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RETHINKING CHILDHOOD III

TEACHING

**FOR AN INCLUSIVE,
TECHNOLOGICALLY COMPETENT
AND SUSTAINABLE SOCIETY**





University of Maribor

Faculty of Education



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Book of Abstracts

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Maja Hmelak

Miha Marinšek

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Miha Marinšek
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PLENARY



CHANGING EDUCATIONAL PARADIGM: TEACHERS' BELIEFS, ATTITUDES AND KNOWLEDGE

MAJA CINDRIĆ

University of Zadar, Department of Teacher and Preschool Teacher Education, Zadar, Croatia
mcindric@unizd.hr

In an era marked by rapid technological advancements and evolving societal needs, the landscape of education is undergoing a significant transformation. As the core facilitators of learning, teachers' beliefs, attitudes, and knowledge are integral to the successful adoption and implementation of innovative educational practices. The education systems are at critical point in time where educator's role changed from knowledge facilitator to skilled expert who organize teaching activities witch provoke a divergent discussion, search for knowledge, emphasize strategists, process available data. Teacher's Beliefs, Attitudes, and Knowledge, play pivotal role in navigating and shaping dynamic school environment.

This presentation delves into the multifaceted changes required to align teaching methodologies with the demands of a 21st-century education system. We will stress how shifting paradigms—such as the move towards student-centered learning, the integration of digital technologies, and the emphasis on critical thinking and creativity—necessitate a reevaluation of traditional teaching perspectives.

Keywords: paradigm shift, attitudes, beliefs, pedagogical content knowledge, constructivism

Spreminjanje izobraževalnih paradig: Prepričanja, stališča in znanje učiteljev

V obdobju, ki ga zaznamujejo hitri tehnološki napredki in spreminjajoče se družbene potrebe, izobraževalno področje doživlja pomembno preobrazbo. Kot ključni posredniki znanja so verovanja, stališča in znanje učiteljev bistvenega pomena za uspešno sprejetje in izvajanje inovativnih izobraževalnih praks. Izobraževalni sistemi so na kritični točki, kjer se je vloga učitelja spremenila iz posrednika znanja v spretnega strokovnjaka, ki organizira učne dejavnosti, ki spodbujajo divergentno razpravo, iskanje znanja, poudarjajo strategije in procesiranje razpoložljivih podatkov. Verovanja, stališča in znanje učiteljev imajo ključno vlogo pri usmerjanju in oblikovanju dinamičnega šolskega okolja.

Ta predstavitev se pogloblja v večplastne spremembe, potrebne za uskladitev učnih metodologij z zahtevami izobraževalnega sistema 21. stoletja. Poudarili bomo, kako spreminjajoče se paradigme — kot so premik k učenju, osredotočenemu na učenca, integracija digitalnih tehnologij ter poudarek na kritičnem razmišljanju in ustvarjalnosti — zahtevajo ponovno ovrednotenje tradicionalnih pedagoških perspektiv.

Ključne besede: sprememba paradigme, stališča, verovanja, pedagoško vsebinsko znanje, konstruktivizem

YOUNG PEOPLE ON INCLUSIVE TEACHING, THEIR INCLUSIVE BEHAVIOUR AND WELL- BEING IN THE LEARNING CONTEXT: PISA STUDY RESULTS

KLAUDIJA ŠTERMAN IVANČIČ

Educational Research Institute, Ljubljana, Slovenia

klaudija.sterman@pei.si

Students' well-being is one of the cornerstones of a safe and supportive learning environment. It is a significant positive predictor of learning motivation, adaptive learning behaviour and academic achievement. Accordingly, the socio-emotional well-being of students is the subject of study in international large-scale assessment studies such as PISA. The results of this study from 2018 and 2022 show that Slovenian 15-year-olds reported below the OECD average levels of different aspects of socio-emotional well-being. Compared to the OECD average, they also reported lower levels of their inclusive behaviour towards peers from other cultures, while reporting more discriminatory behaviour by teachers towards students from different cultures. The results of the international comparative study therefore suggest that the socio-emotional well-being of students and the development of inclusive teaching and behaviour in the learning context need further attention in the Slovenian school context.

Keywords: PISA study, socio-emotional well-being, safe and supportive learning environment, inclusive teaching, inclusive youth behaviour

Mladi o vključujočem poučevanju, lastnem vključujočem vedenju in dobrobiti v učnem kontekstu: rezultati raziskave PISA

Dobrobit učencev in učenk je eden od temeljev varnega in spodbudnega učnega okolja in je značilni pozitiven napovednik učne motivacije, prilagojenega učnega vedenja in učnih dosežkov. Skladno s tem je socialno-čustvena dobrobit učencev in učenk predmet preučevanja tudi v mednarodnih primerjalnih študijah, kot je raziskava PISA. Rezultati te študije iz let 2018 in 2022 kažejo, da so se slovenski 15-letniki na večini lestvic, ki se nanašajo na socialno-čustveno dobrobit, v povprečju ocenili nižje kot njihovi vrstniki iz držav OECD. Prav tako so se v primerjavi s povprečjem OECD nižje ocenili na lestvicah, ki opisujejo različne vidike lastnega vključujočega vedenja do vrstnikov iz drugih kultur, hkrati pa so poročali o bolj prisotnem diskriminatornem vedenju učiteljev do učencev iz drugih kultur. Rezultati mednarodne primerjalne raziskave torej kažejo, da je treba v slovenskem šolskem prostoru socialno-čustveni dobrobiti učencev in učenk ter krepitvi vključujočega poučevanja in vedenja v učnem kontekstu posvetiti dodatno pozornost.

Ključne besede: raziskava PISA, socialno-čustvena dobrobit, varno in spodbudno učno okolje, vključujoče poučevanje, vključujoče vedenje mladih



GENERAL EDUCATION



PRESCHOOL TEACHERS' CONCEPTIONS ABOUT LEARNING, KNOWLEDGE, AND TEACHING

ALENKA POLAK

University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
alenska.polak@pef.uni-lj.si

Personal conceptions are mental images of a phenomenon that reflect a person's understanding of it and guide their behavior. The study aimed to investigate Slovenian preschool teachers' conceptions of learning, knowledge, and teaching. The data were collected using a questionnaire; the sample consisted of 105 kindergarten teachers. We examined the personal conceptions about the age and seniority of the participants and the differences in personal conceptions depending on the job position of the participants. The results showed that the preschool teachers saw learning primarily as developing skills, emphasized the importance of the knowledge that enables children to cope with life situations, and saw preschool teaching as guiding children to actively discover the "world." There were no statistically significant differences between the personal conceptions of preschool teachers and teacher assistants. They reported that their conceptions are mainly based on their professional experiences.

Keywords: learning, knowledge, preschool children, preschool teachers, teaching

Osebna pojmovanja strokovnih delavk v vrtcu o učenju, znanju in poučevanju

Osebna pojmovanja so mentalne predstave o nekem pojavu, ki odražajo posameznikovo razumevanje tega pojava in usmerjajo njegovo ravnanje. Cilj raziskave je bil raziskati, kakšna osebna pojmovanja o učenju, znanju in poučevanju imajo vzgojiteljice in pomočnice vzgojiteljice predšolskih otrok. Podatke smo zbirali z anketnim vprašalnikom, vzorec je vključeval 105 strokovnih delavk v slovenskih vrtcih. Zanimala nas je povezanost med osebnimi pojmovanji in starostjo ter delovno dobo, pa tudi razlike v osebnih pojmovanjih glede na delovno mesto. Rezultati so pokazali, da strokovne delavke v vrtcu učenje pojmujejo predvsem kot razvijanje spretnosti, izpostavile so znanje, ki otroku omogoča najdenje v življenjskih situacijah, poučevanje v vrtcu pa jim pomeni predvsem vodenje otroka pri njegovem aktivnem odkrivanju »sveta«. V osebnih pojmovanjih se vzgojiteljice in pomočnice vzgojiteljice niso statistično razlikovale, prav tako nismo potrdili povezanosti osebnih pojmovanj s starostjo in delovno dobo. Po mnenju anketirank so na njihova osebna pojmovanja najbolj vplivale njihove lastne delovne izkušnje.

Ključne besede: predšolski otroci, poučevanje, strokovni delavci v vrtcu, učenje, znanje

STRUCTURAL AND PROCESS QUALITY INDICATORS OF THE IMPLEMENTATION OF SHORTER PROGRAMMES IN SLOVENIAN KINDERGARTENS

BARBARA SRAKA PETEK, BARBARA BEDNJIČKI ROŠER, ANA TINA JURGEC,
KATJA KOZJEK VARL, EVA KRANJEC, MARUŠA LAURE, MONIKA MITHANS,
SABINA OGRAJŠEK, MARTA LICARDO

University of Maribor, Faculty of Education, Maribor, Slovenia

barbara.sraka@um.si, barbara.bednjicki@um.si, ana.jurgec1@um.si, katja.kozjek-varl@um.si, eva.kranjec@um.si,
marusa.laure@um.si, monika.mithans1@um.si, sabina.ograjsek@um.si, marta.licardo@um.si

The study within the national evaluation study Analysis of the needs, conditions and possibilities of mandatory inclusion of children in one of the preschool education programmes with the focus on reducing social, economic and cultural inequalities, examined the process and structural quality of the implementation of shorter programmes in Slovenia in the school year 2022/23. Nine kindergartens were included in the research. Quality was analysed with validated assessment tool ECERS-3. The results indicate that most kindergartens face challenges in the field of quality assurance at both levels when implementing shorter programmes. The results indicate that most kindergartens face challenges in the field of quality assurance at process (language and literacy, learning activities, interactions, and personal care routines) and structural quality (space and furnishings and programme structure) when implementing shorter programmes. At the structural level, the most

difficulties are encountered by providing adequate space and furnishings. At the process level, challenges arise in the field of learning activities and individualization of learning and teaching. The positive effects of implementing shorter programmes relate to the process level, in the subfield of expanding vocabulary and encouraging children to use the Slovenian language. The research is important as it highlights the need to improve the quality of the implementation of shorter programmes.

Keywords: early childhood education, process quality, shorter programmes, structural quality, quality, quality indicators

Strukturni in procesni kazalniki kakovosti izvajanja krajših programov v slovenskih vrtcih

Raziskava v okviru nacionalne evalvacijske študije Analiza potreb, pogojev in možnosti obveznega vključevanja otrok v enega izmed programov predšolske vzgoje z vidika zmanjševanja socialne, ekonomske in kulturne neenakosti, je preverjala procesno in strukturno kakovost izvajanja krajših programov v Sloveniji v šolskem letu 2022/23. Vključenih je bilo 9 vrtcev. Kakovost smo preverjali z validiranim instrumentarijem ECERS-3. Rezultati kažejo, da se pri izvedbi krajših programov večina vrtcev sooča z izzivi zagotavljanja kakovosti na procesni (področje jezika in pismenosti, učne dejavnosti, interakcije in rutine osebne nege) in strukturni ravni (prostor in oprema ter struktura programa). Na strukturni ravni je največ težav pri zagotavljanju ustreznega prostora in opreme. Na procesni ravni so izzivi na področju učnih dejavnosti ter individualizacije učenja in poučevanja. Pozitivni učinki izvajanja krajšega programa se nanašajo na procesno raven, na podpodročje širjenja besedišča in spodbujanja otrok k rabi slovenskega jezika. Raziskava opozarja na potrebe po izboljšanju kakovosti izvedbe krajših programov.

Ključne besede: kakovost, kazalniki kakovosti, krajši program, predšolska vzgoja, procesna kakovost, strukturna kakovost

WHAT DO STUDENTS THINK ABOUT THE ASSESSMENT OF EDUCATIONAL SUBJECTS IN PRIMARY SCHOOL?: PRESENTATION OF SELECTED RESULTS FROM THE EVALUATION STUDY ‘ANALYSIS OF THE SUITABILITY OF NUMERICAL ASSESSMENT IN THE AREAS OF SPORTS, MUSIC, AND VISUAL ARTS

JANJA USENIK,¹ JOCA ZURC²

¹ University of Maribor, Faculty of Education, Maribor, Slovenia
janja.usenik@um.si

² University of Maribor, Faculty of Arts, Maribor, Slovenia
joca.zurc@um.si

Assessment and grades play a major role in the school system, as teachers, students, parents, and policymakers focus on this part of the educational process. This study aims to present a part of the results of an evaluation study on the appropriateness of numeric assessment in the primary school subjects such as sports, music and visual arts. The results were obtained from a representative sample of 3779 students (grades 3 to 9) in Slovenian primary schools. A questionnaire designed for this study

was used to measure students' attitudes towards assessment in selected subjects, their interest and attitudes towards the subject and their attitudes towards performance in the subject, by using a 5-point scale. Data analysis showed that most students expressed satisfaction with numeric assessment in observed subjects. Most students perceive that teachers inform them in advance about the assessment criteria as well as give and justify feedback on their assessment. Students expressed higher interest and perceived importance for the subject sport while interest, attitudes, and perceived self-efficacy were lower for the other two subjects.

Keywords: music, visual arts, sports, numeric assessment, knowledge assessment, attitudes, students

**Kaj menijo učenci o ocenjevanju vzgojnih predmetov v osnovni šoli?:
Predstavitev dela rezultatov evalvacijske študije »Analiza primernosti
številčnega ocenjevanja področij športa, glasbene in likovne umetnosti«**

Ocenjevanje in ocene igrajo v šolskem sistemu veliko vlogo, saj je pozornost učiteljev, učencev, staršev in tudi šolskih oblasti zlasti usmerjena v ta del pedagoškega procesa. Namen prispevka je predstaviti del rezultatov evalvacijske študije o primernosti številčnega ocenjevanja pri predmetih šport, glasbena in likovna umetnost. Rezultati so bili pridobljeni na reprezentativnem vzorcu 3779 učencev od 3. do 9. razreda slovenskih osnovnih šol. S pomočjo vprašalnika, sestavljenega za namene te študije, smo na 5-stopenjski lestvici merili stališča učencev do ocenjevanja pri izbranih predmetih, njihovo zanimanje in odnos do predmetov ter stališča o uspešnosti pri predmetu. Analiza zbranih podatkov je pokazala, da večina učencev izraža zadovoljstvo s številčnim ocenjevanjem pri obravnavanih predmetih. Prav tako jih je večina mnenja, da jih učitelji predhodno seznanijo s kriteriji ocenjevanja ter jim podajo in utemeljijo povratno informacijo o oceni. Pokazali sta se velika priljubljenost in zaznana pomembnost predmeta šport, medtem ko so bili zanimanje, odnos in zaznana stališča o uspešnost za preostala dva predmeta nižji.

