

Uvodnik

Tokratna številka revije *Sodobna pedagogika* poleg znanstvenih in strokovnih besedil v slovenskem in angleškem jeziku na koncu slovenskega dela vključuje tudi nekaj posebnih prispevkov, ki so nastali ob 140. letniku izhajanja. Obsežen zgodovinski pregled, ki še danes odpira zanimiv vpogled v delovanje revije skozi čas, je pred desetimi leti objavil **Tadej Vidmar** v prispevku z naslovom *130 letnikov Popotnika oziroma Sodobne pedagogike – položaj in polemike*. Tokrat pa smo se v uredniškem odboru odločili, da jubilej obeležimo z objavo znanstvenega prispevka ene od nekdanjih urednic **Mojce Kovač Šebart**, ki je napisala prispevek z naslovom *Sodobna pedagogika, konservativna dama in socialno reflektirana proletarka – revija med letoma 2010 in 2011*, esejem **Metoda Resmana** z naslovom *Urednikovanje Sodobne pedagogike od 1999 do 2007* in intervjujem aktualne glavne urednice z zadnjimi tremi uredniki **Jasno Mažgon, Klaro Skubic Ermenec in Damijanom Štefancem**.

Objava prispevkov različnih kategorij (znanstveni prispevek, esej in intervju) odseva dolgo tradicijo revije, ki je praktično od prvih izvodov namenjena obojemu, tako visokokakovostnemu znanstvenemu premišljevanju o različnih pedagoških vprašanjih in dilemah kot tudi bolj izkušnjskim in osebno obarvanim zapisom, tudi v obliki eseja, ki je po eni strani informativen, po drugi strani pa prav predstavljena osebna izkušnja avtorja v zapis vnese to, kar esej loči od drugih kategorij prispevkov. Ker so se v zadnjem desetletju na mestu glavnega urednika zamenjale tri osebe, čas njihovega urednikovanja pa so zaznamovale podobne dileme in vprašanja, smo se v uredništvu odločili, da njihova razmišljanja predstavimo v obliki skupinskega intervjuja. Bralec lahko ugotovi, da je bil za revijo pomemben prispevek prav vsakega od njih. Duh časa in izzivi, ki so postavljeni pred vsakokratnega urednika, ostajajo danes podobni, možnost, da se lahko nekatera aktualna vprašanja razrešujejo prek izkušenj tolikih nekdanjih urednic in urednikov, pa privilegij aktualne urednice in uredniškega odbora.

Poleg omenjenih zapisov lahko tokrat bralec v tretji številki 140. letnika revije *Sodobna pedagogika* prebira različne prispevke. Slovenski del revije začnemo s prispevkom **Tanje Taštanoske** z naslovom *Šolska samoevalvacija kot dejavnik šolske učinkovitosti v srednjem strokovnem izobraževanju (primerjalna študija primerov)*. Avtorica se osredotoča na raziskovanje procesov samoevalvacije v povezavi s šolsko učinkovitostjo in šolsko kulturo na ravni srednjega strokovnega izobraževanja. Opozarja, da kljub temu, da je od uzakonitve samoevalvacije preteklo že 15 let, ni veliko raziskav, ki bi jo sistematično proučevale, še zlasti ne na ravni strokovnega in poklicnega izobraževanja. Avtorica s kombinacijo kvalitativno in kvantitativno pridobljenih podatkov vrednoti povezanost med učinkovitostjo in dodano vrednostjo šol ter šolsko kulturo. Zanima jo, kako je proces samoevalvacije umeščen v šolsko kulturo in kako je povezan z učinkovitostjo šol. Na podlagi kompleksnih podatkov odkriva, da je učinkovitost šol povezana s kakovostjo in vsebino samoevalvacijskih procesov ter njihovo umestitvijo v šolsko kulturo in delovanje. Ugotavlja tudi, da na proces samoevalvacije pomembno vplivajo značilnosti šolske

kulture, ki temeljijo na vrednotah ustanove in njenih osnovnih predpostavkah ter usmerjajo dejavnosti posameznikov in ustanove kot celote. Pomembna vrednost prispevka je v njegovem sklepu, kjer avtorica oblikuje nekaj ključnih priporočil za oblikovanje izobraževalnih politik pri spodbujanju kakovostnih procesov samoevalvacije šol v prihodnje.

