the family environment, and as a result each of them have a different relationship towards books and reading. In the early years, teachers and librarians still have some possibilities to introduce the children to the world of reading, as well as those who in the preschool years were not involved in family reading and visiting libraries. When children go to school parents want to stimulate them to read but often they are not skilled enough to bring them closer to this activity. Therefore, in our school we organise a reading workshop in order to stimulate family literacy and to some extent develop a reading culture. At the same time, parents become aware and are educated about the importance of reading. The experience of this workshop offers different, interesting, various approaches to reading, which makes the time spent together more qualitative and develops a child's arising literacy. Through cross-linked activities prepared by the class teacher and the librarian we teach children the skill of listening and storytelling as well as reading books suitable for their age. Firstly, with the aim of building a relationship with books and reading, and then through several activities, we prepare a reading workshop where children and parents are invited to participate in order to experience the book chosen, to then talk about it and reproduce the text, and simply spend some pleasant time with a book.

Key words: cross-linked activities, reading workshop, awareness, reading culture

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Dokažem svoje znanje: formativno spremljanje

Razredni učitelji ob poučevanju v 1. in 2. triletju učence želimo spodbuditi k aktivni vlogi pri pouku, jih hkrati učiti odgovornosti, samostojnosti in kritičnega mišljenja z modelom formativnega spremljanja. Formativno spremljanje je preizkušen model poučevanja, ki se začne s preverjanjem predznanja učenca in gradi na jasnem razumevanju načrtovanih ciljev. Slednje je učencem potrebno razložiti v njim razumljivem jeziku, jih zanje osmisliti in jim obenem dati možnost, da sami predlagajo načine, kako bi cilje dosegli. Iz nabora možnih aktivnosti učitelj izbere tiste, ki bodo učencem ponujale karseda pestre in aktivne oblike učenja. Učinkovite so oblike, ki so povezane z gibanjem in medsebojnim sodelovanjem otrok. Upoštevanje učenčevih predlogov je do te stopnje dokaj enostavno. Problemi so se pojavili pri preverjanju in ocenjevanju znanja, saj znanje večinoma preverjamo po ustaljenih poteh. Tako je za učence ostajalo ključno vprašanje: »Kaj bo v testu?« Vlogi učitelja in učenca sta se na ta način vrnila na nasprotna si pola. Rešitev se nam je posvetila na enem od strokovnih pogovorov, v katerem so predlagali, naj učenci sami povedo, kako bodo pokazali svoje znanje. Termin »kriteriji uspešnosti« je dobil nov pomen. Dokazi uspešnosti so naloga učencev. Učenci so vlogo hitro razumeli in povzeli, da morajo sami poiskati način, da dokažejo svoje znanje oziroma usvojen cilj. Na tak način se znanje kaj hitro pokaže, bodisi kot povzemanje že znanih primerov ali kot uporaba znanja pri reševanju novih nalog. Ta način spremljanja in samoocenjevanja se je pokazal kot zelo učinkovit tudi v času šolanja na daljavo, ki je prineslo velik izziv tudi v področje ocenjevanja.

Ključne besede: formativno spremljanje, dokazi znanja, samoocena

Knowledge Evaluation: Formative Assessment

I have been trying to encourage students from 1st to 6th grade to actively cooperate during class for a few years now, while at the same time I am determined to teach them responsibility, independence and critical evaluation using the model of formative assessment. Formative assessment represents a verified model of teaching, which begins with the evaluations of existing knowledge and is based on a clear understanding of the planned objectives. These objectives need to be explained to students in a manner clear to them, while at the same time they need to have a purpose. Children also need to be offered the possibility to propose their own methods on how to achieve these objectives. From the selection of potential activities the teacher chooses those which offer students a wide range of creative and active methods of learning. The most effective methods are those connected with movement as well as interaction and cooperation among children. Considering the children's suggestions was quite simple at this level. Problems arose with evaluations and tests when I still used traditional methods to assess their knowledge. Therefore, the main question for the children remained the same: What will the test consist of? The roles of the teacher and the student have returned to the opposite poles. A solution arose at one of the professional discussions when a colleague suggested that the students choose how they would like to be evaluated. The term 'success criteria' gained a new meaning. Success evaluation has become the students' responsibility. Students have quickly understood and grasped the task: they need to find their own method to prove their knowledge and the obtained objective. With this method, the level of achieved knowledge is quite clear, in summarising old knowledge as well as in conquering new tasks. This method of mentoring and self-evaluating also proved to be extremely efficient during home schooling, which brought a significant challenge in terms of assessment.

Key words: formative assessment, proof of knowledge, self-evaluation

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Z bansi do znanja

Šola vse bolj zagovarja ustvarjanje spodbudnega učenega okolja, kjer ima vsak posameznik možnost razvijanja svojih potencialov. Učitelji uporabljajo novejša in inovativna načina poučevanja, ki temeljijo na celostnem pristopu in medpredmetni povezavi skozi vse kanale poučevanja (poslušanje, branje in govor), s pomočjo vseh čutil, skozi igro in gibanje. Vsak učitelj si želi vključenost vseh učencev in pozitivno razredno klimo. Meni zelo ljub način za pridobitev pozornosti učencev so bansi. To so igre s petjem ali govorom in gibanjem. Primer bansa je izvajanje pesmi »Abraham 'ma sedem sinov«. Pesem pojemo, zraven kažemo, kaj sinovi počnejo, in se neizmerno zabavamo. Bansi so tudi kratke zgodbe z gibanjem, kot na primer »gremo na potep«. Učitelj vodi pohajkovanje, učenci na mestu simulirajo gibanje po različnih podlagah, zraven se lahko tudi oglašajo, na primer pri simuliranju hoje po blatu visoko dvigujejo noge in izgovarjajo »cmok, cmok, cmok«. Bansi so prav tako posnemanja gibov in besedila. To so igre, kjer učenci posnemajo učitelja. Jakost zvoka govora in intenziteta gibov pri takšnih igrah pogosto naraščata in padata. Gre za hitro prehajanje iz podivjanosti v umirjenost in obratno. Ko se učenci naučijo različnih bansov, jih lahko pričnemo učiti ustvarjalnih načinov, kako v besedilo bansa vključimo učne vsebine. S pomočjo bansov lahko učenci usvajajo učne cilje pri vseh šolskih predmetih, spodbujajo sodelovanje in s tem vzpostavljajo pozitivno klimo.

Ključne besede: bans, igra, gibanje, pozitivna razredna klima

With Bansi to Knowledge

The school is increasingly advocating the creation of a stimulating learning environment where each individual has the opportunity to develop his potential. Teachers use newer and more innovative ways of teaching, based on an integrated approach and cross-curricular connection through all channels of teaching (listening, reading and speaking), with the help of all the senses, through games and movement. Every teacher wants participation of all students and a positive classroom climate. My very favorite way to get students' attention is bans. These are games with singing or speaking and movement. An example of bans is the performance of the song 'Abraham 'ma sedem sinov.' We sing the song while showing what the sons are doing and having a lot of fun. Bans are also short stories with movement, such as 'let's go for a walk.' The teacher leads the wandering, the students simulate the movement on different bases, and they can also make sounds. For example, they walk on mud 'splash, splash, splash' and legs raised up high. Bans are also imitations of movements and text. These are games where students imitate the teacher. The volume of speech and the intensity of the movements in such games often increase and decrease. It is a rapid transition from wildness to serenity and vice versa. Once students learn different bans, we can begin to teach them creative ways to incorporate learning content into the bans text. With the help of bans, students can acquire learning goals in all school subjects, encourage cooperation and thus establish a positive climate.