Ključne besede: glasbena umetnost, likovna umetnost, šport, numerično ocenjevanje, ocenjevanje znanja, stališča, učenci

VALIDATING THE SCALE OF SELF-ASSESSMENT OF KNOWLEDGE CONCERNING SOCIAL-EMOTIONAL COMPETENCIES

MAŠA ATLAGA, SLAVICA ŠIMIĆ ŠAŠIĆ, MIRA KLARIN

University of Zadar, Department of Teacher and Preschool Teacher Education, Zadar, Croatia
matlaga22@unizd.hr; ssmic@unizd.hr; mklarin@unizd.hr

Research findings and everyday practice indicate a relatively high prevalence of inappropriate behaviours in children (such as aggressiveness), and it has been shown that social-emotional competencies have a protective role in their development. Social-emotional competencies (empathy, social skills, self-regulation, self-knowledge, etc.) refer to effectiveness in interactions. While some scientific operationalisations of those competencies exist, there is a lack of self-assessment of knowledge in this particular area. This study aims to validate the self-assessment scale of knowledge concerning social-emotional competencies in future teachers and preschool teachers (students). The scale is conceptualised according to CASEL and DOMASEC conceptualisation of social-emotional competencies. The development of this scale is crucial as it will contribute to the formulation of educational programs, providing educational experts with practical tools to foster children's social-emotional competencies in their daily caregiving practices.

Keywords: social-emotional competencies, inappropriate behaviours, scale validation, teachers, preschool teachers

Validacija samoocenjevalne lestvice znanja o socialno-čustvenih kompetencah

Izsledki raziskav in vsakdanja praksa kažejo na relativno visoko razširjenost neprimernega vedenja pri otrocih (npr. agresivnost), dokazano pa je, da imajo socialno-čustvene kompetence varovalno vlogo pri razvoju v otroštvu. Socialno-čustvene kompetence (empatija, socialne veščine, samoregulacija, samospoznavanje itd.) se nanašajo na učinkovitost v komunikaciji, vendar čeprav obstajajo določene znanstvene operacionalizacije teh kompetenc, manjkajo tiste o samoocenjevanju na tem posebnem področju. Cilj raziskave je validacija samoocenjevalne lestvice znanja o socialno-čustvenih kompetencah bodočih učiteljev in vzgojiteljev (študentov). Lestvica temelji na konceptualizacijah socialno-čustvenih kompetenc CASEL in DOMASEC. Razvoj te lestvice je ključnega pomena, saj bo prispeval k oblikovanju izobraževalnih programov ter tako izobraževalnim strokovnjakom zagotovil učinkovita orodja za spodbujanje socialno-čustvenih kompetenc otrok v njihovih vsakodnevniških praksah oskrbe.

Ključne besede: socialno-čustvene kompetence, neprimenereno vedene, validacija samoocenjevalne lestvice, učitelji, vzgojitelji

CHALLENGES IN THE DEVELOPMENT OF HIGHER EDUCATION DIDACTICS

MILENA IVANUŠ GRMEK

University of Maribor, Faculty of Education, Maribor, Slovenia
milena.grmek@um.si

Higher education didactics has a relatively long tradition in Slovenia. It started to expand especially intensely after 2000 due to the considerable expansion of higher education. The idea of student-centered learning and teaching has become increasingly prevalent in theory over the past fifteen years, indicating the need to move away from a teacher-centered approach to student-centered teaching in higher education. The research goal, which we discuss in this paper, was to determine how individual components of successful student-centered teaching and learning are implemented in higher education practice. The research results remind us that there are particular components of student-centered learning and teaching in higher education practice, such as professional development for higher education teachers and quality assurance. However, there are still many opportunities for improvement, such as greater flexibility in learning pathways, active learning spaces, and a close connection between education and practice.

Keywords: higher education, didactics, learning, teaching, student-centered learning and teaching

Izzivi v razvoju visokošolske didaktike

Visokošolska didaktika ima v Sloveniji razmeroma dolgo tradicijo, še posebej intenzivno se je začela razvijati po letu 2000, kar je posledica ekspanzije visokošolskega izobraževanja. V zadnjih petnajstih letih je v teoriji močno prisoten koncept na študenta osredinjenega učenja in poučevanja, ki opozarja, da je potrebno poučevanje na področju visokošolskega izobraževanja usmeriti od pristopa, v katerem je v središču učitelj, k poučevanju, kjer je v središču študent. V prispevku so predstavljeni rezultati raziskave, katere namen je bil ugotoviti, kako se v visokošolski praksi realizirajo posamezni elementi, ki prispevajo k učinkovitemu na študenta osredinjenemu učenju in poučevanju. Rezultati raziskave opozarjajo, da so v visokošolski praksi prisotni posamezni elementi na študenta osredinjenega učenja in poučevanja, kot npr. skrb za izobraževanje visokošolskih učiteljev, zagotavljanje kakovosti, hkrati pa obstaja še veliko priložnosti za izboljšanje, npr. večja prilagodljivost učnih poti, aktivni učni prostori, tesna povezanost izobraževanja s prakso.

Ključne besede: visokošolsko izobraževanje, didaktika, učenje, poučevanje, na študenta osredinjeno učenje in poučevanje

COMPETENCIES OF STUDENTS IN THE FIELD OF ART EDUCATION

SILVIA GLADIĆ, MILOŠ VASILJEVIĆ

Preschool Teachers Training College Novi Sad, Novi Sad, Serbia
silviagladic@yahoo.com, mivassart@yahoo.com

This study examined the attitudes, pre-existing knowledge, characteristics, and skills in fine arts among students enrolled in basic vocational studies. The research aims to ascertain its current state and formulate actions based on the findings. We used a questionnaire to survey 92 first-year Preschool Teachers Training College students. The study framework relies on participants' self-assessment regarding their proficiency and skill in arts and evaluation of their creativity and creative potential. Results reveal a departure from a satisfactory competence level and inconsistent responses. Outcomes significantly correlate with respondents' prior educational levels. This research identifies avenues for providing adequate support to the educational system, ensuring optimal conditions for the qualitative evolution of creativity and the creative potential inherent in each individual.

Keywords: creative skills, educational system, preschool curriculum, professional competencies, student creative potential

Kompetence študentov na področju vzgoje

Študija zajema vprašanje stališč, predhodno pridobljenih znanj, lastnosti in spretnosti na področju likovne umetnosti študentov osnovnih strokovnih študij. Namen raziskave je ugotoviti trenutno stanje in ukrepati na podlagi dobljenih rezultatov. Raziskava je bila izvedena na vzorcu 92 študentov prvega letnika

osnovnega strokovnega študija in je potekala po metodi vprašalnika. Kontekst raziskave temelji na samooceni nivoja do sedaj osvojenega znanja in spretnosti na področju umetnosti ter samooceni stopnje ustvarjalnosti in ustvarjalnih sposobnosti. Pridobljeni rezultati nakazujejo tako na odstopanje od zadovoljive ravni usposobljenosti, kot tudi na nedoslednost podanih odgovorov. Raziskava je še pokazala, da so pridobljeni rezultati neposredno posledica prejšnje stopnje izobrazbe anketirancev. To delo določa načine zagotavljanja potrebne podpore izobraževalnemu sistemu ter izpostavi pogoje za kakovosten razvoj ustvarjalnosti in ustvarjalnega potenciala vsakega posameznika.

Ključne besede: ustvarjalne sposobnosti, izobraževalni sistem, predšolski kurikulum, strokovne kompetence, ustvarjalni potencial študenta

STUDENTS' PERSONALISED LEARNING AND LEARNING ENGAGEMENT USING LESSON IN MOODLE

BOŠTJAN BATIČ,¹ MARTA LICARDO²

¹ Institute of Information Science, Maribor, Slovenia
bostjan.batic1@student.um.si, bostjan.batic@izum.si

² University of Maribor, Faculty of Education, Maribor, Slovenia
marta.licardo@um.si

This study explores personalized learning within the Moodle e-learning platform during the course Didactics of Introduction to the Social Environment. Aiming to enhance exam preparation, learning content in activity lessons was developed and tested for its effectiveness in personalization. Participants were 2nd year Early Childhood Education students at the University of Maribor, Faculty of Education (n = 37). Data was gathered from activities of students in Moodle (activity Lesson) and validated questionnaires assessing self-efficacy (Licardo et al., 2007) and learning engagement (Skinner et al., 2008). Findings revealed that 49% of students used Lessons for knowledge consolidation. Statistically significant positive correlations are found between achievements in the Lesson and exam grades, general learning engagement and self-efficacy, and behavioral learning engagement and formative assessment. The study highlights the importance of learning engagement in personalized learning and the potential of asynchronous online education with immediate feedback in academic environments.

Keywords: personalization, learning engagement, higher education, students, social studies, didactics, Moodle, formative assessment, asynchronous online education

Personalizirano učenje in učna zavzetost študentov pri uporabi lekcije v Moodleu

V raziskavi analiziramo personalizirano učenje v okviru platforme Moodle pri učni enoti Didaktika uvajanja v družbeno okolje. Z namenom izboljšati pripravo na izpit je bila pripravljena učna vsebina v dejavnosti Lekcija, ki omogoča personalizirano učenje. Analizirali smo učinkovitost uporabe Lekcije glede na personalizacijo učenja in učno zavzetost. Udeleženci so bili študenti 2. letnika Predšolske vzgoje Pedagoške fakultete Univerze v Mariboru ($n = 37$). Podatki so bili zbrani na podlagi aktivnosti študentov v Moodleu (dejavnost Lekcija) ter validiranih vprašalnikov za ugotavljanje splošne samoučinkovitosti (Licardo idr., 2007) in učne zavzetosti (Skinner idr., 2008). Ugotovitve so pokazale, da je 49 % študentov za utrjevanje znanja uporabljalo Lekcijo. Statistično značilne pozitivne korelacije so med dosežki pri Lekciji in oceno izpita, splošno učno zavzetostjo in samoučinkovitostjo ter vedenjsko učno zavzetostjo in formativnim ocenjevanjem. Raziskava poudarja pomen učne zavzetosti pri personaliziranem učenju in potencial asinhronega spletnega izobraževanja s takojšnjo povratno informacijo v akademskih okoljih.

Ključne besede: personalizacija, učna zavzetost, visoko šolstvo, študenti, družboslovje, didaktika, Moodle, formativno ocenjevanje, asinhrono spletno izobraževanje



STEM IN EDUCATION





THE IMPORTANCE OF THE DIGITAL RENEWAL OF THE PEDAGOGICAL PROCESS TO STRENGTHEN THE DIGITAL COMPETENCIES OF FUTURE KINDERGARTEN TEACHERS

SANJA BERČNIK, LAURA ROŽMAN KRIVEC
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
sanja.bercnik@pef.uni-lj.si, laura.rozmankrivec@pef.uni-lj.si

We are updating the pedagogical process due to the need to develop digital competencies at PEF UL. In this contribution, we present updates using the example of two selected subjects in which we have strengthened the pedagogical process with activities requiring different digital tools. Students improve their ability to use applications that enable collaborative work and interactive participation in digital form and learn about the use of artificial intelligence, its benefits and pitfalls. They also strengthen the skills to create digital presentations, record and create videos and learn how to use intelligent toys. In this paper, we present the theoretical starting points for the digitalisation of the pedagogical process in light of The European Framework for the Digital Competence of Educators, as well as the process and examples of updating the pedagogical process for future educators. We obtained the data by observing and analysing materials. We have identified the development of digital competencies that enable educators to use their potential to improve their pedagogical work. At the same time, we are also aware of the limitations of use (not

just replacement, but updating pedagogical approaches, accessibility, use at work - when and how, knowledge, security...), which we emphasise in the contribution.

Keywords: digital skills, future kindergarten teachers, pedagogical process, updating, study programmes

Pomen digitalne prenove pedagoškega procesa z namenom krepite digitalnih kompetenc bodočih vzgojiteljic in vzgojiteljev

Zaradi potreb po razvoju digitalnih kompetenc na PEF UL posodabljammo pedagoški proces. V prispevku predstavljamo posodobitve na primeru dveh izbranih predmetov, pri katerih smo pedagoški proces podkrepili z dejavnostmi, ki zahtevajo uporabo raznolikih digitalnih orodij. Študentje krepijo sposobnost uporabe aplikacij, ki omogočajo sodelovalno delo, interaktivno udeležbo v digitalni obliki, seznanjajo se z uporabo umetne inteligence, njenih prednosti in tudi pasti. Krepijo tudi sposobnosti ustvarjanja digitalnih predstavitev, snemanja in ustvarjanja video posnetkov, seznanjajo se z uporabo pametnih igrac. V prispevku predstavljamo teoretska izhodišča za digitalizacijo pedagoškega procesa v luči Evropskega okvira digitalnih kompetenc izobraževalcev ter proces in primere posodabljanja pedagoškega procesa pri bodočih vzgojiteljicah. Podatke smo pridobili z metodo opazovanja in analizo gradiva (izdelkov). Zaznali smo razvoj digitalnih kompetenc, ki bo vzgojiteljicam omogočil, da bodo izkoristile njihov potencial za izboljšave pedagoškega dela, hkrati pa se zavedamo tudi omejitev uporabe (ne zgolj nadomeščanje, pač pa nadgrajevanje pedagoških pristopov, dostopnost, uporaba pri delu – kdaj in kako, znanje, varnost ...) kar v prispevku še posebej izpostavljammo.