Marinko Banjac v prispevku z naslovom *Potenciali kritične pedagogike in interseksionalnosti kot pristopov k poučevanju na področju politologije* presoja možnosti kritične pedagogike in interseksionalnosti v poučevanju politologije, njegova spoznanja pa so zanimiva tudi za druga družboslovna in humanistična znanstvena področja. Avtor opozarja na nekatere skupne dileme poučevanja na sodobnih univerzah, ki jih razume kot posledico globalne ekonomske prevlade in splošne depolitizacije pedagoškega procesa, v politologiji pa posebej izpostavlja še njeno notranjo razdrobljenost in nepovezanost med področji ter tudi hierarhičen način poučevanja na univerzah, ki ostaja prevladujoč kljub nekaterim novejšim oblikam poučevanja, kot je na študenta osredinjeno poučevanje. Kot ugotavlja avtor, pa lahko omenjeni pristop k poučevanju pomeni spet predvsem upoštevanje tega, kaj bodo študenti potrebovali v prihodnosti in kakšne veščine za njihovo večjo zaposljivost jim posredovati. Avtor izhaja iz premislekov o drugačnih pristopih k poučevanju na področju politologije. Potencial prepozna v kritični pedagogiki in interseksionalnosti, ki ju opredeli kot pristop, kjer izhajamo iz proučevanja tega, kako so razmerja moči in politična moč oziroma oblastni odnosi formirani in posredovani prek interakcij med različnimi privilegiranimi in deprivilegiranimi položaji. Kot ugotavlja, bi z vnašanjem kritične pedagogike in interseksionalnosti v pedagoškem procesu pri poučevanju politologije v ospredje postavili vprašanja izhodiščne političnosti v izobraževanju, uvid v vprašanja delovanja oblasti in moči ter drugih oblik dominacij, diskriminacij in izključevanj ter študentom ponudili izhodišča za krepitev angažiranosti za široko družbeno inkluzivnost in pravičnost.

Tina Pogorelčnik in Eva Boštjančič v prispevku z naslovom *Sprejemanje rezultatov študentskih anket o pedagoškem delu pri visokošolskih učiteljih in odzivanje* analizirata odgovore visokošolskih učiteljev ter sodelavcev na povratno informacijo o pedagoškem delu, ki je rezultat študentske evalvacijske ankete, ki se vsak semester izvaja na Univerzi v Ljubljani. Ugotovili sta, da imajo tisti, ki so odgovorili na njuno anketo in berejo študentske ankete, na splošno do študentskih anket pozitiven odnos. Anketirani pa se razhajajo pri vprašanju, ali bi morali imeti rezultati študentskih anket poglobljeno vlogo pri sprejemanju odločitev o napredovanju visokošolskih učiteljev in sodelavcev. Anketiranim dajo študentske ankete ideje, kako spremeniti način poučevanja, in jih v primeru negativnih povratnih informacij motivirajo k spremembam. Avtorici opozorita tudi na nekatere pomembne razlike med anketiranimi: asistenti v primerjavi z docenti, izrednimi ter rednimi profesorji, in sicer predvsem na področju občutenja samozavesti ob prejemu pozitivnih povratnih informacij ter občutkov dvoma o lastnih sposobnostih ob prejemu negativnih povratnih informacij. Avtorici skleneta, da lahko njune ugotovitve pomagajo organom univerz pri razumevanju sprejemanja rezultatov študentskih anket pri visokošolskih učiteljih in odzivanja nanje ter kot smernice pri oblikovanju strategij za ravnanje s povratnimi informacijami o pedagoškem delu.