Key words: bans, play, movement, positive classroom climate

Spodbujanje razvoja finomotoričnih spretnosti v 1. razredu

Pri šolskem delu se od učencev pričakuje, da so finomotorične spretnosti, ki zajemajo drobne gibe mišic zapestja in prstov, že dobro razvite. Omenjene mišice skupaj z možgani nadzorujejo in usklajujejo gibanje dlani in prstov. Od razvoja fine motorike je odvisno, kako samostojen je otrok pri vsakodnevnih opravilih pa tudi, kako uspešen je na področju risanja, rezanja s škarjami, lepljenja, sestavljanja, barvanja ... Z usvajanjem fine motorike pa je tesno povezan tudi razvoj grafomotorike, ki zajema spretnost držanja pisala ter pisanja črk, kasneje besed in povedi. Razvoj fine motorike se začne že zgodaj v predšolski dobi in se stalno nadgrajuje. Nekateri otroci potrebujejo za osvojitve finomotoričnih spretnosti več časa. Zato si pri svojem delu v 1. razredu prizadevam, da učencem ponudim različne vaje, kot na primer nizanje perlic na lesene palčke, zapenjanje gumbov, šivanje s plastično iglo, vlečenje vezalke skozi luknje, prijemanje drobnih cofov s pinceto, prestavljanje plastičnih žogic z žlico ipd., s katerimi spodbujamo razvoj fine motorike. Ta je namreč zelo pomembna pri opismenjevalnem delu v 1. razredu, ko se učenci lotevajo zapisovanja prvih črk, besed in povedi. Z delom po postajah, ki so postavljene tako, da učenci prijemajo drobne predmete, drugje je poudarek na gibanju zapestja, ponekod razvijajo pravilno uporabo pripomočkov, se učenci srečujejo z vsakodnevnimi opravili, naravnimi in umetnimi materiali ter skrbno pripravljenimi dejavnostmi. S tem želim popestriti šolski vsakdan. Na ta način pa tudi prispevam k spodbujanju razvoja fine motorike, saj menim, da se lahko z vajo mišice zapestja in prstov še razvijajo, učenci pa tako pridobivajo različne izkušnje in spretnosti.

Ključne besede: fina motorika, razvijanje spretnosti, načini spodbujanja

Promoting the Development of Fine Motor Skills in 1st Class

When doing their school work, students are expected to have well-developed fine motor skills that involve fine movements of the wrist and finger muscles. These muscles, together with the brain, control and coordinate the movement of palm and fingers. The development of fine motor skills determines how independent the children are in fulfilling their everyday tasks, as well as how successful they are in the field of drawing, cutting with scissors, gluing, composing, painting, etc. The acquisition of fine motor skills is closely related to the development of writing skills, which include the skill of holding a pen and writing letters, which is later on upgraded by writing words and sentences. The development of fine motor skills begins in the early preschool period and is constantly being upgraded. However, some children need more time to acquire fine motor skills. Therefore, I strive to offer students in the 1st grade various exercises, such as stringing beads on wooden sticks, buttoning, sewing with a plastic needle, pulling a lace through holes, gripping small pompoms with tweezers, moving plastic balls with a spoon, etc., to encourage the development of fine motor skills. These are very important in literacy work in the 1st grade, when students start writing their first letters, words and sentences. I try to diversify the everyday school life of my students with work stations. They are placed so that students grasp small objects, elsewhere the emphasis is on the movement of the wrist, in some places they develop the correct use of aids. Students handle different carefully prepared activities which include dealing with everyday tasks, as well as with natural and artificial materials. In this way, I contribute to encouraging the development of fine motor skills, as I strongly believe that with exercise, the muscles of the wrists and fingers can strengthen and develop, and the students thereby gain different experiences and skills.

Key words: fine motor skills, skills development, ways of stimulation

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Medpredmetno povezovanje z angleščino v 1. vzgojno-izobraževalnem obdobju

Posamezen šolski dan je razdeljen na različne šolske predmete, kar je za mlajše učence zagotovo primerno, saj za uspešno delovanje potrebujejo predvidljiv potek dela. Z drugačnimi metodami in oblikami dela pa učencem lahko prikažemo, da učenje kot proces ni osamljen predmet, pač pa je sestavljen iz več medsebojno povezanih koščkov. Cilj povezovanja predmetov je spodbujanje celostnega učenja in poučevanja, saj omogoča uvid v povezave med različnimi, a med seboj podobnimi, sorodnimi vsebinami. Na ta način je zagotovljeno kakovostnejše in trajnejše znanje. Tak pristop je značilen za različne modele CLIL, kjer je možno vzpostaviti povezavo tujega jezika z drugimi predmeti, pri katerih gre za obojestransko prekrivanje in dopolnjevanje ciljev. Uporabljamo ga lahko na različnih stopnjah učnega procesa, predvsem pa je učinkovit v fazi utrjevanja in uporabljanja znanja. V tem procesu gre za povezovanje procesov in ciljev učenja, zato moramo predhodno razčistiti, katere cilje želimo doseči z medpredmetno povezavo. Znanje različnih področij povezujemo s pojmi, da bi vzpostavili transfer miselnih strategij. Učenci so preobremenjeni z zbiranjem podatkov z različnih področij, zato imajo nizko raven transfernega znanja in težje formirajo pojmovne mreže. V svojem poučevanju izvajam medpredmetne ure zlasti v 1. vzgojno-izobraževalnem obdobju, saj bolje poznam izobraževalne cilje tega obdobja in lažje natančno načrtujem sodelovanje z razredno učiteljico.

Ključne besede: medpredmetno povezovanje, tuji jezik, 1. vzgojno-izobraževalno obdobje

Cross-Curricular Linking with English in the First Educational Triad

A singular school day is divided into individual subjects which is absolutely appropriate for younger learners as they are more successful when their line of work is predictable. With different methods and approaches they can be shown that learning is not a singular subject but a combination of several pieces. The aim of cross-curricular linking is to stimulate learning and teaching as a whole as it enables an insight into different, but at the same time similar, contents. This results in a more qualitative and permanent knowledge. Such an approach is typical of CLIL models where a connection between a foreign language and other subjects is formed in cases of overlapping and complementing of learning goals. It can be used in different stages of a learning process but it is most effective in the phase of consolidation and application of knowledge. This is a model where the process of learning and the aims are linked; that is why we need to make clear which aims we want to achieve through cross-curricular linking. The knowledge of different areas is linked together to establish a transfer of thinking strategies. Pupils are overloaded with collections of data from different areas, have a low level of knowledge transfer and have difficulties in forming brain maps. In my teaching I usually perform cross-curricular lessons in the first triad as I know its curriculum better, which enables more accurate planning with the class teacher.

Key words: cross-curricular linking, foreign language, first educational triad

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Medgeneracijsko sodelovanje v luči povezovanja

V okviru projekta »Teden vseživljenjskega učenja« smo si zadali za cilj, da v procesu učenja med seboj povežemo vse generacije od vrtca do starostnikov ter tudi mladostnike in odrasle s posebnimi potrebami. Ko smo se tega lotili prvič, je bil odziv vseh udeležениh zelo pozitiven, zato to sedaj postaja naša stalnica. Učenci tretje triade so prišli k uri matematike in poučevali prvošolce. Sami so pripravili naloge ter izdelali didaktične pripomočke na temo, ki jo je izbrala učiteljica prvega razreda. Učenci osmega razreda so pomagali pripraviti sceno in kostume za zaključni nastop drugošolcev. Petošolci so pripravili dan eksperimentov in jih izvedli skupaj z drugošolci. Ob tem so jim morali razložiti eksperiment in jih vključiti v delo. Prvošolci so imeli nalogo, da na čim zanimivejši način izvedejo delavnice za otroke iz vrtca, ki bodo prihodnje leto prišli v prvi razred. Učenci drugega razreda so obiskali starejše varovance CUDV Draga (Dom Škofljica) ter imeli z njimi delavnice ustvarjanja z glino in priprave zdravih napitkov pa tudi športne dejavnosti. Starostniki iz doma starejših občanov v Škofljici so prišli med učence in jim pripovedovali zgodbe iz svojega otroštva, skupina otrok pa je zanje pripravila gledališko predstavo v domu. Opazili smo, da je takšen način povezovanja potreben, saj se otroci bolj pozdravljajo med seboj, stkali so se prijateljski odnosi in več razmišljajo, kako bi lahko polepšali trenutke starostnikom in osebam s posebnimi potrebami.

Ključne besede: medgeneracijsko sodelovanje, vseživljenjsko učenje, razvijanje empatije

Intergenerational Cooperation in the Light of Integration

As a part of the Lifelong Learning Week project, we set the goal of connecting all generations from kindergarten children to the elderly in the process of learning, including adolescents and adults with special needs. When we tackled the project for the first time, the response from those involved was very positive, so it is now becoming our constant practice. Pupils from the third triad taught Maths to first-graders. They prepared the assignments themselves and made didactic materials on the topic chosen by the first-grade teacher. Eighth-grade pupils helped to prepare the scene and costumes for the final performance of the second graders. Fifth graders prepared the experiments day and performed the experiments together with the pupils from the second grade. In doing so, they had to explain the experiment to the younger pupils and involve them in the process. The first graders had the task of conducting interesting workshops for the kindergarten children who will become the first grade pupils next year. The second-grade pupils visited elderly people in the CUDV Draga Centre (Škofljica Home for the Elderly) and held workshops for them. Together they created with clay, made healthy drinks, and did sports. The elderly from the Škofljica Home for the Elderly visited the pupils and told them stories from their childhood, while a group of children set up a theatre play for them in the home. We noticed that this way of connecting is necessary as children greet each other more often, made new friends, and are more considerate of how to brighten moments for elderly people and people with special needs.