Ključne besede: digitalne veščine, bodoče vzgojiteljice, pedagoški proces, posodabljanje, študijski programi

IT IS NEVER TOO SOON: PROMOTING RESPONSIBLE WATER USE IN PRESCHOOL PERIOD

KATJA HAUPTMAN

Ivan Glinšek Kindergarten, Maribor, Slovenia

katja.hauptman@vrtec-ivanaglinska.si

Water is an important part of the global ecosystem. However, we treat it irresponsibly, leading to a worldwide decline in access to this vital resource. Ensuring access to quality drinking water has thus become part of the global Sustainable Development Goals (UN, 2024)), which focus on significantly increasing responsible water usage across all sectors (indicator 6.4) and promoting a collaborative approach to improving water resource management (indicator 6. b). Such goals place early childhood educational institutions as active promoters of responsible water resource management. In particular, early childhood education institutions have the potential to promote accountable drinking water usage as they address individuals in early childhood when they are most receptive to shaping the psychological factors of responsible water usage and appropriate habits. Using the experimental methodology, including 1 group of children (n16), we will measure water consumption over an 8-week period. Weeks 1-2 will be dedicated to the measurement of baseline values (control phase), week three experimental period 1 (children design the information intervention), week 4-5 experimental period 2 (implementation of the intervention) and weeks 6-8 (control phase). This contribution will present empirical evidence on the extent of drinking water consumption and effective approaches to promoting responsible water usage among children enrolled in preschool education.

Keywords: sustainable water use, experiments, preschool education, creativity, sustainable behaviour, co-creation

Nikoli ni prehitro: spodbujanje odgovorne rabe vode v predšolskem obdobju

Voda je pomemben del globalnega ekosistema. Toda z njo ravnamo zelo neodgovorno, kar vodi v globalni upad dostopnosti do tega življenjsko pomembnega vira. Zagotavljanje dostopa do kakovostne pitne vode je tako postalo del globalnih ciljev trajnostnega razvoja družbe (SDG; UN, 2024), ki se osredotočajo na občutno povečanje odgovorne rabe vode skozi vse sektorje (kazalnik 6. 4) in spodbujanje sodelovalnega pristopa k izboljšanju upravljanja z vodnimi viri (kazalnik 6. b). Takšni cilji postavljajo vzgojno-izobraževalne institucije v vlogo aktivnega spodbujevalca odgovornega ravnanja z vodnimi viri. Predvsem institucije predšolske vzgoje predstavljajo potencial za spodbujanje odgovorne rabe pitne vode, saj naslavljajo človeka v zgodnjem otroštvu, ko je najbolj subtilen za oblikovanje psiholoških dejavnikov odgovorne rabe vode in ustreznih navad. Z uporabo eksperimentalne metodologije, vključevanjem 1 skupine otrok (n16), bomo merili porabo vode v 8-tedenskem obdobju. Teden 1-2 bo namenjen meritvi izhodiščnih vrednosti (kontrolna faza), teden 3 eksperimentalno obdobje 1 (otroci oblikujejo informacijsko intervencijo), teden 4-5 eksperimentalno obdobje 2 (implementacija intervencije) in teden 6-8 (kontrolna faza). Prispevek bo predstavil empirične dokaze o obsegu porabe pitne vode in učinkovitih pristopih za spodbujanje odgovorne rabe vode med predšolskimi otroki.

Ključne besede: trajnostna raba vode, eksperimenti, predšolska vzgoja, ustvarjalnost, trajnostno vedenje, so-ustvarjanje

LEARNING THROUGH RESEARCH - NATURAL PHENOMENA AND PROCESSES

JASMINA DAMNجانović

Preschool Teacher Training and Business Informatics College of Applied Studies – Sirmium,
Sremska Mitrovica, Serbia
vs.jasmina.damnjanovic@gmail.com

According to the modern theoretical conception of learning at preschool age, children learn through an integrated approach, which implies the connection of experience with what they do, create and experience. The paper aims to show the possibilities of integrated learning of natural phenomena and processes in which children often show interest. In the first part of the paper, the theoretical starting points of learning in the context of kindergarten are given. In contrast, in the second part of the paper, the ruling positions on the integrated learning of natural phenomena and processes at the preschool age are presented. The third part of the paper presents the possibilities of planned learning situations (examination, experimentation, demonstration, analysis, conclusion and acquisition of own experience) by researching natural phenomena and processes in the realised topic/project called "The Power of Light". The presented possibilities can represent guidelines for further consideration of this topic, an additional idea for researchers in this field and a starting point for practitioners to recognise and plan situations and opportunities for integrated learning of children about natural phenomena and processes when they show interest in them.

Keywords: planned learning situations, natural phenomena and processes, integrated learning, top, project

Učenje z raziskovanjem - naravni pojavi in procesi

Glede na sodobno teoretično pojmovanje učenja v predšolski dobi se otroci učijo s celostnim pristopom, ki pomeni povezavo izkušnje s tem, kar počnejo, ustvarjajo in doživljajo. Prispevek želi prikazati možnosti celostnega učenja naravnih pojavov in procesov, za katere otroci pogosto izkazujejo zanimanje. V prvem delu prispevka so podana teoretična izhodišča učenja v kontekstu vrtca, v drugem delu prispevka pa so predstavljena prevladujoča stališča o celostnem spoznavanju naravnih pojavov in procesov v predšolski dobi. V tretjem delu prispevka so predstavljene možnosti načrtovanih učnih situacij (pregledovanje, eksperimentiranje, prikazovanje, analiza, sklepanje in pridobivanje lastnih izkušenj) v funkciji raziskovanja naravnih pojavov in procesov v realizirani temi/projektu z naslovom »The Moč svetlobe". Predstavljene možnosti lahko predstavljajo smernice za nadaljnjo obravnavo te tematike, dodatno idejo raziskovalcem na tem področju in kot izhodišče praktikom za prepoznavanje in načrtovanje situacij in priložnosti za celostno spoznavanje otrok z naravnimi pojavi in procesi, ko pokažejo zanimanje zanje.

Ključne besede: načrtovane učne situacije, naravni pojavi in procesi, integrirano učenje, tema, projekt

DIGITALIZATION IN KINDERGARTEN – YES OR NO?

JULIJANA KOLOŠA

Ivan Glinšek Kindergarten Maribor, Maribor, Slovenia
julijana.kolosa@vrtec-ivanaglinska.si

We live in a time of many global uncertainties that present significant societal challenges and expectations of ever-new knowledge that will help find solutions to current problems and further development. The rapidly changing needs of the labor market require constantly upgrading digital knowledge, skills, and competencies. As we form part of a digitally advanced society, where digital content is part of the everyday life of children and adults, using planned content and selected work methods allows digitalization in the preschool period to contribute to the quality of preschool education. Using a meaningful integration of digital technology into the implementation curriculum, professional staff gradually raises children's awareness of digital literacy according to their abilities and, above all, in a safe way. Pre-school children show a great interest in digital resources; they love to create with them, and their use allows them to develop many competencies playfully. The paper presents how digitalization can be integrated into kindergarten and the advantages and pitfalls of digital content for preschool children.

Keywords: digital literacy, preschool children, digital competencies, methods of work, kindergarten

Digitalizacija v vrtcu – da ali ne?

Živimo v času številnih globalnih negotovosti, ki v družbi predstavljajo velike izzive in pričakovanja za vedno nova znanja, ki bodo pomagala iskati rešitve za aktualne probleme in nadaljnji razvoj. Zaradi hitro spreminjajočih se potreb na trgu dela je potrebno vedno znova posodabljati digitalna znanja, spretnosti in kompetence. Digitalizacija v predšolskem obdobju lahko z načrtovanimi vsebinami in izbranimi metodami dela prispeva h kakovosti predšolske vzgoje, saj smo del digitalno napredne družbe, kjer so digitalne vsebine del vsakdana otrok in odraslih. Strokovni delavci s smiselnim vključevanjem digitalne tehnologije v izvedbeni kurikulum, ozaveščamo otroke o digitalni pismenosti postopoma, v skladu z njihovimi zmoglostmi in predvsem na varen način. Predšolski otroci za digitalna sredstva kažejo velik interes, radi z njimi ustvarjajo in lahko z njihovo uporabo igrivo razvijajo številne kompetence. V prispevku so predstavljeni načini in metode vključevanja digitalizacije v vrtec ter prednosti in pasti digitalnih vsebin za predšolske otroke.

Ključne besede: digitalna pismenost, predšolski otroci, digitalne kompetence, metode dela, vrtec

PARENTS' VIEWS ON THEIR PRESCHOOL CHILDREN'S USE OF DIGITAL TECHNOLOGY

POLONA GRADIŠEK

University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
polona.gradisek@pef.uni-lj.si

In today's digital society, young children are exposed to digital technology early, either as passive observers of their parents' use or as active users (e.g., cartoons, videos, phone calls). Parents play a crucial role in regulating their children's use of digital technologies. The study aimed to investigate at what age, to what extent, and with what intentions preschool children use various digital devices and how their use is related to their parents' attitudes towards children's use of digital technologies. The study involved 279 parents of preschool children who completed a questionnaire about their children's use of digital technologies. Preliminary results show preschool children mainly watch TV, use digital media for entertainment and learning, turn on the TV, and participate in (video) calls. Parents and preschool educators are essential actors and role models for the safe use of digital technology.

Keywords: digital technology, preschool children, parents, digital devices, screens

Uporaba digitalne tehnologije pri predšolskih otrocih – pogled staršev

V današnji digitalni družbi so že predšolski otroci izpostavljeni digitalni tehnologiji, bodisi kot pasivni opazovalci svojih staršev bodisi kot aktivni uporabniki, ko npr. gledajo risanke, videoposnetke ali sodelujejo v telefonskih klicih. Starši imajo že v

predšolskem obdobju ključno vlogo pri usmerjanju svojih otrok glede uporabe digitalne tehnologije. V raziskavi smo želeli preučiti, pri kateri starosti, v kakšnem obsegu ter s kakšnim namenom predšolski otroci uporabljajo različne digitalne naprave ter v kakšnem odnosu je njihova uporaba s stališči staršev. V raziskavi je sodelovalo 279 staršev predšolskih otrok, ki so izpolnili vprašalnik o uporabi digitalne tehnologije pri njihovih otrocih. Preliminarni rezultati kažejo, da predšolski otroci večinoma gledajo televizijo, uporabljajo digitalne naprave predvsem za razvedrilo in učenje ter znajo sami prižgati televizijo in sodelovati v (video) klicih. Na področju varne rabe digitalne tehnologije v predšolskem obdobju imajo pomembno vlogo poleg staršev tudi vzgojitelji predšolskih otrok.

Ključne besede: digitalna tehnologija, predšolski otroci, starši, digitalne naprave, zasloni

EXPERIMENT IMPLEMENTATION AND EVALUATION CHALLENGES IN NATURAL SCIENCE EDUCATION

IVANA KLARICA, TAMARA KISOVAR-IVANDA

University of Zadar, Department of Teacher Education Studies, Zadar, Croatia

iklarica@unizd.hr, tivanda@unizd.hr

In the education system of the Republic of Croatia, students learn about natural science concepts from the very beginning of their school education. Although the school subjects in which they are discovered are diverse, they all have one common link - the implementation of student experiments. Previous research shows insufficient frequency of experiment implementation, which is why this research also determines its comparative dimension in lower and upper elementary school grades. Due to the above, this research aims to expose problems and detect methodic tendencies related to school experiments, including students with special needs education. This research includes 189 primary school teachers in Zagreb, Zadar, and Šibenik-Knin county. Data collected through an online questionnaire was processed using inferential statistics. Results indicate cognitive and organizational difficulties related to achieving educational outcomes during class with student experiments.

Keywords: experiment, misconceptions, natural sciences, evaluation, inclusion

Izzivi izvajanja in evalvacije eksperimentov pri pouku naravoslovja

V izobraževalnem sistemu Republike Hrvaške učenci spoznavajo naravoslovne pojme že od samega začetka šolanja. Čeprav so šolski predmeti, v katerih se jih učijo, raznoliki, je vsem skupna povezava – izvajanje učenčevega eksperimenta. Dosedanje raziskave kažejo na premajhno pogostost izvajanja eksperimenta, zato ta raziskava ugotavlja tudi njegovo primerjalno dimenzijo v nižjih in višjih razredih osnovne šole. Zaradi vsega navedenega je cilj raziskave izpostaviti probleme in zaznati metodične težnje, povezane s šolskim eksperimentom, vključno z učenci s posebnimi potrebami. Raziskava vključuje 189 učiteljev osnovnih šol v Zagrebu, Zadru in Šibensko-kninski županiji. Podatke, zbrane s spletnim vprašalnikom, smo obdelali z metodami inferencialne statistike. Rezultati kažejo na kognitivne in organizacijske težave, povezane z doseganjem izobraževalnih rezultatov med poukom z eksperimentom učencev.

Ključne besede: napačne predstave, znanost, poskus, vključevanje, vrednotenje

LEARNING OUTSIDE THE CLASSROOM WITH THE ACTIONBOUND MOBILE APP

SARA JUROVIĆ,¹ POLONA JANČIČ HEGEDIŠ,² VLASTA HUS²

¹ Primary school Polje, Ljubljana, Slovenia
sara.jurovic@ospolje.si

² University of Maribor, Faculty of Education, Maribor, Slovenia
polona.jancic1@um.si, vlasta.hus@um.si

In this paper, we present a study that combines experiential learning principles with the Actionbound mobile app to improve the digital competences of 5th grade primary school students in Slovenia. Experiential learning, by focusing on real-world experiences, actively engages students in problem solving and promotes the practical application of skills. Actionbound is a mobile app that facilitates spatial orientation and cartography lessons, while also providing a digital environment for outdoor learning. The aim of the research was to design and evaluate a learning pathway for the subject of society that includes the use of the Actionbound app, and to implement it in a classroom with grade 5 students. By designing a learning path involving the Actionbound app, the study links digital competences with spatial orientation. The results show that students' orientation skills improved after the integration of the Actionbound app into the social studies.