Prispevek z naslovom *Izobraževanje učiteljev za trajnostni razvoj: analiza kurikula dveh študijskih programov Pedagoške fakultete Univerze v Ljubljani*, ki so ga napisali **Hana Rožman, Khalifatulloh Fiel'ardh, Milena Košak Babuder, Karmen Javornik, Hiroki Fujii in Gregor Torkar**, predstavlja analizo zastopanosti ciljev trajnostnega razvoja v učnih načrtih dveh študijskih programov Pedagoške fakultete Univerze v Ljubljani, ki pripravljajo na učiteljski poklic v razrednem pouku ter pri specialni in rehabilitacijski pedagogiki. Kvalitativna analiza učnih načrtov je pokazala, da se ti osredotočajo predvsem na cilj trajnostnega razvoja »kakovost izobraževanja«, manj ali nič pa na preostalih 17 ciljev, ki so jih za namene analize opredelili in uporabili avtorji raziskave. Ugotovili so, da takšna posamična obravnava ciljev trajnostnega razvoja ter njihova večja zastopanost v izbranih predmetih kaže na pomanjkanje systemske obravnave. Tematika trajnostnega razvoja ostaja v pedagoških študijskih programih obrobna tema, kar poudarja potrebo po dodatnih raziskavah, ki bi prispevale k razumevanju trajnostnega razvoja na eni strani in identifikaciji razlogov, zakaj trajnostni razvoj v študijskih programih izobraževanja učiteljev ni bolje zastopan.

Kot zapisano uvodoma nabor znanstvenih člankov v slovenskem delu revije zaokroža prispevek **Mojce Kovač Šebart**, ki prinaša celostno analizo (tematskih) števil revije *Sodobna pedagogika* v letih 2010 in 2011. Danes revija izhaja štirikrat letno, v tistem obdobju pa je izhajalo pet števil, pomemben korak v uredniški politiki pa je bil narejen s tem, ko so bila prvič v zgodovini objavljena hkrati besedila v slovenskem in tujem (v tem obdobju tudi nemškem) jeziku. Kot piše avtorica, se še posebej z letom 2011 revija odpre tudi tujim avtorjem. Pregled izdanih števil avtorico in takratno urednico pripelje do ugotovitve, da so takrat obravnavane teme še vedno zelo aktualne. Podobno kot danes pa je tudi takrat umanjala odzivnost šolske politike na različne strokovne pobude, reviji pa se je uspelo ogniti in tudi upreti, kot zapiše avtorica, pastem vladajoče ideologije, ki jih promovirajo pričakovanja mednarodnih ustanov. Posebej lahko izpostavimo prav prilagajanje revije metodologiji kvantitativnega vrednotenja znanstvenih del, kar ustvarja pritisk tudi na aktualno uredništvo revije.

Angleški del revije tokrat sestavljajo prispevki avtorjev iz Slovenije in Kosova. **Danaja Rutar** v prispevku z naslovom *Razvijanje višjih kognitivnih procesov skozi napovedno procesiranje* obravnava za pedagogiko in še posebej za didaktiko relevantno tematiko, čeprav gre za področje, ki je raziskovalno bolj bogato tematizirano znotraj kognitivne znanosti. Napovedno procesiranje je pomembna sodobna teoretična paradigma, ki teži k poenotenju različnih vidikov človekovega delovanja: percepcije, motoričnega delovanja in kognicije. Avtorica izhaja iz ugotovitve, da sta bili percepcija in motorično delovanje v teoriji že uspešno razložena, manjka pa teoretična razlaga razvoja višjih kognitivnih procesov, kar poskuša avtorica nadomestiti s premislekom o tem, ali lahko ta manko zapolnimo s teorijo napovednega procesiranja in ali je to sploh smiselno. Avtorica na podlagi teoretske razprave ugotovi, da glede na sedanje stanje napovedno procesiranje ne more dovolj razložiti razvoja višjih kognitivnih procesov, saj trenutnim mentalnim modelom manjkata dve ključni sestavini, ki sta pomembni za karakterizacijo višjih kognitivnih procesov: kompozicionalnost in generativnost. Poleg tega, da

avtorica v prispevku raziskuje, kako bi lahko ti dve ključni funkciji obravnavali z vidika teorije napovednega procesiranja, premišljuje tudi o možnih pedagoških implikacijah ter s tem specifično tematiko, prvenstveno vezano na kognitivno znanost, poveže s pedagoško znanostjo.

