



# IZKUŠNJE IN IZZIVI VZGOJE IN IZOBRAŽEVANJA V ČASU EPIDEMIJE

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mednarodna

(Slovenija, Nizozemska, ZDA)

strokovna konferenca 2020

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# **IZKUŠNJE IN IZZIVI VZGOJE IN IZOBRAŽEVANJA V ČASU EPIDEMIJE**

## **ZBORNİK POVZETKOV**

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## **ACADEMIC COACHING TO SUPPORT EXECUTIVE FUNCTION AND STUDENT ACHIEVEMENT DURING THE PANDEMIC SCHOOL YEAR**

Abstract: Students benefit from academic coaching to support achievement and to develop independent and collaborative learning skills. During the pandemic learning year, all students need extra support because they are faced with a dynamic and unpredictable learning environment which may be either at school or online from their homes. Shifting between learning in-person and distance learning can be very stressful for students, and especially for students challenged in the areas of executive function: attention, working memory, planning, organizing, and self-starting. This session focuses on strategies for coaching students on executive function skills such as preparing a work space, coordinating a schedule and materials for learning, organizing and prioritizing work requirements, persisting to complete work, developing self-advocacy and communication skills, and finally, turning work in on time. Join Dr. Malen to hear narratives of student experience in many of these areas to learn about challenges students experience and the coaching strategies that parents, teachers, tutors and students can use to help students manage executive function demands, navigate learning, and achieve during this unprecedented year in education.

Key Words: Executive function, Distance learning, ADHD, Twice exceptional, Student Achievement

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## **CRITICAL THINKING IN CORONA TIMES: THE THINKING BUBBLES (©NOORDWIJK METHOD)**

In these Corona times, critical thinking and information processing are even more crucial than ever. Many sources do not provide accurate information and it is hard to distinguish fact from fiction. Also, there are a lot of different perspectives and viewpoints that can be taken. The Thinking Bubbles provide questions to research all possible aspects of a subject. They can be used with every subject and in every class. The questions related to the Thinking bubbles include subjects like understanding and memory, scientific reasoning, relations and connections, perspective taking, creative thinking, personal relevance and valuation. Frum van Egmond, designer of the Thinking Bubbles, will explain the Thinking Bubbles and she will provide you with examples that you can use in classroom situations.

Key Words: critical thinking, corona, thinking bubbels, education



## **VRTEC NA DALJAVO IN ZAKAJ NE!**

Povzetek: Meseca marca je bila v Sloveniji razglašena epidemija. Posledično smo zaprli tudi vrtce. Kot strokovna delavka v vrtcu imam 15 let izkušenj, kot sindikalna zaupnica imam izkušnje od leta 2008, kot predsednica SK PV SVIZ Slovenije pa od leta 2018. Menim, da si lahko dovolim kritizirati zakaj vrtci na daljavo NE! V prispevku želim predstaviti in obenem kritizirati kako je potekala organizacija dela z vidika raznih inštitucij in stroke. Da se bodo vrtci zaprli smo bili obveščeni iz danes na jutri predvsem iz medijev. Sledila je odredba za delo od doma. Kako bo potekalo delo doma ni vedel nihče! Vsa odgovornost se je prenesla na strokovne delavce. Ker smo sposobni, prilagodljivi in iznajdljivi smo delo izpeljali po najboljših močeh. Iz vidika inštitucij podajam glasno kritiko NIJZ, ZRSŠ in MIZŠ. Niti eno priporočilo s strani NIJZ ni upoštevalo razvojne psihologije in otroka. Glede na to, da sem imela možnost sodelovati pri usklajevanju priporočil NIJZ – niti eno stališče strokovnih delavcev ni bilo upoštevano. Prav tako je bilo razbrati, da ZRSŠ v svojih priporočilih ne razume dela v oddelkih vrtca, MIZŠ pa je ves čas deloval pasivno in vse skupaj prelagal na NIJZ in ZRSŠ. Na koncu pa so vse tri inštitucije odgovornost prenesle na strokovne delavce vrtca. Kaj smo ugotovili? Da delo v vrtcih ne more in ne bo nikoli potekalo na daljavo, ker tega ne bomo dopustili. Da so starši – uporabniki ugotovili kako pomembno je naše delo in kako pomemben je vrtec za otroka. Da nam je vsem skupaj v prvi vrsti pomembna človeška plat nato priporočila. Da inštitucije, ki priporočajo in pišejo navodila v času epidemije nimajo realnega vpogleda v delo v vrtcih še manj se ozirajo na otroka – človeka kot socialno bitje. Kaj smo se odločili? V prihodnje kljub načrtovanim zaprtjem vrtecev in reorganizaciji dela zaradi epidemije, delo na daljavo v vrtcih zavračamo v celoti. Način dela, ki se nam vsiljuje postavlja pod vprašaj status javnih vrtecev ter upoštevanja celostnega razvoja otroka. Na to pa nikoli ne bomo pristali ali se prilagodili. Vrtci na daljavo NE! Ključne besede: vrtec, epidemija, inštitucije, stroka, strokovni delavci

## **DISTANCE LEARNING IN KINDERGARTENS AND WHY NOT!**

Abstract: In March, an epidemic was declared in Slovenia. Consequently, kindergartens were closed. I have been working as a kindergarten teacher for the last 15 years, I have been a union trustee since 2008 and I am also the president of the Preschool Trade Union Conferences of the Trade Union of Education, Science and Culture of Slovenia since 2018. I believe that I am entitled to say that I DO NOT support distance learning for kindergartens. In this article, I try to explain and give my critical opinion about the organization of work from the point of view of different institutions and the profession itself. We were not informed in time that kindergartens will be closed and we learned about this mostly from the media. An order to work from home followed. We did not get any instructions on how to work from home! All the responsibility was on the workers. We did the best we could under the given circumstances because we are always capable, adaptable and resourceful. From the point of view of institutions, I would like to openly criticize the National Institute of Public Health, Institute of the Republic of Slovenia for Education and the Ministry of Education, Science and Sport. None of the recommendations from the National Institute of Public Health took into account the developmental psychology and the child itself. Given that I had the opportunity to participate in coordinating the recommendations of the National Institute of Public Health - not a single position of experts was taken into account. It is also clear that the Institute of the Republic of Slovenia for Education does not understand the functioning of kindergartens, while the Ministry of Education, Science and Sport acted passively and transferred all of the responsibility to the National Institute of Public Health and the Institute of the Republic of Slovenia for Education. In the end, all three institutions transferred the responsibility to the professional staff of kindergartens. What did we find out? That distance learning in kindergartens cannot and will never take place because we will not allow it. That parents - users realized how important our work is and how important kindergarten is for a child. That the human side of our profession is the most important thing to all of us, then recommendations. That the institutions that write recommendations during the epidemic do not have a realistic insight into the work process in kindergartens and they pay even less attention to the child – man as a social being. What did we decide? In the future, despite the planned closure of kindergartens and the reorganization of work due to the epidemic, we will completely reject distance learning for kindergartens altogether. The method of work that is being imposed on us calls into question the status of public kindergartens and the consideration of the integrated development of the child. We will never agree or adapt to that. Distance learning in kindergartens - NO!

Key Words: kindergarten, epidemics, instructions, profession, professional staff

## **PREDNOSTI IN SLABOSTI VRTCA NA DALJAVO**

Povzetek: V vzgoji in izobraževanju imam 25 let izkušenj. Lahko rečem, da sem doživela kar nekaj sprememb v izobraževalnem sistemu. Nekatere so bile nujne in dobre, druge slabe in nesmiselne. Pedagoški delavci smo v nečem resnično izjemni in to je v prilagajanju. Ves čas se prilagajamo spremembam v naši stroki. V letošnjem letu je bila razglašena epidemija in posledično smo vrtce zaprli. Priporočili so nam, da naj opravljamo delo od doma. Vrtec na daljavo! Resno?

V nekaj dneh je bilo potrebno organizirati delo na daljavo. Kako ni vedel nihče! Odgovornost je padla na vodstva vrtcev od tam pa na strokovne delavce. Otrok - človek je socialno bitje, ki potrebuje stik. Delo na področju predšolske vzgoje poteka na popolnoma drugačen način kot v šolah. Tako kot učenci potrebujejo stik z učitelji tako ga tudi otroci v vrtcih z vzgojitelji. Razmišljali smo kako najbolj smiselno organizirati delo na daljavo. Pripravili smo nabor dejavnosti in aktivnosti za otroke, ki bi jih lahko izvajali otroci doma, razne članke o vzgoji za starše, sodelovanje preko video posnetkov, svetovanje staršem... in ugotovili, da se takšnemu načinu dela nikoli ne bomo prilagodili. Izhodišče za delo na daljavo je bila razglašena epidemija. Naš cilj je bil pridobivanje socialnih veščin kar je bilo v dani situaciji najbolj realno. Vzpostavili smo komunikacijo s starši preko e-asistenta in najprej poskušali pridobiti informacijo kakšne so potrebe staršev in težave otrok v dani situaciji. Že v samem začetku smo naleteli na slab odziv. Odzivi staršev so bili različni. Nekateri so bili veseli idej in nasvetov, drugim je bilo odveč zaradi dela od doma in otrok, ki so se šolali od doma, kar je za starše predstavlja dodatno obremenitev, drugi so se znašli v socialni in finančni stiski. Iz vidika staršev in otrok lahko trdim, da se je vrtec na daljavo izkazal kot neprimerna in nestrokovna oblika dela.