Keywords: social studies, outdoor education, digital competences, spatial orientation, mobile applications

Pouk izven učilnice z mobilno aplikacijo Actionbound

V prispevku predstavljamo raziskavo, ki združuje načela izkustvenega učenja s pomočjo mobilne aplikacije Actionbound z namenom izboljšanja digitalnih kompetenc učencev petega razreda osnovne šole v Sloveniji. Izkustveno učenje, z osredotočenostjo na pridobivanje izkušenj iz resničnega sveta, aktivno vključuje učence v reševanje problemov ter spodbuja praktično uporabo veščin. Actionbound je mobilna aplikacija, ki olajša pouk prostorske orientacije in kartografije, zagotavlja pa tudi digitalno okolje za učenje na prostem. Cilj raziskave je bil oblikovati in ovrednotiti učno pot za predmet družba, ki vključuje uporabo aplikacije Actionbound, ter jo implementirati v pouk z učenci petega razreda. Z oblikovanjem učne poti, ki vključuje aplikacijo Actionbound, študija povezuje digitalne kompetence s prostorsko orientacijo. Rezultati kažejo, da so se orientacijske sposobnosti učencev izboljšale po vključitvi aplikacije Actionbound v pouk predmeta družba.

Ključne besede: družba, pouk izven učilnice, digitalne kompetence, prostorska orientacija, mobilne aplikacije

IMPLEMENTATION OF DIGITAL TECHNOLOGY IN FOREIGN LANGUAGE ACQUISITION PROGRAMS IN ECEC: GRADUATE STUDENTS' ATTITUDES

EDITA ROGULJ, ALENKA MIKULEC

University of Zagreb, Faculty of Teacher Education, Zagreb, Croatia

edita.rogulj@ufzg.hr, alenka.mikulec@ufzg.hr

Encouraging and strengthening communication in foreign languages and developing digital competencies are two of the critical competencies defined by the Croatian National Curriculum for Early Childhood Education and Care (2015). Planning activities in pre-primary institutions in Croatia are determined by legislation, but teachers' attitudes also significantly impact the planning and implementation process. This research aimed to determine ECEC graduate students' attitudes about using digital technology and other activities that contribute to children's foreign language acquisition in kindergarten. According to the available literature, the data collection instrument was an online questionnaire created for this research. The results indicate the need for additional education of students about activities that contribute to foreign language acquisition and ways of applying digital technology in teaching foreign languages in ECEC.

Keywords: activities, holistic development, digital technology, play, stories and songs

Implementacija digitalne tehnologije v programe za zgodnje osvajanje tujega jezika: stališča študentov diplomskega študija predšolske vzgoje in izobraževanja

Spodbujanje in krepitev komunikacije v tujih jezikih ter razvijanje digitalnih kompetenc sta dve od ključnih kompetenc, opredeljenih v hrvaškem nacionalnem kurikulumu za predšolsko vzgojo in izobraževanje (2015). Načrtovanje dejavnosti v predšolskih ustanovah na Hrvaškem določa zakonodaja, na proces načrtovanja in izvajanja pa pomembno vplivajo tudi stališča vzgojiteljev. Namen raziskave je bil ugotoviti stališča študentov zgodnje in predšolske vzgoje in izobraževanja o uporabi digitalne tehnologije in drugih dejavnostih, ki prispevajo k usvajanju tujega jezika pri otrocih v vrtcu. Podatke smo zbrali s pomočjo spletnega vprašalnika, ki je bil izdelan za namene te raziskave v skladu z razpoložljivo literaturo. Dobljeni rezultati kažejo na potrebo po dodatnem izobraževanju študentov o dejavnostih, ki prispevajo k usvajanju tujih jezikov, in načinih uporabe digitalne tehnologije pri poučevanju tujih jezikov v predšolski vzgoji in izobraževanju.

Ključne besede: dejavnosti, celostni razvoj, digitalna tehnologija, igra, zgodbe in pesmi

IMPLEMENTATION OF INFORMATION-COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

MAJA CVIJETIĆ, MIRJANA NIKOLIĆ, DEJAN SAVIČEVIĆ

Preschool Teacher Training and Business Informatics College of Applied Studie – Sirmium,
Sremska Mitrovica, Serbia

maja.cvijetic@gmail.com, vs.mirjana.nikolic@gmail.com, dejansavicevic1971@gmail.com

The results of numerous studies show that the implementation of information and communication technologies is of great importance in second language acquisition. The aim of the research, conducted on 103 students of Preschool Teacher Training and Business Informatics College-Sirmium, Sremska Mitrovica was to determine students' attitude on ICT implementation in second language acquisition, as well as the level and ways of its implementation. The data were collected by questionnaire designed for research purposes. The results show that although students have a positive attitude towards ICT implementation, inadequate level of English knowledge and insufficient knowledge of ICT were identified as disruptive factors in ICT implementation. The results emphasize the importance of introducing comprehensive ICT and the English language contents in initial education of primary school teachers, as well as raising the awareness of foreign language teachers about the importance and possibilities of applying ICT in second language teaching.

Keywords: initial education, language acquisition, information technology, learning method, preschool teachers.

Implementacija informacijsko-komunikacijskih tehnologij pri učenju tujega jezika

Rezultati številnih raziskav kažejo, da ima uporaba informacijsko-komunikacijskih tehnologij pomembne prednosti pri učenju tujega jezika. Cilj raziskave, ki je bila izvedena na 103 študentih Višje šole za predšolsko vzgojo in poslovno informatiko - Sirmium, Sremska Mitrovica, je bil ugotoviti stališča študentov glede implementacije IKT pri usvajanju drugega jezika, kot tudi stopnjo in načine njene uporabe. Podatki so bili zbrani s pomočjo vprašalnika, ki je bil sestavljen za potrebe raziskave. Rezultati kažejo, da čeprav študenti izražajo pozitivno stališče o uporabi IKT, neustrezna raven znanja angleškega jezika in pomanjkljivo poznavanje IKT predstavljata moteče dejavnike pri uporabi IKT pri usvajanju drugega jezika. Rezultati nakazujejo na pomembnost vključevanja več vsebin IKT in tujega jezika v začetno izobraževanje vzgojiteljev, skupaj s povečanjem ozaveščenosti učiteljev tujega jezika o pomenu in možnostih uporabe IKT v procesu poučevanja in učenja.

Ključne besede: inicialno izobraževanje, usvajanje jezika, informacijske tehnologije, metoda učenja, vzgojitelji



LANGUAGES IN EDUCATION



LANGUAGE EDUCATION FOR INCLUSIVE SOCIETY: EXAMPLE OF MOTHER TONGUE IN CROATIAN PRIMARY EDUCATION

JELENA VIGNJEVIĆ

University of Zagreb, Faculty for Teacher Education, Zagreb, Croatia
jelena.vignjevic@ufzg.hr

Contemporary Croatian society is rapidly changing and becoming more complex regarding language and culture. To ensure the harmonious coexistence of its citizens, such a society needs individuals who will respect and accept mutual differences. This is one of the goals of all education, and it is achieved above all in its language and communication part. Through language education, both foreign languages and the mother tongue, an individual can acquire awareness and knowledge about language diversity and the relationship between language, culture, and identity. This research aimed to check if education in the Croatian language (the language of education in Croatia and the mother tongue for most children) promotes inclusivity. For that purpose, we made a qualitative analysis of the Croatian national curriculum for the subject Croatian language in primary school (grades 1 – 4) and the three most common Croatian language textbooks (grades 1 – 4). The results showed that a small number of learning outcomes in the curriculum and a small number of contents in textbooks can contribute to education for an inclusive society.

Keywords: Croatian language, inclusivity, language teaching, primary education, society

Jezikovno izobraževanje za vključujočo družbo: primer maternega jezika v hrvaškem osnovnem šolstvu

Sodobna hrvaška družba se hitro spreminja in postaja jezikovno in kulturno kompleksnejša. Takšna družba za zagotavljanje harmoničnega sobivanja državljanov potrebuje posameznike, ki bodo spoštovali in sprejemali medsebojne razlike. To je eden od ciljev vsega izobraževanja, ki se uresničuje predvsem v njegovem jezikovnem in komunikacijskem delu. Z jezikovnim izobraževanjem, tako tujim kot maternim jezikom, lahko posameznik pridobi zavest in znanje o jezikovni raznolikosti ter o razmerju med jezikom, kulturo in identiteto. Namen te raziskave je bil preveriti, ali izobraževanje v hrvaškem jeziku (ki je jezik izobraževanja na Hrvaškem in materni jezik večine otrok) spodbuja inkluzivnost. V ta namen smo naredili kvalitativno analizo hrvaškega nacionalnega kurikulumu za predmet hrvaški jezik v osnovni šoli (1. – 4. razred) in treh najpogostejših učbenikov hrvaškega jezika (1. – 4. razred). Rezultati so pokazali, da je malo učnih izidov v kurikulumu in tudi malo vsebin v učbenikih, ki lahko prispevajo k izobraževanju za vključujočo družbo.

Ključne besede: hrvaški jezik, inkluzivnost, jezikovni pouk, osnovnošolsko izobraževanje, družba

PUPILS' LINGUISTIC LITERACY: IMPORTANCE AND NEED IN THE SOCIAL COMMUNITY

MARINA DIKOVIĆ,¹ VANESSA VITKOVIĆ MARČETA²

¹ Juraj Dobrila University of Pula, Faculty of Educational Sciences, Pula, Croatia
marina.dikovic@unipu.hr

² Juraj Dobrila University of Pula, Faculty of Humanities, Pula, Croatia
vanessa.vitkovic.marceta@unipu.hr

According to the *European Declaration of the Right in Literacy* (2016), European literacy is challenged by the fact that almost 55 million European adults have not developed basic literacy skills. To enable participation of citizens in the cultural and social life of the community, but also to establish a path towards lifelong learning and the enjoyment of children's and human rights, it is necessary to conduct research. Thus, research was conducted with the aim of exploring the parents and pupils' opinion about linguistic literacy on a sample of primary education pupils (n = 197) and parents (n = 190). Results show that both pupils and parents are aware of the importance of linguistic literacy. There are differences in opinions about encouraging reading and the extent to which social community provides support in literacy. It can be concluded that is necessary to provide more support to families in the field of literacy.

Keywords: literacy, linguistic literacy, child's right to literacy, *European Declaration of the Right to Literacy*, society

Jezikovno opismenjevanje učencev: pomen in potreba v družbeni skupnosti

V skladu z Deklaracijo o pravici evropskih državljanov do pismenosti (2016) je izziv za evropsko pismenost dejstvo, da skoraj 55 milijonov odraslih Evropejcev nima razvitih osnovnih pismenosti. Da bi omogočili sodelovanje državljanov v kulturnem in družbenem življenju skupnosti, pa tudi vzpostavili pot k vseživljenjskemu učenju ter uživanju otrokovih in človekovih pravic, so potrebne raziskave. Zato je bila izvedena raziskava, katere namen je bil preučiti mnenja staršev in učencev o jezikovni pismenosti na vzorcu osnovnošolcev ($n = 197$) in staršev ($n = 190$). Rezultati kažejo, da se tako učenci kot starši zavedajo pomena jezikovne pismenosti. Mnenja o spodbujanju branja in o tem, v kolikšni meri družbena skupnost nudi podporo pri opismenjevanju, so različna. Ugotoviti je mogoče, da je potrebno več podpore družinam na področju opismenjevanja.

Ključne besede: pismenost, jezikovna pismenost, otrokova pravica do pismenosti, Deklaracija o pravici evropskih državljanov do pismenosti, družba

MOVEMENT IN IDIOMS OF THE SLOVENIAN LANGUAGE

TJAŠA MARKEŽIČ

Prva gimnazija Maribor, Maribor, Slovenia
tjasa.markezic@prva-gimnazija.org

The contribution focuses on idioms of the Slovenian language, in which verbs of movement express the concept of movement; with the students, we noticed during discussion in class that some idioms contain such verbs, but they do not mean movement, but instead talk about the qualities of a person as a living being, or about his role in society. We found that the collected idioms are marked with different qualifiers, are diverse in origin, and thematise different concepts. Checking the Gigafida 2.0 corpus showed that using such idioms or their parts in everyday language is widespread. With this contribution, we want to raise awareness about the importance of physical and mental knowledge by acquiring language skills.

Keywords: Slovene, phraseology, dictionary of Slovenian idioms, verbs of movement, corpus

Gibanje v frazemih slovenskega jezika

Prispevek se osredinja na frazeme slovenskega jezika, pri katerih glagoli premikanja izražajo koncept gibanja; z dijaki smo namreč pri obravnavi pri pouku opazili, da nekateri frazemi vsebujejo tovrstne glagole, a ne pomenijo premikanja, temveč govorijo o lastnostih človeka kot živega bitja oz. o njegovi vlogi v družbi. Ugotovili smo, da so zbrani frazemi označeni z različnimi kvalifikatorji, da so izvorno zelo raznoliki in da tematizirajo različne pojme. Preverjanje po korpusu Gigafida 2.0 pa

je pokazalo, da je raba tovrstnih frazemov ali njihovih delov v vsakdanjem jeziku dokaj razširjena. S prispevkom pa želimo preko pridobivanja jezikovnega znanja izpostaviti tudi ozaveščanje o pomenu telesnega in duševnega znanja.