Katja Jeznik, Marjeta Šarić in Petra Gregorčič Mrvar v članku *Sodelovanje šolske svetovalne službe s starši v času pandemije Covida-19* razpravljajo o sodelovanju med šolsko svetovalno službo in starši med pandemijo covida-19. Avtorice reflektirajo ugotovitve raziskav na temo sodelovanja šole in staršev, ki so bile narejene pred pandemijo in na njenem začetku. Ugotavljajo, da so se šolski svetovalni delavci na začetku pandemije zavedali pomena dobrega sodelovanja s starši, hkrati pa je iz podatkov razvidno, da je to sodelovanje odvisno od številnih dejavnikov, tako na strani staršev kot tudi šolskih svetovalnih delavcev. Avtorice ugotavljajo, da je dobro sodelovanje zelo pomembno, še posebej pa je ključno v obdobjih različnih izrednih razmer, povezanih z epidemijami ali drugimi krizami, npr. okoljsko. Zato je pomembno, da šolski svetovalni delavci sodelovanje s starši razumejo kot eno od temeljnih nalog svojega dela in jo kot takšno tudi ustrezno umestijo v načrt dela. Ugotavljajo pa tudi, da bo treba vlogo šolske svetovalne službe v času izrednih razmer opredeliti na sistemski ravni in ne le na ravni posamezne vzgojno-izobraževalne ustanove.

Del revije v angleškem jeziku zaključujemo s strokovnim prispevkom **Linde Abazi-Morina** *Izobraževanje o človekovih pravicah v kosovskih srednjih šolah*. Avtorica izhaja iz predpostavke, da je poučevanje o človekovih pravicah mogoče identificirati predvsem pri predmetu državljanska vzgoja, zato analizira učne načrte in gradiva tega področja v srednji šoli. Tako ugotavlja, da so vanje res vključeni posamezni elementi poučevanja o človekovih pravicah, a običajno ne presegajo podajanja teoretičnega ozadja koncepta človekovih pravic, nekatere informacije pa so podane zelo omejeno glede na izkušnje Kosova v preteklosti in sedanjosti. Ker gre za skupnost, ki je v bližnji preteklosti doživela vojno, bi po oceni avtorice morala gradiva s področja državljanske vzgoje tematizirati tudi vprašanje vojne, kar bi lahko dolgoročno prispevalo k pravičnejšemu procesu tranzicije.

Vabljeni k branju!

*Dr. Katja Jeznik,
glavna urednica*

Editorial

In addition to the scientific and professional texts in Slovenian and English, this issue of the *Journal of Contemporary Educational Studies* also includes articles at the end of the Slovenian section of the journal written on the occasion of the 140th anniversary of the journal's publication. A comprehensive historical overview that still provides an interesting insight into the journal over time was published ten years ago by **Tadej Vidmar** in his article »The 130th volume of the *Journal of Contemporary Educational Studies* (*Popotnik* and *Sodobna pedagogika*) – position and polemics«. This time, however, the editorial board decided to mark the anniversary by publishing a scientific contribution by one of the former editors, **Mojca Kovač Šebart**, who wrote the article »The *Journal of Contemporary Educational Studies*, a conservative lady and a socially reflected proletarian«, an essay by **Metod Resman** entitled »Editing the *Journal of Contemporary Educational Studies* from 1999 to 2007«, and an interview of the current editor-in-chief with three previous editors, **Jasna Mažgon**, **Klara Skubic Ermenc** and **Damijan Štefanc**.

The publication of contributions in different categories (scientific paper, essay and interview) reflects the long tradition of the journal, which has been dedicated from the very beginning to both high quality scientific reflection on various pedagogical issues and dilemmas and more experiential and personal writing (including essays), which is informative as well as personal in presenting the author's experience, thus distinguishing the essay from the other categories of contributions. Since three people have occupied the position of editor-in-chief in the last decade, and their time as editors has been marked by similar dilemmas and questions, the editorial team decided to present their reflections in the form of a group interview. The reader can see that each of them has made an important contribution to the journal. The times and challenges facing each editor remain similar today, and the opportunity to address some of the issues of the day through the experiences of so many former editors is a privilege for the current editor and the editorial board.