Ključne besede vrtec, epidemija, delo na daljavo, praksa

## **ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING IN KINDERGARTENS**

Abstract: I have 25 years of experience in education. I can say that I have experienced quite a few changes in the education system. Some were necessary and good, others bad and meaningless. We educators are truly exceptional at something, and that is in adaptation. We are constantly adapting to changes in our profession. An epidemic was declared this year and as a result the kindergartens were closed. We were advised to do work from home. Distance learning in kindergartens! Really?

We had to organize work from home in only a few days. No one knew what to do! The responsibility fell on the management of kindergartens and on the professional staff. A child - a human being is a social being who needs contact. Work in the field of pre-school education is completely different than in schools. Just as students need contact with teachers, so do children in kindergartens with kindergarten teachers. We pondered how to make the most sense of organizing distance learning. We have prepared a set of activities for children that could be done by children at home, various articles on parenting for the parents, cooperation through videos, counseling for parents... we learned that we will never adapt to this kind of work. The starting point for work from home was the epidemic. Our goal was to acquire social skills which was most realistic in a given situation. We established communication with parents through our e-assistant and first tried to obtain information about the needs of parents and the problems of children in the situation we were in. We encountered a poor response from the very beginning.

Parent responses varied. Some were happy to receive ideas and advice, others were overwhelmed by work from home and children who had to deal with distance learning, which is an additional burden for parents, others found themselves in social and financial distress. From the point of view of parents and children, I can say that distance learning in kindergartens has proven to be an inappropriate and unprofessional form of work.

Key Words: kindergarten, epidemics, work from home, work practice

## VRTEC NA DALJAVO

Povzetek: Zaprtje vrtcev in šol v Sloveniji zaradi koronavirusa je vse ujelo nepripravljene. S pomočnico vzgojiteljice Mojco sva želeli ohraniti stik z otroki in starši, zato sva komunicirali z njimi prek elektronske pošte. Odziv staršev je bil pozitiven. Hvaležni so bili za vsako poslano idejo, izrazili so tudi željo, da bi s tem nadaljevali. Tako smo imeli »vrtec na daljavo« do njegovega ponovnega odprtja. Snemala in izdelovala sem filmčke in spletne kvize, pošiljali sva PowerPoint predstavitev dejavnosti in festivalov, izvedenih skozi leto, povezave do predstav, pesmic in pravljic ter prilagojene dejavnosti na teme, ki bi jih obravnavali v vrtcu. Dejavnosti niso bile obvezne, starši so se sami odločili, ali bodo najine ideje uporabili. Večina staršev nama je posredovala videoposnetke s pozdravi otrok, osvojenimi veščinami, pripovedovanjem pravljic, fotografije pohodov in dejavnosti, s katerimi so odkrivali naravo, gozd, živali, vsakdanje življenje. S kar nekaj temi dejavnostmi smo zaključili projekte. Vse posnetke in fotografije otrok sva združili v kratek film, ki smo si ga ogledali, ko smo se po dveh mesecih zopet videli v vrtcu. Ob tem so otroci navdušeno pripovedovali, kaj vse so počeli doma.

Čeprav je bil na začetku najin cilj le ohranjanje stika z otroki in starši, da bo ponoven vstop v vrtec lažji, sva v dveh mesecih vrtca na daljavo dosegli več. Otroci so bili ponosni, da so tudi oni imeli nalogo kot njihovi starejši bratje in sestre v šoli. Staršem so tako ob PowerPoint predstavitev pripovedovali, kaj vse smo počeli v vrtcu, kaj so spoznali, kje smo bili. Na ta način so starši dobili vpogled v vrtčevske dejavnosti in projekte. Starši so s fotografijami in videoposnetki izvedenih dejavnosti razkrili delček družinskega življenja, enako pa sva naredili tudi midve in tako se je med nami stkala globlja vez. Po ponovnem odprtju vrtca s starši boljše sodelujemo in skupaj načrtujemo dejavnosti za novo šolsko leto.

Ključne besede: zaprtje vrtca, vrtec na daljavo, sodelovanje s starši, informacijsko-komunikacijska tehnologija.

## KINDERGARTEN AT A DISTANCE

Abstract: The closure of kindergartens and schools in Slovenia due to the coronavirus caught everyone unprepared. My assistant Mojca and I wanted to keep in touch with the children and parents, so we communicated with them via e-mail. The response from parents was positive. They were grateful for every sent idea, they also expressed a desire to continue with it. So we had a kindergarten at a distance until its reopening. I filmed and made movies and online quizzes, we sent PowerPoint presentations of activities and festivals held throughout the year, links to shows, songs and fairy tales, and customized activities on topics we would discuss in kindergarten. The activities were not mandatory, the parents decided for themselves whether they would use our ideas. Most of the parents provided us with videos with greetings from the children, acquired skills, storytelling, photos of hikes and activities with which they discovered nature, the forest, animals, everyday life. We completed the projects with quite a few of these activities. We combined all the shots and photos of the children into a short film, which we watched when we saw each other again in kindergarten after two months. At the same time, the children enthusiastically told what they were doing at home.

Although in the beginning our goal was only to keep in touch with children and parents to make re-entry into the kindergarten easier, we achieved more in the two months of the kindergarten at a distance. The children were proud that they too had the task as their older siblings at school. During the PowerPoint presentations, the parents were told what we were doing in kindergarten, what they learned about, where we were. In this way, parents gained insight into kindergarten activities and projects. The parents revealed a part of the family life with photos and videos of the activities, and we did the same, and so a deeper bond was forged between us. After the reopening of the kindergarten, we work better with our parents and together we plan activities for the new school year. Key Words: kindergarten closure, kindergarten at a distance, cooperation with parents, information and communication technology.

## IZZIVI, REŠITVE IN PRILOŽNOSTI

Povzetek: Epidemija je pred vzgojitelja postavila veliko izzivov in v vrtcih smo našli ogromno rešitev. V prispevku so izzivi in rešitve prikazani z vidika priložnosti za otrokov razvoj. Opisane so spodbude – do vseh je prišlo med epidemijo, do nekaterih pa prav zaradi epidemije. Pedagoško delo je bilo v času epidemije spremenjeno, vendar je kljub temu sledilo ciljem, načelom, pedagoški doktrini in poznavanju otrokovega razvoja. Upoštevan je bil vsak otrok, spodbude so vplivale na otrokov razvoj na vseh področjih.

Dejavnosti so bile prilagojene tako, da je skupina 3–4 letnih otrok vsak dan odšla iz vrtca – otroci so spodbude za razvoj dobili na različnih lokacijah v mestu (travniki, hrib, gozd, ob reki, ob tirih itd.). V prispevku z naslovom Izzivi, rešitve in PRILOŽNOSTI je predstavljena velika motivacija otrok in njihova vpetost v učenje izven vrtca. Osnovni cilji bivanja v naravi so bili povezani z aktualnimi razmerami v družbi: 1. Posameznik je sam odgovoren za svojo »zabavo«. 2. Pozitiven odnos do narave ima lahko le oseba, ki naravo pozna in se v njej počuti dobro. 3. Pravila so za vse enaka, ali kot je zapisano v Kurikulu za vrtce (1999): »Doživljanje vrtca kot okolja, v katerem so enake možnosti za vključevanje v dejavnosti in vsakdanje življenje ne glede na spol, telesno in duševno konstitucijo, nacionalno pripadnost, kulturno poreklo, veroizpoved itn.«.

Omogočeno je bilo celostno učenje otrok. Pomembno je bilo primerno predstaviti staršem prednosti obdobja, ko se dejavnosti ne bodo odvijale v vrtcu in jih spodbuditi k sodelovanju pri pripravi otrok za bivanje na prostem. Prav tako je pomemben prikriti kurikulum, pri čemer je še posebej izpostavljena osebnost vzgojnega osebja (vrednote, prepričanja, vedenje ...). V prispevku je opisana igra, ki se je v naravnem okolju spreminjala glede na otrokovo poznavanje okolja, njegove izkušnje ter ideje pri izkoriščanju prostora in materialov. Opisana je postopnost, s katero se je nadgrajevalo otrokove izkušnje, spoznanja in razvoj.

Ključne besede: vrtec med epidemijo, bivanje na prostem, predšolski otrok, spodbujanje razvoja, osebnost vzgojitelja, igra v naravi

## CHALLENGES, SOLUTIONS AND OPPORTUNITIES

Abstract: The epidemic posed many challenges to educators and in kindergartens we found numerous solutions. The presentation shows the challenges and solutions in terms of opportunities for children's development. Incentives described all occurred during the epidemic and some specifically because of the epidemic. Pedagogical work was different during the epidemic, but nevertheless followed the goals, principles, pedagogical doctrine and knowledge of child development. Every child was taken into account and the incentives affected the child's development in all areas. The activities were adjusted so that a group of 3-4 year olds left the kindergarten every day - the incentives for development were presented to children in different locations around the city (meadow, hill, forest, by the river, along the tracks, etc.). The presentation titled Challenges, Solutions and OPPORTUNITIES shows the great motivation of children and their involvement in learning outside the kindergarten.

The basic goals of living in nature were related to the current situation in society: 1. The individual is responsible for his own "entertainment." 2. Only a person who knows nature and feels good in it can have a positive attitude towards it. 3. The rules are the same for everyone, or as written in the Slovenian kindergarten curriculum [Kurikulum za vrtce] (1999): »Experiencing kindergarten as an environment in which there are equal opportunities for inclusion in activities and everyday life, regardless of gender, physical and mental constitution, nationality, cultural origin, religion, etc.«. Integrated children's learning was made possible.

