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*Mednarodna konferenca 3. festivala*

***KO UČIM, GRADIM***

*Šola 21. stoletja – zame, zate, za skupnost*





**KO UČIM, GRADIM**



## *Book of Abstracts*

*International Conference of the 3<sup>rd</sup> Festival*

# ***TO TEACH IS TO BUILD***

*The School of the 21<sup>st</sup> Century –  
For Me, For You, For the Community*

2<sup>nd</sup> October 2015  
Biotechnical Centre Naklo – Secondary School  
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*Pozdravni nagovor*  
*Welcome speech*

## *Popotnica tretjemu Festivalu “Ko učim, gradim”*

Misel Carla Gustava Junga: “S spoštovanjem se oziram na naše sijajne učitelje, s hvaležnostjo pa na tiste, ki so se dotaknili naših človeških čustev. Kurikulum je nujnost, toda toplina je življenjsko potrebna rožam in otrokovi duši za njuno rast,” nam je bila ob organizaciji festivala pomembno vodilo. Naš skupni cilj je, kako prepoznati dobrega učitelja, nuditi učna okolja, v katerih bo učenec imel priložnost učenja o sebi, o skupnosti in o pomembnosti sobivanja v družbi.

Menim, da je za letošnjo povezovalno temo Zame, zate, za skupnost dozorel čas. Nujen je premik od tekmovalnega prepričanja Zame, saj je za posameznikov in družbeni razvoj mladim treba posredovati in omogočiti izobraževanje v smislu timskega, projektnega dela ter razvijanja idej, ki bodo tudi širši skupnosti znali dati odgovore.

V veliko veselje mi je, da na festivalu poleg učiteljev iz slovenskih osnovnih in srednjih šol gostimo tudi učitelje iz Avstrije, Nemčije, Srbije, Italije, Nizozemske in ZDA. Dvainpetdeset izbranih prispevkov posreduje zanimive primere, kako učitelj prav taka okolja ustvarja in spodbuja.

Ko učimo - gradimo. Gradimo znanje, odnose, osebnost, ideje, gradimo skupnosti, gradimo socialni kapital ...

V procesu učenja želimo mlade navduševati za nove, inovativne in ustvarjalne ideje. Šolo in učitelja je treba opremiti, da si bosta želela in se znala realizirati v družbi. Postaviti se morata ob bok družbenim spremembam. Mladim želimo posredovati znanja, spretnosti, vrednote in tudi tehnologije, da bodo znali ločevati “zrnje” od “plev”.

Izzive razvoja v šoli lahko dosežemo le z odličnim učiteljem, odličnim mentorjem.

Že uveljavljena področja, ki so jih izbrali in o njih pisali udeleženci, smo letos obogatili s področjem Inovativni pristopi k poučevanju. Tudi v prihodnje si želimo glede na razvoj stroke in tehnologije naša področja obravnavati še razširiti.

Ob tej priložnosti se zahvaljujem vsem učiteljem in svetovalcem, ki udejanjate svoje poslanstvo, predvsem pa tistim, ki tokrat sodelujete s predstavitvijo svojih prispevkov. Zahvala za spodbudo gre tudi vsem direktorjem in ravnateljem naših šol.

Vabljeni k sodelovanju, vabljeni k inovativnemu učenju.

Ob svetovnem dnevu učiteljev vam v tej obliki izrekam priznanje in čestitke.

**Andreja Ahčin,**  
*ravnateljica Biotehniškega centra Naklo – Srednja šola*

## *A word of welcome to the third festival “To teach is to build”*

The saying of Carl Gustav Jung: “One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.” has been an important motto in organizing the festival. Our common goal is how to recognize a good teacher and provide the learning environments in which the student has the opportunity to learn about himself, the community, the importance of coexistence in society.

I think the time is ripe for this year’s common theme For Me, For You, For the Community. A shift from the competitive belief For me is imperative. The development of an individual and the society requires to provide the young with the education focused on teamwork, project work and the development of ideas which will be able to give answers also to the broader community.

It is my great pleasure that in addition to the teachers from Slovenian primary and secondary schools the festival also hosts the teachers from Austria, Germany, Serbia, Italy, the Netherlands and the United States. Fifty-two selected contributions offer interesting examples of how a teacher creates and promotes such kind of environment.

When we teach, we build. We build knowledge, relationships, personality, ideas, we build a community, social capital.

In the process of learning we want to get the young people excited about new, innovative and creative ideas. The school and the teacher must be equipped to want and be able to express and activate their competences in the society. They need to face the social changes. We wish to transmit knowledge, skills, values, as well as technology to the young, which will enable them to separate the wheat from the chaff.

Development challenges in school can only be achieved with an excellent teacher, an excellent mentor.

The already established themes the participants have chosen and written about, have this year been enriched with the theme of innovative approaches to teaching.

My appreciation goes to all the teachers and counselors who fulfill their mission and especially to those who are presenting their contributions. My gratitude for the encouragement also goes to all directors and principals of our schools.

You are welcome to participate and you are welcome to try out innovative learning.

On the occasion of The World Teachers’ Day, I extend congratulations and appreciation to you all.

**Andreja Ahčin,**  
*Biotechnical Centre Naklo – Secondary School, principal*

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*Plenarna predavanja*  
*Plenary speeches*

## *O kompliciranju, sodelovanju v oblaku in vlogi učitelja vrtnarja*

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### **Izvleček**

Razpeti smo v dva svetova: med svet, ki odhaja, in svet, ki prihaja. Spremembe na tehnoloških področjih so tako hitre, da jim ljudje preprosto ne zmoremo slediti. Avtomatizacija, pa tudi nezaupanje med nami, nas silita, da si ljudje kar sami poiščemo delo – četudi nepotrebno in nesmiselno. Nesmiselno delo predvsem v obliki odvečne birokracije se nam je tako razbohotilo, da bo treba poiskati preprostejše rešitve. Človek ni narejen za nesmiselno delo. Človek kot socialno bitje se rad “zazre v oči”, rad dela v živem odnosu s sočlovekom. Prav je tako. Neposreden stik je osnova za uspeh. A tehnološka orodja nam že omogočajo sodelovalno delo preko časovnih in krajevnih omejitev. Novi poklici se rojevajo vedno hitreje. Ali na tako delo pripravljamo otroke, jih naučimo pridobiti si nove poklice, jim omogočimo ukvarjanje z iskanjem smisla dela in bivanja, jim omogočimo (in tudi nagrajujemo) izkušnjo soustvarjanja? Kako se bo spreminjal učiteljski poklic?

**Ključne besede:** smisel, preprostost, sodelovanje, novi poklici, vloga učitelja

## *About complicating, cooperating in a cloud and the role of the teacher as a gardener*

### **Abstract**

We are split between two worlds: the world which is departing and the world which is coming. Technological changes are occurring so rapidly that people just cannot follow them. Automation as well as distrust among people compel us to find work on our own - albeit unnecessary and pointless. Meaningless work, mainly in the form of red tape, has extended so greatly that we need to find simpler solutions. Man is not made for meaningless work. As a social being, man likes “to look in the eyes”, they like to work in a living relationship with a fellow human being. And that is the right thing. Direct contact is the basis for success. However, technological tools already allow us for collaborative work over time and distance constraints. New professions are being born faster and faster. Do we prepare children for such jobs, do we teach them to acquire new professions, do we allow them to search for the meaning of work and life, do we allow (and reward) them for the experience of co-creation? How will the teaching profession change?

**Key words:** purpose, simplicity, cooperation, new professions, the role of the teacher

## *Curriculum Development: Political, Subversive, Dangerous*

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### **Abstract**

Does your curriculum disclose its perspective? As an educator, do you require that students learn how a curriculum fosters specific values, viewpoints, and memories? There is no such thing as an objective curriculum. Every curriculum is biased. This is because every curriculum is determined by someone or some group anchored in a particular language, culture and view of the world. The question is, do we disclose what the bias is? While some perspectives can foster cooperation, consensus and inclusion, others promote patriarchy, misogyny, racism or exclusion. This paper explores how educational inequality too often begins with the curriculum. A curriculum with unquestioned assumptions may contribute to social and economic poverty contributing to massive and immoral wealth transfers from one group to another. An explanation of how this occurs systemically is included. Finally, examples of teaching techniques are provided to build empathy and to help students of all ages identify whose voices are heard and whose voices are silenced. The most dangerous question to ask, “Who benefits?”

**Key words:** social justice, systemic, poverty, teaching techniques, values

## *Developing Learner Autonomy with Technology: The Example of E-Portfoli*

**prof. dr. Christian Ludwig**  
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### **Abstract**

Learner autonomy is one of the buzzwords in contemporary foreign language learning research. Yet, teachers are often reluctant when it comes to incorporating principles of learner autonomy in their classrooms. The aim of this paper is to dispel the myth that learner autonomy is a synonym for self-instruction, self-direction, or even learning without a teacher. Quite in contrast, it will be put forward that autonomy needs to be understood as constructing meaning in the social context of the learning process. The rapid technological development, and the need for competencies and skills involved in life-long learning, as required by the Common European Framework (CEFR), pose fundamental challenges to foreign language learning. It will be argued that learner autonomy provides the ideal framework for technology-enhanced learning environments (TELE) and that technology tools, such as e-portfolios, can promote autonomy.

**Key words:** Foreign language learning, learner autonomy, collaborative learning, cooperative learning, technology, e-portfolios

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1. sekcija

# *Medpredmetno povezovanje*

1. session

# *Cross-curricular teaching*

## *Od literarnega dela do filma*

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### **Izvleček**

V prispevku je predstavljen primer medpredmetnega povezovanja pri izbirnem predmetu gledališki klub. Ena od dejavnosti, ki jo spoznavajo učenci pri tem izbirnem predmetu, je tudi snemanje filma po literarni predlogi. Najprej je predstavljeno medpredmetno povezovanje s slovenščino, kjer so učenci bolj poglobljeno spoznavali in doživljali že znano literarno predlogo, po kateri so kasneje napisali scenarij. Nato so, razdeljeni v dve skupini, samostojno posodabljali vsak svojo literarno predlogo in napisali preprost scenarij. V drugem delu prispevka pa je predstavljeno medpredmetno povezovanje z izbirnim predmetom multimedija, kjer so učenci najprej spoznavali teoretične osnove snemanja filma, se učili snemanja, na koncu pa je vsaka skupina samostojno posnela kratek film. Cilj medpredmetnega povezovanja je bil v celoti dosežen, saj so se učenci naučili veliko novega, najbolj pa so bili zadovoljni s končnim izdelkom. Nastala sta dva filma: Gašper in Jan (Pegam in Lambergar) in Mal'ca (Kozlovska sodba v Višnji Gori).

**Ključne besede:** medpredmetno povezovanje, gledališki klub, skupinsko delo, literarna predloga, scenarij, snemanje filma

## *From a literary work to a film*

### **Abstract**

This paper presents an example of cross-curricular integration in the drama club class. One of the activities that students learnt in the drama club was making a movie based on a literary text. The paper opens with the presentation of the interdisciplinary connection between the drama class and the Slovene class. Within the Slovene class students dealt with a piece of already known literary work which they later made into a script. During the process, the students were divided into two independent groups which both ended up with their own scripts. The second part of the article presents interdisciplinary connection between the drama club and the multimedia class within which the students first learnt about the filming in theory, then they practised filming and at the end each group independently shot a short movie. Our goal of interdisciplinary integration was fully achieved, as the students learnt a lot and they were very satisfied with the final products. They produced two films: Gašper and Jan (Pegam and Lambergar) and Mal'ca (Goat Judgment in Višnja Gora).

**Key words:** cross-curricular integration, drama club class, teamwork, literary work, script, filming

## *Stol Borjač*

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### **Izvleček**

V šolskem letu 2014/15 smo na Srednji lesarski šoli v Škofji Loki izpeljali projekt z naslovom Stol Borjač. Naš cilj je bil ustvariti tak stol, ki bo primeren za uporabo v značilnem kraškem dvorišču borjaču. V projekt je bilo vključenih dvanajst dijakov in trije mentorji. Projekt smo izvajali po ustvarjalni metodi Design thinking. Gre za metodo s poudarkom na empatiji, izvaja pa se jo po principu “learning by doing”. Ustvarjalni proces poteka postopoma, začenši z obsežnimi pripravami, tj. z izoblikovanjem izziva in raziskavami, ki jim sledi ideja z eksperimentom. Za dijake je bila prelomna točka projekta izdelava eksperimentalnega žičnega modela stola. Ob tem se jim je sprostila domišljija, ki jih je povedla od referenčnega stola, ki so ga prej raziskovali, do zasnove in izdelave lastne kreacije stola.

**Ključne besede:** oblikovanje pohištva, konstruiranje pohištva, Design thinking, masivni les, borjač, stol Borjač, stol

## *The Borjač chair*

### **Abstract**

In the 2014-15 school year, a project The Borjač chair was carried out in the Secondary school for wood technology. The aim was to create a chair suitable to be used in a typical Karst courtyard called Borjač. Twelve students and three mentors were involved in two study modules using the creative method Design thinking. The method focuses on empathy and “learning by doing”. The creative process evolves gradually, beginning with comprehensive preparation, i.e. with a clear challenge articulation and the necessary research. The idea designing phase is achieved through experiment and development. The core phase of the project was the execution of an experimental wire model of the chair. The latter combined the essence of the referential chair they had studied and the chair which was their own creation.

**Key words:** furniture design, furniture construction, Design thinking, massive wood, borjač, the Borjač chair

## *Empirična preiskava v 6. razredu*

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### **Izvleček**

Posodobljen učni načrt spodbuja učitelje k drugim oblikam ocenjevanja (ne le pisne naloge in ustno spraševanje) in ena izmed njih je empirična preiskava. V prispevku so predstavljene faze empirične preiskave (postavitve vprašanja, načrtovanje preiskave, zbiranje podatkov, urejanje in analiziranje podatkov, interpretacija rezultatov in predstavitev preiskave) na konkretno izvedenem primeru v 6. razredu. Dodani so kriteriji za ocenjevanje in analiza empiričnih preiskav, ki so jih izdelali učenci. Namen empirične preiskave je bil seznanitev učencev z drugačnimi oblikami dela pri matematiki ter učenje procesov in postopkov z obdelavo podatkov. Ugotovili so, da je empirična preiskava spodbudila in motivirala tudi učence z nižjimi sposobnostmi.

**Ključne besede:** empirična preiskava, ocenjevanje, 6. razred, obdelava podatkov, učni načrt

## *Empirical research in 6<sup>th</sup> grade*

### **Abstract**

The updated curriculum encourages teachers to apply other forms of assessment (not only tests and oral questioning), and one of them is an empirical research. This paper presents different phases of the empirical research (formulating and asking a question, planning the investigation, data collection, compilation and analysis of data, interpretation of results and presentation of the research) in an actual case in 6<sup>th</sup> grade. You will find added the assessment criteria and the analysis of the empirical researches which were created by pupils. The purpose of the empirical research was to familiarize pupils with different types of work at mathematics and to learn processes and procedures of data processing. It was found out that the empirical research encouraged and motivated also the learners with lower abilities.