In addition to the above-mentioned contributions, the reader can read various other articles in the third issue of the 140th volume of the *Journal of Contemporary Educational Studies*. The Slovenian section of the journal starts with the article by **Tanja Taštanoska** »School self-evaluation as a factor of school effectiveness in upper secondary technical education (a comparative case study)«. The author's research focuses on self-evaluation processes in relation to school effectiveness and school culture at the level of secondary technical and vocational education. She notes that, although it has been fifteen years since self-evaluation was legislated, there is not much research examining it systematically, especially not at the level of secondary technical and vocational education. Using a combination of qualitative and quantitative data, the author evaluates the link between the effectiveness and added value of schools and school culture. She examines how

the process of self-evaluation is embedded in the school culture and how it relates to school effectiveness. Based on complex data, the author finds that the effectiveness of schools is linked to the quality and content of self-evaluation processes and their embedding in school culture and functioning. She concludes that the self-evaluation process is significantly influenced by the characteristics of school culture which are based on the values of the institution and its underlying assumptions and guide the activities of individuals and the institution as a whole. The particularly important value of the article lies in its conclusion, where the author makes some key recommendations for education policy makers in promoting quality self-evaluation processes in schools in the future.

Marinko Banjac's article »The potentials of critical pedagogy and intersectionality as approaches to political science teaching« assesses the possibilities of these approaches in the teaching of political science, but his findings are also of interest to other fields of social sciences and the humanities. The author points to some common dilemmas of teaching at contemporary universities, which he sees as a consequence of global economic dominance and the general depoliticization of the pedagogical process. He specifically highlights the internal fragmentation in the field of political science and disconnectedness between fields, as well as the hierarchical way of teaching at universities, which remains dominant despite some newer forms of teaching, such as student-centred teaching. However, as the author notes, this approach to teaching may yet again mean taking into account what students will likely require in the future and what skills they need to be taught to make them more employable. The author draws on reflections on different approaches to teaching political science. He identifies the potential in critical pedagogy and intersectionality, which he defines as an approach that starts from the study of how power relations and political power are shaped and mediated through interactions between different privileged and underprivileged positions. Introducing critical pedagogy and intersectionality into the pedagogical process of teaching political science would, he concludes, foreground issues of the fundamentally political nature of education, provide insights into issues of power and authority as well as other forms of domination, discrimination and exclusion, and offer students starting points for strengthening their commitment to broad social inclusivity and justice.

In their paper »The reception and response of higher education teachers to feedback of their students on their teaching performance«, **Tina Pogorelčnik** and **Eva Boštjančič** analyse the responses of higher education teachers to feedback on their teaching performance, which is the result of the student evaluation survey carried out every semester at the University of Ljubljana. They found that those who answered their survey and read student surveys generally have a positive attitude towards student surveys. However, the respondents disagree on whether the results of student surveys should play a major role in decision-making in the promotion of university teachers. Student surveys give the respondents ideas on how to change the way they teach and, in the case of negative feedback, motivate them to change. The authors also highlight some important differences between the respondents, especially teaching assistants compared to assistant

professors, associate professors and full professors, particularly in feeling confidence when receiving positive feedback and feeling doubt in one's own abilities when receiving negative feedback. The authors conclude that their findings can help university authorities to understand how higher education teachers receive and respond to student surveys, and they can function as a guide for developing strategies for dealing with feedback on teaching performance.

The article »Teacher education for sustainable development: Curriculum analysis of two study programmes at the Faculty of Education, University of Ljubljana«, written by **Hana Rožman, Khalifatulloh Fiel'ardh, Milena Košak Babuder, Karmen Javornik, Hiroki Fujii** and **Gregor Torkar**, presents an analysis of the representation of sustainable development goals in the curricula of two study programmes at the Faculty of Education, University of Ljubljana, preparing for the teaching profession – classroom teaching and special and rehabilitation pedagogy. Their qualitative analysis of the curricula shows that they focus mainly on the sustainable development goal of »Quality of education«, and less or not at all on the other seventeen goals developed and applied by the authors of the study for the purpose of their analysis. They found that such an isolated treatment of sustainable development goals and their increased representation in selected courses indicates a lack of systemic consideration. Sustainable development remains a marginal topic in teacher education programmes, which highlights the need for further research to contribute to the understanding of sustainable development on the one hand, and to the identification of the reasons why sustainable development is not better represented in teacher education programmes.