Key words: intergenerational cooperation, lifelong learning, empathy development

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Spodbujanje govora z glasbenimi dejavnostmi

Glasbena vzgoja se pri otroku lahko začne že pred rojstvom, ko je otrok še v maternem trebuhu, saj se slušno zaznavanje pri človeku pojavi zadnje štiri mesece bivanja v maternici. Takrat otrok že dobro sliši in se odziva na zvoke. Glasba nas tudi kasneje spremlja na vsakem koraku in njeni pozitivni učinki bogatijo otrokov celostni razvoj, saj se s pomočjo poslušanja, izvajanja in ustvarjanja glasbe otrok razvija na čustveno-motivacijskem, socialnem, spoznavnem in telesno-gibalnem področju. Aktivno ukvarjanje z glasbo naj bi bilo povezano tudi z uspešnostjo pri pouku, inteligentnostjo in s hitrejšim učenjem jezika. V šolskem letu 2019/2020 smo v dveh vrtcih na Primorskem v izvajanje različnih dejavnosti vseh predmetnih področij vpletali tudi glasbene dejavnosti. Predšolski otroci so vsak dan izvajali različne upevalne in govorne vaje, se premikali po prostoru v določenem ritmu ter hkrati izvajali ritmizirana besedila ob hkratnem izvajanju ritmičnega ostinata ali ritma izštevanka in druge glasbene dejavnosti. Otrokom se je do sredine marca bistveno podaljšal čas koncentracije. Usvojili so nekatere nove besede in si zapomnili večje število pesmi, izštevank in otroške poezije. Govor je postal bolj artikuliran in jasnejši, v izražanju so nekateri tujejezični otroci postali gotovejši v svoj drugi jezik, saj so ga usvojili preko igre oziroma glasbene dejavnosti. Raziskava kaže povezavo med ritmičnimi sposobnostmi in fonološkim zavedanjem. Učinki glasbenih dejavnosti niso omejeni samo na razvijanje glasbenih sposobnosti, temveč se zaradi analogije med glasbo in jezikom lahko prenesejo na jezikovno področje (fonološko zavedanje in kasneje branje). Glasbene dejavnosti so zelo učinkovite za učenje tako maternega jezika kot drugega jezika, kar je pomembno tudi za vse večje število tujejezičnih otrok v slovensko govorečih vrtcih.

Ključne besede: glasbene dejavnosti, govor, materni jezik, tuj jezik

Encouraging Speech through Musical Activities

Music education can start before birth, when the child is still in the womb, as auditory perception in humans occurs in the last four months of pregnancy. During this period, the child already hears well and responds to sounds. Music also accompanies us after birth and its positive effects enrich the child's holistic development, as it contributes to the emotional-motivational, social, cognitive and physical-motor capabilities through activities such as listening, performing and even creating music. Active involvement in music is also said to be associated with academic performance, intelligence and quicker language learning. During the school year 2019/2020 we enriched the implementation of various activities from all subject areas with additional music exercises in two nurseries in the Primorska region. Preschool children daily performed various singing and speaking exercises, moved around the room in a certain rhythm and sang accompanying lyrics while performing rhythmic ostinato or the rhythm of counting and other musical activities. By mid-March, the children's concentration time was significantly extended. The children learned some new words and memorised a large number of lyrics, counting rhymes and children's poetry. Speech became more articulate and clear, while some foreign-speaking children became more confident in their second language, as they learned it through play and musical activities. Research shows a link between rhythmic abilities and phonological awareness. The effects of musical activities are not limited to the development of musical abilities, but can be transferred to the linguistic field (phonological awareness and later reading) due to the analogy between music and language. Music activities are very effective for learning both the mother tongue and the second language, which is also important for the growing number of foreign children in Slovene nurseries.

Key words: musical activities, speech, mother tongue, foreign language

Didaktični pristop pripovedovanja zgodb in realizacija medpredmetnih povezav

V prispevku je predstavljen celostni didaktični pristop pripovedovanja zgodb ali Storyline, ki je bil skupaj z učenci 4. in 5. razreda izveden v treh razrednih projektih z namenom realizacije medpredmetnih povezav in dosege ciljev različnih predmetnih področij. V okviru prvega projekta so učenci izvajali dejavnosti, s katerimi so spoznavali sebe v vlogi učenca in se učili učiti se. Drugi projekt jim je nudil možnosti za spoznavanje gledališke dejavnosti in za preizkušanje nalog, s katerimi se pri svojem delu vsakodnevno srečujejo gledališki delavci. S pomočjo tretjega projekta pa so spoznali proces nastanka knjige ter se preizkusili v vlogi pisateljev. Na koncu vsakega projekta so s pomočjo samoevalvacije izrazili svoje občutke, mnenja in znanja, ki so bili podlaga za določanje uspešnosti realizacije vsakega izvedenega projekta. Ugotovili smo, da so poleg specifičnih znanj različnih učnih predmetov usvajali tudi znanja sodobne IKT in sodelovalnega učenja ter spoznavali uporabnost znanj različnih predmetnih področij v vsakdanjem življenju.

Ključne besede: projekt Storyline, pripovedovanje zgodb, razredni projekt, medpredmetne povezave, uporabno znanje

A Didactic Approach to Storytelling and the Realisation of Interdisciplinary Connections

The paper presents an integrated didactic approach to storytelling or Storyline, which was carried out with 4th and 5th-grade pupils in three classroom projects to realise interdisciplinary connections and achieve the goals of various subject areas. Within the framework of the first project, pupils carried out activities in which they got to know themselves in the role of a pupil, and they learned how to learn. The second project offered pupils opportunities to get to know theatrical activities and test the tasks that theatre workers face daily. With the third project, they were introduced to the process of creating books and tested themselves in the role of writers. At the end of each project, with the help of self-evaluation, they expressed their feelings, opinions, and knowledge, which were the basis for determining the success of the implementation of each realised project. We found that in addition to the specific knowledge of various subjects, they also acquired knowledge of modern ICT and collaborative learning and understood the usefulness of knowledge of different subject areas in everyday life.

Key words: Storyline project, storytelling, class project, cross-curricular links, useful knowledge

Fleksibilno pohištvo in inovativno učno okolje

Sodobna šola, sodobni pouk, inovativno učno okolje, fleksibilno pohištvo so pojmi, ki so vse prisotnejši v vzgojno-izobraževalnih ustanovah. Učitelji veliko časa posvetimo vprašanjem, kako učencem približati izobraževanje, kako narediti pouk zanimiv in pester. Pomembno vlogo pri tem imata tudi prostor, v katerem poučujemo, ter njegova oprema. Uporaba trikotnega fleksibilnega pohištva v prvi triadi omogoča neštete možnosti sestavljanja. Sami elementi so enostavno premični in lahki, kar še dodatno podpira raznolikost učnih priložnosti in stilov poučevanja. Pohištvo nam omogoča, da pouk izvajamo na mnoge načine, saj potrebujemo zelo malo časa za popolno spremembo postavitve, ki jo tisti trenutek zahteva učna situacija. Tovrstne spremembe so v prvi triadi zelo dobrodošle. Učilnica lahko hitro postane plesišče, igralnica ali celo mala telovadnica. Učenci že z najmanjšimi premiki pridobijo dovolj prostora za gibanje, ki ga v tej razvojni fazi močno potrebujejo. Inovativno učno okolje pa mora biti dobro premišljeno, skrbno načrtovano in prilagojeno vsem udeležencem. Takšno okolje posledično tudi lažje pozitivno vpliva na počutje udeležencev ter pripomore k prijetnejšemu prejetanju in osvajanju novih znanj.

Ključne besede: inovativno učno okolje, fleksibilno pohištvo, sodobna učilnica

Flexible Furniture and Innovative Learning Environment

Modern school, modern lessons, an innovative learning environment, and flexible furniture are facts which are very present in educational institutions. Teachers spend a lot of their time questioning themselves, how to bring lessons closer to students, make them more interesting and varied. The classroom in which we teach, and its furniture, has an important role in this. Using triangular flexible furniture in the first triad enables countless assembly options. Elements are light and easy to move, which additionally supports the diversity of learning opportunities and teaching styles. Furniture allows us to implement lessons in many ways, since it takes very little time to completely change the layout that the learning situation requires at that moment. These kind of changes are very welcome in the first triad. A classroom can quickly become a dance floor, a game room or even a small gym. With the smallest movements, students gain enough space to move, which they really need during this developmental phase. An innovative learning environment, however, must be well thought out, carefully planned and adapted to all participants. Consequently, such an environment also has a positive impact on the well-being of participants and contributes to more enjoyable receiving and conquering of new knowledge.