It was important to duly present to the parents the advantages of the time spent on the activities taking place outside the kindergarten and to encourage them to participate in preparing the children for outdoor living.

The hidden curriculum is also important, with particular emphasis on the personality of the educational staff (values, beliefs, behaviour ...). The presentation describes children's game that was changing in the natural environment according to the child's knowledge of the environment, his experience and ideas in the use of space and materials. The gradualness with which the child's experiences, knowledge and development were upgraded is described.

Key Words: kindergarten during the epidemic, staying outdoors, preschool child, promoting development, personality of the educator, playing in nature

## **OPORA, ZAUPANJE, KOMUNIKACIJA IN SODELOVANJE – MOST MED DRUŽINO IN VRTCEM**

Povzetek: Vsem je znano, kako pomembni so opora, zaupanje, komunikacija in sodelovanje med strokovnimi delavci, starši in otroki za posameznika in delovanje skupine v običajnih pogojih. Kako pa te dejavnike ohranjati, ko so okoliščine nove, ko se morebiti tudi sami soočamo z nelagodjem, strahom in stisko? V tem novem, stresnem času smo namreč vsi, tako strokovni delavci, otroci kot starši, hrepeneli po stiku (ki nam je bil v fizični obliki onemogočen) ali po neki drugi obliki druženja, ki bi vsaj delno nudila občutek varnosti, zaupanja, sodelovanja in opore. Medsebojna praksa, ki smo je bili vajeni do sedaj, nam je vse to nudila in je bila tako odlično izhodišče pri iskanju za nas novih načinov komuniciranja. Prej smo s starši in otroki sodelovali preko spletne strani vrtca, elektronske pošte in spletnega albuma (enosmerna komunikacija). Tokrat pa smo morali razmišljati širše, saj smo si želeli povratne informacije, odziva otrok in staršev, a ne na način, ki bi bil nuja ali težava, temveč veselje in samoiniciativa v času, ko se nismo mogli fizično videti, družiti. Sodelovanje smo v preoblikovanem načinu vzpostavili s pomočjo spletnega albuma. S pomočnikom vzgojitelja – VPO sva soustvarjala vsebine za otroke in starše. Delila sva fotografije, ideje za dejavnosti, skupaj smo praznovali svetovne dneve v obdobju epidemije, nadaljevali smo s Potujočim nahrbtnikom (le da smo ga poimenovali Spletni nahrbtnik- cilji in namen so ostali enaki), oblikovali smo album Naravoljub (zbirko opaženih in spoznanih rastlin in živali – spodbujanje hoje v naravo, skupnega preživljanja prostega časa, samostojnosti otrok pri hoji v naravi, opazovanje narave z vsemi čutili idr.). Starše sva seznanjala s spletnimi viri za otroke, medsebojno smo si izmenjevali videoposnetke in informacije ter tako ohranjali stik in se še bolj povezali. Na ravni enote sva organizirala snemanje in tako za otroke in starše ustvarila skupen videoposnetek sporočil vseh strokovnih delavcev. Naredila sva tudi kolaž fotografij vseh delavcev naše enote ter oboje objavila na spletni strani vrtca. Sodelovanje in komuniciranje s starši v času epidemije se je izkazalo kot odlično, saj so bile povratne informacije zelo pozitivne in nad pričakovanji. Nekateri starši in otroci so se oglašali večkrat tedensko, spet drugi nekajkrat mesečno, a ni bilo družine iz oddelka, ki se nama v vsem tem času ne bi oglasila. Največja potrditev dobrega sodelovanja pa so bili otroci; ti so polni novih znanj, spoznanj in doživetij ob ponovnem snidenju z žarom v očeh pripovedovali o vsebinah, ki smo si jih izmenjali.

Ključne besede: sodelovanje, splet, otroci, družina, povezovanje.

## **SUPPORT, TRUST, COMMUNICATION AND COOPERATION – THE BRIDGE BETWEEN FAMILY AND KINDERGARTEN**

Abstract: It is well known how important are support, trust, communication and cooperation between professional kindergarten teachers, parents and children, as well as for an individual and also for how the kindergarten group in common conditions functions. So how do we maintain these factors, when we find ourselves in new circumstances, when we face fear, discomfort or even distress? In these new stressful times, we all kindergarten teachers, children and their parents, have been longing for some kind of contact, (physical contact was disabled, due to the epidemic), which would offer us at least a bit of sense of security, trust, cooperation and support. Our kindergarten work or practice with each other, that we were used to before the epidemic, gave us all that and was an excellent starting point to search and find, for us, new ways of communication. Formerly we participated online with parents and children, by kindergarten webpage, emails and online photo albums (one way communication). Now we had to think wider, because we wanted some feedback from parents and their children, not in a way that something needs to be done or that it represents a problem, but something they would do with joy or self-initiative in this time when we could not see or interact with each other. So we redesigned the way of cooperation with the help of the online photoalbum. With my assitent and also with parents and their children we created content for them, shared photos, ideas for activities, we celebrated world days together in time of epidemic, then we continued with the traveling backpack (only we changed the name to The online backpack - goals and purposes remained the same), we designed online photoalbum called Loving Nature, a collection of photos of plants and animals we saw when we were on walks in nearby forests and hills – this promotes walking outside in nature, spending quality time with each other, independence for children, observing the nature with all senses, etc. Besides that we shared web sources for children and parents, we exchanged videos and information with each other, and most of all we kept our contact and bonded even more. On our kindergarten unit level we created a video in which all kindergarten teachers participate in greeting or a short message for parents and their children, we designed a collage of photos of all our kindergarten teachers and released both on our kindergarten web page. This way of communication and cooperation with parents during the epidemic turned out great, we received a lot of positive and above expectation feedback. Some parents contacted us on a monthly or even on a weekly basis, but there were no families who wouldn't share or make any kind of contact with us. The greatest confirmation of our successful cooperation and communication were the children, when they came back after the epidemic. They gained all the new knowledge, cognitions and experiences which they shared with us with the glow in their eyes.

Key Words : cooperation, web, children, family, bonding;



## DIGITALIZACIJA VRTCA

Povzetek: V času epidemije, ko je bil vrtec zaprt in smo ostali vsak na svojem domu, smo čas, ki nam je bil namenjen za preživljanje z našimi najbližjimi, izkoristili predvsem za ustvarjanje novih spominov in ustvarjanje ter krepitev medsebojnih odnosov. Ko smo ugotovili, da ta čas ne bo tako kratek, smo se začeli spraševati, kako bo izgledal prihod nazaj v vrtec. Se bodo otroci preveč navezali na dom in starše? Bo prihod nazaj spet nekakšno uvajanje v vrčvevo rutino? In tako smo sklenili, da bi mogoče zadevo olajšal vsakodnevni stik med vzgojiteljicami in otroki. Da bi ohranili stik z otroki iz skupine in njihovimi starši sva tako vzgojiteljici iz skupine Čebelice oblikovali aktivno skupino na enem izmed družbenih omrežij. Delovanje le te, bomo predstavili v prispevku.

Skupina je bila namenjena objavi predlogov aktivnosti, ki so jih starši lahko izpeljali skupaj s svojimi otroki. Ideje sva vzgojiteljici posredovali sproti, vsak dan posebej, nanje pa so se lahko odzvali ali ne. To sva prepustili njihovi izbiri. V kolikor so starši skupaj s svojimi otroki dejavnost izpeljali, pa so prilepili kakšno fotografijo, videoposnetek ali zapisali komentar. Vsekakor, pa so bili dobrodošli tudi njihovi predlogi, ideje in zamisli. Te so pogumno delili. Skupina je bila aktivna 9 tednov. Vzgojiteljici sva dopoldne otrokom posredovali aktivnost, ki so jo izvedli, nanjo pa okoli poldneva navezali pesmico ali pravljico pred počitkom. Starši in otroci so se na posredovane aktivnosti dobro odzvali in soustvarili smo skupnost, ki nas je vsakodnevno povezovala.

Menim, da smo na takšen način dobro premostili čas, ki smo ga preživeli ločeno. S posredovanjem vzgojno izobraževalnih idej in iger je skupina pomagala staršem pri oblikovanju njihovega vsakdana. Vsekakor pa je takšen vsakdanji stik, med epidemijo, pripomogel k lažjemu prihodu nazaj v vrtec, ko smo se v maju vrnili v našo igralnico. Takšen način dela ni le izpolnil zadani cilj, vendar ga je na nek način celo presegel. Ustvarjena skupina nas je povezovala vsakodnevno, v veselih in težkih trenutkih. Povezovala je otroke z vzgojiteljicami, ki predstavljajo pomemben del njihovega življenja in s sovrstniki. Ob vrnitvi, pa smo stran večkrat še skupaj pregledali in opisovali slike ter se spominjali dogodkov. V kolikor nas v bodoče še čaka kakšna podobna izkušnja, bomo zagotovo zopet digitalizirali vrtec.

Ključne besede: epidemija, vrtec, družbena omrežja, aktivna skupina, dejavnosti od doma

## DIGITIZATION OF KINDERGARTEN

Abstract: During the epidemic, when the kindergarten was closed and we stayed at home, we spend time with our loved ones, mainly to create new memories and to create and strengthen personal relations. Once we realized that this time would not be so short, we began to wonder what it would be like to come back to kindergarten. Will children become too attached to home and their parents? Will coming back again be an introduction period to the kindergarten routine? And so we decided that the matter could be solved by the daily contact between the educators and the children. In order to keep in touch with the children from the group and their parents, we formed an active group for the Čebelice group on one of the social networks. The functioning of this group will be presented in the article.