**Key words:** empirical research, assessment, 6<sup>th</sup> grade, data processing, curriculum



## *Sir kot učni pripomoček*

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### **Izvleček**

Pri urah matematike se velikokrat srečam z vprašanjem dijakov, zakaj neki morajo imeti matematiko, saj bi bili radi samo slaščičarji, kuharji, vrtnarji. Dejstvo, da je matematika pot do znanja vsakemu dobremu mojstru, jih ne prepriča. Pri svojih urah skušam matematiko s prilagojenimi nalogami približati njihovemu poklicu, kar mi včasih uspe bolj, drugič manj. Medpredmetno sva se povezala matematika in strokovni modul mlekarstvo. Najprej smo pri splošnem predmetu spoznali geometrijsko telo valj, nato pa povedali, kaj bi se dalo izračunati. Računali smo površino, prostornino, osni presek. Ponovili smo osnovnošolsko snov, in sicer krožni lok in krožni izsek. Preden smo se lotili računanja, smo ponovili še merske enote in geometrijsko telo kvader. Pri računanju smo pogosto uporabili procentni račun. Namen učne ure matematike je, da dijaki na konkretnem primeru vidijo, kaj se s pomočjo matematike da izračunati pri siru v mlekarni. Hlebček sira smo vzeli kot učni pripomoček in na tak način ponovili geometrijsko telo valj in geometrijski lik krog. Dijaki so uporabne naloge reševali tako, da so šli v mlekarsko delavnico in zorilnico ter tam poskušali reševati problem. Na razpolago so imeli tudi meter, delovodja in mlekarskega delavca. Po vrnitvi v razred smo dobljene rezultate predstavili s tabelami in z grafičnim kolačem.

**Ključne besede:** sir, mlekarna, sklepni račun, geometrijska telesa, matematika, valj, prizma, krožni izsek, krožni lok, merske enote, statistika, povezovanje znanj

## *Cheese used as a teaching aid*

### **Abstract**

At my Maths classes students often ask me why they would need Maths since all they want is to become confectioners, cooks, gardeners etc. The fact that Maths is a way to the knowledge that every successful worker has to prove, does not seem to convince them at all. Within my classroom I try to bring Maths closer to their profession by offering them adapted tasks, which is more or less a success. We have made cross-curricular connections between Maths and the “Dairy” vocational module. Our first step was to learn about cylinders. Afterwards we discussed all the things that could be calculated. We calculated the surface, volume, and axial cross-section of cylinders. In addition, we revised primary-school topics such as: arc and sector of a circle. Before starting the calculations we also revised metric units and rectangle as a geometrical object. We often used percent equation. The purpose of the particular Maths lesson was to demonstrate on a concrete example how Maths calculations could be used with cheese in the dairy. A loaf of cheese was used as a learning tool. This way we revised cylinder and circle. The students performed their problem-based instructional tasks by going to the dairy and depot. There they tried to solve the problem. Also a meter, supervisor and dairy worker were at their disposal. When we returned to the classroom, we demonstrated their results with charts and graphic pies.

**Key words:** cheese, dairy, percent equation, geometrical objects, Maths, cylinder, prism, sector of a circle, arc, metric units, statistics, cross-curricular connections

## *Dogodki v naravi in članki v dnevnem tisku pri pouku fizike*

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### **Povzetek**

Prispevek se ukvarja z vprašanjem vključevanja branja poljudnoznanstvenih člankov in empiričnega spoznavanja nebesnih pojavov v redni pouk fizike v srednji šoli. Obravnava štiri članke: dr. Janez Strnad, O gibanju in mirovanju Zemlje, Znanje, ki trdno stoji že več kot tri stoletja, Andrej Guštin, Astrologija na preizkusu, Portal vesolje: "Super polna" Luna, Portal vesolje: Potres na Japonskem skrajšal dolžino dneva. Prvi del prispevka prikaže predstavitev naštetih člankov pri pouku in njihovo vključitev v preizkus znanja. Ob koncu odgovarjam na vprašanje, ali je tako početje sploh smiselno. Drugi del pa obravnava umestitev in razlago zanimivih dogodkov v naravi. Opisana sta dva dogodka šolskega leta 2011/12: delni Sončev mrk in popolni Lunin mrk. Skušam odgovoriti na vprašanje, kako to vplesti v pouk, in se dotaknem tudi dileme delno motenega pouka. Prispevek zaokrožuje odgovor na vprašanje: Ali s takimi vložki v pouk motiviramo dijake? Kaj sploh dosežemo?

**Ključne besede:** članki pri pouku, Sončev mrk, Lunin mrk, pouk fizike, popestritev, didaktika fizike, metodika fizike

## *Events in nature and daily news articles used in Physics classes*

### **Abstract**

The paper aims to show how an interesting newspaper or magazine article can be used in a secondary school Physics class. Four articles are discussed: Dr Janez Strnad, Does the Earth move or is it fixed in space – knowledge that has been undisputed for over three centuries, Andrej Guštin, Astrology tested; Portal to the Universe: "Super-full" Moon, Portal to the Universe: Day shortened by earthquake in Japan. In the first part, the application of the above articles in class and their inclusion in testing knowledge are presented. In the end, the reasonableness of such approach is discussed. In the second part, presentation and explanation of interesting phenomena in nature are demonstrated. Two events in the school year 2011-12 are described: the partial solar eclipse and the total lunar eclipse. Ways of introducing them in class are approached and the problem of causing disturbance in class is dealt with. The text ends by answering the questions: Do such contents motivate students? What do we achieve?

**Key words:** articles in class, solar eclipse, lunar eclipse, physics class, offering variety, didactics of teaching physics, methodology of teaching physics

## *Od medpredmetnega poučevanja do šolske proslave*

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### **Izvleček**

Šolska (in krajevna) proslava je dogodek, na katerega se je potrebno skrbno pripraviti. Za učitelja, ki je zanjo zadolžen, je organizacija takšnega dogodka pravcati projekt. V pričujočem prispevku je predstavljeno, kako se je možno na razredni stopnji spopasti s takšnim izzivom na način, da istočasno sledimo učnim ciljem več predmetov ter pridobljeno znanje vpletemo v sklepno šolsko prireditev in počastitev dneva državnosti v kraju. Podlaga vsebinski zasnovi proslave z naslovom Slovenija, moj dom brez mej so učne vsebine predmetov SPO in SLO, ki imata nosilno vlogo v medpredmetnem povezovanju. Učenci sooblikujejo šolsko prireditev z dejavnostmi, katerih glavni cilj je razvijanje narodne in državljske identitete: branje knjige Lukec in njegov škorec, dramatizacija odlomkov, postavitve scene za proslavo, likovno ustvarjanje na temo državni simboli ter naravna in kulturna dediščina, sestavljanje koreografije za skladbo Triglav, sodelovanje s potomci slovenskih izseljencev v Argentini, izvedba tehniškega dne na temo Aljažev stolp. Takšen, to je celostni pouk, prinaša vsebinsko racionalnost in ekonomičnost, ob tem pridobljeno znanje pa je trajnejše.

**Ključne besede:** medpredmetno povezovanje, učni predmet, šolska proslava, učni cilj, narodna in državljska identiteta, dan državnosti

## *From cross-curricular teaching to school celebrations*

### **Abstract**

A school (and a local) celebration is an event, which needs a lot of careful preparation. The organisation of such an event presents a major project for the teacher in charge of it. The article illustrates possible ways of tackling such a challenge at class level, so that the learning aims of numerous subjects can be followed simultaneously while the gained knowledge can be implemented both in the final school celebration and in the honour of the Statehood Day. The basis for the concept of the celebration entitled *Slovenia, my home without borders* can be seen in the teaching contents of the subjects Nature Study and The Slovene language, which both have a key role in the cross-curricular integration. The pupils help co-shape the school celebration with various activities of which main objective is the development of national and civic identity: reading of the book *Little Luka and His Starling*, dramatisation of individual excerpts, setting the scene for the celebration, artistic creation on the theme of national symbols and the natural and cultural heritage, composing of choreography for the song *Triglav*, co-operation with the descendants of the Slovenian emigrants in Argentina, and the performance of the Technical Day on the theme of the Aljaž Tower. Such integrated learning is rational and economical in its content and leads to longer lasting knowledge.

**Key words:** cross-curricular integration, subject of study, school celebration, learning aim, national and civic identity, Statehood Day

## *Dijaško podjetje – učenje podjetništva na realnem primeru*

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### **Izvleček**

Projekt "Moje podjetje" je bil izpeljan v sklopu iniciative Ja Slovenija, ki jo vodi Zavod za spodbujanje podjetnosti mladih. Dijaki Srednje šole za lesarstvo so bili v projekt vključeni z dvema dijaškima podjetjema. Projekt je trajal od septembra 2014 do maja 2015. Ključni koraki projekta so bili: oblikovanje učinkovitega tima, ustanovitev učnega podjetja, analiza trga, izbira poslovne ideje, sprejem poslovnega načrta, proizvodnja, trženje, pospešitev prodaje, sejem dijaških podjetij in zaprtje podjetja. Glavni namen projekta je, da dijaki na konkretnem primeru spoznajo podjetništvo iz več vidikov. Dijaki so bili zelo aktivni in uspešni. Pri izvedbi projekta smo vključili več mentorjev, projekt pa izvajali pri več predmetih.

**Ključne besede:** medpredmetno povezovanje, učno podjetje, dijaško podjetje, Ja Slovenija

## *Student's company – learning business in a real case*

### **Abstract**

The project "My company" was carried out under the initiative Ja Slovenia, led by the Institute to promote youth entrepreneurship. Students of Secondary School of Wood Science were involved in the project with two students' companies. The project lasted from September 2014 to May 2015. The key steps of the project were: the creation of effective teams, the creation of a learning company, market analysis, selection of business ideas and the adoption of the business plan, production, marketing, accelerating sales, a fair of students' companies and business closure. The main purpose of the project was that students learned business entrepreneurship in the set case from several points of view. Students were very active and successful. In implementing the project, we included several trainers, the project was carried out in several school subjects.

**Key words:** Cross-curriculum integration, learning enterprise, students' company, Ja Slovenia

## *Skupnost učencev šole gradi*

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### **Izvleček**

Cilji vzgoje in izobraževanja so naravnani k pripravi posameznika na neodvisno in odgovorno življenje v demokratični skupnosti z razvitimi določenimi kompetencami. Skupnost učencev šole (SUŠ) in otroški parlament (OP) sta organizacijski obliki v osnovni šoli, ki s svojimi dejavnostmi gradita posameznika in skupnost. Pomembno je, kako mentorji usmerjajo vzgojo in izobraževanje učencev – predstavnikov k participaciji, ne da bi se na Hartovi lestvici znašli na prečki manipulacije z učenci. Prispevek prikazuje primer delovanja predstavnikov v SUŠ ter v OP na OŠ Venclja Perka v Domžalah, njihove dejavnosti skozi šolsko leto, kompetence, ki jih razvijajo, ter dolgoročne vzgojno-izobraževalne cilje, ki jih s tem dosegajo. Avtorica prispevka meni, da ima predstavnik s sodelovanjem v SUŠ in OP možnosti optimalnega razvoja, hkrati pa vsi oblikujejo skupnost šole.

**Ključne besede:** skupnost učencev šole, otroški parlament, cilj, dejavnosti

## *The community of pupils builds school*

### **Abstract**

The aim of education is oriented to preparing an individual for an independent and responsible life in a democratic community with certain competences developed. The community of pupils (ŠUS) and the Children's parliament (OP) are the organizational forms in a primary school and their activities are building an individual and a community. It is important how mentors should guide the education of pupils – the representatives of the participation, without landing on a beam of pupils' manipulation on the Hart's scale. The article presents an example of how the representatives of the community of pupils and the children's parliament work at Venclja Perka Elementary school in Domžale, their activities throughout the school year, competences they develop and long-term educational aims which are thus achieved. The author thinks that the representative participating in the community of pupils and in the Children's parliament has a possibility of optimal development and at the same time they all create the school community.

**Key words:** community of pupils, children's parliament, aim, activity

## *Kalorična vrednost medu*

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### **Izvleček**

Šport in prehrana sta medsebojno povezana. Človek mora za svoj zdrav razvoj poskrbeti z ustreznim vnosom hranilnih snovi v kombinaciji z gibanjem. V času projektnih dni je bila izvedena delavnica na temo medpredmetnega povezovanja – kalorična vrednost medu in poraba le-te s pomočjo fizičnih aktivnosti v obliki različnih športnih dejavnosti. Povezana sta bila modula športna vzgoja ter osnove varne hrane in prehrane. V prispevku so predstavljene možnosti porabe energije pri rekreativnih športnih aktivnostih, ki so bile točno določene in časovno odmerjene. Dijaki so ponovili teoretično znanje o kalorični vrednosti hrane in vnosu hranil v telo glede na energijsko vrednost ter izračunali količino porabljene energije glede na športne aktivnosti, ki so jih izvajali prvi dan projektnih dni. Za zaključek našega projektne dela so dijaki izračunali in si fizično odmerili količino medu, ki bi ga lahko pojedli glede na porabljeno energijo. Za projekt sta se avtorici odločili zaradi praktičnega prikaza porabe kalorij med fizičnimi aktivnostmi ter zaradi združitve dveh, za dijake povsem različnih, predmetov (OVP in ŠVZ).

**Ključne besede:** med, šport, kalorije, medpredmetno povezovanje, energijska vrednost hrane

## *Caloric value of honey*

### **Abstract**

Sports and nutrition are strongly interrelated. Every individual should take care of his/her health with a proper intake of nutritious food in combination with physical activity. During the project days a cross-curricular integration was carried out - our students learnt about the caloric value of honey and what kinds of physical activities are necessary to burn these extra calories. Two modules joined in this cross-curricular cooperation – P.E. and Basics of safe food and nutrition. This paper presents the possibilities of burning energy with the help of recreational sports activities, which were precisely determined and limited in time. Our students revised their theoretical knowledge of the energy value of foods, as well as the nutritional intake with regard to the energy value, and calculated the amount of the used energy needed to perform the sports activities carried out on the first day of our project days. At the end of the project work our students calculated and physically measured the amount of honey, which could be eaten considering the used energy. The authors wanted to present a practical demonstration of burning calories during physical activities, and unite two completely different modules with a joint task.