Ključne besede: slovenščina, frazeologija, Slovar slovenskih frazemov, glagoli premikanja, korpus

LEARNING ENGLISH AS A FOREIGN LANGUAGE BY STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN SLOVENIA: PRELIMINARY FINDINGS FROM THE MULTIPLE CASE STUDIES OF THE SPLENDID PROJECT

MOJCA POREDOŠ, KARMEN JAVORNIK, KARMEN PIŽORN,
MILENA KOŠAK BABUDER

University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
mojca.poredos@pef.uni-lj.si; karmen.javornik@pef.uni-lj.si,
karmen.pizorn@pef.uni-lj.si, milena.kosak@pef.uni-lj.si

Foreign language skills are a fundamental skill required for the inclusion of people with disabilities in society, the education and employment systems. The Erasmus+ project SPLENDID aims to raise awareness of the importance of language skills and quality teaching for students with special educational needs (SEN). We included 21 students with SEN (perceptual, motor and cognitive disabilities) aged between 9 and 25 in our study. Using a semi-structured interview, we inquired about their learning experiences, the use of assistive technology, their attitudes towards learning English and their plans for future language use. The results of our study show that the participants are accepted by their classmates and teachers. They know that assistive technologies (e.g. translators) are available, but rarely use them. Outside of school, students use English in a variety of leisure activities, of which the trip abroad is the

most motivating. The findings provide important insights into the teaching and learning of English by students with SEN and point to opportunities for further research and educational work.

Keywords: inclusion, qualitative research, assistive technology, english as a foreign language, students with special educational needs

Učenje angleščine kot tujega jezika pri učencih in dijakih s posebnimi potrebami v Sloveniji: Spoznanja multiple študije primera v okviru projekta SPLENDID

Znanje tujih jezikov je temeljna spretnost, ki jo posamezniki, tudi tisti s posebnimi potrebami (PP), potrebujejo za vključevanje v družbo, izobraževanje in zaposlitev. Spodbujanju kakovostnega poučevanja angleškega jezika pri učencih in dijakih s PP je namenjen tudi Erasmus+ projekt, SPLENDID, katerega del predstavljamo v prispevku. V raziskavo je bilo vključenih 21 učencev in dijakov z različnimi PP (zaznavni, gibalni in spoznavni primanjkljaji), starih med 9 in 25 let. V polstrukturiranem intervjuju smo jih spraševali o njihovi izkušnji učenja angleščine (rabi podpornih tehnologij, odnosih pri pouku in načrtih za prihodnost). Rezultati naše raziskave kažejo, da se udeleženci pri pouku angleščine dobro počutijo in so s strani vrstnikov in učiteljev sprejeti. Poznajo, vendar redko uporabljajo, podporno tehnologijo namenjeno učenju angleščine (najpogosteje prevajalnike). Angleščino uporabljajo tudi pri različnih prostocanih dejavnostih, med katerimi jih za učenje angleščine najbolj motivirajo poti v tujino. Ugotovitve nudijo vpogled v poučevanje in učenje angleščine pri učencih in dijakih s PP ter odkrivajo možnosti za nadaljnje delo.

Ključne besede: inkluzija, kvalitativno raziskovanje, podporna tehnologija, učenci s posebnimi potrebami, učenje angleščine kot tujega jezika

SUSTAINABLE TRAININGS: PEDAGOGIC EFFORTS IN LITERACY EDUCATION

KATARINA GROM

Log - Dragomer Primary School, Brezovica pri Ljubljani, Slovenia
grom.katarina@gmail.com

The 2030 Agenda for Sustainable Development highlights inclusive education as a system with the biggest potential for shaping a sustainable future. *Slovenian Development Strategy 2030* emphasizes quality education, its goal being accomplishments in the field of literacy, which would achieve the upper quarter of the EU states - above the OECD average. The guidelines can only be followed by highly skilled teachers, so this study compared the opinions of fifty-five Slovenian preschool and early primary school educators in the field of expert training in early and beginner's literacy, using a causal-experimental method with a non-standardised questionnaire. The results show a high level of self-education, low formal education, and partial employers' support. The lower achievements in reading literacy, that result from the latest PIRLS 2021 and PISA 2022 research, along with findings from the revisional report *Children's reading literacy in the Republic of Slovenia*, and the findings in this study, urge the leading structures to enhance collaboration with researchers and offer support to the pedagogic endeavours in the literacy field so that the literacy can achieve the commitments for a sustainable future of society.

Keywords: literacy, strategic guidelines for sustainable development, expert training, leading structures, teachers and educators

Trajnostno naravnana izpopolnjevanja: pedagoška prizadevanja na področju pismenosti

Agenda za trajnostni razvoj do leta 2030 izpostavlja vključujoče izobraževanje kot sistem z največjim transformacijskim potencialom za oblikovanje trajnostne prihodnosti. *Strategija razvoja Slovenije 2030* poudarja kakovostno izobraževanje, pri čemer si je na področju pismenosti zadala dosežke, ki bodo segali v zgornjo četrtino držav Evropske unije – nad povprečjem OECD. Oblikovanim smernicam lahko sledijo le visoko usposobljeni učitelji, zato je študija s pomočjo kavzalno-eksperimentalne metode z nestandardiziranim vprašalnikom primerjala mnenja petinpetdesetih slovenskih strokovnih delavcev s predšolskega in začetnega šolskega obdobja na področju strokovnega izpopolnjevanja zgodnje in začetne pismenosti. Rezultati raziskave kažejo na visoko stopnjo samoizobraževanja, nizko formalno izpopolnjevanje ter delno podporo delodajalcev. Nižji dosežki bralne pismenosti na zadnjih raziskavah PIRLS 2021 in PISA 2022, ugotovitve revizijskega poročila *Bralne pismenosti otrok v Republiki Sloveniji* ter izsledki preučevane študije nagovarjajo vodstvene strukture k sodelovanju z raziskovalci ter podpori pedagoškemu prizadevanju na področju pismenosti, da bo ta skladna z zavezami za trajnostno naravnano družbeno prihodnost.

Ključne besede: pismenost, strateške usmeritve za trajnostni razvoj, strokovno izpopolnjevanje, vodstvene strukture, vzgojitelji in učitelji.



WELL-BEING AND EDUCATION





WELL-BEING OF CHILD AND ANXIETY OF MOTHERS

TANJA PANIĆ,¹ MARTA DEDAJ,¹ DUNJA PANIĆ²

¹ Preschool Teacher Training and Business Informatics College of Applied Studie – Sirmium, Sremska Mitrovica, Serbia

vs.tanja.panic@gmail.com, vs.marta.dedaj@gmail.com

² Student, Faculty of Philosophy, Novi Sad, Serbia
dunjapanic7@gmail.com

Information on child functioning is usually obtained from their parents. This research has been carried out to get insight into the level of preschool children's well-being and the level of anxiety of mothers who were in the role of the estimators. The finite investigation sample consisted of 59 boys and 50 girls, 109 of their mothers who made estimations. The instrument used in the research was a segment of CHQ-PF 55, which was adapted according to the culture to which the examinees belonged, and the State-Trait Anxiety Inventory for Adults (*STAI*). Following the results obtained in the investigation, it could be concluded that an average preschool child who took part in the investigation, as estimated by his mothers, possesses a high level of well-being (21,4). It was also obtained that mothers who estimate a lower level of well-being of their children have a higher level of anxiety.

Keywords: CHQ, general well-being, STAI, anxiety of mothers, child

Dobro počutje otroka in tesnoba mater

Podatke o otrokovem funkcioniranju običajno pridobivamo od staršev. Raziskava je bila izvedena z namenom, da bi pridobili vpogled v stopnjo dobrega počutja predšolskih otrok, pri čemer je bila opazovana tudi stopnja tesnobe mater, ki so bile

v vlogi ocenjevalk. Končni vzorec preiskave je vključil 59 fantov in 50 deklic, ter 109 njihovih mater, ki so ocenjevale. V raziskavi so bili uporabljeni segment vprašalnika CHQ-55, kulturološko prilagojen in v formi za starše – lestvica za oceno splošnega počutja otroka ter Vprašalnik tesnobe kot stanja in osebne lastnosti (STAI). Glede na rezultate, pridobljene v raziskavi, lahko sklepamo, da ima povprečen predšolski otrok, ki je sodeloval v raziskavi, po ocenah mater visoko stopnjo dobrega počutja (21,4). Ugotovljeno je bilo tudi, da matere, ki ocenjujejo nižjo stopnjo dobrega počutja svojega otroka imajo višjo stopnjo tesnobe.

Ključne besede: CHQ, dobro počutje, STAI, tesnoba mater, otrok

HARNESSING COACHING SKILLS FOR CHILDREN'S MENTAL HEALTH AND WELL-BEING

PETRA CAJNKO,¹ TIMI GOMBOC²

¹ University of Maribor, Faculty of Natural Sciences and Mathematics, Maribor, Slovenia
petra.cajnko@um.si

² University of Maribor, Faculty of Mechanical Engineering, Maribor, Slovenia
timi.gomboc@um.si

The power of the environment in shaping children's productivity is truly remarkable. Many children nowadays are absorbed in trivial activities and artificial entertainments, often overlooking the real-life world surrounding them. As Tolstoy famously wrote, "Everyone thinks of changing the world, but no one thinks of changing himself." Coaching, as a skill, has gained significant traction globally. Through mastering this skill, individuals can courageously embark on their personal transformation and navigate the "inner game" within their minds. This research draws from Slovenian and foreign literature, alongside empirical research utilizing statistical methods. It adopts a retrospective approach, examining past influences. The current topic aims to illuminate the positive significance and impact of coaching skills on children. Moreover, it intends to introduce a new skill set to educational institutions, thereby integrating coaching skills into the teaching process.

Keywords: environment, productivity, coaching, personal transformation, retrospective analysis

Raba veščin coachinga za duševno zdravje in blaginjo otrok

Moč okolja pri oblikovanju produktivnosti otrok je resnično izjemna. Veliko otrok danes preživi čas v trivialnih dejavnostih in umetnih zabavah, pri čemer pogosto prezrejo resnični svet okoli sebe. Kot je nekoč zapisal Tolstoj, "Vsak razmišlja o spreminjanju sveta, a nihče ne razmišlja o spreminjanju samega sebe." V svetu se je že uveljavila veščina, imenovana coaching. S tem spretnostnim naborom posameznik lahko pogumno stopi na pot osebne preobrazbe in se spopade z "notranjo igro" v svojem umu. Raziskava temelji na teorijah iz slovenske in tuje literature ter na empirični raziskavi, ki uporablja statistične metode. Gre za retrospektivno raziskavo, saj se ukvarja z vplivi iz preteklosti. Trenutna tema si prizadeva razsvetliti pozitiven pomen in vpliv coaching veščin na otroke. Poleg tega namerava uvesti nov nabor veščin v izobraževalne ustanove, s čimer želi vključiti coaching veščine v proces poučevanja.

Ključne besede: okolje, produktivnost, coaching, osebna preobrazba, retrospektivna analiza



PHYSICAL EDUCATION



OUTDOOR LEARNING: IMPROVING GAMES AND LEARNING OF PRE- SCHOOL CHILDREN IN OPEN SPACES

IVANA STANČERIĆ,¹ HELENA TOMIČAK,¹ BLAŽENKA PINTUR²

¹ DV Matije Gupca, Zagreb, Croatia

istanceric@gmail.com, hena.tom@gmail.com

² Hrvatsko pedagoško-književni zbor, Zagreb, Croatia

blazenka3210@gmail.com

Preschool children are naturally motivated for physical activity. The open spatial context enables the child to move and explore freely and unhindered. In this way, it improves cognitive, motor, sensory and communication skills. With this work, we will show some possibilities for learning and playing outdoors in kindergarten. The emphasis is on the natural environment and stimuli that have a positive effect on the development of all the child's senses. We will draw attention to the role of the educator in planning, thinking and using the entire environment in the implementation of educational tasks that affect the development of the child's competencies. We will present several planned activities and learning outcomes of the child with concrete examples. Observing the children, asking about their interests and wishes, we adjust the time and organizational conditions so that play and outdoor activities meet their needs. It is important to find out what children like to do when they are outside/on the playground. Their answers are interesting and serve as guidelines for planning educational work. Learning outcomes and achievement levels are greatly improved when a child has the freedom to choose the place, time and teammates of play. It is important that we use the outdoor environment of the kindergarten on a daily basis and use the opportunities in a planned manner in accordance with the developmental characteristics of the child. The concept of encouraging learning in open spaces is an opportunity for

professionals to upgrade their knowledge and discover new possibilities for improving their own pedagogical practice.

We intend to share our knowledge, dilemmas and questions with the participants of the professional meeting.

Keywords: play, preschool children, open space, learning, natural environment

Učenje na prostem: izboljšanje igre in učenja predšolskih otrok na prostem

Predšolski otroci so naravno motivirani za telesno dejavnost. Odprt prostorski kontekst omogoča otroku svobodno in neovirano gibanje in raziskovanje. Na ta način izboljšuje kognitivne, motorične, senzorične in komunikacijske sposobnosti. S tem delom bomo prikazali nekaj možnosti za učenje in igro na prostem v vrtcu. Poudarek je na naravnem okolju in dražljajih, ki pozitivno vplivajo na razvoj vseh otrokovih čutil. Opozorili bomo na vlogo vzgojitelja pri načrtovanju, razmišljanju in uporabi celotnega okolja pri uresničevanju vzgojnih nalog, ki vplivajo na razvoj otrokovih kompetenc. S konkretnimi primeri bomo predstavili več načrtovanih aktivnosti in učnih rezultatov otroka. Ob opazovanju otrok, spraševanju o njihovih interesih in željah prilagajamo časovne in organizacijske pogoje tako, da igra in aktivnosti na prostem ustrezajo njihovim potrebam. Pomembno je ugotoviti, kaj otroci radi počnejo, ko so zunaj/na igrišču. Njihovi odgovori so zanimivi in so smernice za načrtovanje vzgojno-izobraževalnega dela. Učni rezultati in ravni dosežkov se močno izboljšajo, če ima otrok svobodo izbire kraja, časa in soigralcev v igri. Pomembno je, da zunanje okolje vrtca uporabljamo vsakodnevno in načrtno izkoriščamo priložnosti v skladu z razvojnimi značilnostmi otroka. Koncept spodbudnega učenja v odprtih prostorih je priložnost za strokovnjake, da nadgradijo svoje znanje in odkrijejo nove možnosti za izboljšanje lastne pedagoške prakse. Svoje znanje, dileme in vprašanja nameravamo deliti z udeleženci strokovnega srečanja.