The group was intended for publishing suggestions for activities that parents could carry out together with their children at home. We passed the ideas on a regular basis, every day separately, and they could react to them or not. We left that to their choice. If the parents carried out the activity together with their children, they pasted a photo, video or wrote a comment. In any case, their suggestions and ideas were also welcome. They bravely shared them. The group was active for 9 weeks. In the morning, the kindergarten teacher told the children about the activity they had performed, and around noon we tied a song or a fairy tale to the activity, their parents could read before nap time. Parents and children responded well to the activities provided and we co-created a community that connected us on a daily basis.

I think that in this way we have overcome the time we spent separately well. By providing educational ideas and games, the group helped parents shape their everyday. In any case, such daily contact, during the epidemic, made it easier to get back to the kindergarten when we returned to our playroom in May. This way of working not only fulfilled the set goal, but in a way even exceeded it. The created group connected us every day in happy and difficult moments. The group connected children with kindergarten teachers who represent an important part of their lives and with other children from their class. When we returned, we reviewed the site several times and described the pictures and remembered the events. If we have a similar experience in the future, we will definitely digitize the kindergarten again.

Key Words: epidemic, kindergarten, social networks, active group, activities from home

## **IZZIV ALI LE REORGANIZACIJA DELA VZGOJITELJA?**

Vzgojitelji se vsakodnevno srečujemo z različnimi koncepti dela, s katerimi spodbujamo miselnost otroka ter dopolnjevanje znanja otroka. Z različnimi pristopi omogočamo otrokom, da svojo pozornost usmerijo v spoznavanje in nadgrajevanje znanja. Pri tem se zavedamo, da moramo za dosego ciljev pritegniti otroke k sodelovanju in jim sodelovanje tudi omogočiti. Pri učnem procesu se vzgojitelj osredotoča predvsem na uvodno motivacijo, ki pa naj bi bila zasnovana preko igre. S tako pripravo na delo, ustvari miselno aktivacijo otrok. Vzgojiteljeva priprava je ureditev in uskladitev pripomočkov in uspešna vsakodnevna analiza opravljenih dejavnosti. Vse skupaj je vzgojiteljeva priprava na delovni proces v skupini.

V nadaljevanju se sprašujemo, kako motivirati otroke in starše na izvedbo pripravljene dejavnosti. V članku pa se osredotočimo tudi na delo vzgojitelja in postavljenimi izzivi, ki se jih pred epidemijo nismo zavedali (potek dejavnosti, vključevanje staršev in sodelovanje s pomočnico vzgojiteljice). V zaključku prispevka pa skušamo kritično ovrednotiti delo v času epidemije.

*Ključne besede: izziv, vzgojitelj, sodelovanje, otroci, epidemija*

## **CHALLENGE OR ONLY A REORGANIZATION OF THE TEACHER'S WORK?**

Teachers approach different concepts of work to encourage child's mental abilities and contribute to their knowledge. With different approaches we enable children to direct their attention to building and upgrading their knowledge. When we do that, we also realise that in order to reach those goals, we have to find ways to motivate them for collaboration as well as giving them a chance to collaborate. In learning process, a teacher mainly focuses to building up proper motivation, to start the process and that should be done through play. With this kind of work preparation, he encourages children's mind activation. Teachers' preparation includes ordering and adjusting the technical accessories and an effective day to day analysis of done activities. All of that together is teachers' preparation for working process in the group.

In continuation we ask ourselves how to motivate children and parents to the execution of the prepared activity. At the same time, in this article, we also focus on teachers work and set challenges, which we didn't realise before this epidemic (flow of the activities, inclusion of parents and collaboration with the help of the teacher). At the end of this article, we attempt to critically evaluate work during the time of epidemic.

Key words: challenge, teacher, collaboration, children, epidemic

## KAKO SMO VZDRŽEVALI STIK Z ZAPOSLENIMI V ČASU EPIDEMIJE?

Povzetek: Strah, negotovost, začudeni pogledi, kaj bo, kaj nas čaka, kako dolgo bomo doma, ali bomo zboleli, hrana, moja družina, ... Kup takih in podobnih vprašanj se je porajalo pri zaposlenih pred zaprtjem naše ustanove, zaradi razglašene epidemije. Številna vprašanja so nastajala pri vodstvu, predvsem kako vzdrževati stik z zaposlenimi, da jim damo občutek njihove pomembnosti in nepogrešljivost za vrtec tudi, če so samo doma. K temu je veliko pripomogel ustanovitelj, ker je vrtcu za naslednje tri tedne omogočil 100% plačilo, zato smo morali zares opraviti kvalitetno delo.

Ker fizičnih stikov seveda ni bilo, smo se osredotočili na tri načine. Preko elektronske pošte, preko mobilnih telefonov in preko našega informacijskega sistema, ki ga zaposleni zelo dobro poznajo in obvladajo. Video konferenc smo se izognili, ker je kar nekaj delavcev ne večjih v tej tehnologiji. Ves čas smo imeli posluš tudi za tiste, ki so manj spretni v tem. Delo od doma je bilo različno; individualno, v tandemu, ali po aktivih. S tem smo želeli obdržati stik tudi med zaposlenimi.

Strokovni delavci so se morali poglobiti v sledeče zadolžitve, ki so jih dobili postopoma:

- Pripraviti ideje za starše
- Pripraviti dejavnost, ki se izvaja v naravi in kvalitetne didaktične pripomočke
- Poslušanje predavanja doc. Sebastjana Kristovič, napisati svoje mnenje
- Rešiti vprašalnik za razvojni načrt vrtca za naslednjih 5 let
- Napisati povzetek izobraževanja, strokovnega članka, knjige
- Ogled prispevka – odnosi v službi
- Ogled prispevka Jill Taplin - Prosta igra
- Prebrati strokovni članek- Posebnosti glede dejavnosti v naravi za otroka z motnjami avtističnega spektra
- Ideje za enodnevno ekskurzijo zaposlenih

Strokovni delavci so pokazali visoko motiviranost za delo. Pokazali svoje kvalitete in sposobnosti, predvsem pa pripadnost službi. To je zelo pomembno za kvalitetno delo z otroki, starši in za dobre odnose v službi

Ključne besede: zaposleni, stik, zadolžitve, doma, napisati

## THE WAY WE MAINTAINED CONTACT WITH EMPLOYEES DURING THE EPIDEMIC

Abstract: Fear, uncertainty, wondering looks as to what is going to happen, what is ahead of us, how long are we going to stay at home, are we going to become ill, what about food, our families, and so on and so on. A number of such and similar questions had been arising in our employees' heads before the institution closed down as a consequence of declaration of the epidemic. A number of such questions were also arising in the heads of the kindergarten management, especially how to maintain contact with the employees to give them a sense of importance and infallibility even though they stay at home. Importantly, a significant share to such a feeling was contributed also by the institution founder, who enabled a hundred per cent pay to the employees for three weeks' time, and therefore we really had to do a quality job.

Since physical contacts were not possible, we focused on three alternative methods. Namely, via e-mail, mobile phones and our internal information system, which our employees are familiar with and master very well. However, we purposefully avoided video tele-conferencing, since some of our employees are not skilful enough in that technological practice. During all the period we put a lot of attention also to those who are less skilled in using various technological applications. The work from home had different forms: individual, in couples or in teams. In this way we wanted to maintain contact among employees themselves as well.

Our specialised assistants were given the following tasks, which they had to consider and complete gradually:

- to prepare various ideas for children's parents
- to draft an activity to be practiced in nature along with quality didactic tools
- to listen to lectures by Mr Sebastjan Kristovič, Associate Professor, and express their views
- to fill in the questionnaire of the kindergarten development plan for the next five years
- to write a summary of any education, book, professional article
- to watch the video on relations at work
- to view the video by Ms Jill Taplin on free game
- to read the professional article on specificities of the activities in nature for children with autistic disorders
- to express ideas for one-day excursions of the employees.

The specialised assistants demonstrated a high degree of motivation, though. They showed their qualities as well as skills and in the first place their commitment to their work. This is considered to be very important for quality work with children and their parents and for good relations with fellow employees.

Key Words: employees, contact, tasks, home



## **IZZIVI DELA Z MALČKI V ČASU EPIDEMIJE**

Povzetek: V Sloveniji so ob razglasitvi epidemije zaprli vzgojno-izobraževalne ustanove, v katere spadajo tudi vrtci. Otroci so bili doma in v našem oddelku smo se z družinami dodatno povezali preko socialnega omrežja Viber. Vrtci so se odprli 18. maja in poleg pričakovanih ukrepov smo se strokovne delavke pripravile še na dodatni izziv. V našem oddelku bivajo otroci stari med 2 in 3 leti starosti, zato so bile pričakovane stiske ob vrnitvi in morebitno ponovno usvajanje rutine.

Ob vrnitvi v vrtec nas je najbolj skrbelo dejstvo, da smo zaradi omejevanja okužbe omejili oz. odstranili kar nekaj didaktičnih sredstev in tako nenamerno omejili otroško igro. Igra, ki je pri malčkih res ključnega pomena, saj preko izzivov, raziskovanja, socialnih stikov in preizkušanja, poskrbi za celosten otrokov razvoj. Tako je bil eden izmed prvih ciljev otrokom zagotoviti dobro počutje v vrtcu in omogočiti raziskovanje in igro v najboljši meri z danimi sredstvi. Največji izziv nam je predstavljala igra na prostem, katera je bila najbolj omejena in otroci so bili primorani razvijati igro s sredstvi, katera smo lahko razkužili (plastična vozila, obroči), a brez peskovnikov in igral.