**Key words:** honey, sport, calories, cross-curricular integration, energy value of food

## *Seljačka kola*

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## *Horse-drawn wagon*

### **Abstract**

For centuries farmers of Vojvodina rely on horse power for tilling land, transportation, and other needs. In time, they developed a horse drawn wagon with unique properties that reflect the skill of those who participate in wagon manufacturing (carpenters, blacksmiths, and the like) as well as the cultural heritage of the multi-ethnic region of Vojvodina. The contents of the paper is the material taken after a Power Point presentation used for educational purpose and designed for agricultural high school level. The properties of the wagon are given in Serbian, Romanian and Slovenian languages, thus, the paper has a dimension of interconnection between various objects applied in agricultural practice and different languages.

**Key words:** horse-drawn wagon, wagon parts, the unit of measuring – Suf, folk traditions, traditional folk song – Becarac.

## *Empirična preiskava ali Kaj me zanima o sošolcih*

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### **Izvleček**

V prispevku avtorica predstavlja primer empirične preiskave pri predmetu matematika, ki so jo v okviru projektne naloge izvajali devetošolci. Njihove naloge so bile opredeliti problem, o katerem so želeli raziskovati, postaviti hipoteze, oblikovati anketni vprašalnik, rešene ankete obdelati, dobljene podatke prikazati s tabelami in ustreznimi diagrami. Pri tem so si pomagali s programoma Word in Excel. Na koncu so morali tako obdelane ankete ter ugotovitve zapisati v poročilo in o svojih ugotovitvah poročati sošolcem. V prispevku so opisani priprava, potek, ocenjevanje in analiza projektne naloge.

**Ključne besede:** matematika v vsakdanjem življenju, empirična preiskava, medpredmetne povezave, informacijska tehnologija pri pouku matematike, bralne učne strategije

## *Empirical research or What do I want to know about my schoolmates*

### **Abstract**

In the article, the author presents an example of empirical research, which was carried out by the ninth-graders as a project assignment at maths. Their assignments were to define the problem they wanted to research, set up hypotheses, form a survey questionnaire, process the answered surveys, and to show the obtained data with tables and corresponding diagrams. They used Word and Excel programmes. At the end they had to write a report about the surveys processed in this way and conclusions, and present their work to their schoolmates. The article describes the preparation, progress, assessment and analysis of the project assignment.

**Key words:** maths in everyday life, empirical research, interdisciplinary learning, information technology in maths classes, educational reading strategies



## *Učenci s sposobnostjo kritičnega mišljenja - učiteljev izziv*

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### **Izvleček**

Napeljevanje otrok k osmiseljevanju njihovega lastnega učnega procesa, se pravi naučiti jih biti kritični, utemeljevati svoje argumente, postavljati prava vprašanja, je bistveno težja naloga od klasičnega frontalnega podajanja znanja. Kako pripraviti učenca, da je v učnem procesu aktiven, medtem ko ga učitelj zgolj usmerja, in da kljub temu ali pa prav zato pride do končnega cilja, se pravi osvojenega znanja? E-listovnik je projekt, v katerem smo štiri učiteljice v istem razredu pri različnih predmetih učile na enak način s pomočjo računalniškega okolja. Kljub dobri pripravi, izobraževanjem in prebrani literaturi pa sprva pri projektu nismo bile uspešne. Od učencev smo v kratkem času pričakovale preveč. Kasneje smo se zato osredotočile le na en segment tovrstnega poučevanja, in sicer na postavljanje pravih vprašanj. Rezultati so bili precej boljši.

**Ključne besede:** Listovnik Mahara, Eufolio, formativno učenje, kritično mišljenje, računalniško okolje

## *Students with the ability of critical thinking – a challenge for teachers*

### **Abstract**

Directing children to make sense of their learning process, that is to say teach them to be critical, to support their arguments and ask the right questions is considerably more demanding than the classic ex-cathedra approach. How to encourage the pupil to take on an active role in the learning process, with the teacher's role reduced to directing pupils, but still or for the very reason the pupil reaches the final goal: knowledge. E-portfolio is a project where four teachers taught the same class four different subjects with the aid of computer environment. Despite thorough preparation, extensive additional education and the relevant literature studied we initially failed to be successful. Too much was expected from the pupils in a short space of time. Subsequently we focused on one segment of teaching, namely asking the right questions. The results improved considerably.

**Key words:** Portfolio Mahara, Eufolio, formative learning, critical thinking, computer environment

## *Spoznavajmo polarno raziskovanje: prvi korak v pripravo medšolske mreže “učilnic na terenu”*

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### **Izvleček**

V šolskem letu 2011/2012 so profesorji znanstvenega liceja “F. Prešeren” v Trstu sodelovali z raziskovalci univerze v Tromsu (severna Norveška) in izvedli projekt, ki je omogočil 43 dijakom zadnjega letnika, da so po uvodnem formativnem delu na šoli in v laboratoriju geologije na tržaški univerzi doživeli enotedensko bivanje v Tromsu, kjer so bili deležni najrazličnejših obogatitvenih dejavnosti, med drugim tudi znanstvenega raziskovanja v sklopu obravnave arktičnega planktona v biološkem laboratoriju na univerzi v Tromsu. Cilji projekta so bili različni: poglobljanje tematik svetovnega pomena, kot so posledice globalnega segrevanja na morski in obmorski ekosistem arktičnega in antarktičnega predela, povezava med šolo in svetom raziskovanja, spoznavanje kulture in običajev avtohtonega prebivalstva Samijev, urjenje angleškega jezika in kot zaključek evalvacija dela z razstavo o doživeti izkušnji, posodabljanjem “ad hoc” ustvarjenega bloga in organizacijo delavnice za sodelujoče, novinarje in sponzorje projekta. Šlo je za začetni projekt, ki pa bi se lahko razvil v mrežo sodelovanja med šolami in univerzami tudi različnih držav.

**Ključne besede:** globalno segrevanje, raziskovanje na skrajnem severu, medšolska mreža

## *Learning about polar exploration: the first step in the preparation of ‘out-of-the classroom’ inter-school network*

### **Abstract**

In the school year 2011-12, the teachers of the scientific lyceum “F. Prešeren” in Trieste collaborated with the researchers of the University of Tromsø (northern Norway) and carried out a project which enabled 43 students a one-week stay in Tromsø last year. After the initial formative work at school and in the laboratory of geology at the University of Trieste, the students had a one-week stay in Tromsø where they enjoyed a variety of enrichment activities including a scientific research about the Arctic plankton in the biological laboratory at the University of Tromsø. The project objectives were different: deepening the topics of global importance such as the consequences of global warming on marine and coastal ecosystems of the Arctic and Antarctic area, the connection between school and the research environment, learning about the culture and customs of the indigenous Sami population, the English language practice. The project ended with an exhibition evaluating the students’ experience, with the updating of the “ad hoc” created blog and the organization of workshops for participants, journalists and sponsors of the project. It was an incipient project which could further develop into a network of cooperation between schools and universities in different countries.

**Key words:** global warming, far north research, inter-school network

## *Z medpredmetnim povezovanjem razvijajmo in spodbujajmo ustvarjalnega in inovativnega posameznika*

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### **Izveček**

V prispevku je predstavljen pomen medpredmetnih povezav pri razvijanju in spodbujanju kompetenc 21. stoletja, kot so kritično mišljenje, ustvarjalnost, reševanje problemov, uporaba IKT pripomočkov ... Medpredmetne povezave pripomorejo k temu, da učenci uvidijo smisel obravnavane snovi pri pouku in njeno uporabno vrednost ter lažje povezujejo znanje med posameznimi predmeti. V nadaljevanju prispevka je predstavljenih nekaj primerov medpredmetnih povezav, ki so bile izvedene v bolnišnični šoli z namenom, da učenci dobijo bolj povezano in trajno znanje, ki ga bodo lahko uporabili v nadaljnjem izobraževanju ali življenju. Samo načrtovanje povezovanja predstavlja bolnišničnim učiteljem, zaradi specifičnosti bolnišničnega okolja, velik izziv. Drugačno okolje in delovni pogoji (različno stari otroci, z različnimi boleznimi, prilagoditvami in omejitvami), s katerimi se učitelji dnevno srečujejo v bolnišnični šoli, nudijo še toliko večjo priložnost za učiteljevo strokovno rast in njegov profesionalni razvoj.

**Ključne besede:** medpredmetne povezave, kritično mišljenje, ustvarjalnost, inovativen posameznik, trajno znanje, povezovanje znanja, profesionalni razvoj

## *Cross-curricular integration to develop and promote a creative and innovative individual*

### **Abstract**

The article presents the significance of cross-curricular integration for the development and promotion of the 21<sup>st</sup> century competencies, such as critical thinking, creativity, problem solving, the use of ICT tools etc. Cross-curricular links help pupils to understand the significance of the subject matter treated in lessons and its practical value, and to link knowledge easily across individual subjects. The second part of this contribution brings some examples of cross-curricular links within the hospital school aimed at a more synthesized and lasting knowledge of pupils who will be able to use it in further education process or in their life. Linking planning is by itself a great challenge for hospital teachers because of the hospital environment specifics. Different environment and working conditions the teachers face daily in hospital schools (children of different age groups, different illnesses, adaptations and limitations) offer an even greater opportunity for their professional growth and development.

**Key words:** cross-curricular links, critical thinking, creativity, innovative individual, lasting knowledge, knowledge synthesis, professional development

**KO UČIM, GRADIM**



2. sekcija

***Delo z otroki in najstniki s  
posebnimi potrebami***

2. session

***Work with children and teenagers  
with special needs***

## *Tudi v bolnišnični šoli spodbujamo kompetence 21. stoletja*

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### **Izvleček**

Okolje, v katerega je bolnišnična šola umeščena, učiteljem nudi možnost, da pouk zasnujejo drugače kot v "redni" šoli. Bolnim otrokom šola poleg pouka nudi tudi druge organizirane dejavnosti, ki so motivacijske in spodbujajo ter razvijajo učenceve interese, ustvarjalnost, kritično mišljenje ter jim tako nudijo koristno preživljanje časa v bolnišnici. V te dejavnosti učitelji vključujejo različno stare učence, ki se med seboj družijo, drug od drugega učijo (npr. učenje učenja, uporaba IKT-pripomočkov, medvrstniško sodelovanje ...) in med seboj sodelujejo z namenom, da dosežejo skupni cilj (lahko je to narejen izdelek ali pa koristno preživet prosti čas). V teh dejavnostih učenci znanje drugim učencem enkrat posredujejo, drugič pa ga prejemajo. Hkrati krepijo komunikacijske spretnosti (spretnost dajanja in prejemanja pomoči), ki so pomembne kompetence 21. stoletja. Tudi učitelji se s povezovanjem in z medsebojnim sodelovanjem učijo sprejemati nasvete, pohvale, kritike oziroma predloge drugih učiteljev ali učencev. Na tak način vsi udeleženci učnega procesa veliko pridobijo.

**Gljučne besede:** bolnišnična šola, kompetence 21. stoletja, medvrstniško sodelovanje, sodelovalno učenje, dejavnosti za dvig motivacije

## *21<sup>st</sup> century competencies promoted also in hospital schools*

### **Abstract**

A hospital school offers teachers a possibility to plan lessons differently than in "regular schools". Besides lessons the school provides sick children also with other organized activities that motivate and stimulate, as well as develop the pupils' interests, creativity, critical thinking and thus it enables them to spend the time in hospital usefully. Teachers involve children of different age groups in activities to socialise and learn from each other (e. g. learning to learn, the use of ICT tools, peer cooperation etc.) as well as cooperate with the aim to achieve a common goal (either manufacturing a product or spending time together usefully). Through such activities pupils, on the one hand, pass on the knowledge to other pupils and on the other hand, they receive it. They also strengthen communication skills (the skill of giving and receiving help) which are important 21<sup>st</sup> century competencies. Through linking and cooperation also the teachers learn to receive advice, praise, criticism and proposals from other teachers and pupils. Thus, all the participants in the educational process benefit a great deal.

**Key words:** hospital school, 21<sup>st</sup> century competencies, peer cooperation, cooperative learning, motivational activities

## *“Dobimo se v petek” – tabor za učence z dodatno strokovno pomočjo*

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### **Izvleček**

V letu 2014/2015 smo prvič izvedli enodnevni tabor za učence z dodatno strokovno pomočjo, ki smo ga poimenovali “Dobimo se v petek”. Učencem smo želeli ponuditi nekaj, kjer bi se lahko izkazali, kar bi tudi njim pomenilo pozitivno izkušnjo. Izvedli smo ga na podružnični šoli v Lazah, ki ponuja zaradi svoje idilične podobe, odmaknjenosti od centralne šole in vrveža prostor in kraj za takšno medsebojno delovanje in povezovanje. Gradili smo na naslednjih ciljih tabora: na pridobivanju novih splošnih znanj, na razvijanju metakognitivnih sposobnosti, na ohranjanju in vzdrževanju pozornosti, razvijanju pozitivne samopodobe. Poudarek je bil na izpopolnjevanju motoričnih spretnosti. Dejavnosti smo ponudili učencem od 2. do 9. razreda. Dopoldanski del je bil sestavljen iz orientacijskega pohoda skupin s spoznavanjem značilnosti krajev Laze-Jakovica ter Planinskega polja. Popoldanske dejavnosti so potekale v štirih skupinah. Učencem smo ponudili naslednje delavnice: likovno, kuharsko, izdelovanje lutk in polstenje.

**Ključne besede:** tabor, učenci s posebnimi potrebami, motorične spretnosti, pozitivna samopodoba, splošna poučenost

## *“Meet me on Friday” – a camp for pupils with special needs*

### **Abstract**

In school year 2014/2015 we for the first time organized a one day camp for pupils with special needs that we named “Meet me on Friday”. We tried to offer the children something different, something that they could express themselves with and would give them a positive experience. The camp was organized at our sister school in Laze, which offers a great place to be because of its idyllic countryside. The purpose of the camp was keeping and maintaining the concentration, building a positive self-image, and getting new general education. The main purpose was to improve physical skills. After the morning activities were done, we went on an orientation trip to see the famous places around the villages Laze, Jakovica and Planinsko polje field. In the afternoon pupils could practise and develop their skills in four different workshops.

**Key words:** camp, pupils with special needs, physical skills, positive self-image, general education

## *Kromosom več - izobraževalna ovira ali priložnost zanjo, zame, zate - za vse nas*

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### **Izvleček**

Vedno več oseb s posebnimi potrebami se vključuje v redno vsakodnevno šolsko okolje. To za učence, učitelje in starše predstavlja osebni, strokovni in družbeni izziv. V prispevku, v katerem je predstavljena deklica z downovim sindromom, se prepleta njena izobraževalna pot skozi osnovno in srednjo šolo s teoretičnimi vidiki inkluzivnega izobraževanja. Sodobni izobraževalni pristop zahteva spremembe, ki za družbo niso lahke in se jih ne more uvajati na hitro, a so nujne. Vsakodnevna praksa kaže na nujnost novih pristopov, ki jih podpirajo tudi mednarodni dokumenti, zavezujoči za države podpisnice - tudi Slovenijo. Od učitelja kot osrednjega nosilca sprememb v izobraževalnem procesu je odvisna kakovost izobraževanja. Učitelji pri svojem delu z učenci s posebnimi potrebami potrebujejo strokovno podporo, pomoč in kvalitetno izobraževanje. Učitelj mora svoje delo prilagoditi učencu, pridobiti večšine za nove izobraževalne izzive, spremeniti stara ustaljena stališča in do njih negovati pozitiven odnos.