Ključne besede: igra, predšolski otroci, odprt prostor, učenje, naravno okolje

CHANGES AT THE SPINE DUE TO WEARING SCHOOLBAG

ALEKSANDAR MILETIĆ,¹ DEJAN SAVIČEVIĆ,¹ DUŠAN PERIĆ²

¹ Preschool Teacher Training and Business Informatics College of Applied Studie – Sirmium, Sremska Mitrovica, Serbia

miletic.alexmm@gmail.com, dejansavicevic1971@gmail.com

² Academy of Applied Studies, Šabac, Srbija
dusan.peric@tims.edu.rs

This article was written to review the existing studies concerning the relationship between wearing schoolbags and the occurrence of physical deformities in children. An empirical method of work was applied to achieve good quality research. According to the reviews of studies conducted by domestic and foreign authors, it can be deduced that every increase in schoolbag weight by as little as 10% higher than a child's weight can contribute to the manifestation of spinal deformities. The main factors causing the deformities have been defined, primarily age, sex, schoolbag weight, walking duration, frequency throughout the week, and other demographic characteristics. By conducting regular informing of children, parents, and teaching staff – by organizing educational lectures and distributing promotional material, the attention would be drawn to monitoring the condition of the locomotor apparatus in pupils.

Keywords: posture, deformity, teaching, relation, children

Spremembe na hrbtenici zaradi nošenja šolske torbe

Članek je bil napisan z namenom pregleda obstoječih študij o povezavi med nošenjem šolskih torb in pojavnostjo telesnih deformacij pri otrocih. Za doseganje kakovostne raziskave je bila uporabljena empirična metoda dela. Glede na rezultate raziskav domačih in tujih avtorjev lahko sklepamo, da lahko vsako povečanje teže šolske torbe za 10 % več glede na težo otroka lahko prispeva k pojavu deformacij hrbtenice. Opredeljeni so glavni dejavniki, ki povzročajo deformacije, predvsem starost, spol, teža šolske torbe, trajanje hoje, frekvenca skozi teden in drugi različni demografski dejavniki. Z rednim informiranjem otrok, staršev in pedagoškega osebja – z organizacijo izobraževanj in distribucijo promocijskega gradiva bi se pritegnila pozornost na spremljanje stanja gibalnega aparata pri učencih.

Ključne besede: drža, deformacija, poučevanje, odnos, otroci

ENCOURAGING DESIRED BEHAVIOR IN THE GYM

MAŠA ČMER

Special Education Centre Janez Levec Ljubljana, Ljubljana, Slovenia
masa.cmerenterjanezalevca.si

We communicate with behaviour and respond to environmental stimuli through it. Behaviour is most easily described as seen or heard activity that can be defined, observed, and measured. It's important to realise that every behaviour, even unwanted, is learned. If the behaviour of students and teachers affects the quality of the pedagogical process, the behaviour of professionals in educational institutions affects the quality of work processes. In the research, we determined the attitudes and opinions of physical education teachers at elementary schools with a lower educational standard about the implementation of encouraging the desired behaviour according to their age, gender, and years of experience. We used a descriptive qualitative method of pedagogical research. The data were collected with the help of an individual semi-structured interview. We interviewed four teachers. We find positive attitudes and opinions about the implementation of encouraging the desired behaviour in education.

Keywords: education, positive behaviour, social responsibility, sports, teacher upbringing

Spodbujanje zelenega vedenja v telovadnici

Z vedenjem komuniciramo in se preko njega odzivamo na dražljaje iz lastnega notranjega in zunanjega okolja. Vedenje najlažje opišemo kot dejavnost, ki jo lahko vidimo ali slišimo in jo lahko definiramo, opazujemo ter merimo. Pomembno je zavedanje, da je vsako vedenje naučeno, tudi neželeno. Če vedenje učencev in učiteljev v razredu vpliva na kakovost pedagoškega procesa, vedenje strokovnih delavcev v vzgojno-izobraževalni ustanovi vpliva na kakovost delovnih procesov v ustanovi. V raziskavi smo ugotavljali stališča in mnenja učiteljev športne vzgoje, ki poučujejo šport na osnovni šoli s prilagojenim programom z nižjim izobrazbenim standardom, o udejanjanju spodbujanja zelenega vedenja glede na njihovo starost, spol in delovno dobo v vzgoji in izobraževanju. Uporabili smo deskriptivno kvalitativno metodo pedagoškega raziskovanja. Podatke smo zbrali s pomočjo individualnega polstrukturiranega intervjuja, s katerim smo intervjuvali štiri učitelje športa. Ugotavljamo pozitivna stališča in mnenja o udejanjanju spodbujanja zelenega vedenja v vzgoji in izobraževanju.

Ključne besede: družbena odgovornost, izobraževanje, pozitivno vedenje, učitelj športa, vzgoja



ARTS IN EDUCATION



LITTLE TROUBADOUR: AN OPEN SOURCE PLATFORM FOR ENHANCING MUSICAL SKILLS IN PRESCHOOL CHILDREN

MATEVŽ PESEK,¹ MATIJA MAROLT,¹ BOR PANGERŠIČ,¹ NINA PLEVNIK,¹
HELENA KLAVŽ,² ULA OREL,² HANA LEVA,² LEJA JELEN,²
NIKA MOLIČNIK,² MARUŠA LAURE²

¹ University of Ljubljana, Faculty of Computer and Information Science, Ljubljana, Slovenia
matevz.pesek@uni-lj.si, matija.marolt@uni-lj.si, bp9904@student.uni-lj.si, np5762@student.uni-lj.si

² University of Maribor, Faculty of Education, Maribor, Slovenia
helena.klavz@student.um.si, ula.orel@student.um.si, hana.leva@student.um.si, nika.mocnik@student.um.si,
leja.jelen@um.student.si, marusa.laure@um.si

Little troubadour is an open-source platform designed to stimulate the development of auditory perception as well as musical abilities, skills, and knowledge in young children. It combines a variety of interactive musical games focused on developing skills such as auditory differentiation, recognition of tonal movement, duration of tones, and finding pairs of sounds, tones, and rhythmic-melodic patterns. The platform facilitates automatic generation of exercises, ensuring a dynamic and tailored learning experience, while also providing immediate feedback on a child's progress. To increase motivation and engagement in children, Little Troubadour includes gamification elements such as badges, levels, and rewards. The presentation will cover the results of the platform's evaluation conducted on a preschool-age population. The evaluation of the Trubadurček platform has revealed characteristics and potential improvements for further development of music-educational games for preschool children. These findings enable us to formulate clear guidelines for

further adaptations and enhancements of the platform that meet the needs and characteristics of this age group of children.

Keywords: little troubadour, e-learning, musical games, auditory perception, musical abilities, gamification elements

Trubadurček: Odprtokodna platforma za razvoj glasbenih spretnosti za predšolske otroke

Trubadurček je odprtokodna platforma za stimuliranje razvoja slušnega zaznavanja ter glasbenih sposobnosti, spretnosti in znanj za mlajše otroke. Združuje vrsto interaktivnih glasbenih iger, ki se osredotočajo na razvoj veščin, kot so slušno razlikovanje, prepoznavanje tonskega gibanja, trajanja tonov ter iskanje parov zvokov, tonov in ritmično-melodičnih vzorcev. Omogoča avtomatsko generiranje vaj, kar zagotavlja dinamično in prilagajeno učno izkušnjo, hkrati pa otroku nudi takojšnje povratne informacije o njegovem napredku. Z namenom povečevanja motivacije in angažiranosti otrok, Trubadurček vsebuje poigritvene elemente, kot so značke, nivoji, nagrade. V okviru predstavitve povzetka bodo predstavljeni rezultati evalvacije platforme, izvedene na populaciji predšolskih otrok. Evaluacija platforme Trubadurček je razkrila značilnosti in potencialne izboljšave za nadaljnji razvoj glasbeno-izobraževalnih iger za predšolske otroke. Te ugotovitve nam omogočajo oblikovanje jasnih smernic za nadaljnje prilagoditve in izboljšave platforme, ki ustrezajo potrebam in značilnostim te starostne skupine otrok.

Ključne besede: Trubadurček, e-učenje, glasbene igre, slušno zaznavanje, glasbene sposobnosti, poigritveni elementi

INTEGRATED LEARNING FOR THE SUSTAINABLE DEVELOPMENT OF PRESCHOOL CHILDREN THROUGH PAINTING TECHNIQUES

ZRINKA HRŽIĆ

DV Sunce, Zagreb, Croatia
zrinka00@gmail.com

The artistic expression of a child of early and preschool age is part of a complete educational process that positively affects the development of creativity and imagination and encourages emotional intelligence. Many artistic media such as stage puppets, music, dance, and art help the child to express himself even when he does not know how to express himself verbally. A child's creativity has deep links with his spiritual and moral dimensions. Balić points out that artistic expression with any technique has a therapeutic effect. Through this work, we will observe various art techniques that help the child express himself spontaneously and authentically. We will theoretically and practically discover and analyse details through individual children's works to help us "read" the children's message. In artistic expression, the educator should respect and recognise the child's natural and innate creativity and nurture and develop it through different media. Picking up a brush or a pencil, ink or pastel, paper or foil, the child encounters a new challenge on the path of self-development. Each movement of his hand reveals a new world of independence and self-sustainability.

Keywords: child, creativity, art techniques, media of expression, hand

Celostno učenje za trajnostni razvoj predšolskih otrok s slikarskimi tehnikami

Likovno izražanje otroka zgodnje in predšolske starosti je del celovitega vzgojno-izobraževalnega procesa, ki pozitivno vpliva na razvoj ustvarjalnosti, domišljije in spodbuja čustveno inteligenco. Številni umetniški mediji, kot so lutke, glasba, ples, umetnost, pomagajo otroku, da se izrazi tudi takrat, ko se ne zna besedno izraziti. Otrokova ustvarjalnost je globoko povezana z njegovo duhovno in moralno razsežnostjo. Balić poudarja, da ima umetniško izražanje s katero koli tehniko terapevtski učinek. Skozi delo bomo opazovali različne likovne tehnike, ki otroku pomagajo do spontanega in pristnega izražanja. Preko posameznih otroških del bomo teoretično in praktično odkrivali in analizirali podrobnosti, ki nam bodo pomagale »prebrati« otroško sporočilo. V procesu likovnega izražanja naj vzgojitelj spoštuje in prepozna otrokovo naravno in prirojeno ustvarjalnost, jo neguje in razvija skozi različne medije. Ko vzame v roke čopič ali svinčnik, tuš ali pastel, papir ali folijo, se otrok sreča z novim izzivom na poti samorazvoja. Vsak premik njegove roke razkriva nov svet za neodvisnost in samovzdržnost.

Ključne besede: otrok, ustvarjalnost, likovne tehnike, izrazni mediji, roka

INCLUSION AND (VR) ART HAND IN HAND: INVESTIGATING THE IMPACT OF HAND-DRAWN AND VR FRACTAL IMAGES ON PRIMARY SCHOOL STUDENTS WITH DEVELOPMENTAL DISABILITIES

HANA KUCHAR, TJAŠA ALEGRO

University of Maribor, Faculty of Tourism, Brežice, Slovenia
hana.kuhar@um.si, tjasa.alegro1@um.si

The article examines the impact of hand-drawn and VR fractal images on primary school students with developmental disorders. Presented is the fractal image as a form of art therapy, recognized by researchers as a calming therapeutic method, especially for individuals with milder developmental disorders. To compare their effects, a VR fractal image is included due to educational trends promoting inclusion, increased digitization, and the use of VR technology in learning situations, which provides for drawing fractal pictures in class. The methodology focuses on a smaller sample of eight primary school students with developmental disorders in inclusive classrooms, engaging them in drawing and viewing VR fractal images. The results indicate that hand-drawn fractal photos had a more calming effect on the students than VR fractal images. Despite the students' more tremendous enthusiasm for the technology, VR fractal images did not prove to be a successful calming method in our case.

Keywords: Fractal image, VR fractal image, VR technology in education, inclusion, art therapy students with developmental disorders

Inkluzija in (VR) umetnost z roko v roki: Raziskovanje vpliva ročno narisanih in VR fraktalnih slik na osnovnošolce z motnjami v duševnem razvoju

Članek preverja vpliv ročno narisanih in VR fraktalnih slik na osnovnošolce z motnjami v duševnem razvoju. Uvodoma predstavljamo fraktalno sliko kot obliko umetnostne terapije, ki pri raziskovalcih velja za terapevtsko metodo pomirjanja predvsem pri osebah z lažjimi duševnimi motnjami. Za primerjavo vpliva smo vključili še VR fraktalno sliko, saj izobraževalni trendi narekujejo inkluzijo ter večjo digitalizacijo in uporabo VR tehnologije v učnih situacijah, kamor sodi tudi risanje fraktalne slike pri pouku. V metodološkem delu smo manjši vzorec osmih osnovnošolskih učencev z motnjami v duševnem razvoju, ki se šolajo v inkluzivnih razredih, izpostavili risanju fraktalnih slik ob pomirjajoči glasbi in kasneje gledanju VR fraktalne slike. Rezultati kažejo, da je ročno risana fraktalna slika na učence delovala bolj pomirjajoče kot VR fraktalna slika, nad katero so bili sicer zaradi uporabe tehnologije bolj navdušeni, vendar se v našem primeru ni izkazala kot uspešna metoda pomiritve.