Key words: innovative learning environment, flexible furniture, modern classroom

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Veččutno učenje o zeliščih

Na naši podružnični šoli se zavedamo pomembnosti zelišč, zato smo se odločili zelišča bolj vključiti v pouk, in sicer zelišča z našega vrta. Organizirali smo Dan sivke, ko so učenci z uporabo različnih čutil spoznali to opojno rastlino, ki je prinesla svežino v našo šolo. Šivali smo kokoške za sproščanje in za premagovanje stresa, za dišavo ali za igro. Zelišča smo uporabljali tudi pri branju pravljic. Enkrat tedensko smo se pridružili čarovnici Lenčki in njenim gozdnim prijateljem na razburljivem popotovanju po svetu zelišč. Vsak učenec je po prebrani pravljici lahko povonjal zeliščno kapljico, ki je imela vsaka svoje ime. Znanje zelišč smo uporabili tudi pri pripravljanju različnih jedi in napitkov. V času šolanja na daljavo smo projekt na temo zelišč nadaljevali. Učenci so doma ustvarjali jedi z uporabo zelišč, zbirali recepte, si jih izmenjevali in tako je nastala knjižica receptov. Tako so učenci urili svoje ročne spretnosti in bili pri tem zelo ustvarjalni. Pripomogli so k skrbi za svoje zdravje in zdravje svoje družine, kar je v sedanjem času zelo pomembno. Različne dejavnosti na osnovi zelišč so otrokom ponudile priložnost za izkustveno učenje in za učenje v naravi. Učence smo preko aktivnosti ne le oza-veščali o ekološki vzgoji sadik, temveč jih tudi navajali na potrpežljivost, timsko delo in sodelovanje.

Ključne besede: veččutno učenje, vrt, zelišča, branje pravljic, šolanje na daljavo

Multisensory Learning about Herbs

At our school we are aware of the importance of herbs, so we decided to include more herbs from our garden in the lessons. We organised Lavender Day, when students got to know this intoxicating plant using different senses, which brought freshness to our school. We sewed hens to relax and to overcome stress, for fragrance or for play. We also used herbs while we were reading fairy tales. Once a week, we joined the Lenčka witch and her forest friends on an exciting journey through the world of herbs. Each student was able to smell a herbal drop in a circle after reading the fairy tale, each with its own name. We used the knowledge of herbs in the preparation of various dishes and drinks. During distance learning, we continued the project on the topic of herbs. Pupils created dishes at home using herbs, collected recipes, exchanged them, and so a recipe book was created. The students practiced their manual skills and were very creative in doing so. They have helped to take care of their health and the health of their family, which is very important at the present time. Various herbal activities offered children the opportunity for experiential learning and for learning in nature. Through the activities, we not only made the students aware of the organic cultivation of seeds, but also introduced them to patience, teamwork and cooperation.

Key words: multisensory learning, garden, herbs, reading fairy tales, distance learning

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Kako s posnetkom učne ure vzpodbujati miselno aktivnost učencev pri njihovem samostojnem učenju na daljavo?

V prispevku bomo obravnavali didaktično načelo aktivnosti in podali nekatere možnosti, kako ga lahko upoštevamo pri pripravi posnetka učne ure. Nedavna situacija ob uvedbi karantene zaradi koronavirusa je pred učitelje postavila izziv poučevanja na daljavo. Mnogi učitelji so se odločili, da bodo poučevali s pomočjo posnetkov, ki so jih za učence objavljali v spletnih učilnicah ali v drugih spletnih okoljih. Eno od temeljnih vprašanj, ki se ob tem odpirajo, je, kako zagotoviti, da bodo učenci ob ogledu posnetka čim bolj miselno aktivni in bodo vložili miselni napor v razumevanje obravnavane učne snovi. Podoben izziv je bil postavljen pred študente 2. letnika študijskega programa Dvopredmetni učitelj na Pedagoški fakulteti Univerze v Ljubljani. Morali so namreč posneti svojo simulacijo učne ure, ki jo v običajnih okoliščinah izvajajo v živo pred svojimi kolegi. Analizirali smo, kako so pri tem vključevali svoje »učence« in jih spodbujali k miselni aktivnosti. Ugotovitve naše raziskave predstavljajo smernice za (bodoče) učitelje, kako pripraviti posnetek, v katerem se bodo učenci počutili vključene in jih bo spodbujal k razmisleku in poglobljenemu razumevanju učne snovi.

Ključne besede: didaktično načelo aktivnosti, miselna aktivnost, poučevanje s posnetkom, samostojno učenje

How to Facilitate Student Cognitive Engagement in Their Independent Distance Learning?

We will discuss the didactic principle of cognition and activity and suggest some possibilities for following it when teaching with a video. The recent situation of quarantine because of the coronavirus was quite challenging for teachers, since they had to start distance teaching. Many teachers have decided to use videos that they shared with students in e-classrooms and other online environments. One of the main questions arising is how to ensure that students are as active as possible and put cognitive effort into understanding the content. Second-year students of the programme Two-Subject Teacher at the Faculty of Education, University of Ljubljana, had to face a similar challenge. Their simulation lesson that is usually carried out face-to-face in front of their colleagues had to be recorded and used in an online environment. We have analysed the ways in which they included their 'students' and facilitated their cognitive activity. Our research findings represent guidelines for (future) teachers on how to prepare a video that includes and engages students and facilitates their reflection and deep understanding of content.

Key words: didactic principle of cognition and activity, cognitive engagement, teaching with video, independent learning

Sodelovalno učenje pri delu z učenci z učnimi težavami pri pouku zgodovine

Sodelovalno učenje je metoda učenja, pri kateri učence enega oddelka razdelimo v majhne skupine, z namenom, da skupaj ob medsebojni pomoči odkrivajo nova znanja in se učijo. Učenje v majhnih skupinah učence spodbuja, da izrazijo svoje razumevanje obravnavane tematike in primerjajo svoje ideje, kar jim omogoča, da učenje osmislijo in poglobijo. Sodelovalno učenje pomaga graditi pozitivne odnose med učenci v razredu in jim omogoča izkušnje, ki so pomembne za njihov socialni, psihološki in kognitivni razvoj. Omenjena metoda učenja je primerna tudi za delo v razredu, v katerega so vključeni učenci z učnimi težavami. Z uporabo različnih oblik sodelovalnega učenja se vsem učencem omogoča doživljanje pozitivnih izkušenj v sodelovanju z vrstniki, znotraj heterogenih skupin. S sodelovalnim učenjem lahko učitelj ustvari tako učno okolje, v katerem so učenci motivirani za delo, krepijo svoja močna področja in odpravljajo morebitne primanjkljaje. Prispevek predstavlja primer dobre prakse vključevanja sodelovalnega učenja pri pouku zgodovine v šestem razredu osnovne šole. Primer je pokazal, da je pri sodelovalnem učenju k skupnemu cilju po svojih sposobnostih prispeval vsak učenec in z izmenjavo znanja v skupini pomagal sošolcem, da so vsi dosegli kar najboljše rezultate. Opazen je bil napredek tako pri nadarjenih kot pri učno šibkejših učencih. Učenci so sposobnost sodelovanja razvijali pri tem, ko so tisti z več predznanja in več izkušnjami pomagali ostalim v skupini.

Ključne besede: sodelovalno učenje, pouk zgodovine, učenci z učnimi težavami, socialni in kognitivni razvoj

Cooperative Learning for Teaching Students with Learning Difficulties in History

Cooperative learning is a method of learning realised through breaking a group of students into smaller groups so they can discover a new concept together and help each other with learning. Learning in small groups encourages students not only to express their understanding of a topic but also compare their ideas, allowing for deeper and more meaningful learning. Cooperative learning helps build positive relationships among students and provides students with experiences necessary for healthy social, psychological, and cognitive development. This method of learning is also effective for working with students with learning difficulties. By using various forms of collaborative learning, all students can experience positive experiences in cooperation with peers within heterogeneous groups. Through collaborative learning, a teacher can create a learning environment in which students are motivated and they can improve their strengths and eliminate possible deficits. In the paper, we present an example of good practice in the sixth-grade history lesson, which is based on group cooperative learning. The example has shown that during cooperative learning, each student contributed to a common goal according to their own ability and helped schoolmates reach the best results through sharing knowledge. Progress was noticed in in gifted students as well as in weaker students. Students developed their collaborative skills when those better skilled and experienced helped the rest.