**Ključne besede:** downov sindrom, inkluzija, izobraževanje, osnovna šola, srednja šola, učenec, učitelj

## *One chromosome more – an educational obstacle or an opportunity for her, for me, for you – for all of us*

### **Abstract**

Increasingly, persons with disabilities are integrated into regular school environment on a daily basis. For students, teachers and parents this represents a personal, professional and social challenge. Presenting a girl with Down syndrome, the paper intertwines her educational path through the primary and secondary school with the theoretical aspects of inclusive education. Modern educational approach requires changes to society which are not easy and cannot be introduced quickly but are nevertheless necessary. Everyday practice shows the urgent need for new approaches, supported by the international documents that are binding on the signatory states, including Slovenia. Education quality depends on the teacher as the central agent of change in educational process. Teachers working with special needs' pupils need professional support, assistance and quality education. The teacher needs to adapt their work to the student, acquire skills for new educational challenges, change old entrenched viewpoints and nurture a positive attitude towards pupils.

**Key words:** Down syndrome, inclusion, education, primary school, secondary school, pupil, teacher



## *Socialna klima v razredu s slabovidnim učencem*

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### **Izvleček**

Slabovidni otroci ter otroci z okvaro vidne funkcije so otroci, ki imajo zmanjšano ostrino vida, zoženo vidno polje ali okvaro vidne funkcije. Zmerno slaboviden otrok potrebuje delno prilagojeno vzgojno-izobraževalno okolje in po potrebi prilagojene učne in vzgojne pripomočke. Pri delu s tem učencem je bilo bistvenega pomena sodelovanje s starši in navajanje celega razreda na novo situacijo. Ob pričetku šolanja, v prvem razredu, je tega učenca najlažje vključiti. Zelo pomembno je spodbujati razvoj socialnega čuta pri učencih. Naučili so se deliti, pomagati, počakati, spodbujati in pohvaliti. Zelo pomemben dosežek v tem razredu pa je, da so učenci sošolcu nudili pravo mero pomoči, brez pomilovanja. Prisotnost slabovidnega učenca je zelo pozitivno vplivala tudi na odnose med ostalimi učenci in že peto leto zapored delujejo kot celota.

**Ključne besede:** slabovidnost, vključevanje, prilagoditev, sodelovanje, socialna klima

## *Social climate in the classroom with a child with visual impairment*

### **Abstract**

Children with a visual impairment or blindness are the children with reduced vision sharpness. A child with moderate visual impairment needs slightly adapted educational environment and, if necessary, adapted learning accessories. The most important thing while working with that child is cooperation with his parents and referencing the class with the whole new situation. At the beginning of the educational process, in 1st class, the inclusion is the easiest. It is very important to encourage the children's social responsibility. They learnt how to share, help, wait, encourage and praise. The greatest achievement in this classroom was the right quantity of help they gave, with no envy at all. The presence of the child with visual impairment has positively influenced the relationship among the rest of the class and for five years they have been acting unitedly.

**Key words:** visual impairment, inclusion, adaptation, cooperation, social climate

**KO UČIM, GRADIM**



3. sekcija

## *Delo z nadarjenimi*

3. session

## *Work with gifted students*

## *Raziskovalni tabor za nadarjene učence*

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Vprašanje, kaj in kako delati z nadarjenimi učenci, zagotovo zaposluje marsikaterega učitelja ali strokovnega delavca, ki se v šolah ukvarja z nadarjenimi učenci. Nekajdnevni raziskovalni tabor, v katerem se prepletejo izbrane naravoslovne, družboslovne in športne dejavnosti (odvisno od potreb posamezne šole), je lahko zelo primerna oblika, pri kateri učenci nadgrajujejo svoje znanje, hkrati pa urijo in razvijajo različne veščine. Tudi dejstvo, da se taka oblika izvede v nekem drugem okolju, pri čemer so učenci nekaj dni od doma skupaj s svojimi sovrstniki in mentorji, odigra pomembno vlogo, da to za učence postane poseben dogodek, ki vzbudi njihovo zanimanje. Tabor za nadarjene učence vseh treh tržiških osnovnih šol, izveden konec avgusta v Bohinju, z bivanjem v Taborniškem centru Bohinj, je bil prava odločitev. Program, naravnano na naravoslovne vsebine, kombiniran z različnimi športnimi možnostmi, ki jih ponuja omenjeno okolje, ter večeri ob tabornem ognju in spanje v šotorih so v učencih pustili neizbrisen pečat, v njihovih mentorjih pa občutek zadovoljstva, da je njihov namen uspel.

**Ključne besede:** nadarjeni učenci, raziskovalni tabor, učenje, znanje, veščine

## *A research camp for gifted and talented pupils*

### **Abstract**

The question of what to do with and how to work with gifted and talented pupils concerns many teachers or experts dealing with gifted and talented pupils at school. The multiday research camp that includes selective natural, social and sport activities (depending on the needs and specifics of each school) can be a very suitable form of upgrading the pupils' knowledge and training and developing their skills. The fact that it takes place in a different environment, with pupils staying away from home with their classmates and mentors, is also very important, as it turns it into a special event that rouses their interest. The camp for gifted and talented pupils of all three Tržič primary schools took place at the end of August in Bohinj and staying in the Camping Centre Bohinj was the correct choice. The programme focused on natural sciences and, combined with various sports activities that the environment enables, and evenings around camp fires and sleeping in tents left an indelible mark on the pupils, and their mentors were full of satisfaction that their goals were achieved.

**Key words:** gifted and talented pupils, research camp, learning, knowledge, skills

## *Več presne hrane za živahne otroške možgane*

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Prispevek predstavlja dejavnosti zdravega načina prehranjevanja na delavnici za nadarjene učence. Glavni namen delavnice je spodbuditi učence k zavestnemu večjemu vnosu sveže zelenjave in sadja v vsakdanji jedilnik in jih hkrati usposobiti za samostojno pripravo jedi. Navedeni so razlogi za tako prehranjevanje. Predstavljen je način dela v obliki samoanalize učenčevih prehranjevalnih navad. Našteta so dejstva o pomenu lokalno pridelane hrane in domačih vrtov. Vrednoten je posnetek poti v tujini pridelanega sadja do naših trgovin in sodobna pridelava zelenjave v rastlinjakih. Podanih je nekaj možnosti priprave zdravih in okusnih sladk brez dodanega sladkorja ali z dodatkom naravnega sladila. Naštete so prednosti skupinskega dela pri pripravi jedi in opažanja glede ročnih spretnosti ter samostojnosti pri delu. V prispevku so prikazane tudi zabavne dejavnosti širjenja besednega zaklada na temo sadja in zelenjave v slovenščini in angleščini.

**Ključne besede:** hrana, presno, otrok, zdravje, lokalno, samostojna priprava

## *More raw food for children's lively brains*

### **Abstract**

The article presents the activities on healthy eating practices at the workshop for talented pupils. The main object of the workshop is to encourage the pupils to consciously introduce more fresh vegetables and fruits to their daily diet and teach them independent meal preparation. The arguments for this kind of eating practice are put forward. The working method consisting of self-analysis of the pupil's eating habits is presented. Listed are the facts about the importance of locally grown food and home gardens. The video of the path taken by foreign-grown fruits to reach our shops is evaluated, together with the modern production of vegetables in greenhouses. Some options for preparing healthy and tasty desserts with no added sugar or with the addition of a natural sweetener are provided. The advantages of teamwork at the preparation of meals are listed, together with the observations about manual skills and independence at work. The contribution shows also some entertaining activities for expanding the vocabulary concerning fruits and vegetables in Slovene and English.

**Key words:** food, raw, child, health, local, independent preparation

## *En idiom na dan odžene dolgčas stran*

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### **Izvleček**

Avtorica v prispevku predstavlja primer dobre prakse povezovanja angleških idiomov in sodobne tehnologije v didaktične namene pri pouku angleškega jezika v osnovni šoli. Za uvod ali kot popestritev učnih ur je pogosto izbrala angleški idiom ali stalno besedno zvezo, ki je bila včasih učencem zelo blizu, pogosto pa jim je predstavljala popolno novost. Z namenom, da se učenci zaradi strahu pred napakami ne bi izogibali rabi idiomov v svojem ustnem in pisnem sporočanju, so dobili nalogo, da nekaj idiomov izberejo ter razložijo in s primeri predstavijo sošolcem. Takrat pa so naleteli na oviro: učenci so za angleško domačo nalogo uporabljali skoraj izključno prevajalnike, ki so dostopni na svetovnem spletu. Iz tega se je rodila ideja, da bi se z učenci v višjih razredih naučili uporabljati spletne slovarje in izkoristiti možnosti, ki jih ponujajo. Zbrali so nekaj idiomov na določeno temo ter se naučili poiskati njihov pomen, vzorčne povedi, izvor idioma, kadar je bilo to mogoče, legende povezane z njimi ter skupaj ustvarjali križanke, prispevke za šolsko glasilo ter filmčke. Izkazalo se je, da učenci kljub dobremu poznavanju sodobne tehnologije le-te niso uporabljali v izobraževalne namene, ko pa so spoznali še to plat svetovnega spleta, so ure angleščine postale zelo ustvarjalne in zanimive.

**Ključne besede:** idiom, stalna besedna zveza, angleški jezik, sodobna informacijsko komunikacijska tehnologija, spletni slovar

## *An idiom a day keeps the boredom away*

### **Abstract**

The paper presents an example of good practice integrating English idioms and modern technology in didactic purposes in teaching English in primary school. As an introduction or to enrich lessons the author often chose an English idiom or a collocation that in some cases came naturally to the students, but quite often it represented a complete novelty. For fear of making mistakes students avoid using idioms in their oral and written communication and to help them they were given a task to pick and choose a few idioms, interpret them and present examples of use to their classmates. Then they encountered an obstacle: for their English homework students used almost exclusively translators, which are available on the World Wide Web. From this the idea was born for pupils in higher grades to learn to use online dictionaries and exploit the opportunities offered by them. They gathered some idioms on a specific topic, found their meaning, sample sentences, the origin of the idiom, wherever possible, the legends associated with them and together they created crosswords, articles for the school newspaper and short movies. It turned out that students, despite good knowledge of modern technology did not use that for educational purposes, but when they became aware of that side of the Internet, English lessons become very creative and interesting.

**Key words:** idiom, collocation, English, modern information and communication technology, online dictionary

## *Pedagoško vodenje za delo z nadarjenimi učenci – Likovna kolonija Paletka*

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### **Izvleček**

Avtor v prispevku osvetli enega izmed vidikov pedagoškega vodenja v osnovni šoli - delo z nadarjenimi učenci na področju likovne umetnosti. V ospredje postavi vprašanja: kako oblikovati stališča in cilje za delo z likovno nadarjenimi učenci v osnovni šoli in kako spodbuditi likovne pedagoge, da bodo pri delu z nadarjenimi učenci iskali nove poti in uporabljali različne pristope, da bodo za nadarjene učence uporabili zanimive, njim prilagojene učne strategije. Odgovore na ta vprašanja predstavi s primerom iz prakse – z likovno kolonijo Paletka, ki je oblika dela z likovno nadarjenimi učenci za osnovne šole s področja občin Kungota, Pesnica in Šentilj. Projekt je zasnovan zato, ker je čas, ki je v slovenski šoli odmerjen za izvajanje in poučevanje likovne umetnosti, bistveno preskromen za resnejšo obravnavo in pripravo mladih na izzive ter razumevanje sodobnega sveta. Avtor ugotavlja, da Paletka spodbuja ustvarjalnost učencev in oblikuje široko kulturno zavest mladih.

**Ključne besede:** likovna kolonija Paletka, nadarjeni učenci, vizualna umetnost, ustvarjanje, vodenje

## *Pedagogical management for work with gifted pupils – Art colony Paletka*

### **Abstract**

The author highlights the aspect of school leadership and its influence on work with students gifted in visual arts. He's focused on principles and goals which should be accomplished, as well as on encouraging art teachers to provide appropriate and challenging learning programs based on a range of strategies which match the learning styles and needs of gifted and talented students. Art colony Paletka is an example of such work. Paletka is a name for several workshops in which talented vision and art students from municipalities of Kungota, Pesnica and Šentilj can explore their creativity. Paletka broadens and deepens their knowledge, sharpens their art skills and offers them learning opportunities which can't be found (because of a small amount of art lessons in the curriculum) in regular art classes.

The author concludes that Paletka stimulates creativity of pupils and develops a broad cultural awareness of young people.

**Key words:** Art colony Paletka, gifted pupils, visual art, creativity, management

**KO UČIM, GRADIM**





4. sekcija

## *Svetovalno delo v šoli*

4. session

## *School counselling*

## *Filozofija za otroke v okviru šolske svetovalne službe*

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### **Izvleček**

Metoda, značilna za filozofijo za otroke (FZO), predstavlja enega od mogočih pristopov k reševanju težavnih medvrstniških odnosov na ravni razreda. Pomemben cilj FZO je refleksija lastnih mnenj in dejanj, ki temelji na vodenem dialogu med učenci. Učitelj opravlja vlogo moderatorja, svojega mnenja pa praviloma ne izraža. Izhodišče dialoga najpogosteje začrta kratka zgodba. Ta je izbrana v skladu z zastavljenimi cilji in razrednim problemom. Dobre rezultate prinašajo predvsem zgodbe, v katerih se učenci sprva ne prepoznajo. Tako lahko treznejše, bolj neobremenjeno in s potrebno distanco razmišljajo o problemu, njegovih posledicah, odgovornosti vpletenih in mogočih rešitvah, saj se ne čutijo osebno vpleteni. Ko pridejo do smiselnih zaključkov, se začne iskanje ustreznih vzporednic med zgodbo in razrednim problemom. Učenci ob izmenjavi mnenj premislijo odkrite vzorce ravnanj, predlagane rešitve in težave na poti do njih. S tem razvijajo odgovornost za lastno ravnanje.

**Ključne besede:** svetovalno delo, filozofija za otroke, medvrstniški odnosi, dialog, vzgoja za demokracijo, osnovna šola

## *Philosophy for children in the context of school counselling*

### **Abstract**

Methodology used in Philosophy for children represents one of the possible approaches in managing peer conflicts in the classroom. Self-reflection is an important goal of Philosophy for children and is based on the dialogue among students. The teacher takes the role of the facilitator and normally does not express his own opinion. The starting point of the dialogue is mostly a thought-provoking stimulus such as a text. It is chosen according to the aims of the lesson and the problems of the class. Good results are mostly achieved if students do not recognize themselves in the stimulus instantly. Thus the students' approach to think about the problem and its consequences, as well as responsibility and possible solutions can be more objective. As students come to reasonable conclusions, the group can start looking for parallels between the stimulus and their own class problem. In the end the students recognize themselves in the revealed patterns of acting. These patterns, as well as the solutions and difficulties, are being reexamined.