Ob vrnitvi smo si zadale tudi cilj, da otrokom na njim primeren način predstavimo virus. Le-tega smo prenesli v pravljичni svet – virus se je skrival med igrali in v peskovniku, če bomo šli tam nas bo ugriznil. Otroški most med realnim in domišljjskim svetom je seveda zelo trd, zato njihov odziv ob sproščanju nekaterih ukrepov ni presenetil. V trenutku, ko so se lahko ponovno igrali na igralih, so bili njihovi odzivi zelo čustveni.

Tudi ob sproščanju ukrepov je v otrocih ostal način igre, ki so ga razvili v času epidemije. Sedaj večkrat zgradijo cesto iz Lego gradnikov, se igrajo z vozili in obroči na travi. Usvojili smo tudi rutino večkratnega umivanja rok in pravilne higiene kašlja in kihanja. Izzivi v času epidemije so bili veliki. Strahovi zaradi omejevanje igre so bili kmalu pozabljeni, saj so otroci usvojili veliko več kot bi morda sicer, zrasli so na različnih področjih, vsi skupaj pa smo se naučili, kako je manj lahko veliko več ob veliki meri izvirnosti in domišljije.

Ključne besede: zdravje, igra, epidemija, malčki, domišljija

## **THE CHALLENGES OF EDUCATING TODDLERS IN THE TIME OF EPIDEMIC**

Abstract: When Slovenia declared the Covid epidemic, all schools and kindergartens closed. Children were at home, and in our class we connected with families via social network Viber. Kindergartens re-opened on 18th of May and beside the expected measures, we prepared for another challenge. Children in our group are between 2-3 years old, so we expected distress on return and potentially re-adapting some of the daily routine. When going back to kindergarten the most concerning factor was the limitation of some toys and so unintentional restriction of children's play. That is with toddlers a crucial factor, as they grow and develop holistically with challenges, research, social contact and testing, that the play time provides. So one of the primary goals was to ensure well-being of children and to enable research and play time in the best way possible within the given options. The biggest challenge for us was outdoor play, which was restricted the most and children had to develop their playing only with plastic toys without the sandboxes or slides, wooden climbers etc.

Also one of the goals was to present the virus in a child-friendly way that they will understand. So the easiest way was to put the virus into the world of stories and imagination – the virus was playing and hiding between the slides and sandboxes and it would bite if going close to those areas. The bridge between reality and the world of imagination is still very strong with toddlers, so when some of the restrictions were taken down and they were able to play on slides etc. their reactions were really emotional.

Even when the restrictions were taken down bit by bit, children kept the way of developing play, that they used in the time of epidemics. They used less toys, and they used them in more options – like building a road out of Lego and playing with plastic cars and excavators on grass. We also adopted the routine of washing hands many times a day and the proper hygiene of coughing and sneezing. The challenges in the time of epidemics were big, but fears of limiting the children's play were soon forgotten. They actually gain much more than they maybe would in »normal« days, they grown in many areas and we all have learned that less can be more, with big spoon of imagination.

Key Words: health, playtime, epidemic, toddlers, imagination

## **KAKO SMO SE SOOČALI Z VIRUSOM MALI IN VELIKI VRTCA MAVRICA BREŽICE?**

Povzetek: V mesecu januarju smo zaradi vsakoletnih respiratornih obolenj in gripe pričeli s temo Skrb za zdravje. Pa vendar se nismo zavedali, da nam preti zelo nevaren virus. Otroci, stari 4-5 let so se med tem časom res veliko naučili o skrbi zase in seveda tudi za druge. Vso našo raziskovalno dejavnost smo podkrepili tudi z obiskom zdravstvene delavke, ki nam je pokazala pravilno umivanje rok, zobozdravstvene delavke, ki nam je ozavestila pomen umivanja zob, ter dedka enega dečka, ki je po poklicu reševalec. Vsa te predznanja so nam bila v veliko pomoč, ko smo se ob vrnitvi v vrtec morali soočiti z dosti kompleksnejšimi težavami glede higiene. Med samo karanteno, ko smo bili doma tako veliki, kot mali, smo strokovne delavke vsaka na svoj način komunicirale z družinami. Nekateri so se odzivali in nam posredovali kakšne fotografije, drugi pač ne. Pomembno se nam je zdelo, da občutijo skrb nas zaposlenih in razumevanje za situacijo, ki je nastala. Ves čas smo preko e-pošte iz strani vodstva prejeli obvestila, katera so pošiljale odgovorne institucije in s katerimi so pozneje v vodstvu pripravili ves načrt in protokol ravnanja ob vrnitvi v vrtec.

Vrnitev v vrtec je bila stresna tako za zaposlene, kot za družine, pa vendar je ob natančnih navodilih in priporočilih kmalu vse lepo steklo. Otroci so veliko vedeli o samem virusu, strokovne delavke pa smo jim na njim razumljiv način predstavile tudi nova pravila, ki smo jih uvedli zaradi virusa. Presenetilo me je, da se nihče od staršev in otrok ni odzval s strahom, spoštovali smo priporočila in jih osvojili v taki meri, da so že otroci sami sodelovali pri tem: pripravili igrače za razkuževanje in pri tem tudi pomagali, z novimi pravili so seznanjali otroke, ki so se priključili pozneje, na igrišču so se omejili le na prostor, kjer smo se lahko igrali.

Po priporočilih NIJZ-ja so bile skupine dosti manjše, v igralnicah smo zmanjšali število igrač, največji del dneva smo bivali na prostem, kjer smo bili načrtno razdeljeni po skupinah ter se izogibali stikov z drugimi skupinami. Imela sem občutek, da smo bili ena velika družina s skupnim ciljem- Kako ostati zdrav in se pri tem imeti lepo.

Ključne besede: zdravje, karantena, otroci, vrtec, družina

## **HOW DID WE, LITTLE AND BIG, FROM KINDERGARTEN MAVRICA BREŽICE, FACE THE VIRUS?**

Abstract: In January, due to annual respiratory illnesses and flu, we started a project called "Taking care of our health". However, we were not aware that we were threatened by a very dangerous virus.

Children, age 4-5, did during that time learn a lot about taking care of themselves and people around them. We reinforced our project activities with a visit from a nurse, who showed us how to wash our hands the right way and a dental worker who showed us the right way to brush our teeth. We also got a visit from one of our children's grandfather, who is a paramedic. All of this prior knowledge was a big help when the time has come for our return to kindergarten during epidemic state, because of much more complex hygiene related problems. During the quarantine, when we were all at home, the teachers did communicate with families in their own chosen way. Some families did respond and send us pictures, some didn't. It was important to us, that they feel our concern and understanding about the situation, that we were all in. Our principal and other members of administration did send us all the important informations that arrived from government and other important institutions. And with the help of that informations, our administration crew prepared all the "coming back" plans and protocols.

Coming back to kindergarten was stressful for teachers and families, but with the proper plan, instructions and recommendations, all turned out well. Our children already knew a lot about the virus itself, so our work was just to explain all the new rules that came because of it. It surprised me, that none of the parents or children reacted with fear, they respected the rules and managed to acknowledge them so well, that they started to help us out. Children started to prepare the toys for disinfection, they presented the rules to kids that came back later and they were really good at playing only on the certain place on the outside playground.

When following the recommendations of National Institute of Public Health, our groups had to be smaller, we reduced the number of the toys in classroom, we spend most of our days outside where we were divided by sections and we also avoided other groups. I had a feeling that we were one big family with a common goal - to stay healthy and had fun doing it.

Key Words: health, quarantine, epidemic, children, kindergarten, family

## KAKO OHRANITI STIK Z OTROKI V ČASU EPIDEMIJE?

Povzetek: Otrok svoja čustva razvija že v zgodnjem otroštvu. Predšolski otroci se veselijo sodelovanja pri različnih dejavnosti z drugimi otroki. Izražanje veselja spremlja smeh in sprostitvev celega telesa (Kavčič in Fekonja, 2004). Otroci so fleksibilna bitja, ki se hitro navežejo na določeno osebo in okolje. Pri tem je pomembno, da do njega izražamo pozitiven odnos (se smejimo, objamemo otroka, se z njim igramo...). Le-tako nas bo otrok sprejel in z veseljem prihajal v vrtec. Odnosi med otrokom in vzgojiteljico so večdimenzionalni. Vzgojiteljica ima vlogo soigralke, poučevalke in skrbnice. V odsotnosti otrokovih staršev je le-ta pomembna, saj je za otroka dolžna poskrbeti tako za fizično kot čustveno varnost. Pomaga mu oblikovati zaupanje z odraslimi zunaj družine in ustvariti pozitiven stik z vrstniki (Howes in Hamilton, 1992). To se je v letošnjem letu lahko pokazalo pri epidemiji (Covid-19). Dva meseca smo ostali doma in se z otroki nismo videli. Že po nekaj dneh sem občutila primanjkljaj dela z otroki (smeh, fizičen stik, igro, petje, vriskanje, ples..).