Key words: cooperative learning, history lesson, students with learning difficulties, social and cognitive development

Vizualne opore učne ure pri učencih z avtističnimi motnjami

Osnovnošolski učitelji se zaradi težnje po uresničevanju načel inkluzije v razredu srečujemo z raznoliko populacijo učencev. Kljub različnosti si vsi otroci v šolskem prostoru želijo, da bi jih vrstniki sprejeli in da bi bili učno uspešni. Različne situacije znotraj šolskega prostora (senzorni dražljaji, konflikti z vrstniki, zahteve avtoritete in drugo) lahko pri učencih izzovejo vedenjsko neprimerne odzive. Posebni primanjkljaji na področju vedenja so prisotni pri učencih, ki so opredeljeni kot otroci oziroma mladostniki z avtističnimi motnjami. Pri učencih z avtističnimi motnjami so prisotni primanjkljaji na področju socialne komunikacije in interakcije ter na področju aktivnosti, vedenja in interesov. Primanjkljaji so razvrščeni na kontinuumu od lažjih in za okolje manj motečih do težjih, ki so navadno izrazitejši in bolj moteči za učenčevo okolje. Strokovni delavci in učitelji osnovnih šol se redno soočamo z izzivi pri svojem vzgojno-izobraževalnem delu, iščemo načine, metode in strategije, ki bi nam omogočale učinkovitejše delo z otroki in mladostniki, ki so opredeljeni kot učenci z avtističnimi motnjami. V prispevku bodo opisani pristopi, ki nam bodo olajšali delo z omenjeno populacijo. Predstavljen bo primer vizualnih opor pri učni uri (načrtovanje učnih vsebin s pomočjo slikovnega materiala, tabela pričakovanega vedenja), ki posledično pripomorejo k socialno sprejemljivejšim vedenjskim odzivom. Nudenje opore in pomoči učencu z avtističnimi motnjami ter spodbujanje k celostnemu razvoju pomagata pri doseganju individualne osebne in učne uspešnosti otroka oziroma mladostnika.

Ključne besede: motnje avtističnega spektra, strokovni delavci, vedenjski odkloni, strategije umirjanja, vizualne opore

Visual Support of the Lesson for Students with Autism

Due to the tendency to implement the principles of inclusion in the classroom, primary school teachers are faced with a diverse population of students. Despite their diversity, all children want to be accepted by their peers and want to be successful learners. Different situations within the school space (sensory stimuli, conflicts with peers, demands of authority, etc.) can provoke behaviourally inappropriate responses in students. Children or adolescents with autism tend to have specific behavioural difficulties. Students with autism often lack social interaction and communication skills which is reflected in activities, behaviour and interests. Different situations can cause a variety of inappropriate behavioural reactions in students. Primary school teachers and other educational professionals are often faced with challenges which require a constant quest in choosing the appropriate methods, strategies, etc., which enable them to cope with learners with autism more effectively. This article presents various general approaches that will empower teachers to become competent in working with the aforementioned group. An example of using visual support in the classroom (planning of learning contents with the help of pictorial material, table of expected behaviour), which contributes to more socially acceptable behavioural responses, will be presented. By providing support and help to students with autism and encouraging them towards wholesome development, these students become more empowered to become more successful in a personal and educational context, their personal success, and success in education.

Key words: autism, educational professionals, behavioural disorders, calming strategies, visual support

Nekateri pristopi spodbujanja učenja deklamacije v osnovni šoli in odzivi učencev

V prispevku smo predstavili različne pristope k učenju deklamacije umetnostnega besedila. Pomen besede deklamacija iz SSKJ je umetniško podajati tekst na pamet. Deklamacija je tudi del učnega načrta za slovenščino. Med laično javnostjo, to je predvsem med starši učencev, omemba deklamacije pesmi vzbuja različne občutke za in proti; tudi nekateri učenci ob tej dejavnosti uživajo, drugi v njej ne vidijo smisla ... V prispevku smo pokazali, kako se v zadnjih letih spreminja odnos učitelja in učencev do deklamacije pesmi v šoli. Da bi učence navdušili nad to dejavnostjo, smo učence 3. triletja osnovne šole spodbudili k učenju pesmi in pri tem uporabili različne strategije in tehnike: od skupnega branja umetnostnega besedila (pesmi) do deklamacije ob kamišibaju. Na koncu prispevka bomo te načine predstavili in jih primerjali s tistimi iz preteklih letih. Uporabili smo anketo z vprašanji odprtega tipa. Pokazali smo tudi na morebitno korelacijo med ocenami pri slovenščini in ocenami pri deklamaciji ter odgovorili na vprašanje, kaj se zgodi z deklamacijo, ki ni ocenjena s številčno oceno. Ugotovili smo, da so učenci pri letošnji deklamaciji dobili višje ocene, saj so bili pristopi drugačni in, ker so se večinoma izvajali v šoli, tudi manj naporni.

Ključne besede: deklamacija, recitacija, učenje v šoli, različni pristopi k učenju, učenje doma

Different Approaches to Promoting Declamation Learning in Primary School and Student Responses

In the paper, the author presents different approaches to teaching the declamation of an artistic text. The definition of the word declamation in the SSKJ (i.e. in the Dictionary of the Slovenian Language) is to artistically convey a text that has been learnt by heart. Declamation is also part of the curriculum for Slovene. Among the lay public, especially among the parents of the pupils, declamation of poems nowadays evokes mixed emotions: some people are in favour of it, others against it. The author further focuses on how the teachers' as well as pupils' attitude towards declamation of poems at school has changed in recent years. To inspire pupils of the 3rd trimester of primary school to do this activity and encourage them to learn poems, different strategies were used, ranging from the reading of an artistic text (poem) with all pupils participating to the pupils' declamation supported by kamishibai. In the end, we will present these methods and compare them with those from the previous years. We used a survey with open-ended questions. We also pointed out the possible correlation between grades in Slovene and grades in declamation, and answered the question of what happens to a declamation that is not evaluated by a numerical grade. We found that pupils received higher grades in this year's declamation due to different approaches, and since the activities were mostly conducted at school they were consequently less demanding for the pupils.

Key words: declamation, recitation, learning in school, different approaches to teaching, learning at home

Strategije za spodbujanje in razvijanje bralne motivacije otrok

Obravnava literarnih del v predšolskem obdobju in v začetku šolanja lahko poteka na raznolike načine. V prispevku bodo predstavljene strategije za spodbujanje in razvijanje bralne motivacije otrok, ki še ne znajo brati. Bralnomotivacijske strategije, ki jih je zasnovala Montserrat Sarto, španska bibliotekarka in prevajalka, izvajamo motivacijsko, s pomočjo igre, in na ta način spodbujamo občutek užitka v branju. Te strategije s pridom uporabljam pri branju pravljic v prvem razredu. Zasnovane so za delo z literarnimi besedili in dolgoročno pripomorejo k izboljšanju bralne zmožnosti. Njihov namen je vzpostavljanje čustvene in intelektualne vezi s knjigo ter spodbujanje pozitivnega odnosa do knjig. Ker potekajo preko igre, otrok dosega višje ravni miselnega delovanja in rabe govora kot v drugih, bolj strukturiranih, dejavnostih. Ena izmed strategij je »napačno branje«, kjer otrokom glasno preberemo besedilo. Sledi skupno obnavljanje vsebine. Nato otrokom povemo, da bomo besedilo prebrali še enkrat. V primeru, da se bomo zmotili, naj nas otroci na to opozorijo tako, da rečejo »Motiš se!« Pri drugem branju spreminjamo posamezne besede, imena oseb, dogajanje. Otroci morajo na napako opozoriti takoj, ko jo opazijo. Ostale strategije, ki jih še uporabljam in ki jih bom v prispevku tudi predstavila, pa so: pripovedujem pravljico, to je moja risba, čigavo je to?, kdo je? in ušli so iz knjige. Glavni namen strategij je usmerjanje otrok v samostojno razmišljanje in odzivanje na predstavljeno vsebino, preko česar vplivamo tudi na razvoj bralnih zmožnosti otrok. K razvoju zgodnje porajajoče se pismenosti pripomore otrokov pozitiven odnos do branja, zato skupno branje spada med najpomembnejše dejavnosti v predšolskem obdobju in prvih letih šolanja.