**Key words:** school counselling, philosophy for children, peer relations, dialogue, education for democracy, elementary school

5. sekcija

*Izvedba programov v okviru  
izbirnih predmetov, interesnih  
dejavnosti oziroma obveznih  
izbirnih vsebin*

5. session

*Optional subjects, extra curricular  
activities and school events*

## *Filmska vzgoja*

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### **Izvleček**

Filmsko vzgojo smo na naši šoli sprva izvajali po pouku. Z učenci prve in druge triade smo si ogledali animirane filme, izbrane iz otroškega programa Slon (to so avtorski animirani filmi z mednarodnega filmskega festivala Animateka). Z učenci tretje triade pa smo si ogledali in analizirali posnetek s spleta. Učenci so pozorno spremljali animirane filme, strpno poslušali drug drugega ter dopuščali in upoštevali različne poglede in razlage svojih sošolcev. Neprecenljive so njihove interpretacije doživljanj, vživetij v zgodbe in like. Filmska vzgoja spodbuja domišljijo, ustvarjalnost, inovativnost, tolerantnost, različne načine mišljenja in ravnanja. S pomočjo animiranih filmov so učenci doživeli "risanke" na nov način, uživali so v raziskovanju možnosti, ki jih ponuja svet animiranega filma, starejši učenci pa so poglobljeno razpravljali o čustvih, ki jih posameznik doživlja ob ogledu. Dogodek je opazno obogatil gledanje oz. doživetje filma.

**Ključne besede:** filmska vzgoja, vsebine filmske vzgoje, filmska kultura, animirani film, ustvarjalnost

## *Film education*

### **Abstract**

Film education has been organized as a club after school. Pupils of the first three classes watched animated films from children programme Slon (animated films from the international film festival Animateka). Pupils of the last three classes watched and analysed an internet clip. Pupils watched the films attentively, listened to each other tolerantly and allowed different view points and explanations. Their interpretations and experience of the characters and stories have been priceless. Film education encourages creativity, imagination, inventiveness, tolerance, and different ways of thinking and reacting. With the help of the animated films the pupils experienced the "cartoons" in a new way. They enjoyed exploring the possibilities of an animated film. The older pupils discussed the feelings in depth. The event noticeably enriched watching and experiencing the film.

**Key words:** film education, film education content, film culture, animated movie, creativity

## *Kemijski vikend na Gimnaziji Želimlje*

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### **Izvleček**

Ključni poudarki pri pouku kemije v gimnaziji so na zbiranju podatkov, na prikazu soodvisnosti med temeljnim kemijskim znanjem in možnimi aplikacijami ter ekonomijo. V prispevku avtorica predstavlja kemijski vikend na Gimnaziji Želimlje, ki je nadgradnja rednega pouka kemije in omogoča daljše in zahtevnejše kemijske poskuse kot pri pouku. Tema vikenda je bila okoljevarstvena: ozaveščanje o proizvodnji polimerov in plastike ter predstavitev možnosti za zmanjšanje količine odloženih odpadkov in s tem povezanih okoljskih bremen. Prispevek izpostavlja posledice naraščajoče rabe plastičnih polimerov ter predstavi nekatere poskuse za bolj množično uveljavljanje trajnostnih vrst plastike, predvsem biorazgradljive plastike in plastike iz obnovljivih virov. Podrobneje predstavi kemijski poskus pridobivanja bioplastike iz krompirja. Dijaki so na vikendu imeli priložnost, da se soočijo s problemom odlaganja plastičnih odpadkov v naravi, da razvijajo pozitiven odnos do okolja ter se oblikujejo v ozaveščenega in kritičnega potrošnika, ki se zaveda, da ima možnost izbire, s katero soustvarja prihodnost.

**Ključne besede:** kemijski vikend, Želimlje, plastični odpadki, bioplastika, trajnostni razvoj

## *Weekend chemistry classes at Želimlje Grammar School*

### **Abstract**

The key emphasis in teaching chemistry at grammar school is on collecting data, showing interdependency of fundamental chemical knowledge and potential applications and the economy. The article presents weekend chemistry classes at Želimlje Grammar School. They are an addition to regular chemistry classes and enable longer and more complex chemical experiments than in the classroom. The topic of the weekend was environment protection: raising awareness about the production of polymers and plastics and presenting the options to reduce the amount of landfilled waste and related environmental burdens. The article highlights the consequences of the increased use of plastics and polymers. It presents some experiments to advance wider use of sustainable plastics, particularly biodegradable plastics and plastics from renewable resources. It gives a detailed presentation of a chemical experiment to obtain bioplastics from potatoes. During the weekend, students had the opportunity to address the problem of plastic waste disposal in nature, to develop a positive attitude towards the environment, and grow into an informed and critical consumer who is aware of the importance of making choices which affect the future.

**Key words:** weekend chemistry classes, Želimlje, plastic wastes, bioplastics, sustainability

## *Izbirne ekskurzije v tujino*

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### **Izvleček**

Izbirne plačljive ekskurzije v tujino so stalna ponudba na mnogih šolah, tudi na Biotehniškem centru Naklo (v nadaljevanju BC Naklo). Pogosto se tem ekskurzijam očita, da so izleti povsem splošne narave. Pri nas smo se jih lotili drugače. Izbira destinacije je odločitev dijakov. Na jesenskih projektih dnevih izvedemo pripravo na ekskurzijo. V dveh dneh kandidati pripravijo interni vodnik v izbrano deželo. Na eni strani lista (A4) dijak na čim bolj inovativen način predstavi temo, ki je lahko s področja zgodovine, geografije, književnosti, umetnosti, gospodarstva, kulture, športa, zabave, o izbrani deželi ali kraju. Dijaki preberejo roman avtorja iz dežele, v katero potujemo. Če potujemo na jezikovno področje, katerega jezika v šoli ne poučujemo, organiziramo jezikovno delavnico. Nekateri izdelajo likovne izdelke na temo dežele, v katero potujejo, skuhamo tipične jedi izbrane dežele in si ogledajo film domačega režiserja. Svoje izdelke predstavijo na poti v avtobusu. Po končani ekskurziji izdelajo mapo vseh gradiv, nastalih doma, priložijo lastne fotografije, vstopnice, napišejo mnenje o ekskurziji. Nastanejo inovativni in unikatni izdelki kot evalvacija opravljenega projektnega dela.

**Ključne besede:** Biotehniški center Naklo, izbirna plačljiva ekskurzija, projektne dnevi, predhodna priprava, interni vodnik, mapa izdelkov

## *Elective excursions to a foreign country*

### **Abstract**

Elective payable excursions abroad have been a permanent offer at many schools including at the Biotechnical Center Naklo (BC Naklo). On many occasions the excursions are considered too general. At BC Naklo we try to approach them differently. The students chose the destination on their own. Preparation for the excursion is made during the autumn project days. The candidates prepare an internal guide for the chosen destination in two days. Students are required to present a theme about the chosen country or place in the most innovative way and are limited to one A4 page. The presented material about a specific country or places relates to different areas i.e. history, geography, literature, art, economy, culture, sports, entertainment etc. The students read a novel by the author of the country we visit. If they travel to a foreign country where official language is different from the languages learnt at school, a language workshop is organized. Some students make art drawings, using the country they will be visiting as the subject, others prepare typical dishes originating from the chosen country or watch a film by the native film director. The artwork and other products prepared by the students are presented on the coach during the journey. After returning from the excursion, students make a final folder with all the materials, including the primary materials, adding their own photographs, tickets and finishing it with their own written opinion of the excursion. These unique and innovative folders and products then serve as an evaluation of finished project work.

**Key words:** Biotechnical center Naklo, elective payable excursion, project days, preparation in advance, internal guide, final folders prepared by students

## *Špansko popoldne na Gimnaziji Želimlje*

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### **Izvleček**

Dijaki tretjih letnikov Gimnazije Želimlje so ob zaključku triletnega programa učenja jezika organizirali tematski dogodek v španskem jeziku z naslovom *Espanoles en el corazón*. Program so zasnovali sami, vanj pa so vključili kulturne, umetnostne in razvedrilno-izobraževalne vsebine. K sodelovanju so pritegnili tudi dijake nižjih letnikov. Učitelj je prevzel aktivno vlogo pri idejnem konceptu tovrstnega pouka, v nadaljevanju procesa pa se je postopno umikal v vlogo pasivnega usmerjevalca, moderatorja, medtem ko so dijaki prevzemali vlogo aktivnih izvajalcev, njihovo delo pa je bilo zasnovano medvrstniško interaktivno, skupinsko in medgeneracijsko povezovalno. Osrednji element povezovanja sta bila španski jezik in kultura. Takšna oblika pouka je dijakom omogočila samoiniciativnost, kreativnost in posledično izredno visoko motivacijo, hkrati pa je aktivirala in konkretizirala oziroma prenesla njihovo uskladiščeno jezikovno znanje na raven avtentične življenjske situacije. To je posledično izjemno pozitivno vplivalo na njihovo samopodobo in jezikovno kompetenco.

**Ključne besede:** aktivna vloga dijakov, odprti pouk

## *Spanish afternoon at Želimlje Grammar School*

### **Abstract**

Upon the completion of the three-year Spanish language learning programme, the third year Želimlje Grammar School students who are taking Spanish as their third language decided to organize a thematic event. The students designed the programme on their own. It includes cultural, artistic, entertainment and educational contents, reciting the Spanish and Latin American poetry of their own choice, musical interpretation of Spanish composers, singing popular songs in Spanish with their own musical accompaniment, talking to the guest who had spent several years in Latin America and making a quiz on cultural and linguistic issues. Invited were also the students of lower-level classes who enriched the event with the presentation of Spanish cuisine. The teacher played an active role in the initial stage of forming the concept of this kind of teaching, but during the process she gradually retreated into the role of passive moderator and facilitator, while the students took on the role of active performers. This work was based on peer and group interaction, as well as on inter-generational integration. The central element of integration was the Spanish language and culture. This kind of teaching enabled students to develop a sense of initiative, creativity and consequently extremely high motivation, as well as helped them to activate, materialize and transfer their stored linguistic knowledge to the level of authentic life situation. As a consequence it produced an extremely positive impact on their self-esteem and linguistic competence.

**Key words:** active role of students, open kind of teaching

## *Kulturno-umetniška vsebina kot pomemben element razvijanja dijakove kompetence učenje učenja*

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### **Izvleček**

Obvezna izbirna vsebina v tujem jeziku je pomemben dejavnik uspešnega izvajanja dejavnosti za spodbujanje učenja učenja. V prispevku predstavljamo primer uporabe in povezovanja uprizoritvene umetnosti z učnim procesom, kar dijaku pomaga razvijati kompetenco učenje učenja in ga obenem vodi skozi izkustveno učenje. Dijakova vloga v učnem procesu se spreminja iz poslušalca in gledalca muzikla v kritika umetniškega dela ter v zadnji fazi v ocenjevalca svojega dela. Namen dijakovega samovrednotenja ni ocenjevanje znanja, temveč opredelitev lastnih ciljev in boljše poznavanje strategij učenja, ki jih dijak izkusi v procesu pisanja v tujem jeziku. Celostni vpogled v ta proces nas vodi do spoznanja, da je takšen način učenja za dijake zahteven, vendar jih bolj motivira ter navaja na bolj samostojno delo za prihodnost.

**Ključne besede:** obvezna izbirna vsebina, učenje učenja, samovrednotenje, tuji jezik, strategija učenja

## *Art and cultural contents as an important element in developing student's learning to learn competence*

### **Abstract**

An extra-curricular activity in foreign language is an important factor of a successful execution of tasks which promote learning to learn competencies. The paper presents an example of how to use and link performing arts with the learning process, which helps students develop the learning to learn competence and at the same time leads them to experiential learning. The student's role in the learning process changes from the musical listener and watcher to a work of art reviewer and finally to a self-assessor of his own writing. The purpose of the student's self-assessment is not assessing knowledge but setting his own goals and promoting knowledge of learning strategies that the student experiences through the process of his own foreign language writing. A holistic insight into this process leads us to the findings that learning to learn is demanding but motivating for the students. Furthermore, the students familiarize themselves with studying and working more independently in the future.

**Key words:** extra-curricular activity, learning to learn, self-assessment, foreign language, learning strategy



## *Obisk različnih verskih skupnosti, delujočih v Sloveniji – doživetje, predvsem pa učenje za življenje*

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### **Izvleček**

Ob nedavnem terorističnem napadu na uredništvo časopisa Charlie Hebdo, v katerem sta napadalca ubila 12 ljudi in se med napadom deklarirala za muslimana, ki sta maščevala preroka, je za trenutek zastal domala ves svet. Potem pa se je zganilo ljudstvo in tisoči so prišli na pariške ulice. Ob teh dogodkih se je pri urah izbirnega predmeta Verstva in etika izkazala potreba učencev po pogovoru o omenjenih dogodkih in po pravilnem razumevanju v smislu, da je šlo za ekstremistično dejanje posameznikov, ki ga nikakor ne smemo posplošiti in pripisati muslimanskim skupnostim nasploh. Letošnji obisk različnih verskih skupnosti v Ljubljani je v učencih pustil pozitiven vtis. Iz njihovih vtisov se je zopet izkazalo, da mladi, poleg učenja v šolskih klopeh, potrebujejo predvsem možnost neposrednega osebnega stika s predstavniki drugih verskih skupnosti. V teh interakcijah se močno oblikuje njihovo razumevanje in strpnost do drugače verujočih. Prav slednje pa je nedvomno eden temeljnih gradnikov strpne in nenasilne družbe prihodnosti, kakršne si želimo.

**Ključne besede:** učenje, strpnost, razumevanje, religija, verske skupnosti, drugačnost

## *Visiting various religious communities active in Slovenia – experience and lifelong learning*

### **Abstract**

After the recent terrorist attack on the offices of the Charlie Hebdo magazine, where two attackers killed twelve people and declared themselves as Muslims avenging their prophet, the whole world was stunned for a moment. Then the people acted and thousands swarmed the streets of Paris. After these events, the need of pupils to discuss these events and to understand them correctly was expressed in the optional classes of Religion and Ethics, in a sense that this was an act of extremists that can in no way be generalized and ascribed to Muslim communities in general. This year's visit to various religious communities in Ljubljana left a positive impression on the pupils. Their impressions show that the young do not only need to learn in classes, but also need to have direct contact with representatives of other religious communities. These interactions strongly shape their understanding and tolerance of people of other beliefs. And this is certainly one of the core building blocks of a tolerant and peaceful community of the future that we strive for.