Ključne besede: fraktalna slika, VR fraktalna slika, VR tehnologija v izobraževanju, inkluzija, umetnostna terapija, učenci z motnjami v duševnem razvoju

**TEACHERS' PERSPECTIVE ON
ASSESSING SUBJECTS SUCH AS
PHYSICAL EDUCATION, MUSIC, AND
VISUAL ARTS IN ELEMENTARY
SCHOOL: PRESENTATION OF
SELECTED RESULTS FROM THE
EVALUATION STUDY 'ANALYSIS OF
THE SUITABILITY OF NUMERICAL
ASSESSMENT IN THE AREAS OF
SPORTS, MUSIC, AND VISUAL ARTS**

JANJA USENIK,¹ JANJA BATIČ,¹ MARIJA JAVORNIK²

¹ University of Maribor, Faculty of Education, Maribor, Slovenia,
janja.usenik@um.si, janja.batic@um.si

² University of Maribor, Faculty of Arts, Maribor, Slovenia
marija.javornik@um.si

This paper presents the results of an evaluation study which aimed to analyse whether numerical assessment in sports, music and visual arts is appropriate and meaningful in evaluating children's school performance and its contribution to promoting positive attitudes towards physical activity and artistic expression. Here,

we focus on teachers' perspectives on these issues. A representative sample of 290 primary school teachers in grades 3 to 9 was included in 48 selected schools. Data were collected using a questionnaire designed for this study. The results of a representative sample of teachers showed that Slovenian teachers recognise students' predispositions and assess knowledge (mainly) according to students' progress, considering their specificities. They try to create the conditions for their progress, and it is also central for them to stimulate students' interest in the subject area and to base their assessment on the objectives set in the curriculum for the subject.

Keywords: knowledge assessment, evaluation study, sports, visual arts, music

Pogled učiteljev na ocenjevanje predmetov šport, glasbena umetnost in likovna umetnost v osnovni šoli: Predstavitev dela rezultatov evalvacijske študije »Analiza primernosti številčnega ocenjevanja področij športa, glasbene in likovne umetnosti«

Prispevek predstavlja rezultate evalvacijske študije, katere namen je bil analizirati, ali je številčno ocenjevanje področij športa, glasbene in likovne umetnosti primerno in smiselno z vidika vrednotenja otrokove šolske uspešnosti ter prispevka k spodbujanju pozitivnega odnosa otrok do gibalne aktivnosti ter umetniškega izražanja. V prispevku se osredotočamo na pogled učiteljev na ta vprašanja. V reprezentativen vzorec učiteljev je bilo vključenih 290 učiteljic in učiteljev, ki poučujejo od 3. do 9. razreda osnovne šole na 48 izbranih šolah. Podatke smo zbirali z anketnim vprašalnikom, sestavljenem za namene te študije. Rezultati reprezentativnega vzorca učiteljev so pokazali, da slovenski učitelji prepoznavajo posamezne predispozicije učencev in ocenjujejo znanje (predvsem) glede na napredek učencev, pri tem pa upoštevajo njihove specifikke. Trudijo se ustvarjati pogoje za njihov napredek, pri čemer jim je osrednjega pomena tudi, da v učencih spodbujajo interes za posamezno področje, prav tako pri ocenjevanju izhajajo iz postavljenih ciljev v učnih načrtih za obravnavani predmet.

Ključne besede: ocenjevanje znanja, evalvacijska študija, šport, likovna umetnost, glasbena umetnost

A JOURNEY THROUGH MONDRIAN: INTERTWINING DIGITAL TECHNOLOGY, ART AND SCIENCE

MARIJA JUKIČ, MARIJANA KARAPETRIĆ, SANDRA ZJAČIĆ-LJUBIČIĆ

Kindergarten Maksimir, Zagreb, Croatia

marija.jukic@vip.hr, fistric.marijana@gmail.com, szljubic@yahoo.com

Along with parents, the kindergarten holds significant responsibility for the growth and development of a child. In the theoretical part of the work, previous research is outlined with a particular emphasis on strengthening children's digital competencies, promoting the development of a proper use of digital tools, the use and purpose of digital media, and contributing to the development of digital and ethically aware individuals. Based on defined objectives, the works of the Dutch painter Piet Mondrian were chosen to work with children. His compositions served as an inspiration for creating the didactic game 'Mathematical Mondrian' and the computer game 'Mondrian Mix,' both designed in the React program. The obtained results demonstrate significant possibilities of intertwining digital technology with art and science at an early age, fostering the development of digital competences, learning strategies, creativity, and quality relationships among children and children within the community.

Keywords: digital competencies, digital technology, learning strategies mathematics, Mondrian's composition

Potovanje skozi Mondrianova dela: povezovanja digitalne tehnologije z umetnostjo in znanostjo

V teoretičnem delu prispevka so predstavljene nekatere dosedanje raziskave, ki se ukvarjajo s krepitvijo digitalnih kompetenc otrok, s spodbujanjem pravilne rabe digitalnih orodij, z uporabo digitalnih medijev ter z načini razvoja in ustvarjalnosti digitalno ter etično ozaveščenih posameznikov. Na podlagi raziskovalnih ciljev so bila za delo z otroki izbrana likovna dela nizozemskega slikarja Pieta Mondriana. Pri tem je bila Mondrianova kompozicija uporabljena kot spodbuda za ustvarjanje didaktične igre »Matematični Mondrian« in računalniške igre "Mondrian mix", oblikovane v programu React. Na podlagi dobljenih rezultatov zaključujemo, da obstajajo možnosti povezovanja digitalne tehnologije z umetnostjo in znanostjo v zgodnjem starostnem obdobju in to ob sočasnem spodbujanju razvoja digitalnih kompetenc, učnih strategij, ustvarjalnosti ter kakovostnih medsebojnih odnosov otrok v skupnosti.

Ključne besede: digitalne kompetence, digitalna tehnologija, matematika, Mondrianova kompozicija, učne strategije

THE EXPERIENCE OF DESTROYING AND TRANSFORMING AN ARTWORK INTO ANOTHER ONE IN HIGH SCHOOL VISUAL ARTS CLASS

DAŠA BOJC, ROBERT POTOČNIK

University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
dasa.bojc@pef.uni-lj.si, robert.potocnik@pef.uni-lj.si

Destruction and transformation are part of our everyday lives. As conceptual constructs, they also appear in contemporary artistic practices, which, as experts point out, are inadequately included in visual arts classes. To encourage students to reflect on destruction and internalize the essence of conceptualism through their own creative experience, we conducted empirical research at a high school in two first-year classes. We collected data using qualitative (participant observation, unstructured interviews, documents) and quantitative (questionnaires) research techniques. The results showed that in-depth discussion about the conceptual backgrounds attracted the students, who developed a mostly favourable attitude towards contemporary artworks. The understanding of the discussed concepts was expressed in their artistic practice. The experience of transforming first artwork into another one mentally and emotionally engaged the students, which swayed their attitude toward the process of destruction. The unusual art assignment motivated the students, encouraged them to experiment, and evoked diverse approaches to creation.

Keywords: art education, conceptual art, contemporary art practices, destruction, transformation

Izkušnja spoznavanja posebnosti uničenja in preoblikovanja likovnega dela v drugo likovno delo pri pouku likovne umetnosti v srednji šoli

Destrukcija in transformacija sta del vsakdanjega življenja, kot konceptualna konstrukta pa se pojavljata tudi v sodobnih umetniških praksah, za katere strokovnjaki opozarjajo, da so premalokrat vključene v pouk likovne umetnosti. Z namenom spodbujanja dijakov k celovitemu razmisleku o uničenju in umevanju bistva konceptualizma skozi lastno ustvarjalno izkušnjo smo izvedli empirično raziskavo na srednji šoli v dveh razredih prvih letnikov. Pri tem smo podatke zbirali s pomočjo kvalitativnih (opazovanje z udeležbo, nestandardiziran intervju, dokumenti) in kvantitativnih (anketni vprašalniki) tehnik raziskovanja. Rezultati so pokazali, da je poglobljena razprava o idejnih ozadjih pritegnila dijake, ki so razvili večinoma naklonjen odnos do sodobnih umetniških del. Razumevanje obravnavanih konceptov se je izrazilo v njihovem praktičnem likovnem izražanju. Izkušnja preoblikovanja prvega izdelka v drugega je dijake miselno in čustveno angažirala, kar je vplivalo na spremembo njihovega odnosa do procesa uničevanja. Neobičajna likovna naloga je dijake motivirala, jih spodbudila k eksperimentiranju ter izzvala raznolike pristope k ustvarjanju.

Ključne besede: destrukcija, konceptualna umetnost, likovna pedagogika, sodobne umetniške prakse, transformacija

PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS FOR THE QUALITY IMPLEMENTATION OF ARTISTIC ACTIVITIES IN THE KINDERGARTEN

SVETLANA NOVAKOVIĆ, JELENA BLAŠKOVIĆ GALEKOVIĆ

University of Zagreb, The Faculty of Teacher Education, Zagreb, Croatia

svetlana.novakovic@ufzg.hr, jelena.blaskovic@ufzg.hr

Professional training is a form of life-long learning in various fields with the goal of personal and professional development of an individual. Continuous professional training empowers a more quality and creative approach to working with children in the kindergarten. Personal and professional development of preschool teachers in the artistic field is related to their awareness about the values and goals of art and its role in the overall development of the child. The aim of this research was to examine the standpoints and perception of preschool teachers on the professional training in the artistic field throughout their professional work. The research was conducted in 2024, on a sample of 181 preschool teachers. The distribution's normality was checked via Kolmogorov-Smirnov test, and it was found that the distribution was not normal. Due to this, nonparametric tests (Kendall-Tau b and Kruskal Wallis) were used to check the research hypotheses. The results have underlined the importance of early active participation in the programmes of professional training, practical work in workshops, teamwork, problem solving and the provision of instructions and materials for the work with children.

Keywords: artistic field, early and preschool education, preschool teachers, professional training, research

Strokovno usposabljanje in izpopolnjevanje vzgojiteljev za kakovostno izvajanje umetniške dejavnosti v vrtcu

Strokovno usposabljanje in izpopolnjevanje je oblika vseživljenjskega učenja na različnih področjih z namenom osebnega, strokovnega in profesionalnega razvoja posameznika. Nenehno izpopolnjevanje omogoča boljši in ustvarjalnejši pristop pri delu z otroki v vrtcu. Osebni in poklicni razvoj vzgojitelja na umetniškem področju je povezan z njegovim zavedanjem o vrednotah in ciljnih umetnosti ter njeni vlogi v celostnem razvoju otroka. Cilj raziskave je bil preveriti stališča in mnenja vzgojiteljev o strokovnem usposabljanju na umetniškem področju v času opravljanja njihovega poklica. Raziskava je bila izvedena leta 2024, v njej pa je sodelovalo 181 vzgojiteljev. Normalnost porazdelitve smo preverili s testom Kolmogorov-Smirnova in ugotovili nenormalnost porazdelitve. Zaradi navedenega so bili pri preverjanju hipotez uporabljeni neparametrični testi (Kendall-Taub b test, Kruskal-Wallis test ...). Izsledki poudarjajo pomen aktivnega vključevanja v programe strokovnega izpopolnjevanja, praktično delo prek delavnic, timsko delo, reševanje konkretnih težav, pridobivanje navodil in gradiv za delo z otroki.

Ključne besede: vzgojitelji, strokovno izpopolnjevanje, umetniško področje, zgodnja in predšolska vzgoja in izobraževanje, raziskava



INCLUSION AND SPECIAL NEEDS



SENSE OF SELF-COMPETENCE OF PRESCHOOL TEACHERS FOR WORK WITH CHILDREN WITH DIFFICULTIES

MARTA DEDAJ, TANJA PANIĆ, DUŠKA PEŠIĆ

Preschool Teacher Training and Business Informatics College of Applied Studies –
Sirmium, Sremska Mitrovica, Serbia
vs.marta.dedaj@gmail.com, vs.tanja.panic@gmail.com, vs.duska.pesic@gmail.com

The research aims to examine the experience of competence among educators working with children with developmental difficulties. The survey was conducted on 102 preschool teachers from the Srem Region in Serbia. We implemented the Scale of self-assessment of educators' competence regarding inclusion. Descriptive statistics and MANOVA were used to process the data. The research results indicate a significant difference between the two subgroups in self-perceived competence when working with children with developmental difficulties. During their studies, educators who took elective courses on inclusion confirmed that their acquired knowledge and skills have contributed to developing competencies for working with children with developmental difficulties. The implications of the findings indicate the need for improvement in initial education and an integrated curriculum approach to mandatory subjects for all future educators to acquire competencies crucial for successful inclusion.

Keywords: inclusion, educators, competencies, children with developmental difficulties, initial education

Percepcija lastne kompetentnosti vzgojiteljev pri delu z otroki s težavami v razvoju

Cilj raziskave je preučiti izkušnjo kompetentnosti vzgojiteljev pri delu z otroki z razvojnimi težavami. Raziskava je bila izvedena na 102 vzgojiteljih iz Sremskega okraja v Srbiji. Uporabljen inštrument: Skala samoocene kompetence vzgojiteljev glede vključevanja. Podatki so bili obdelani z metodama deskriptivne statistike in MANOVA. Rezultati raziskave kažejo, da obstaja pomembna razlika med dvema podzorcema v samopodobi kompetentnosti pri delu z otroki s težavami v razvoju. Vzgojitelji, ki so se med študijem udeleževali izbirnih predmetov iz vključevanja, ocenjujejo, da so njihova znanja in spretnosti, ki so jih pridobili med študijem, prispevala k razvoju kompetenc za delo z otroki s težavami v razvoju. Posledice pridobljenih ugotovitev kažejo na potrebo po izboljšanju začetnega izobraževanja v smeri integriranega kurikularnega pristopa kot obveznega predmeta. S tem bi vsi prihodnji vzgojitelji pridobili kompetence, ki so pomembne za uspešno inkluzijo.

Ključne besede: inkluzija, kompetence, vzgojitelji, otroci s težavami v razvoju, začetno izobraževanje

CONCEPTUAL DIDACTIC- METHODICAL MODEL FOR LEARNING AND TEACHING LITERACY SKILLS OF STUDENTS WITH AUTISM SPECTRUM DISORDER

SANJA JURIC

University of Zagreb, Faculty of Arts, Zagreb, Croatia

sajuric@m.ffzg.hr

Literacy skills of students with autism spectrum disorder (ASD) are often taught in the context of typical literacy classes in regular elementary school. This may imply exposure to an increased risk of reading, writing and learning difficulties. The paper proposes a conceptual model for learning and teaching literacy skills that can meet the challenges of the modern classroom. The work aims to create a conceptual didactic-methodical model for learning and teaching literacy skills of students with ASD. Based on a systematic review of scientifically based theory and knowledge about the educational practice of describing students with ASD, a conceptual didactic-methodical model was developed, which is based on effective approaches, programs and literacy interventions for students with ASD. The conceptual didactic-methodical model can contribute to the development of literacy skills of students with ASD. It can also be used as a starting point for teacher education in the context of didactic-methodical adaptation of learning and teaching of students with ASD. Additionally, the model can be a starting point for empirical verification.