Ključne besede: obravnava literarnih del, branje, motivacija, strategije

Strategies to Promote and Develop Preschool Children's Reading Motivation

The discussion of literary works in the preschool period and at the beginning of schooling can take place in a variety of ways. Strategies for encouraging and developing reading motivation of children who cannot yet read will be presented below. Reading-motivational strategies are designed by a Spanish librarian and translator Montserrat Sarto, are carried out motivationally, through play, and in this way we promote a sense of enjoyment while reading. When reading fairy tales in first grade, we use them to our advantage. Reading-motivational strategies are designed to work with literary texts and help to improve reading abilities in the long run. Their purpose is to establish an emotional and intellectual connection with the book and to promote a positive attitude towards books. Because they occur during play, the child achieves higher levels of mental functioning and speech use than in other, more structured activities. One of the strategies is 'Misreading,' where we read the text aloud to the children. This is followed by an analysis of the content. We then tell the children that we will read the text again. In the case that we make a mistake, we let the children warn us by saying 'You are wrong!' During the second reading, we change individual words, names of people and/or events. Children have to notify us of the error as soon as they notice it. Other strategies I still use are: I'm telling a fairy tale, This is my drawing, Whose is this?, Who is it? and They escaped from the book. The main purpose of the strategies is to direct children to independent thinking and their responding to the presented content, through which we also influence the development of children's reading abilities. A positive attitude towards reading contributes to the development of early emerging literacy, so reading together is one of the most important activities in the preschool period and the first years of school.

Key words: discussion of literary works, reading, motivation, strategies

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Šolski vrt kot pripomoček za razvijanje različnih metod učenja

Učenje, ki zajema različne metode učenja, učencu ponuja veliko več možnosti, da si bo snov bolje zapomnil, jo razumel in znal uporabiti v novih situacijah ter naučeno priklicati iz dolgoročnega spomina. Pri poučevanju je tako potrebno zajeti razvijanje različnih spretnosti, učenje informacij, pojmov, pravil, načel, zakonitosti, stališč ter strategij za reševanje problemov. Če učencem zagotovimo, da se učijo sami, jim bomo omogočili razvoj lastnih sposobnosti na višji ravni. Pri tem ne smemo pozabiti, da mora biti učenje tudi zabavno. S tem pritegnemo pozornost učencev in jih pripravimo do aktivnega učenja z njihovo lastno aktivnostjo. Šolski vrt nam ponuja ogromno priložnosti za razvijanje aktivnih metod. Takšno je izvajanje pouka naravoslovnih vsebin v naravi, vključevanje učencev v proces, kar pomeni večjo aktivnost učencev, spodbujanje raziskovalnega in problemskega učenja, krepitev učenčevega spremljanja zaznavanja procesov v naravi. V okviru tehniškega dne smo na šoli pripravili gredice za zelenjavni vrt, zanje pa so skrbeli učenci in kasneje pobirali pridelke. Organizirali smo delavnico izdelave zeliščne soli, mazil in krem, v delavnice pa z oblikovanjem heterogenih skupin učencev od 1. do 5. razreda vpletli medvrstniško učenje. Učenci so samostojno izdelali didaktične igre z vsebino o zeliščih. Obenem ima vrt zelo pomembno vlogo pri ozaveščanju učencev o trajnostnem načinu življenja. Z aktivnostmi, ki jih z učenci izvajamo na šolskem vrtu, ozaveščamo njihovo sobivanje v prostoru, naravi, učijo se spoštovanja drugačnosti in zavedanja pomena samooskrbe.

Ključne besede: metode učenja, aktivno učenje, načrtovanje dejavnosti, pomnjenje, šolski vrt

The School Garden as a Tool for Developing Different Methods of Learning

Learning that involves different learning methods offers the student many more opportunities to memorise the learning content better, to understand it, to be able to use it in new situations, and to recall the learned information from long-term memory. In teaching, it is necessary to include the development of various skills, learning information, concepts, rules, principles and laws, attitudes and strategies for solving problems. If we ensure that students learn on their own, we will enable them to develop their own abilities at a higher level. In doing so, we must not forget that learning must also be fun. This will attract students' attention and prepare them for active learning through their own activity. The school garden offers tremendous opportunities to develop active methods, such as the implementation of science lessons in nature, involvement of students in the process, which means greater activity of students, promotion of research and problem-based learning, and strengthening student monitoring of the perception of processes in nature. As part of the technical day, we prepared vegetable beds for the vegetable garden, which were taken care of by the students, and later picked crops. We organised a workshop for making herbal salt, ointments and creams, and involved peer learning in the workshops by forming heterogeneous groups of students from 1st to 5th grade. Students independently created didactic games with content about herbs. At the same time, the garden plays a very important role in raising students' awareness of a sustainable lifestyle. Through the activities we carry out with students in the school garden, we raise awareness of their coexistence in nature, they learn to respect otherness, and gain awareness of the importance of self-sustainability.

Key words: learning methods, active learning, planning activities, memorising, school garden

Različni učenci – različni učni stili in medpredmetno povezovanje

Največ se naučimo, če kombiniramo različne učne stile in vsebine medpredmetno povezujemo. Učenci npr. pri matematiki števila spoznavajo s pomočjo ponazoril in didaktičnih iger, s katerimi se igrajo tudi med odmorom. Računanje usvajajo s pomočjo didaktičnega pripomočka, ki ga izdelajo sami. Pri slovenščini usvajajo glasove z gibalno igro učitelj – strojevodja. Besede razčlenjujejo na glasove tako, da je vsak glas ponazorjen z gibom. Z gibi ponazorimo tudi končna ločila. Po ponovnem poslušanju iste pravljice z napakami učenci z gibi opozorijo na napake. Izdelajo kamišibaj in v skupinah ilustrirajo dele pravljic. Matematične vsebine se pogosto povezujejo s športom, vsebine slovenščine in spoznavanja okolja pa z likovno umetnostjo. V prispevku bomo predstavili povezovanje predmetov spoznavanje okolja, likovna umetnost in šport. Pri spoznavanju okolja so učenci spoznavali pokrajinske oblike, ki so si jih na opazovalnem sprehodu (pri športu) ogledali, pri likovni umetnosti pa narisali na papir in oblikovali v peskovniku. Želeli smo ugotoviti, kako so bili učenci motivirani za delo, koliko so si zapomnili in kako so se počutili. Na opazovalnem sprehodu je prevladoval vidni, pri likovni umetnosti in športu pa gibalni učni stil. Pri aktivnostih je sodelovalo 12 učencev 1. razreda in druga strokovna delavka. Na osnovi primera povzemamo, da so bili učenci na opazovalnem sprehodu motivirani za opazovanje okolice. Na povratku so se že dogovarjali o predstavitvi oblik v peskovniku in z risbo. Zaradi povezovanja spoznavanja okolja z likovno umetnostjo ter s športom menimo, da so si obravnavano snov bolje zapomnili.

Ključne besede: učni stili, medpredmetno povezovanje, likovna umetnost, spoznavanje okolja, šport

Different Pupils – Different Learning Styles and Cross-Curricular Integration

People mostly learn by combining different learning styles, themes and cross-curricular integration. In Maths, pupils learn numbers by means of teaching aids and didactic games that they also play with during the breaks. They learn arithmetic operations by means of didactic aids which they make by themselves. In Slovene they assimilate sounds by a game called A Teacher – a Train Driver. They divide words into syllables in such a way that they show each voice by moving their body. They also show final punctuation marks in this manner. After relistening to the same fairy tale which includes mistakes they point out the mistakes by moving their bodies. They make a kamishibai and illustrate parts of the fairy tales in groups. Maths themes are often combined with Physical Education; the themes in Slovene and Science are intertwined with Art. We would like to present cross-curricular integration of Science, Art and Physical Education. In Science pupils learned about landscape shapes which they observed while taking walks in Physical Education. In Art they drew them on paper and in a sandbox. We wanted to establish the pupils' motivation, sensations and how much they had learned. The visual learning style prevailed on the observation walks, the kinaesthetic learning style prevailed in Art and Physical Education. Twelve pupils of the 1st class and a preschool teacher were included in the study. Based on this example we can sum up that pupils were highly motivated during observing walks where they observed the surroundings. On their return to school they expressed their wish to present the shapes in a sandbox or make a drawing. Due to cross-curricular integration they memorised the subject matter more effectively.