**Key words:** learning, tolerance, understanding, religion, religious communities, distinctiveness

**KO UČIM, GRADIM**



6. sekcija

***Knjižnica kot učno okolje in  
razvijanje bralno-jezikovne  
kulture***

6. session

***Library as a learning environment,  
reading and language endorsement***

## *Razvijanje bralne pismenosti na srednji poklicni šoli z bralnim klubom*

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### **Izvleček**

Zavest in predanost knjigi je dodana vrednost prijetnega knjižničnega okolja, v katero vstopajo dijaki, da bi si širili obzorja; tu iščejo potrebno literaturo za določene naloge pri predmetih in strokovnih modulih, sem pridejo po nasvet o domačem branju, ali pa kar tako. Knjižnica naj bi postala osrednji prostor za druženje in prijetno kramljanje. Na srednji poklicni šoli je bralna pismenost na zelo nizki ravni. Tudi obisk šolske knjižnice je zanemarljiv. Dijaki nimajo bralnih navad, imajo celo odpor do branja. V prispevku avtor predstavi bralno pismenost, rezultate ankete o branju med dijaki prvega letnika v šolskem letu 2014/15 in bralni klub kot eno izmed oblik spodbujanja bralnih navad v času internetne generacije.

**Ključne besede:** bralni klub, srednja poklicna šola, bralna pismenost, šolska knjižnica

## *Developing reading literacy through a reading club at a secondary vocational school*

### **Abstract**

Awareness about the importance of books and dedication to reading them represents an added value of a pleasant library atmosphere. Students come to broaden their horizons, to find suitable reading material for their school assignments; they come for advice about their reading home assignments or for no reason at all. The school library is supposed to become a central place of socializing and pleasant conversations. The level of reading literacy is really low at secondary vocational schools and visiting the library is quite insignificant. Students do not tend to read or they even feel aversion towards reading. This article looks into reading literacy, presenting the results of the survey carried out among first year students of 2014/2015 generation and proposes a reading club as one of the possible forms of encouraging reading in the times of internet generation.

**Key words:** reading club, secondary vocational school, reading literacy, school library

## *Medgeneracijsko branje za dvig socialnega in kulturnega kapitala*

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### **Izveček**

Biotehniški center Naklo se je v šolskem letu 2014/15 vključil v projekt Dvig socialnega in kulturnega kapitala v lokalnih skupnostih za razvoj enakih možnosti in spodbujanje socialne vključenosti (SKK). V sodelovanju z OŠ Naklo, OŠ Šenčur in OŠ Simona Jenka Kranj smo z različnimi dejavnostmi povezovali šole članice mreže med seboj in z lokalnim okoljem. Na BC Naklo pa smo želeli povečati število socialnih stikov dijakov in njihov interes za branje literature. Organizirali smo dejavnost bralni klub in izvedli medgeneracijsko branje domačega branja v poklicnem razredu. Z anketo in s pogovorom smo izmerili, ali lahko ustrezna izbira knjige in zanimiva dejavnost po branju spodbudita dijake, da bodo pogosteje in raje posegali po branju literature.

**Ključne besede:** medgeneracijske skupine, domače branje, socialni kapital, kulturni kapital, dijaki, projekt

## *Intergenerational reading for the promotion of social and culture capital*

### **Abstract**

During the school year 2014-15, Biotechnical Center Naklo was involved in the project Raising social and cultural capital in local communities for the development of equal opportunities and promoting social inclusion. In cooperation with the Primary School Naklo, Primary School Šenčur and Primary School Simon Jenko Kranj we linked up the schools network members with each other and with the local environment. BC Naklo aimed to increase the number of students' social contacts and their interest in reading literature. Reading club activities and intergenerational home-reading in vocational class were organized. A survey and an interview were used to measure if the appropriacy of books' selection and an interesting after-reading activity encourage students' frequency and love of reading.

**Key words:** intergenerational reading, home reading, social capital, culture capital, students, project

## *Menjaj branje in sanje*

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### **Izvleček**

Prispevek predstavlja dejavnost menjave knjig – bookcrossinga na Biotehniškem centru Naklo. Dijaki in učitelji prinesejo knjige, ki so jim bile všeč, in jih delijo z drugimi navdušenimi bralci. V knjižnici je poseben prostor za podarjene knjige, kjer se bralci srečujejo in izmenjajo knjige. Ideja je deliti knjige, ki si jih prebral, z drugimi ljudmi, ki bi jih radi prebrali. Prebrani knjigi se kot dodatna motivacija za branje izbranega dela napiše ali nariše posvetilo, misel ali sporočilo za naslednjega bralca. V prispevku sta prikazani dve leti sodelovanja v UNESCO projektu Menjaj branje in sanje in spremljajoči delavnici izdelovanja knjižnih kazalk.

**Ključne besede:** bralci, knjiga, bookcrossing, menjava, UNESCO, knjižna kazalka

## *Exchange reading and dreams*

### **Abstract**

This paper presents the exchanging of books or bookcrossing activity at Biotechnical centre Naklo. The teachers and students have been asked to exchange the books they liked with other enthusiastic readers. Our library has a special place where the readers meet and leave their books to be read by other booklovers. The idea is to share the books you have read with people who would like to read them as well. After reading the chosen book, each reader writes down his or her thoughts, ideas or messages for the next reader, who is therefore additionally encouraged to read this work of art. In the paper, the author describes the two-year cooperating process in the UNESCO project Exchanging reading and dreams, and the accompanying workshops where the participants made their unique bookmarks.

**Key words:** readers, book, bookcrossing, exchange, UNESCO, bookmark

## *Knjižnica kot spodbudno okolje za razvoj predšolskih otrok in profesionalni razvoj strokovnih delavcev v vrtcu*

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### **Izvleček**

Avtorica v prispevku predstavlja pomembnost knjižnice pri razvoju otroka in profesionalnem razvoju strokovnih delavcev v vrtcu. Knjiga je v predšolskem obdobju orodje za prvo seznanjanje s črkami in prepoznavanje besed, stavkov, besedila. V tem obdobju se začne opismenjevanje ali pozneje branje knjig preko slušnega in vidnega zaznavanja. V vrtcu se strokovni delavci zavedajo pomembnosti opismenjevanja, kar lahko podkrepijo tudi z otroško knjižnico in knjižnim kotičkom. Pri profesionalnem razvoju strokovnih delavcev ima velik pomen kvalitetna strokovna literatura. Strokovna literatura vzgojiteljem pomaga pri težavah v skupini, odnosih ali osebni rasti. Vzgojitelji večinoma prebirajo strokovno literaturo tudi glede na to, v katerem starostnem obdobju so otroci. Strokovni delavci se zavedajo pomembnosti prebiranja in dostopnosti strokovne literature, saj se na ta način strokovno izpopolnjujejo in dvigujejo kakovost dela v celotnem vrtcu.

**Ključne besede:** knjižnica, vrtec, razvoj otroka, profesionalni razvoj, knjižni kotiček

## *The library as a stimulating environment for the development of kindergarten children and personal development of professional workers in kindergarten*

### **Abstract**

The author presents the importance of libraries in the child's development and in the professional development of the kindergarten workers. During the preschool years, books are the primary instrument where children encounter words, sentences and texts. During this period, the children become literate and develop listening and visual perception. The kindergarten workers are aware of the importance of literacy and they encourage it by the use of children's library and book corner. The literature quality plays an important role in the professional development of the workers. Professional literature helps the teachers solve problems they encounter in their groups, relationships and personal growth. Teachers usually consult professional literature depending on the children's age. Kindergarten workers are aware of the importance of reading and the availability of professional literature in their personal development and the quality improvement of their work in the kindergarten.

**Key words:** library, kindergarten, child development, professional development, book corner

# *Vpliv vljudnostnih strategij na vzpostavljanje in ohranjanje pozitivnih odnosov med udeleženci pedagoškega diskurza*

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## **Izvleček**

S posebnimi vljudnostnimi strategijami, upoštevajoč vljudnostna pravila, v vsakdanji komunikaciji ohranjamo lastno samopodobo oziroma pozitivno integriteto in izražamo spoštovanje do integritete drugih. Eden ključnih pogojev za uspešno delo v razredu je neogrožanje integritete učencev (seveda tudi spoštovanje učiteljeve integritete), in sicer s primerno rabo vljudnostnih izrazov – eno od strategij uravnavanja družbenih odnosov, ki je zelo pomembna pri vzpostavljanju uspešne in učinkovite komunikacije. Kljub opaznemu premiku k simetriji v odnosih med udeleženci sodobnega pedagoškega diskurza in zmanjšanju neenakosti med njimi analiza konkretnih primerov pedagoškega govora oziroma funkcioniranje preučevanih jezikovnih oblik v pedagoških diskurzivnih praksah kaže, da to ne vpliva na zmanjšanje učiteljeve moči.

**Ključne besede:** vljudnostne strategije, pozitivna vljudnost, negativna vljudnost, pedagoški diskurz, naslavljanje

## *The influence of politeness strategies in building and maintaining positive relationships among the participants in pedagogical discourse*

## **Abstract**

The use of special politeness strategies and the rules of courtesy in everyday communication maintains one's self-esteem and positive integrity as well as conveys the respect for the integrity of others. One of the key conditions for successful work in the classroom is not to imperil the pupils' integrity (and of course, to respect the integrity of the teacher) through the appropriate use of polite terms. They are one of the strategies to regulate social relations which is crucial in establishing effective and efficient communication. Despite notable shift towards symmetry in the relations between the participants of the modern pedagogical discourse and the reduction of inequalities among them, the analysis of concrete examples of pedagogical discourse and the functioning of the studied language forms in pedagogical discourse practices reveals that the teacher's power is not reduced.

**Key words:** politeness strategies, positive politeness, negative politeness, pedagogical discourse, address forms



7. sekcija

***Delovno mesto –  
učno okolje pri delodajalcu***

7. session

***Students' practical work in  
cooperation with the future  
employer***

## *Učitelj kot organizator in mentor praktičnega usposabljanja v tujini – projekt Nockberge*

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### **Izvleček**

Izobraževanje in vzgoja za razvijanje kompetenc 21. stoletja zahtevata od šole in učitelja pristope, ki vključujejo poleg inovativnih metod in projektne dela v razredu čim močnejše povezovanje s trgom dela. Učitelj danes lahko vstopi na trg dela tudi tako, da je mentor dijakom pri praktičnem usposabljanju pri delodajalcih. Evropski projekti omogočajo povezavo s tujino - zavarovano območje Nockberge v Avstriji se je izkazalo kot zelo primeren delodajalec za naše biotehniške programe, kot sta naravovarstveni tehnik in kmetijsko- podjetniški tehnik. Organizacija in izpeljava takih projektov zahteva razvoj mnogih dodatnih spretnosti oz. kompetenc tudi pri učitelju – vse od raziskave terena na začetku do evalvacije izvedbe projekta na koncu.

**Ključne besede:** praktično usposabljanje, učitelj mentor, kompetence 21. stoletja, naravovarstveni tehnik, spretnosti učitelja, Nockberge - zavarovano območje

## *A teacher as an organizer and mentor of students' internship abroad – project Nockberge*

### **Abstract**

Education for developing 21<sup>st</sup> century competences demands from the school and teacher new approaches which include not only innovative methods and project work at classes but also the strongest possible connection with the labour market. Nowadays a teacher can be a part of the labour market by mentoring students at their practical training given by employers. European Union projects enable students connections with foreign countries – the protected area of Nockberge in Austria has proved to be a very suitable worksite for our students of biotechnical programs such as nature conservation technicians and agricultural technicians. The organisation and realisation of such projects calls for the teacher who has many additional skills and competences, from terrain researches at the beginning to the evaluation of the whole project at the end of the students' practical training.

**Key words:** students' internship, teacher mentor, 21<sup>st</sup> century competences, nature conservation technician, teacher skills, Nockberge protected area

## *Komunikacija v prodaji – prenos teorije v prakso v šolski trgovini*

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### **Izvleček**

Komunikacija v prodaji (KOP) je predmet v triletnih poklicnih programih srednješolskega izobraževanja v okviru odprtega kurikulumu. Učimo ga na pobudo delodajalcev, ki pri novo zaposlenih opažajo pomanjkljivo obvladovanje teh veščin. Dijaki se zato učijo boljšega javnega nastopanja, sporazumevanja in obvladovanja različnih situacij pri delu s strankami. Pri predmetu sprva pridobivajo teoretično znanje, ki ga potem še praktično nadgradijo. Biotehniški center Naklo (BC Naklo) ima v sklopu svojih dejavnosti šolsko trgovino, ki za nadgradnjo predstavlja odličen poligon. Dijakom je omogočena dejanska situacija, komuniciranje s strankami. Spoznavajo tipičen potek dela pri delodajalcu - v šolski trgovini, z vsemi spremljajočimi dejavnostmi, pridobivajo dodatne izkušnje, predvsem pa samozavest. Še posebej dijake spodbujamo k samoiniciativnosti, saj delavec, ki sam vidi dodatno delo in je pripravljen narediti nekaj več od tistega, kar se od njega pričakuje, zagotovo bolje kotira na zaposlitvenem trgu. Dijaki po opravljeni praksi v trgovini napišejo poročilo o delu in pridobljene izkušnje kritično ocenijo. To je pomembna povratna informacija za izvajalce predmeta, saj z vsakim šolskim letom svoje smernice za opravljanje prakse v trgovini temu prilagajamo in jih izboljšujemo.

**Ključne besede:** komunikacija, prodaja, trgovina, praksa, delodajalec, dijak

## *Sales communication – putting theory into practice*

### **Abstract**

Sales communication is an open curriculum subject in the three-year secondary vocational programmes. Teaching the subject started on the employers' initiative who noticed the lack of communication abilities among the new employees. Students learn to improve their public appearance, communication strategies and the ways to react in different situations when working with customers. Students first acquire theoretical knowledge which they later upgrade with practical work. One of the activities of Biotechnical Centre Naklo is its own shop which is a perfect option to enable this experience. Students face real situations and need to communicate with the customers. They get to know the typical workflow at the employer's - at the school shop with all the accompanying activities. Thus they gain new experience and most importantly increase self-confidence. The students are especially encouraged to show personal initiative since an employee who shows readiness to do extra work and is prepared to do more than expected will surely find employment more easily. After finishing the work experience at the school shop, the students produce a report where they evaluate their practice and experience. This is an important feedback for the teacher who can adjust and improve guidelines for school shop practice in the future.

**Key words:** communication, sale, shop, practical education, employer, student

## *Mobility of Slovenian students in the Netherlands*

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### **Abstract**

The author of the paper has been teaching floristics and marketing for more than 30 years. He started his career of an educator at Wellantcollege but later decided to establish his own Floweracademy company. As an entrepreneur he has been giving lectures and workshops in more than 19 countries. His cooperation with Biotechnical Centre Naklo is based on educational courses for florists which he does together with dr. Sabina Šegula. Besides teaching he is regularly involved in international mobility projects, organizing practical work of students from Biotechnical Centre Naklo in different nurseries and flower shops located all in the Netherlands. In his opinion the young need work experience abroad since they can gain new field specific knowledge and competences, meet latest technology in the field of horticulture, new types of ornamental plants, find new cultures and at the same time practise communication in English language.