Na začetku epidemije sem bila s starši na vezi preko e-asistenta. Razmišljala sem, kako in na kakšen način se naj približam otrokom in ohranim stik z njimi. Ker imam rada lutke, sem se odločila, da otroke presenetim s prstnimi igrami. Izdelala sem jih posebej za to priložnost. Te so bile: Miška kaško kuhala, Ta z drevesa hruške stresa in Tu je panj. Ko sem jih izdelala, sem igro posnela in posnetek objavila na svojem youtube kanalu in jo poslala staršem. Odziv staršev in otrok je bil zelo pozitiven (komentarji in fotografije otrok ob gledanju predstave). Tako sem pripravila še lutkovno predstavo z naslovom Medved išče pestunjo. Kot pri prejšnji predstavi sem tudi to pravljico posnela in objavila na svojem youtube kanalu. Otroci so čustvena bitja in pri tem je pomembno, da jim vračamo ljubezen, podporo, zaupanje.. Kako lepo je bilo ob prihodu nazaj v vrtec slišati otroke, ko so govorili, da so si ogledali moji predstavi in so ju komentirali. Izražali so pozitivna čustva in videla sem, da jim je bilo všeč. Kljub temu, da me ob sebi niso imeli v fizični obliki, sem bila z njimi povezana preko teh dveh predstav.

Ključne besede: epidemija, čustva, vrtec, predšolski otrok, navezanost na vzgojiteljico

## HOW TO MAINTAIN CONTACT WITH CHILDREN DURING EPIDEMIC?

Abstract: Children start developing emotions in early childhood. Preschool children are happy to cooperate with other children in various activities. While they are expressing happiness, they also laugh and relax their bodies (Kavčič and Fekonja, 2004). They quickly form an attachment towards a certain person and environment and they are very flexible. What matters here is that we express a positive attitude towards the child (we smile and laugh, we hug the child, play with the child, etc.), so that the child accepts us and is happy to visit kindergarten on a daily basis.

The relationship between the child and preschool teacher is multidimensional. The teacher plays with the child, teaches him/her and takes care of the child. While the child's parents are away, the teacher's role is very important, for he/she needs to ensure that the child feels safe both emotionally and physically. She/he helps the child to build trust in adults outside of the family and form a positive bond with their peers (Howes and Hamilton, 1992). The epidemic of 2020 (Covid-19) was an opportunity to see all the before mentioned. We stayed home for two months and did not meet the children. Only a few days on, I already started feeling the lack of working with children (laughing, physical contact, playing, singing, cheering, dancing, etc.).

In the beginning of the epidemic I talked to the parents through E-asistent. I wanted to find a way to stay close to the children. I am a fan of puppets, so I decided to surprise the children with some finger plays. I created some especially for this occasion: The Mouse Makes Porridge, The One Who Shakes the Pear Tree and Here's the Beehive. I recorded the plays, uploaded them to my Youtube channel and sent them to the parents.

I received many positive comments from the parents and even got some photos of the children watching my play. Thus, I decided to record and upload another play and I chose Bear is Looking for a Nanny.

Children are very emotional and to support that we need to give and especially return them love, support and trust. It was so pleasant when the children were talking about my plays when we all returned to the kindergarten. They were expressing positive emotions and I saw that they enjoyed it. Although I could not be with them directly, we stayed connected through these two plays.

Key Words: epidemic, emotions, kindergarten, preschool child, attachment to preschool teacher

## **SODELOVANJE Z DRUŽINAMI V ČASU ZAPRTJA VRTCEV**

Povzetek: V času epidemije smo se v vrtcih znašli v povsem nepoznanih okoliščinah. Vrata vrtcev so se zaprla, otroci in zaposleni smo ostali doma. V našem vrtcu smo želeli ohraniti stik z družinami in otroki, saj menimo, da še posebno v težkih in neznanih okoliščinah potrebujejo našo podporo. O načinu in vsebinah sodelovanja se je lahko vsak strokovni tim odločil avtonomno. Sama sem se skupaj s sodelavkami v oddelku odločila za komunikacijo preko elektronskih sporočil. Tedensko smo oblikovale kvalitetno in uporabno vsebino, ki je izhajala iz aktualne tematike ter vsebin, ki smo se jih že dotaknili ali pa smo jih imeli v načrtu v tem šolskem letu. To smo si izbrale za vodilo, saj smo pričakovale, da bo otroke znana tematika spomnila na utrip dogajanja v vrtcu in jih dodatno spodbudila k pogovoru s starši in k dejavnostim. Del vsebin je bil namenjen tudi staršem preko povezav do spletnih člankov in predavanj. Za tedensko komunikacijo smo se odločile, ker staršev nismo želele zasipavati z navodili, idejami, ki jih je bilo v času karantene na vseh spletnih straneh ogromno. Starši so bili zaposleni s službenimi, šolskimi in družinskimi obveznostmi, zato so bile vse dejavnosti zastavljene neobvezujoče. Starše smo seznanjale tudi z vsemi pomembnimi informacijami vodstva v zvezi s korona virusom, zaprtjem in ponovnim odprtjem vrtca, kam se lahko obrnejo na pomoč ... Menim, da je bil tudi zaradi naše stalne povezanosti, prehod otrok nazaj v vrtec enostavnejši. Dodatno pomoč smo v sodelovanju z vzgojiteljico za dodatno strokovno pomoč in starši nudile tudi otrokom, ki to potrebujejo. Odziv staršev na naše delo je bil pozitiven. Pošiljali so fotografije s pozdravi in z zahvalami. V sporočilih so zapisali, da so se otroci zelo razveselili vsakega našega sporočila. Kljub temu, da so se imeli v domačem okolju zelo lepo pa so vseeno pogrešali vrtec, prijatelje in vzgojiteljice. Osebnega stika in topline na daljavo namreč ne moremo posredovati. Ključne besede: zaprtje vrtca, krepitev družin, podpora, dodatna strokovna pomoč, avtonomnost

## **COOPERATION WITH FAMILIES DURING PRESCHOOL CLOSURE**

Abstract: During COVID-19 epidemic preschools found themselves in a fairly unknown situation. Preschools were closed and both children and employees stayed at home. We tried to stay connected with our children and their families since we believed that especially in these difficult and unknown circumstances they would appreciate our support. Methods and contents of our support were autonomously decided by each team. In our group we have decided to pursue a communication via electronic mail. On a weekly base we have created quality and useful activities which were connected to current events or were based on previously started or planned activities. We were convinced that a known subject or activity would remind our children of the well-known preschool environment and atmosphere and therefore encourage them to interact with their parents in these activities. A part of the contents was meant for the parents through links to articles and lectures on the internet. A weekly communication was chosen in order not to overburden the parents with ideas or instructions since they were already plentiful on different internet sites. All these activities were on a voluntary base since parents were already occupied by work, school, and family related activities. We have been informing parents of management information regarding Covid-19 issue, reopening of our preschool and contacts where a help could be obtained. I strongly believe that a return of our children to preschool was eased by our constant interaction. Additional assistance for children with special needs was enabled together with our preschool teacher for additional help and children's parents. Parent response to our work was very positive and accompanied with sent pictures and regards. In e-mails they have reported that children were very cheered up by each of our messages and that they miss preschool, their friends and preschool teachers even though feeling well in their home environment. Personal contact and warmth cannot be shared at distance.

Key Words: preschool closure, strengthening family, support, additional professional assistance, autonomy

## NAŠE ZDRAVJE

Povzetek: Otrok se uči, kako poskrbeti za svoje zdravje, že v vrtcu, kar pomeni, da moramo strokovni delavci, še posebej v času epidemije, omogočiti veliko zanimivih dejavnosti, ki bodo otroku pomagale osvojiti eno izmed pomembnejših vrednot in to je zdravje. Otroštvo je namreč obdobje, ko otrok pridobiva izkušnje, oblikuje stališča in vzorce vedenja. Čas, ki ga skupaj preživljamo, je priložnost poglobiti socialno učenje in utrjevati cilj, s katerim otrok spoznava, da si moramo ljudje v določeni družbi pomagati in sodelovati, da bi lahko ta delovala ter omogočila preživetje, dobro počutje in udobje.

Ključne besede: epidemija, skrb za zdravje, socialno učenje, tematski sklop Naše zdravje

## OUR HEALTH

Abstract: A child learns how to take care of his health already in kindergarten, which means that professionals, especially during an epidemic, must provide many interesting activities that will help the child to master one of the most important values and that is health. Childhood is a period when a child gains experience, forms attitudes and patterns of behavior. The time we spend together is an opportunity to deepen social learning and consolidate the goal by which the child learns that people in a particular society need to help and cooperate in order for it to work and enable survival, well-being and comfort.

Key Words: epidemic, health care, social learning, thematic set Our health

## SODELOVANJE VZGOJITELJA S STARŠI IN OTROCI V ČASU EPIDEMIJE

Povzetek: Kurikulum za vrtce je nacionalni dokument, ki je bil sprejet leta 1999, in v sklopu ciljev med drugim predpostavlja »izboljšanje informiranja in sodelovanja s starši« (Kurikulum za vrtce, 1999, str. 3). Vzgojitelji smo v komunikacijskem trikotniku med starši in njihovimi otroci, ki poteka v vzgojno-izobraževalnem procesu, ključna povezava. Za takšno sodelovanje se prizadevamo tudi v času epidemije novega koronavirusa, ki ob upoštevanju spremenjenih zdravstveno-varnostnih razmer zahteva čim bolj nemoten potek vsakdanjika vrtčevskih otrok. Zaradi nepričakovane oziroma zloglasne epidemije globalnih razsežnosti, o kateri neprestano poročajo pravzaprav vsi mediji, smo dosledno izvajali preventivne ukrepe NIJZ: redno in temeljito umivanje (razkuževanje) rok z milom in vodo pred jedjo, po jedi, prihodu iz stranišča, igranja; večkrat zračili zaprte prostore; zagotavljali 1,5-2 metra medosebne razdalje itd. (NIJZ, 2020, str. 4).