Key words: learning styles, cross-curricular integration, Art, Science, Physical Education

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Povratna informacija in uporaba spletnega orodja padlet v času učenja na daljavo

V prispevku so predstavljeni primeri uporabe spletnega orodja Padlet od 1. do 6. razreda v času učenja na daljavo pri različnih predmetnih področjih: matematiki, knjižnično-informacijskih znanjih, angleščini, izbirnem predmetu računalništvo. Spletno orodje se je izkazalo kot učinkovito, saj je na eni strani prijazno za uporabo, na drugi strani pa omogoča prenos formativnih elementov v digitalno okolje. Z njegovo uporabo smo spremljali napredek otroka, preverjali predznanje, zbirali dokaze učenja, ustvarili pogoje za sodelovanje in s pomočjo učencev oblikovali povratno informacijo. Povratna informacija v spletnem okolju je dobila drugačen pomen, delovala je kot motivacijsko sredstvo in izhodišče za nadaljnje delo. Usmerjena je bila v razmislek in izboljšavo. Učitelj jo je lahko uporabil kot dokaz za napredek, za nadaljnjo spodbudo in za nadgradnjo spletnih izzivov. Učenje na daljavo je pokazalo, da je proces učenja v digitalnem okolju drugačen in se mora prilagoditi okoliščinam. Potrebno je izbrati varno okolje in ponuditi spletna orodja, ki omogočajo dvosmerno komunikacijo in vnašanje formativnih elementov v digitalno okolje. Povratna informacija in spremljanje dela učencev sta toliko pomembnejša, saj so zaradi drugačnih okoliščin razlike v učenju in znanju lahko zelo velike. Tudi spletno šolsko okolje mora vključevati učence, omogočiti diferenciacijo in individualizacijo ter razvijati digitalne kompetence, ki so v sodobnem času dobrodošle.

Ključne besede: povratna informacija, spremljanje napredka, učenje na daljavo, Padlet

Feedback Using the Online Tool Padlet During Distance Learning

The paper presents examples of the use of the online tool Padlet from 1st to 6th grade during distance learning in various subjects: mathematics, library and information skills, English, and the elective subject computer science. The online tool Padlet has proven to be effective, as it is user-friendly on the one hand, and on the other hand allows the transfer of formative elements into the digital environment. Using the online tool Padlet, we monitored the child's progress, checked prior knowledge, collected evidence of learning, created conditions for participation and designed feedback with the help of students. The feedback in the online environment took on a different meaning, acting as a motivational tool. It was focused on reflection and improvement. The teacher was able to use the feedback as evidence for progress, for further encouragement, and for upgrading online challenges. Distance learning has shown that the learning process in the digital environment is different and needs to be adapted according to circumstances. It is necessary to choose a secure environment and offer online tools that allow two-way communication and the introduction of formative elements into the digital environment. Feedback and monitoring of students' work are even more important, as differences in learning and knowledge can be very large due to different circumstances. The online school environment must also include students, enable differentiation and individualisation, and develop digital competencies that are welcome in modern times.

Key words: feedback, monitoring progress, distance learning, Padlet

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Sodelovalno učenje pri predmetu družba v 4. razredu OŠ

Namen prispevka je predstaviti eno izmed strategij učenja, in to je sodelovalno učenje. Sodelovalno učenje je metoda učenja, ki temelji na sodelovanju učen-
cev in se izvaja v majhnih skupinah. Uspeh celotne skupine je odvisen od uspeha
vsakega člana skupine, zato delo temelji na medsebojni pomoči, zaupanju, od-
govornosti ... Če želimo, da je sodelovalno učenje uspešno, moramo pravilno iz-
brati ustrezno strukturo dela. Najpomembnejšo vlogo ima učitelj, ki mora najprej
strukturirati vsa navodila za sodelovalno učenje in nato vsakemu članu določiti
njegovo vlogo. Učitelj pa mora v skupini tudi organizirati interakcijo, ki poteka
po določenih pravilih. Poznamo različne strukture sodelovalnega učenja, ki jih
razvrščamo glede na njihove funkcije: strukture za utrjevanje znanja, strukture
za razvoj pojmov, sodelovalni projekti in sestavljene skupine. Predstavila bom iz-
vedeno učno uro, pri kateri je uporabljena struktura sodelovalnega učenja – iz-
virna sestavljenka. Glavni namen strukture je doseči čim večjo povezanost med
člani skupine, zato mora vsak član dobiti le del gradiv ali informacij, ki se jih mora
naučiti. Nalogo končajo šele takrat, ko vsi člani opravijo svoj del naloge. Izvirna
sestavljena je bila izpeljana pri predmetu družba v 4. razredu, pri katerem smo
obravnavali učno enoto »živiljenje na podeželju nekoč in danes«.

Ključne besede: sodelovalno učenje, sodelovalne strukture, 4. razred osnovne šole,
izvirna sestavljenka

Cooperative Learning in the Subject of Society in the Fourth Grade in Primary School

The purpose of this paper is to present one of the learning strategies, and that is
collaborative learning. Collaborative learning is a form of learning based on stu-
dent participation and is carried out in small groups. The success of the whole
group depends on the success of each member of the group, so the work is based
on mutual help, trust, responsibility ... If we want collaborative learning to be suc-
cessful, we need to choose the right work structure correctly. The most impor-
tant role is played by the teacher, who must first structure all the instructions for
collaborative learning and then assign a role to each member. The teacher must
also organise the interaction in the group, which takes place according to certain
rules. We know different structures of collaborative learning, which we classify ac-
cording to their functions: structures for consolidating knowledge, structures for
developing concepts, collaborative projects and composite groups. I would like
to present a completed lesson in which the structure of collaborative learning is
used – the original puzzle. The main purpose of the structure is to achieve the
greatest possible connection between the members of the group, so each mem-
ber should receive only one part of the materials or information that needs to be
learned. They only complete the task when all members have completed their
part of the task. The original puzzle was derived from the subject of society in the
fourth grade, in which we discussed the unit 'Life in the Countryside Then and
Now.'

Key words: cooperative learning, cooperative structures, fourth grade in primary
school, original puzzle

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Od moke do žemlje

Dandanes v ospredje vprašanj, ki zadevajo posameznika, vse pogosteje vstopata pomen in razumevanje samooskrbe, tako lokalne kot tudi lastne. Zato je pomembno, da že mlade ozaveščamo in usmerjamo v spoznavanje ter vrednotenje procesa samooskrbe na posameznika in na družbo kot celoto. Domača hrana in s tem kruh sta osnovni vir našega bogastva ter zdravja. Na 2. osnovni šoli Slovenska Bistrica se trudimo otrokom že v prvem triletju čim bolj približati vrednost in kvaliteto domače pridelane hrane ter jim skozi izkustveno učenje omogočiti, da pridobijo znanje o lastni samooskrbi. Otroke aktivno vključujemo v procese zaznavanja, doživljanja, čutenja in jih s tem spodbujamo k načinu razmišljanja o tem, kakšno hrano si lahko pripravijo doma in iz kakšnih surovin. Smo tudi ekošola. Z učenci 2. razreda sem izvedla namenski dan z naslovom »Od moke do žemlje«. Učence sem seznanila s celotnim postopkom samooskrbe, saj smo na šolski ekovrt posejali pšenico, ki smo jo redno opazovali pri njenem rastju. V spomladanskem času smo v razredu zmeli zrna pšenice in nato so učenci sami oblikovali žemljo, ki smo jo kasneje tudi skupaj spekli. S tovrstnim izkustvenim učenjem učence spodbujam k logičnemu razmišljanju, zavedanju pomena timskega sodelovanja in medsebojne pomoči, uporabi teoretičnega znanja v praksi. S tem so pridobili ozaveščenost o rasti semena do končnega izdelka in uživali v dobrotah lastnega znanja.

Ključne besede: samooskrba, kruh, domača hrana, izkustveno učenje

From Flour to Bread

Nowadays, the importance and understanding of self-sufficiency, both local and one's own, is becoming more and more important. Therefore, it is necessary to make young people get to know and evaluate the process of self-sufficiency. Homemade food, bread, is the basic source of our wealth and health. At the 2. osnovna šola Slovenska Bistrica, we try to bring the value of home-grown food as close as possible to children. In the first three years they learn about self-sufficiency through experiential learning. We actively involve children in the processes of perception, experience, and feeling and thus encourage them to think about what kind of food they can prepare at home and what raw materials they need. We are also an ECO school. In the following article I will describe a day of activity called From Flour to Bread. I introduced the whole process of self-sufficiency to my students. First we sowed wheat in the school ECO garden, which we regularly observed during its growth. In the spring, we ground wheat grains in class, and then the students formed their own buns, which we later baked together. With this kind of experiential learning, I encourage students to think logically, I teach them about the importance of teamwork and mutual help and how to apply theoretical knowledge in practice. By doing so, they gain awareness of growing the seed to the final product and enjoying the goodies of their own knowledge.