**Key words:** student mobility, floristics, field specific knowledge, communication

## *Mobilnost slovenskih dijakov na Nizozemskem*

### **Izvleček**

Avtor prispevka se s poučevanjem floristike in marketinga ukvarja že več kot 30 let. Najprej je poučeval na Wellantcollegeu, nato pa se je odločil, da ustanovi svoje podjetje Floweracademy. Tako kot samostojni podjetnik poučuje v več kot 19 različnih državah po celem svetu. Sodeluje z Biotehniškim centrom Naklo pri izvajanju izobraževalnih seminarjev za cvetličarje, ki jih izvaja skupaj z dr. Sabino Šegula. Poleg izobraževanja se vključuje tudi v mednarodne projekte mobilnosti in tako organizira praktično izobraževanje dijakov in študentov Biotehniškega centra Naklo v različnih vrtnarijah in cvetličarnah na Nizozemskem. Meni, da mladi nujno potrebujejo izkušnje v tujini, saj tako pridobijo nova strokovna znanja in kompetence, spoznavajo najnovejšo tehnologijo na področju hortikulture, nove sorte okrasnih rastlin, novo kulturo in trenirajo komunikacijo v angleškem jeziku.

**Ključne besede:** mobilnost dijakov, floristika, strokovno znanje, komunikacija

## *Potrditev znanja na terenu, tako v Sloveniji kot v tujini*

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### **Izvleček**

Praktična uporaba znanja in vseh veščin, ki oblikujejo celotno sliko posameznika, je pri zaposljivosti izjemno pomembna. Pri tem se pojavlja še en vidik, ki ga ne smemo zanemariti – vse bolj je pomembno, kje se je kandidat učil. Strokovnjaki (učitelji, predavatelji, profesorji) v izobraževalnih institucijah postavljajo nivoje znanj, ki jih morajo kandidati osvojiti. Višji so nivoji, bolj so veščine in znanja prepoznavna. Visoke nivoje znanj lahko postavljajo le mentorji, ki so visoko usposobljeni in je permanentno izobraževanje postalo del njihovega načina življenja. Prepoznavnost mentorjev kot izjemnih strokovnjakov na področju njihovega izobraževanja je ključno tudi pri sodelovanju z gospodarstvom. Ko mentor svetuje podjetjem in s svojim znanjem pripomore k boljšemu delovanju podjetja, potem imajo tudi njegovi kandidati boljše možnosti pri zaposljivosti. Na področju marketinga v hortikulturi in floristiki smo v letih 2014–2015 izvedli kar nekaj uspešnih projektov, pri katerih smo sodelovali različni deležniki: podjetja iz Slovenije in tujine, dijaki, študentje in kandidati izobraževanja odraslih (mentorica dr. Sabina Šegula) iz Biotehniškega centra Naklo.

**Ključne besede:** zaposljivost, mentorji, praktična znanja, marketing, hortikultura, floristika

## *Knowledge confirmation at work in Slovenia and abroad*

### **Abstract**

Practical application of knowledge and all the skills which define an overall picture of an individual are extremely important when applying for a job. Another aspect should not be neglected: it is of high importance for the future employer to know where and how the candidate has gained his knowledge and skills. The experts (teachers, lecturers, professors) at educational institutions set learning goals which their students have to achieve. Higher goals can lead to more distinguished skills and knowledge. High levels of knowledge can only be set by highly qualified mentors whose lifelong learning has become an important part of their lifestyle. The recognisability of mentors as distinguished experts in the field of their education is also crucial in the cooperation with economy. When the mentor advises companies and his knowledge helps the company to more success, also his students will increase their chances of getting a job. In the field of marketing in horticulture and floristics many successful projects were carried out in 2014 and 2015. They were the result of cooperation among different stakeholders: the companies from Slovenia and abroad, secondary school students, higher vocational college students and adults (mentored by Sabina Šegula, PhD) who are regular employees but at the same time attend evening classes at Biotechnical Centre Naklo.

**Key words:** employability, mentors, practical knowledge, marketing, horticulture, floristics

## *Students' Internship at Eco-Village Sólheimar*

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### **Abstract**

Students' internships play a vital role in the higher vocational education, connecting educational institutes and entrepreneurs. Biotechnical Centre (BC) Naklo Higher Vocational College provides educational programs in the field of landscape management, nature protection and horticulture. Its activities involve a large network of international collaborations, whereby environmental, social and cultural aspects are again linked with science and entrepreneurship. Practical education is organized inside local small and medium enterprises, non-governmental organizations and farms. In addition, students' transnational mobility experience and volunteering is welcomed and evaluated with academic credit. The article is focused on description of a good practice of internship that was organized at the ecovillage Solheimar in Iceland. The benefits for students, including acquisition of new social and environmental knowledge and skills, are emphasized.

**Key words:** ecological community, internship, community-based-learning,

## *Praktično izobraževanje v ekovasi Sólheimar*

### **Izvleček**

Praktično izobraževanje (PRI) je pomemben del višješolskega študija, ki temelji na povezovanju izobraževalnih ustanov z gospodarstvom. Višja strokovna šola Biotehniškega centra Naklo ponuja izobraževalne programe na področju upravljanja podeželja in krajine, naravovarstva in hortikulture. Dejavnosti višješolskega Centra vključujejo široko mrežo mednarodnega sodelovanja, pri čemer se okoljske, socialne in kulturne vsebine povezujejo z znanostjo in s podjetništvom. Praktično izobraževanje je organizirano v okviru lokalnih podjetij, nevladnih organizacij in kmetij. Spodbuja pa se tudi nabiranje praktičnih izkušenj preko mednarodne mobilnosti in prostovoljstva. Članek se osredotoča na eno bolj relevantnih dobrih praks praktičnega izobraževanja v sodelovanju z ekološko vasjo Solheimar na Islandiji. Pri opisu dobre prakse smo poudarili predvsem znanja, spretnosti in kompetence, ki so jih študenti pridobili preko te izkušnje.

**Ključne besede:** ekološka skupnost, praktično izobraževanje, učenje v skupnosti

8. sekcija

# *Izmenjave dijakov*

8. session

# *Student exchange*

## *Izmenjave dijakov na Škofijski klasični gimnaziji*

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### **Izvleček**

V prispevku bo avtor podrobneje predstavil najpogostejšo vrsto mednarodne dejavnosti Škofijske klasične gimnazije. To so šolske izmenjave dijakov, pri katerih dijaki v osnovi pridobivajo vsestranske izkušnje in širijo ter poglobljajo svoje znanje, šola pa razvija svoje poslanstvo celostnega razvoja posameznika v njegovi telesni, čustveni, intelektualni, družbeni, moralni in duhovni razsežnosti. Zato se te izmenjave nadalje delijo po svoji vsebini in ciljih na jezikovne, kulturne, športne, glasbene, predmetne, na izmenjave pevskih zborov in druge tematske izmenjave. Prek konkretnih primerov v zadnjih letih bo v prispevku predstavljena vsa ta raznolika paleta izmenjav. Kot pomembna vidika bosta izpostavljena financiranje izmenjav ter njihov pomen za vzgojo dijakov. Vsak dijak, ki izrazi željo, naj bi se v času šolanja udeležil vsaj ene izmed omenjenih izmenjav. Končni cilj in smisel šolske izmenjave namreč ni samo spoznavanje novih krajev in ljudi, temveč tudi to, da se dijaki naučijo spoštovati drugačnost in brisati stereotipe o tujih deželah in ljudeh.

**Ključne besede:** Škofijska klasična gimnazija, mednarodna izmenjava, poslanstvo šole, celostni razvoj posameznika, partnerska šola, vzgoja v spoštovanju drugega

## *Student exchanges at the Diocesan Classical Gymnasium*

### **Abstract**

In the following paper, the author discusses the most common international activity of the Diocesan Classical Gymnasium, the so-called student exchanges. It is believed that the students who take part in an exchange programme get all-round experience, broaden and deepen their knowledge. The exchange programmes also contribute to the school's mission of achieving holistic personal development by considering student's physical, emotional, intellectual, social, and spiritual dimension. The exchanges are, therefore, divided into several groups according to the content and objectives: linguistic, cultural, sports, music, choir, and other exchanges. This paper offers an overview of this great abundance of exchanges with an emphasis on their funding and impact on student's education. The final objective of all these exchanges is not only getting to know new places and people, but above all learning how to respect others in all their diversity. Therefore, all students have an opportunity to take part in at least one exchange programme during their schooling.

**Key words:** Diocesan Classical Gymnasium, international exchange, school's mission, holistic development, partner school, education to respect others



## *Generation S(ustainability)*

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Na Biotehniškem centru Naklo je mednarodno sodelovanje v gimnazijskih razredih del izobraževalnega programa. V ta namen prijavljamo različne projekte mednarodnega sodelovanja s šolami po Evropi. V članku predstavljamo projekt Generation S(ustainability), ki je potekal v šolskih letih 2013/14 in 2014/15. Glavna tema projekta je bil trajnostni razvoj. Aktivnosti so bile usmerjene na: obnovljive vire energije, varčevanje z energijo, ravnanje z odpadki, biotsko pestrost, čiščenje odpadnih voda in možnosti zaposlovanja v zelenih poklicih. Sodelovali smo s štirimi šolami iz Španije, Belgije, Nemčije in s Poljske. Najlepši del projekta so bila srečanja; vsaka šola je organizirala eno srečanje, kjer so gimnazijci srečali sovrstnike, živeli pri gostiteljskih družinah, se sporazumevali v angleščini, nemščini, španščini ali mešanici slovanskih jezikov. Zelo pomembna sta bila timsko delo in vzgoja za trajnostni razvoj okolja in rabe naravnih virov.

**Ključne besede:** mednarodne izmenjave, projekt, trajnostni razvoj, Evropa, vrednotenje projekta

## *Generation S(ustainability)*

### **Abstract**

Biotechnical center Naklo promotes international cooperation in grammar school classes as part of the educational program. To this purpose the school applies to various international cooperation projects with the schools across Europe. The paper presents the project Generation S(ustainability) which was held during the school years 2013-14 and 2014-15. The main topic of the project was sustainable development. The activities related to renewable energy, energy saving, waste management, biodiversity, waste water treatment and employment opportunities in green careers. We have cooperated with four schools from Spain, Belgium, Germany and Poland. The most delightful part of the project was the meetings. Each school organized one meeting where the students met their peers, stayed with host families, communicated in English, German, Spanish or in a mixture of Slavic languages. Special focus was given to team work as well as to the education for sustainable development and the use of natural resources.

**Key words:** international exchanges, project, sustainable development, Europe, project evaluation

## *Na skupnih poteh*

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### **Izvleček**

Partnerstva se gradijo s skupnim delom in skupnimi projekti. Tako se iz več skupnih uspešnih projektov lahko zgradijo dolgoletna partnerstva. Za razvijanje novih učnih možnosti za dijake in učitelje se je kot primer dobre prakse izkazala triletna pogodba med šolami Landwirtschaftliche Fachschule Drauhofen, Landwirtschaftliche Fachschule Ehrental, obe iz Avstrije, in Srednjo šolo BC Naklo. Pogodba, kot močan simbolni akt, je bila podpisana v šoli v Drauhofnu v obeh jezikih. Dogodek so spremljali novinarji in pomembni gosti iz Avstrije in Slovenije. S skupnimi aktivnostmi se niža meja med sosednjima državama. V znak skupnega dela ter sodelovanja so šole uspele oblikovati skupni povezovalni logo in skupno zastavo. Zastava simbolizira udeležene šole in že izvedene skupne projekte. Februarja 2015 je uspel tudi skupni nastop na mednarodni razstavi „Bilder am Eis“, na Weißensee (avstrijska Koroška). V prihodnje so v načrtu izmenjava dijakov, izmenjava učiteljev, sodelovanje SŠ BC Naklo na odprtih sejemskih aktivnostih šol v Ehrentalu in Drauhofnu. Partnerstvo z izmenjavami dijakov, učiteljev in skupnih projektov postaja vedno bolj živo, odprto in prijateljsko. S skupnim projektnim delom gradimo skupno prihodnost v združeni Evropi. Tako je lahko moto Na skupnih poteh resnično živ.

**Ključne besede:** partnerstvo, izmenjava dijakov in izkušenj, zblíževanje kulture in jezika, učenje za življenje, projektno delo, graditi novo skupnost, novi učni poligoni za dijake in učitelje

## *Treading a common path*

### **Abstract**

Partnerships are built by joint working and by joint projects. A number of successful joint ventures can result in long lasting partnerships. With the aim to develop new learning opportunities for the students and teachers, a three-year contract was signed as an example of good practice. Signing of the contract as a powerful symbolic act was carried out in both languages at the school in Drauhofnu in Austria. The event was accompanied by reporters and important guests from Austria and Slovenia. Through joint activities borders between neighboring countries are declining. As a sign of joint work and cooperation, the schools created a common connecting logo, as well as a common flag. The flag symbolizes the school and the already implemented joint projects. In February 2015, a successful joint appearance was made at the international exhibition Bilder am Eis in Weißensee in Carinthia. In the future we plan to carry out students' exchanges, teachers' exchanges, as well as the participation of BC Naklo Secondary School at the open exhibition activities at the schools in Ehrental and Drauhofen. The partnership involving students' and teachers' exchanges and joint ventures is becoming ever more alive, open and friendly. The joint project work helps us build a common future in the united Europe. The common motto of the partnership Treading a common path is thus being accomplished.

**Key words:** partnership, the exchange of students and experience, the convergence of culture and language, learning for life, project work, building a new community, new learning grounds for students and teachers

## *Strokovna ekskurzija učiteljev BC Naklo na Norveškem*

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### **Izvleček**

Učitelji in dijaki Biotehniškega centra Naklo imamo utečene partnerske vezi s sorodnima šolama na Norveškem (Hjeltnes in Voss Jordbruksskule). Z izobraževanjem učiteljev in dijakov bomo nadaljevali tudi v prihodnje, saj pouk na tak način postane konkreten in uporaben. Pokazali so nam primere dobre prakse ohranjanja kulturne krajine in sonaravnega gospodarjenja. Sorodne šole poučujejo dijake v programih hortikultura, kmetijstvo, konjenišstvo in dresura, preživetje v naravi. V naš učni program uvajamo primere prakse iz tujine in obratno. Prevozili smo gorsko kolesarsko pot, videli primere prakse ohranjanja etnološke in kulturne dediščine. Spoznali smo območja zavarovane narave. Pokazali so nam načine, kako občutljivo naravno območje gorske in tundrske pokrajine lahko prav tako tržimo z omejitvami in s smernicami sonaravnega in trajnostnega razvoja. Ohranjeno podeželje in razvit socialni potencial je lahko vir preživetja. Denarna sredstva za izobraževanja in izmenjave črpamo iz mednarodnih projektov, ki jih pridobimo in izvajamo preko projektne pisarne na našem centru.