Potem ko je Vlada RS s sklepom zaprla vrtce med 16. in 29. marcem 2020, se je izvajanje predšolske vzgoje pričelo pozneje, in sicer v mesecu maju (Vlada RS, 2020). V času zaprtja smo s pomočjo računalniškega programa E-asistent poskušali otrokom ob sodelovanju njihovih staršev pričarati čim prijetnejše, optimistično in ustvarjalno vzdušje. Pošiljali smo jim številne izobraževalne vsebine in naloge ter zvočne pravljice. Nekaterim staršem smo predlagali igre, ki so jih nato odigrali z otroci v družinskem okolju. Prepričani smo, da navkljub negativnostim zaradi koronavirusne epidemije ni vse tako zelo slabo, ampak je prav nasprotno. Ena izmed prednosti, ki smo jo lahko izkoristili tako vzgojitelji kakor tudi starši predšolskih otrok, je zagotovo spremenjena oziroma neobičajna situacija. Ta je družinske člane še močnejše medsebojno povezala, zaradi česar so se otroci in starši bolje spoznali. Čedalje prepogosto smo tarče masovnega medijskega poročanja, pri katerem tudi predšolski otroci slišijo navodila o obvezni uporabi mask, kar si lahko tolmačijo s tesnobnimi občutki. Zato je dobro sodelovanje vzgojitelja in staršev pomembno za razvoj njihovih predšolskih otrok, ki morajo čim večkrat slišati prijazno, toplo besedo.

Ključne besede: Kurikulum za vrtce, predšolska vzgoja, vzgojitelji, medosebna komunikacija, koronavirus.

## THE COOPERATION OF THE EDUCATOR WITH PARENTS AND CHILDREN DURING THE EPIDEMIC

Abstract: The Curriculum for Kindergartens is a national document accepted in 1999 and within its objectives, presupposes, among other things, "improving of informing and cooperation with parents" (Kurikulum za vrtce, 1999, p. 3). In the communication triangle between parents and their children, which takes place in the educational process, we educators are a key link. We are also striving for such cooperation during the epidemic of the new coronavirus, which taking into account the changed health and safety situation, demands the smoothest possible course of everyday life of kindergartens children. Due to the unexpected or infamous epidemic of global proportions, which is constantly reported by virtually all media, we have consistently implemented preventive measures of the NIJZ: regular and thorough washing (disinfection) of hands with soap and water before eating, after eating, when coming from the toilet, during playing; ventilate enclosed spaces several times; providing 1.5-2 meters of interpersonal distance, etc. (NIJZ, 2020, p. 4).

After the Government of the Republic of Slovenia closed kindergartens between 16th and 29th March 2020, the implementation of pre-school education began later, namely in May (Government of the Republic of Slovenia, 2020). During the closure, we tried to conjure up the most pleasant, optimistic and creative atmosphere for the children with the cooperation of their parents and with the help of the E-assistant computer program. We sent them a number of educational content and assignments as well as audio type fairy tales. We suggested games to some parents, who then played them with the children in a family environment.

We are convinced that despite the negativity caused by the coronavirus epidemic, not everything is so very bad, but quite the opposite. One of the advantages that both educators and parents of preschool children have been able to take advantage of is certainly the changed or unusual situation. This connected the family members even more strongly, which made the children and parents get to know each other better. More and more often, we are the target of mass media reporting, in which preschool children also hear instructions on the mandatory use of masks, which they can interpret with anxious feelings. Therefore, good cooperation between the educator and the parents is important for the development of their preschool children, who need to hear a kind, warm word as often as possible.

Key Words: Curriculum for kindergartens, preschool education, educators, interpersonal communication, coronavirus.



## NOVI IZZIVI-INOVATIVNE REŠITVE V ČASU EPIDEMIJE

Povzetek: S pojavom epidemije in uvedbo državnih odredb je bilo potrebno delovanje vrtca nemudoma spremeniti. Na vseh področjih je bilo potrebno spremeniti utečene metode in prilagoditi proces dela. Razmere so se sproti spreminjale in ukrepi so se sproti dopolnjevali. Pojavila so se številna vprašanja, ki jih je bilo potrebno tako rekoč sočasno reševati, saj se segmenti delovanja med seboj povezujejo in so v medsebojni soodvisnosti. Najprej smo morali vrtec zapreti. Nastala je nova situacija, s katero smo se prvič srečevali in se na izkušnje iz preteklosti nismo mogli opirati. Otroci so morali ostati doma istočasno pa je osebje vrtca ostalo brez dela. S starši in otroki smo vzdrževali stike preko sodobne tehnologije. Naš namen je bil ohranjanje in navezovanje stikov, zato smo si izmenjevali različne vzgojne in spodbudne vsebine. Sodobna tehnologija je omogočala rešitev, ki se je izkazala za zelo uspešno v danih razmerah. Po določenem času pa je bilo potrebno vrtec znova pripraviti na delovanje. Pojavile so se omejitve glede števila otrok in priporočila o varovalnih ukrepih. S številom otrok se navezuje tudi število vzgojiteljic in organizacija ostalega osebja. Poleg izzivov prilagajanja in oblikovanja skupin, urejanja igralnic, igrač, ležalnikov, aktivnosti na igrišču, higijene in razdeljevanja hrane, razkuževanja, pa je največji izziv predstavljalo organiziranje prihodov in odhodov otrok v vrtec. Proučiti je bilo potrebno varnostna priporočila in izvedbo prilagoditi obstoječim pogojem. Naš cilj je bil preprečevanje širjenja virusa, zato smo iskali rešitev po čim manjšem medosebnem stiku. Med različnimi možnostmi smo proučili in uvedli sistem s točno določenimi termini, pri katerih starši ne vstopajo v vrtec. Pokazalo se je, da je za uspešno delovanje potrebno dosledno sodelovanje otrok, staršev, strokovnih delavcev in drugega osebja. Sodelovanje med vsemi je bilo na visokem nivoju, zato lahko spremenjeni način delovanja vrtca ovrednotim kot primer dobre rešitve v danih razmerah.

Ključne besede: epidemija, vzgojitelji, vrtec, prilagoditve, sodelovanje

## NEW CHALLENGES-INNOVATIVE SOLUTIONS IN TIMES OF EPIDEMIC

Abstract: Abstract: With the emergence of the epidemic and the introduction of state orders, the functioning of the kindergarten had to be changed immediately. In all areas, it was necessary to change the methods in progress and to adapt proces of work. The situation was changing as the situation changed and the measures were kept up to date. A number of questions have arisen, which had to be addressed at the same time, as the segments of activity are interconnected and interdependent. First, we had to close the day out. A new situation was created that we faced for the first time and we could not rely on the experience of the past. The children had to stay at home and at the same time the nursery staff were out of work. We have maintained contacts with parents and children through modern technology. Our intention was to maintain and form connexionns, so we exchanged different educational and supportive contents. Modern technology has provided a solution that has proved to be very successful in the circumstances. After a certain amount of time, however, the kindergarten had to be re-prepared for operation. Restrictions on the number of children and recommendations on safeguards have emerged. The number of children also includes the number of educators and the organisation of other staff. In addition to the challenges of adapting group formation, regulating casinos, toys, sun loungers, playground activities, hygiene and food distribution, the greatest challenge was organizing the arrivals and departures of children to kindergarten. Safety recommendations had to be considered and implementation adapted to existing conditions. Our goal was to prevent the spread of the virus, so we were looking for a solution after minimising interpersonal contact. Among the various options, we have examined and introduced a system with specific terms in which parents do not enter kindergarten. It has been shown that successful action requires the consistent participation of children, parents, practitioners and other staff.

Cooperation between all was at a high level, so I can evaluate the changed way of working the kindergarten as an example of a good solution in the circumstances.

Key Words: epidemic, educators, kindergarten, adaptations, participation

## **PRILOŽNOST ZA RAST ALI...?**

Povzetek: V predavanju bom opredelila dogajanja v času korone, odnos med rastjo, stagnacijo in nazadovanjem. Usmerila se bom na odnosno in intelektualno raven pri učencih. Ugotavljal bom, kje je v ospredje stopilo posamezno področje, kje se dopolnjujeta, kje pa si nasprotujeta ali celo izključujeta. Kakšno je pravo razmerje med njima. Hkrati pa poudarila vlogo in vrline dobrega strokovnjaka, ki lahko krepi potek v pozitivno smer. Strokovno, intelektualno področje, brez odnosov, čutenja drugega, ne vodi v pravi napredek, v razvoj posameznika in družbe. Zgolj razum nas pusti hladne, nezadovoljne, ob koncu prazne. Vodi nas lahko v preveliko kritičnost in pristranskost. Posebno v primeru, kadar so udeleženci v konfliktnem, nasprotujočem se odnosu. Naš čut za sočloveka naj bi namreč poskrbel, da bi lahko, s pravo mero empatije začutili, kaj doživlja otrok, učenec, starš, učitelj. Hkrati je potrebna komunikacija, da se začuti razumevanje, uglašnost z občutki in čustvi. Vse to vpliva na potek in proces učenja v izrednih razmerah, kot smo jih vsi preživljali pred nekaj meseci. Vsi smo doživeli, ko je intelektualno nadpovprečno sposoben učenec povsem obstal, ali celo nazadoval. Kaj je bil vzrok? Ali ni imel opore staršev oz. so bili odsotni zaradi najrazličnejših vzrokov. Ali ni bilo jasno postavljenih mej,... Po drugi strani pa je učenec z vedenjsko in čustveno problematiko zacvetel ob skrbi in pozornosti staršev. Podobno je bilo tudi z otroki s specifičnimi učnimi težavami. Že v običajnem ritmu težko sledijo in sodelujejo, sedaj pa je bilo potrebno vse postaviti na novo. Treba je bilo slediti navodilom, ogromno prebrat, napisati in poslati. Kako razporediti čas, sposobnosti vseh v družini, materialne možnosti ...Ogromno sprememb. Pri opredeljevanju omenjenega odnosa se bom uprla na temelje sistemske družinske terapije. Ta mi bo v pomoč pri iskanju razumevanja dogajanj med intelektualnim in čustveno odnosnim in ter oblikovanju pogleda o dobrem vzgojitelju, učitelju, svetovalcu.