Key words: self-sufficiency, bread, homemade food, experimental learning

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Z dramatizacijo proti nasilju

Pomembno je, da se zavedamo, da se je primernega načina komuniciranja in reševanja notranjih ter zunanjih konfliktov potrebno naučiti. Učitelj lahko s svojo izvirnostjo, ustvarjalnostjo in inovativnostjo ter s čutom za otroka korenito pripomore k zmanjšanju in preprečevanju nasilja tako, da se dotakne preventive in okrepi otroško zavedanje o tej temi ter otroke spodbudi k pogovoru o medvrstniškem nasilju in nasilju na sploh. V prispevku je predstavljen učinkovit pristop reševanja konfliktov na primeru kratkih dramatizacij na temo nasilja, ki so jih odigrali učenci 4. razreda. Odigrali so šest kratkih zgodb. Vsaka zgodba predstavi različno konfliktno situacijo. Učenci jih v igri odigrajo na agresiven, neprimeren način. Potem pa na koncu vsake zgodbe sledi nepričakovano: aktivirajo se gledalci, ki lahko kritično vrednotijo ravnanje odigranega dogodka ter iščejo nove, sprejemljivejše načine reševanja konfliktov.

Ključne besede: preventiva, učenje reševanja konfliktov, dramatizacija, aktivni gledalec

With Dramatisation against Violence

We need to be aware that appropriate communication and resolving internal and external conflicts is something we must learn. Teachers' originality, creativity and innovativeness can fundamentally reduce and prevent violence by using prevention and reinforcing a child's awareness of the subject as well as by encouraging conversations about peer violence and violence in general. The article presents an efficient approach to conflict resolution using short dramatisations on the topic of violence, acted out by fourth grade pupils. They acted out six short stories. Each story presents a different conflict situation. Pupils act them out aggressively, inappropriately. Then, at the end of each story, the unexpected follows. The audience are invited to critically evaluate the conduct of the event and seek for new, more acceptable ways of resolving conflicts.

Key words: prevention, learning conflict resolution, dramatisation, active audience

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Učinkovito učenje naravoslovja skozi gibanje

Namen raziskave je skozi aktivno poučevanje naravoslovja povečati gibalno aktivnost učencev ter zmanjšali gibalno neaktivnost med samim poukom. V raziskavo je bilo vključenih 23 učencev četrtilih razredov iz goriške regije, ki so bili razdeljeni v kontrolno (KS) in eksperimentalno skupino (ES). Učencem smo merili gibalno/športno aktivnost z merilnikom pospeška, ki so ga pripetega okoli pasu nosili štiri zaporedne delovne dni. Pouk v KS je potekal po klasičnem načinu, pretežno frontalno, medtem ko je bil v ES izveden z aktivnim učenjem ter medpredmetnim povezovanjem naravoslovja in športa. Izbrali smo naravoslovno temo krvžilje in obravnavi namenili tri šolske ure. Pred izvedbo raziskave smo na podlagi preizkusa znanja, ki smo ga pripravili za namen raziskave, preverili predznanje učencev KS in ES. Rezultati so pokazali, da sta KS in ES po znanju izenačeni. Po izvedenem pouku so učenci KS in ES reševali končni preizkus znanja, s katerim smo želeli ugotoviti njihovo znanje, ki so ga pridobili po izvedbi učnih ur. Ugotovili smo, da je ES pokazala boljše znanje o krvžilju kot KS. Na dan intervencije je bila ES srednje in visoke intenzivnosti gibalne/športne aktivnosti deležna več časa kot KS ($p = 0,030$; $d = 1,5$). Čas gibalne neaktivnosti se med skupinama ni razlikoval.

Ključne besede: gibalna/športna aktivnost, pouk naravoslovja, medpredmetne povezave, krvžilje

Effective Learning of Science through Movement

The purpose of this study was to increase physical activity and decrease physical inactivity of students through active learning of science. The study included 23 fourth-grade students from elementary school in the Goriška region, who were divided into a control (CG) and an experimental group (EG). Students' physical activity was measured with the hip-worn accelerometer for four consecutive working days. Lessons in the CG were conducted with a classical approach, while in the EG with active learning and interdisciplinary connection between science and physical education. The science topic of the circulatory system was selected for three lessons. Before conducting the research, the students' prior knowledge was evaluated using the test prepared for the purpose of the research. The results showed that the CG and the EG are equivalent in prior knowledge. After the learning process, the students of the EG and the CG solved the final knowledge test. We found that the EG had better learning outcomes than the CG. On the day of the intervention, the EG spent more time in moderate to vigorous intensity of physical activity than the CG ($p = 0.030$; $d = 1.5$). However, there were no differences in physical inactivity ($p = 0.139$).

Key words: physical activity, science lessons, cross-curricular links, blood circulatory system

Interakcija in izkustveno učenje v podaljšanem bivanju

Predstavljam primer prakse v okviru podaljšanega bivanja na podružnični šoli, ko sem pripravila različne dejavnosti, pri katerih so se udeleženci in udeleženke učili, kako medsebojno sodelovati, poiskati skupne rešitve, se učiti drug od drugega itd. Poudarek je bil predvsem na medgeneracijskem sodelovanju. K sodelovanju sem povabila predstavnice in predstavnike različnih generacij. Povezala sem učence in učenke naše šole, njihove starše, učiteljice in učitelje, stare starše in lokalno prebivalstvo. Ljudi iz drugih regij nisem povabila k sodelovanju, saj sem želela s tem projektom popestriti ponudbo neformalnega izobraževanja na lokalni ravni, torej za prebivalce in prebivalke Hotedršice, Logatca in okolice. Želela sem uresničiti dva cilja, in sicer da bi šola: (1) s svojimi dejavnostmi povezovala vaščane in vzgajala v spoštovanju do naravnih lepot tukajšnje vasi, ljudi in tradicije ter (2) sodelovala z društvi v vasi. Za uresničitev ciljev sem pripravila naslednje dogodke: organizirala sem športne igre s starimi starši, starši so se vživeli v vloge učiteljic in učiteljev ter se tako znašli v »novem poklicu«, vaščanka nas je povabila na ogled kmetije in mlina, učilnico smo »preselili« v bližnji gozd, s starši smo oblikovali zaključno prireditev za vaščanke, vaščane in druge obiskovalce, izvajala sem medpredmetno povezovanje ter sprostivne dejavnosti. Ugotovila sem, da učencem in učenkam takšen način poučevanja zelo ustreza, saj so z veseljem vsi sodelovali. Zgodilo se je celo, da so kasneje hodili k meni z raznoraznimi idejami, kaj vse bi še lahko uresničili in s kom. Po vsaki dejavnosti smo naredili evalvacijo in vsi so se strinjali, da jim je bil tak način medgeneracijskega učenja všeč. Sama dejavnost se jim je zelo vtisnila v spomin, največ pa so pridobili pri druženju s starimi starši in starejšimi in/ali mlajšimi učenci ter učenkami.

Ključne besede: podaljšano bivanje, deležniki, podružnična šola, izkustveno učenje, medgeneracijsko sodelovanje

Interaction and Experiential Learning in Afterschool Classes

I present an example of the afterschool classes practice at a branch school, where I prepared various activities in which the participants learned how to cooperate with each other, find common solutions, learn from each other, etc. The emphasis was mainly on intergenerational cooperation. I invited representatives of different generations to participate. I connected the students of our school, their parents, teachers, grandparents, and the local population. I did not invite people from other regions to participate, as I wanted to diversify the offer of non-formal education at a local level, i.e. for the residents of Hotedršica, Logatec, and the surrounding area. I wanted to achieve two goals: (1) the school connects the villagers with its activities and educates with respect for the natural beauty of the local village, people and traditions, and (2) cooperates with the societies in the village. To achieve my goals, I prepared the following events: I organised sports games with grandparents, parents put themselves into teachers' shoes and found themselves in a 'new profession,' a villager invited us to visit the farm and mill, we 'moved' the classroom to a nearby forest, we designed a final event with the parents for the villagers and other visitors, cross-curricular interactions and relaxation activities. I found that this way of teaching suited the students very well, as everyone was happy to participate. It even happened that later they came to me with various ideas of what else they could do and with whom. After each activity, we did an evaluation, and everyone agreed that they liked this way of intergenerational learning. The activity itself really impressed them, and they gained the most from socialising with grandparents and older and/or younger students.

Key words: afterschool classes, partakers, branch school, experiential learning, intergenerational cooperation