**Ključne besede:** Biotehniški center Naklo, izobraževanje učiteljev in dijakov na Norveškem, sonaravno gospodarjenje, preživetje v naravi, zaščiteno območje, izobraževanje dijakov za razvoj podeželja

## *A field trip of the Biotechnical Centre Naklo teachers to Norway*

### **Abstract**

The teachers and students of the Biotechnical Centre Naklo maintain well-established partnership with similar schools in Norway in Hjeltnes and Voss Jordbruksskule. Organized by the school project office, the training and exchange are financed by international projects. The schools in Norway educate students in horticulture, farming, horseback riding and dressage, survival in the wild. The exchange was an opportunity to see the examples of cultural landscape preservation and sustainable management. We drove on the mountain biking trail and learnt how to protect ethnological and cultural heritage. We entered protected nature sites and saw how to manage mountain and tundra landscapes by including sustainability and sustainable development. Well-preserved countryside can be a source of income for our students. The education of teachers and students will continue in the future as a way of making our curriculum even more concrete and useful.

**Key words:** Biotechnical Centre Naklo, teachers' and students' training in Norway, sustainable management, survival in the wild, protected area, the education of students for rural development

9. sekcija

# *Inovativni pristopi k poučevanju*

9. session

# *Innovative approaches to teaching*

## *Odkrij talent v sebi s pomočjo odprte kode*

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### **Izvleček**

Zelo je pomembno, da se dijaki pokažejo, v čem so najboljši, da se znajo promovirati v svoji najboljši luči. Za osebno promocijo lahko uporabijo moderne oblike informacijskih kanalov, kot je na primer Youtube. V sklopu modula računalniško oblikovanje so dijaki tretjih letnikov dobili nalogo, da izdelajo video vodiče, kako praktično uporabljati učinke v odprtokodnem programu KDeLive. Učinke so si dijaki izbrali sami. Med urami izdelave videa so se dijaki zelo veliko naučili in tudi nasmejali, saj kar nismo mogli verjeti, kako zabavno in hkrati težko je pred kamero nastopati. Izkazalo se je, da so vsi nadarjeni v nečem: nekateri bolje govorijo, nekateri odlično montirajo videoposnetke in so pri tem zelo natančni, nekateri imajo afiniteto pri izbiri glasbene podlage, nekateri pa so suvereni igralci. Končni izdelek pa bo nagrada za njih same - njihovo delo bo ostalo na medmrežju, in kadarkoli bodo potrebovali reference, jih bodo lahko uporabili pri svoji osebni promociji. Navsezadnje je celotni projekt promocija tudi za šolo, video posnetki pa bodo uporabni še za ostale, ki bi se radi naučili uporabljati program KDeLive.

**Ključne besede:** promocija, Youtube, KDeLive, odprta koda

## *Discover your gifts with open source*

### **Abstract**

These days it is very important for students to promote themselves and show others where they are best. For this purpose, they can use modern ways of information channels and Youtube is a great tool for this. Third-year students of the subject Computer Design were given a task to make video tutorials on the practical usage of effects in an opensource program KDeLive. Students chose the effects themselves. While they were making their videos, they learnt a lot and also had a great deal of laugh. They could not believe that acting in front of the camera was so difficult. They discovered that they have different talents: some are good speakers, some are accurate in mounting videos, some choose music background appropriately, others are simply born actors. The final product will be a reward in itself for them – their work will be on the Web and when they need references, they can use this material for their promotion. Moreover, the whole project is a promotion for the school and the video tutorials are also useful for others who would like to learn about KDeLive.

**Key words:** promotion, Youtube, KDeLive, open source

## *Pouk tujega jezika – vaje za govorno sporočanje*

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### **Izvleček**

Prispevek predstavlja primer učne ure angleškega jezika z vajami za govorno sporočanje v 9. razredu, kjer so učenci v učnih skupinah. Enake vaje so bile izpeljane v treh učnih skupinah. Govorno sporočanje je lahko precejšnja ovira pri učenju tujega jezika, saj se številni učenci sramujejo napak, ki jih lahko naredijo in zato izpadejo smešno. Predstavljene vaje so zelo preproste in ne predstavljajo obsežnega govora v tujem jeziku. Vseeno pa pomagajo učencem nekako prebiti led in se sprostiti. Učenci uporabljajo jezik vsakdanjih situacij in se pri tem tudi zabavajo. Cilj je vključiti vse učence, ne glede na njihove sposobnosti. Vse vaje učenci delajo v parih, učitelj pa za posamezno vajo daje navodila in nadzira. Takšne vaje pa tudi ne predstavljajo dodatnega dela ali obremenitve za učitelja.

**Ključne besede:** angleščina, vaje, govorno sporočanje, delo v parih

## *Foreign language teaching – speaking practice*

### **Abstract**

The article focuses upon a lesson of English with exercises for speaking skills in 9th grade. The same exercises were given in three groups. Speaking in a foreign language might be a big obstacle for learners of English as we are ashamed of mistakes we might make and therefore look ridiculous. The exercises presented in this paper do not cover big chunks of language. But yet they are very simple, they help students to relax and start talking. They use everyday language and they are having fun at the same time. The aim of the lesson is to include all students, no matter what their language abilities are. Students work in pairs. The teacher gives instructions and monitors the class. Such exercises do not represent special supplementary work for the teacher and you can take them into the classroom right away.

**Key words:** English, practice, speaking, pair work

## *Avtonomija učenca pri pouku angleščine v srednji šoli*

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### **Povzetek**

Zaradi vse manjšega sodelovanja učencev, vse slabše motivacije za delo in posledično slabih ocen pri pouku angleščine, sem se odločila, da je potrebno nekaj spremeniti. Odločila sem se, da raziščem in uporabim drugačen pristop k poučevanju angleščine, in sicer avtonomijo učenca, ki se od tradicionalnega pouka angleščine v Sloveniji kar precej razlikuje, saj v ospredje postavlja učence ter njihovo samostojnost in ne učitelja s svojim frontalnim podajanjem znanja. Avtonomija učenca pri učenju angleščine se je najprej začela uporabljati v okviru Sveta Evrope, ko je le-ta sestavil številne projektne skupine, ki naj bi spodbujale vseživljenjsko učenje. Henry Holec je bil prvi, ki je začel uporabljati avtonomijo učenca pri izobraževanju odraslih. Od trenutka, ko je predstavil koncept avtonomije, so se začeli izvajati številni projekti v različnih evropskih državah, s ciljem, da ustvarijo učno okolje, v katerem bodo učenci radi delali in ki bo omogočilo temelje za čim bolj samostojno učenje. Projekti so se izkazali za nadvse uspešne, njihovi rezultati so bili namreč večja samostojnost učencev z boljšo motivacijo in s sposobnostjo, da uporabljajo jezik ne le v razredu, temveč tudi v vsakdanjih življenjskih situacijah. Odločila sem se, da preizkusim ta drugačen pristop k poučevanju angleščine in tako poskušam izboljšati motivacijo učencev in s tem dobiti boljše rezultate pri pouku angleščine v tretjem letniku tehniškega programa srednje šole. Rezultati projekta so bili neverjetni.

**Ključne besede:** avtonomija učenca, tradicionalen pouk angleščine, motivacija, samostojnost, vse-življenjsko učenje

## *Learner autonomy in secondary-school English classes*

### **Abstract**

Lately I have been noticing that students are cooperating less and less in their English classes. There is also a lack of motivation and therefore students' grades are getting lower by the day. I decided that there is a need for a change. I researched Learner Autonomy as a different approach to learning English. Learner Autonomy differs greatly from traditional English classes in Slovenia. Learners and achieving their independence are in the centre of the learning process whereas traditional approaches still put focus on teachers and acknowledge them as the source of the majority of information. The term learner autonomy in foreign language teaching and learning first began to be used in the late seventies by the Council of Europe, when different project groups were formed in order to promote life-long learning. Henry Holec was the first who began using the term learner autonomy in adult education. Following Holec's introduction of the concept of autonomy a number of projects were carried out in different European countries. The goal of these projects was to try to create an environment, in which learners would like to work in, and would create grounds for more independent learning. The outcomes of these projects were amazing, resulting in greater learners' motivation, independence and ability to use the language not only in the classroom but also in the real-life situations. I decided to try out this different approach to learning English. I hoped that the outcome would be better motivation on the part of the students, and therefore, their grades would get better. For my project I used a third-year secondary-school English class. The results of the project were amazing.

**Key words:** learner autonomy, traditional English classes, motivation, independence, life-long learning



## *Razvijanje zmožnosti pisnega sporočanja pri pouku tujega jezika po načelih avtonomije učenca*

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### **Izvleček**

V članku je predstavljena tehnika za razvijanje zmožnosti pisnega sporočanja po načelih avtonomije učenca, ki je bila uspešno uporabljena pri delu z dijaki tehniških programov srednje šole Biotehniškega centra Naklo (kmetijsko-podjetniški tehnik, naravovarstveni tehnik) in se uporablja tudi v osnovni šoli (Ådalens Privatskole, Danska), še zlasti primerna pa je za dijake v zahtevnejših, na primer gimnazijskih, programih. Poleg razvijanja pisnega sporočanja vključuje tudi zahtevne metakognitivne in jezikovne procese, kot so načrtovanje in spremljanje učenja ter vrstniško vrednotenje in samovrednotenje v tujem jeziku ob pomoči prilagojenih opisnikov in kriterijev za ocenjevanje. Podlaga za tovrstno učenje je poučevanje po načelih avtonomije učenca, ki predvideva veliko vključenost učenca tujega jezika pri načrtovanju, izpeljavi in vrednotenju učenja, s tem pa večjo motivacijo, bolj avtentično uporabo jezika ter kvalitetnejše, bolj trajno in bolj uporabno znanje.

**Ključne besede:** pisno sporočanje, avtonomija učenca, načrtovanje, spremljanje, vrstniško vrednotenje, samovrednotenje, avtentičnost

## *Developing writing skills in the foreign language according to the principles of learner autonomy*

### **Abstract**

The article presents a technique for developing writing according to the principles of learner autonomy, which was successfully applied in several classes of technical secondary school students (agriculture, nature conservation) at the Biotechnical Centre Naklo Secondary School. It is also being used in primary school (Ådalens Privatskole, Denmark) and is especially appropriate with more advanced, for example gymnasium, classes. Apart from developing writing skills, the technique includes higher-order metacognitive and linguistic processes such as planning, monitoring, peer- and self-evaluation and assessment (in the foreign language), supported by a set of guidelines, descriptors and assessment criteria. The background for this kind of learning is the concept of learner autonomy, which presupposes a more significant role of the learner in the planning, monitoring and evaluation of learning that brings along increased motivation, more authentic use of language and more permanent and relevant knowledge.

**Key words:** writing, learner autonomy, planning, monitoring, peer-evaluation, self-evaluation, authenticity

## *Razvoj računalniške aplikacije za učenje in uporabo okrasnih lesnatih rastlin*

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### **Izvleček**

V sodelovanju z norveškimi in s španskimi partnerskimi šolami smo v okviru projekta DONE (Development Of New E-learning tool in horticulture) izdelali računalniško aplikacijo ter katalog okrasnih lesnatih rastlin, s katerim je možno spoznavanje in prepoznavanje rastlin na nekoliko drugačen, e-način. Aplikacija tako predstavlja nov pristop k poučevanju dendrologije v srednji šoli in omogoča lažje in hitrejšo spoznavanje temeljnih vsebin v vrtnarskih programih.

**Ključne besede:** projekt DONE, okrasne lesnate rastline, dendrologija, uporaba rastlin, računalniška aplikacija, metoda učenja, katalog rastlin

## *Developing a computer application for learning and using woody ornamental plants*

### **Abstract**

In cooperation with Norwegian and Spanish partner schools within the project DONE (Development Of New E-learning tool in horticulture) we developed a computer application and prepared a catalogue of woody ornamental plants that enables recognition of individual plants in a slightly different electronic way. The application presents a new approach to teaching dendrology in secondary school and enables easier and quicker learning of basic contents in horticultural school programmes.

**Key words:** Project DONE, woody ornamental plants, dendrology, the use of plants, computer application, learning method, plant catalogue

*Kritično mišljenje, sodelovanje,  
skupnost, ustvarjalnost*

*Critical thinking, cooperating,  
community, creativity*

**KO UČIM, GRADIM**



## *Učenje in poučevanje v 21. stoletju na osnovi ameriških izkušenj*

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### **Izvleček**

Avtorica predstavlja z vidika ameriškega vzgojno-izobraževalnega sistema zadnje štiri generacije učencev, štiri vrste učiteljev in štiri ključne sposobnosti, ki naj bi jih razvijali današnji učenci v procesu šolskega izobraževanja. Zagovarja stališče, da je nujno poznati značilnosti in potrebe nove generacije učencev ter jih z novim modelom poučevanja pripraviti na kompleksne življenjske izzive 21. stoletja. Izziv je toliko večji, ker so sodobni učitelji postavljeni pred vprašanje novih pedagoških paradigem, ki jih sami v procesu svojega izobraževanja niso izkusili in se nanje tudi niso mogli temeljiteje pripraviti. Kot rešitev avtorica nakazuje okrepljeno medsebojno sodelovanje učiteljev in delavcev šole ter ustvarjanje zdrave in močne šolske skupnosti.

**Ključne besede:** šola za 21. stoletje, novi pedagoški prijemi, značilnosti novih generacij učencev, aktivni učitelji, pasivni učitelji, učitelji žrtve, komunikacija, sodelovanje, ustvarjalnost, aktivnost, kritično razmišljanje

## *Learning and teaching in 21<sup>st</sup> century based on American experience*

### **Abstract**

The author presents from the viewpoint of the American educational system the last four generations of learners, four types of teachers and four key skills that should be developed by today's students in the process of their schooling. She asserts the position that it is essential to know the characteristics and needs of the new generation of learners and employing a new model of teaching to prepare them for the complex life challenges of the 21<sup>st</sup> century. This challenge is even more demanding because modern teachers are faced with the issue of new pedagogical paradigms. In the process of their education teachers did not experience these new paradigms nor were they thoroughly trained to adequately address them. As a solution the author suggests heightened collaboration between teachers and staff leading toward the creation of a healthy and strong school community.

**Key words:** School for the 21<sup>st</sup> century, new pedagogical approaches, the characteristics of the new generations of learners, active teachers, passive teachers, teachers - victims, communication, collaboration, creativity, critical thinking

*beležke*



## beležke



*beležke*