As mentioned in the introduction, the selection of scientific articles in the Slovenian section of the journal is rounded off by **Mojca Kovač Šebart's** contribution, which provides a comprehensive analysis of the (thematic) issues of the *Journal of Contemporary Educational Studies* in 2010 and 2011. While today the journal is published four times a year, at that time five issues were published annually, and an important step in the editorial policy was taken when, for the first time in history, texts were published simultaneously in Slovenian and foreign languages (including, in that period, German). As the author notes, especially from 2011 onwards, the journal started accepting contributions by foreign authors. A review of the issues published leads the author and the then editor to the conclusion that the topics covered are still very relevant. Then, as now, there was a lack of responsiveness of school policy makers to various professional initiatives. However, the journal managed successfully to resist, as the author writes, the pitfalls of the prevailing ideology promoted by international institutions. Particularly noteworthy is the adaptation of the journal to the methodology of the quantitative evaluation of scientific works, which also puts pressure on the current editorial board.

The English section of the journal is comprised of contributions by authors from Slovenia and Kosovo. **Danaja Rutar's** article »Developing higher cognition through predictive processing« deals with a topic relevant to pedagogy and didactics in particular, although it is an area that is more extensively researched in cognitive science. Predictive processing is an important contemporary theoretical

paradigm that seeks to unify different aspects of human functioning: perception, motor functioning and cognition. The author starts from the observation that perception and motor functioning have already been successfully explained in theory, but what is missing is a theoretical explanation of the development of higher cognitive processes, which she attempts to overcome by considering whether this gap could be filled by the theory of predictive processing, and whether it makes any sense to do so. Based on a theoretical background, the author concludes that, as things stand, predictive processing cannot sufficiently explain the development of higher cognitive processes, because existing mental models lack two key components that are important for the characterisation of higher cognitive processes: compositionality and generativity. In addition to exploring how these two key functions might be approached from the perspective of the theory of predictive processing, the author also reflects on possible pedagogical implications, thus linking a topic that is primarily related to cognitive science to pedagogical science.

In the article »Collaboration of the school counselling service with parents during the Covid-19 pandemic«, **Katja Jeznik**, **Marjeta Šarić** and **Petra Gregorčič Mrvar** discuss the collaboration between the school counselling service and parents during the Covid-19 pandemic. The authors reflect on the findings of research on school-parent collaboration carried out before and at the beginning of the pandemic. They note that while school counsellors were aware of the importance of good collaboration with parents at the beginning of the pandemic, data show that this collaboration depends on a number of factors, both on the part of parents and school counsellors. The authors argue that good collaboration is very important, and it is crucial especially in times of various emergencies, such as epidemics or other crises, e.g. environmental crises. It is therefore essential that school counsellors see working with parents as one of the core tasks of their work and include it in their plan of work. The authors also conclude that the role of the school counselling service in times of emergency will need to be defined at a systemic level and not only at the level of each individual educational institution.

We conclude the English-language section of the journal with the professional contribution by **Linda Abazi-Morina** »Human rights education in Kosovo high schools«. The author starts from the assumption that the teaching of human rights can be identified primarily in the subject of civic education, and she therefore analyses the syllabuses and materials for this subject in secondary schools. She finds that they do include some elements of human rights education, but they usually do not go beyond giving some theoretical background to the concept of human rights, and some of the information is given in a very limited way in relation to Kosovo's past and present. Since this is a community that experienced war in the recent past, the author believes that civic education materials should also address the topic of war, which could contribute, in the long term, to a more just transition process.

The articles await you!

*Dr. Katja Jeznik,
Editor-in-chief*