Keywords: educational interventions; inclusive educational practice; learning and teaching; support; typical, contemporary classroom

Konceptualni didaktično-metodični model učenja in poučevanja pismenosti učencev z motnjo avtističnega spektra

Veščine opismenjevanja učencev z motnjo avtističnega spektra (MAS) se pogosto poučujejo v kontekstu tipičnega pouka opismenjevanja v redni osnovni šoli, kar lahko pomeni izpostavljenost dodatnemu povečanemu tveganju težav pri branju, pisanju in učenju. Namen prispevka je predlagati konceptualni model za učenje in poučevanje pismenosti, ki bo kos izzivom sodobnega razreda. Cilj dela je ustvariti konceptualni didaktično-metodični model za učenje in poučevanje pismenosti učencev MAS. Na podlagi sistematičnega pregleda znanstveno utemeljene teorije in spoznanj o izobraževalni praksi opismenjevanja učencev s posebnimi potrebami je bil izdelan konceptualni didaktično-metodični model, ki temelji na učinkovitih pristopih, programih in intervencijah za opismenjevanje učencev s posebnimi potrebami. Konceptualni didaktično-metodični model lahko prispeva k razvoju pismenosti učencev MAS. Lahko se uporablja tudi kot izhodišče za izobraževanje učiteljev v okviru didaktično-metodične prilagoditve učenja in poučevanja učencev MAS. Poleg tega je model lahko izhodišče za empirično preverjanje.

Ključne besede: inkluzivna izobraževalna praksa; izobraževalne intervencije; podpora; tipična in sodobna učilnica; učenje in poučevanje

EMPOWERING FAMILIES OF PERSONS WITH AUTISM DISORDER

BARBARA BABNIK MRAVLJA

University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
babnik.mravlja@gmail.com

Only a family that is empowered and has the knowledge, skills, and resources can achieve control over everyday situations and thus help themselves and the person with autism disorders (AD). We researched how many institutions, literature, programs, training, support groups, and projects dedicated to families of persons with AD are available. Furthermore, we interviewed parents of children with AD (20) and tried to find out how much knowledge they have of different forms of help, whether they use them, and why not. The results showed that a family after an AD diagnosis does not remain alone but has available different sources of help (institutions that offer assistance to parents and children with AD, literature connected with AD, training and projects for families, self-help groups, and Facebook groups). Because of an unequal locational distribution of said sources of help, different financial abilities, and difficulties providing daycare for children, parents use these sources variedly. In the future, providing free help, a better locational distribution, and parents with the possibility of daycare during training is necessary.

Keywords: autism disorder, literature about AD, empowerment, helping parents, self-help groups

Pomen opolnomočenja družin oseb z avtističnimi motnjami

Le opolnomočena družina, ki ima znanja, veščine in vire, lahko doseže kontrolo nad vsakdanjimi situacijami in tako nudi primerno podporo sebi in osebi z avtističnimi motnjami (AM). Pri raziskovanju tega vprašanja smo preučili koliko ustanov, literature, programov, izobraževanj, podpornih skupin in projektov, ki so namenjeni družinam oseb z AM je na voljo. Nadalje smo s pomočjo intervjuvanja staršev otrok z AM (20) skušali ugotoviti, koliko poznajo in koristijo posamezne vrste pomoči ter kje so vzroki, da se posameznih vrst pomoči ne poslužujejo. Rezultati so pokazali, da družina po diagnozi osebe z AM ne ostane sama, ampak ima na voljo različne vire pomoči (različne ustanove, ki nudijo podporo staršem in otroku z AM, literatura vezana na AM, bivalni center, izobraževanja in projekti za družine, skupine za samopomoč, Facebook skupine), ki jih starši različno izkoriščajo predvsem zaradi neenakomerne lokacijske porazdelitve posameznih virov pomoči, različnih finančnih zmožnostih in težavami z zagotavljanjem varstva za otroke. V prihodnje bi bilo potrebno zagotoviti brezplačno pomoč, jo bolje lokacijsko razporediti in nuditi staršem možnost varstva za otroke ob izobraževanjih.

Ključne besede: avtistična motnja, literatura o AM, opolnomočenje, pomoč staršem, skupine za samopomoč

DIFFERENCES IN PRESCHOOL TEACHERS' AND STUDENTS' ATTITUDES AND COMPETENCES FOR INCLUSIVE PRACTICE ACCORDING TO WORKING EXPERIENCE

JELENA ALIĆ,¹ SUANA MEDANIĆ²

¹ University Zadar, Department for Teacher and Preschool Teacher Education, Zadar, Croatia
jctinic@unizd.hr

² Kindergarten »Radost«, Zadar, Croatia.
suana.medanic4@gmail.com

Preschool teachers' attitudes and competencies greatly influence successful inclusive practice. This research aims to determine whether there are differences in attitudes and self-assessed competencies of preschool teachers and students during inclusive practice in the field of kinesiology according to their work experience. The research was conducted on a sample of 114 respondents (65 preschool teachers and 49 students). The adapted "Attitudes towards Preschool Inclusion Questionnaire" was used to assess attitudes and competencies. Differences in stated attitudes and competencies according to the work experience of the respondents were tested with the Kruskal Wallis test. The results indicate differences in attitudes and competencies, according to which educators with more experience have more positive attitudes and are considered more competent for including children with disabilities when implementing kinesiology content compared to students. To improve the competencies of future educators, it is necessary to incorporate more

practical exercises into the study programs for educators that would prepare them for future work with children with special needs.

Keywords: children, inclusion, special needs, disabilities, physical activity

Razlike v stališčih in kompetencah vzgojiteljic in študentk predšolske vzgoje za inkluzivno prakso glede na delavne izkušnje

Stališča in kompetence vzgojiteljev v vrtcu močno vplivajo na uspešno inkluzivno prakso. Cilj te raziskave je ugotoviti, ali obstajajo razlike v stališčih in samoporočenih kompetencah vzgojiteljev v vrtcu in študentov med inkluzivno prakso na področju kineziologije glede na njihove delovne izkušnje. Raziskava je bila izvedena na vzorcu 114 anketirancev (65 vzgojiteljev v vrtcu in 49 študentov). Za oceno stališč in kompetenc je bil uporabljen prilagojen "Vprašalnik o stališčih do inkluzije v vrtcu". Razlike v izraženih stališčih in kompetencah glede na delovne izkušnje anketirancev so bile preizkušene z uporabo Kruskal-Wallisovega testa. Rezultati kažejo, da obstajajo razlike tako v stališčih kot v kompetencah, pri čemer vzgojitelji z več izkušnjami kažejo bolj pozitivna stališča in veljajo za bolj kompetentne za inkluzijo otrok s posebnimi potrebami med izvajanjem kinezioloških vsebin v primerjavi s študenti. Za izboljšanje kompetenc bodočih vzgojiteljev je potrebno vključiti več praktičnih vaj v študijske programe za vzgojitelje, ki bi jih pripravile na prihodnje delo z otroki s posebnimi potrebami.

Ključne besede: otroci, inkluzija, posebne potrebe, težave, telesna aktivnost

TEACHING FOR AN INCLUSIVE, TECHNOLOGICALLY COMPETENT AND SUSTAINABLE SOCIETY: BOOK OF ABSTRACTS

MAJA HMELAK, MIHA MARINŠEK (EDS.)
University of Maribor, Faculty of Education, Maribor, Slovenia
maja.hmelak@um.si, miha.marinsek@um.si

This conference proceeding, titled "Rethinking Childhood III – Teaching for an Inclusive, Technologically Competent, and Towards Sustainability Oriented Society," encapsulates 39 research contributions that collectively aim to advance educational practices. The studies presented address a variety of themes including inclusive education, the integration of technology in teaching, and promoting sustainability through educational initiatives. The research spans diverse methodologies and educational levels, from preschool to higher education, highlighting innovative approaches to curriculum development, digital literacy, and competency-based learning. Key findings demonstrate the importance of fostering an inclusive environment, utilizing digital tools effectively, and encouraging sustainable practices within educational settings. This compilation of contributions provides valuable insights for educators, policymakers, and researchers dedicated to evolving educational frameworks to meet the demands of a modern, interconnected, and sustainable society.

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učne tehnologije,
profesionalni razvoj
strokovnih delavcev,
oblikovanje kurikula,
vključenost otrok in
mladine

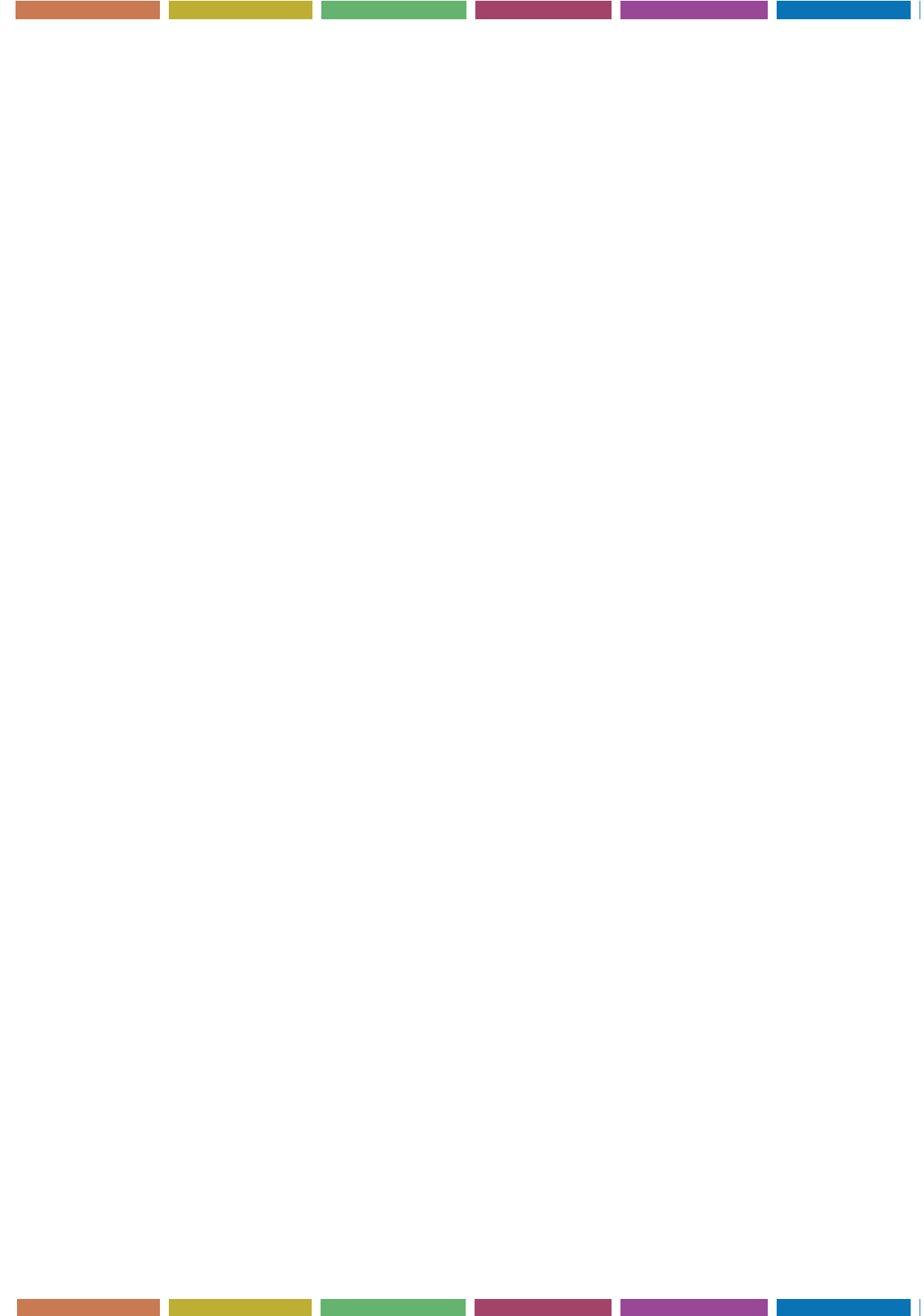
POUČEVANJE ZA VKLJUČUJOČO, TEHNOLOŠKO KOMPETENTNO IN TRAJNOSTNO NARAVNANO DRUŽBO: ZBORNİK POVZETKOV

MAJA HMELAK, MIHA MARINŠEK (UR.)
Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija
maja.hmelak@um.si, miha.marinsek@um.si

Zbornik konference z naslovom "Premislek o otroštvu III – poučevanje za vključujočo, tehnološko kompetentno in k trajnostno usmerjeni družbi" zajema 39 raziskovalnih prispevkov, ki skupaj stremijo k napredku izobraževalnih praks. Predstavljene študije obravnavajo različne teme, vključno z vključujočim izobraževanjem, integracijo tehnologije v poučevanje in spodbujanje trajnosti skozi izobraževalne pobude. Raziskave zajemajo različne metodologije in izobraževalne ravni, od predšolske vzgoje do visokega šolstva, pri čemer poudarjajo inovativne pristope k razvoju kurikulumu, digitalni pismenosti in učenju, ki temelji na kompetencah. Ključne ugotovitve kažejo na pomen ustvarjanja vključujočega okolja, učinkovite uporabe digitalnih orodij in spodbujanja trajnostnih praks v izobraževalnih okoljih. Ta zbirka prispevkov ponuja dragocene vpoglede za strokovne delavce v vzgoji in izobraževanju, oblikovalce politik in raziskovalce, ki se zavzemajo za razvoj izobraževalnih okvirov, ki ustrezajo zahtevam sodobne, medsebojno povezane in trajnostne družbe.



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