Ključne besede: priložnost, rast, odnos, sprememba;

## **OPPORTUNITY FOR GROWTH OR...?**

Abstract: In the lecture I will define the events during the corona times, the relationship between growth, stagnation and regression. I will focus on the relative and intellectual level of students. I will find out where each area came to the fore, where they complement each other, and where they contradict or even exclude each other. What is the right relationship between them. At the same time, I will emphasize the role and virtues of a good expert who can strengthen the course in a positive direction. The professional, intellectual field, without relationships, feeling others, does not lead to real progress, to the development of the individual and society. Mere intellect alone leaves us cold, dissatisfied, empty at the end. It can lead us to be overly critical and biased. Especially when the participants are in a conflicted, contradicting relationship. Our sense of fellow human being is supposed to make sure that we can, with the right amount of empathy, feel what the child, the student, the parent, the teacher is experiencing. At the same time, communication is needed to feel understanding, attuned to feelings and emotions. All of this affects the course and process of learning in extraordinary times, as we all experienced a few months ago. We have all experienced an intellectually above-average able students progress completely stop, or even regress. What was the cause? Did he not have the support of his parents or were they absent for a variety of reasons. Were there no clear boundaries set,... On the other hand, the student with behavioral and emotional issues flourished with the care and attention of the parents. It was similar with children with specific learning difficulties. It is difficult to follow and cooperate already in the usual rhythm, but now it was necessary to set everything anew. It was necessary to follow the instructions, read a lot, write and send. How to allocate time, the abilities of everyone in the family, material possibilities, ... Lots of changes. In defining the previously mentioned relationship, I will lean on the foundations of systemic family therapy. This will help me to find an understanding of what is going on between the intellectual and the emotional and to form a view of a good educator, teacher, counselor.

Key Words: opportunity, growth, attitude, change;



## IZZIVI ŠOLANJA NA DALJAVO

Povzetek: V preteklem šolskem letu smo se bili prisiljeni na hitro prilagoditi poučevanju na daljavo. Staršev niti učiteljev nihče ni pripravil nanj, ni bilo vaje, tako kot so denimo letno evakuacijske in požarne. Dejstvo je, da je šlo enim "kot po maslu", drugim pa malo manj. Kako uspeti? Uspeh takega poučevanja je predvsem odvisen od dobrega medsebojnega sodelovanja učiteljev, ki pripravljajo gradivo za delo na daljavo ter na drugi strani učencev in njihovih staršev, od katerih je odvisno, kako dobro zanjo organizirati pouk v danih okoliščinah in koliko truda vložijo vanj. Najprej se je potrebno osredotočiti na to, kdo bo otroka poučeval. Nato je potrebno razmisliti o oblikovanju strukture, ki bo najbolj ustrezala šolanju doma in na podlagi tega sestaviti fleksibilen tedenski urnik. Šolanje na domu pa seveda nudi tudi odlično priložnost, da starši izberejo metode poučevanja, ki najbolj ustrezajo njihovemu otroku. V referatu povzemam pomembne izzive, prednosti, slabosti in ključne napotke za uspešno delo na daljavo. Največja prednost šolanja na daljavo je ta, da omogoča veliko fleksibilnost in prilagajanje individualnim potrebam učenca in njegove družine, hkrati pa nudi odlično priložnost za razvoj spoštljivega, odprtega in sproščenega odnosa med starši in otrokom, s pomočjo katerega se krepi tudi komunikacija. Zagotovo pa se morajo otroci družiti tudi s svojimi vrstniki. Negativni vidik šolanja na daljavo je tako za večino učencev pomanjkanje socialnega stika, predvsem osebnega kontakta, tako s sošolci kot z učitelji. Delo na daljavo je močno oteženo tudi, če se učenec ne znajde na računalniku ali ima težave z internetom. Predvsem pa je snov težje razumeti brez razlage učitelja. Šolanje na daljavo tako zahteva ogromno samostojnega dela učencev, ter veliko truda in angažiranosti staršev, ki nadomeščajo vlogo učitelja. Z dobrim sodelovanjem, pozitivnim mišljenjem in predanostjo pa smo na koncu vsi zadovoljni.

Ključne besede: šolanje na daljavo, izzivi šolanja, prednosti, slabosti

## CHALLENGES OF DISTANCE LEARNING

Abstract: Over the past school year, we have been forced to adapt quickly to distance learning. No one prepared parents or teachers for it, there were no exercises, such as annual evacuations and fires. In fact, some went "like butter" and others a little less so. How to succeed? The success of such teaching depends mainly on the good cooperation of teachers who prepare material for distance work and on the other hand students and their parents, on whom depends how well to organize lessons in the given circumstances and how much effort they put into it. The first step is to focus on who will be teaching the child. It is necessary to consider designing the structure that will best suit the schooling at home and to build a flexible weekly schedule based on this. Home-schooling, of course, also offers a great opportunity for parents to choose the teaching methods that best suit their child. In this article I summarize the important challenges, strengths, weaknesses and key guidelines for successful teleworking. The biggest advantage of distance learning is that it allows great flexibility and adaptation to the individual needs of the student and his family, while providing an excellent opportunity to develop a respectful, open and relaxed relationship between parent and child, which also strengthens communication. But children certainly need to socialize with their peers as well. The negative aspect of distance learning is the lack of social contact, especially personal contact, with both classmates and teachers. Working remotely is also very difficult if the student does not find himself on the computer or has problems with the Internet. Above all, the material is more difficult to understand without a teacher's explanation. Distance learning thus requires a lot of independent work of students, and a lot of effort and commitment of parents, who replace the role of teacher. In the end, with good cooperation, positive thinking and dedication we are all satisfied.

Key Words: distance learning, learning challenges, advantages, disadvantages

## **ALI LAHKO PANDEMIJA KORONAVIRUSA IZBOLJŠA NAŠE ŠOLE IN KAKO?**

Povzetek: Sodobni čas zahteva od učitelja neprestano izobraževanje, izpopolnjevanje že pridobljenih znanj, iskanje novih poti in načinov predaje znanj učencem. A na to, kar se je pri nas in v svetu zgodilo spomladi tega leta, se nismo pripravljali. Zaposleni v šoli smo se morali čez noč na novo organizirati, spremeniti način delovanja in se prilagoditi novi resničnosti – iz običajnega poučevanja smo prešli na krizno poučevanje na daljavo. COVID-19 je nedvomno prinesel globalno revolucijo na področju poučevanja, pouk se je iz šolskih učilnic preselil na splet. Pojavile so se težave in izzivi, s katerimi smo se srečali prvič in tekom trajanja epidemije so se razkrile negativne in pozitivne plati izvajanja šole na daljavo. Ključna področja, kjer kot pomočnica ravnatelja vidim priložnosti in možnosti za izboljšave našega šolskega sistema, so: izboljšati komunikacijo in sodelovanje z Ministrstvom za izobraževanje, znanost in šport ter Zavodom RS za šolstvo, okrepiti digitalne kompetence učencev in učiteljev, poglobljeno ozaveščati o varnosti na internetu, prevetriti predmetnik in učne načrte, dopolniti Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli – večjo veljavo nameniti formativnemu spremljanju in ocenjevanju. Posebno pozornost je treba nameniti tudi učencem, ki prihajajo iz družin, kjer nimajo spodbudnega učnega okolja in priseljencem. Vse več je indicov, da se je v času epidemije neenakost še poglobila, zato je potrebno razmisliti o spremembi normativa svetovalnega delavca v šoli, nameniti več ur individualni obravnavi učencev, aktivneje vključiti Centre za socialno delo in takšnim družinam nuditi dodatno pomoč (finančno, psihosocialno). Razkrili so se tudi pozitivni učinki šole na daljavo: učenci in učitelji so si lahko sami organizirali svoj čas in urnik, več je bilo individualnega pristopa, učenci so navajali, da so čutili manj pritiska in odsotnost strahu pred neuspehom in izpostavljenostjo, prav tako se je izboljšala komunikacija med šolo in starši.

Vsaka kriza je priložnost za nov začetek. Naj bo ta kriza začetek nečesa novega, saj odpira možnosti za razmislek, učenje in refleksijo. Jo bomo znali izkoristiti?

Ključne besede: pandemija, šola na daljavo, spletno poučevanje in učenje, uporaba IKT, izboljšave.

## **CAN THE CORONAVIRUS PANDEMIC IMPROVE OUR SCHOOLS AND HOW?**

Abstract: Modern times call for teacher's constant learning and improving knowledge already acquired and finding new ways and means of passing on knowledge to pupils. But we had not been prepared for what happened in our country and in the world in the spring of this year. The school staff had to reorganize overnight, change the way they work and adapt to the new reality - we switched from normal teaching to teaching in times of crisis, the distance teaching. COVID-19 has undoubtedly brought a global revolution in teaching, which has moved from school classrooms to the web. There were many problems and challenges that we encountered for the first time, and over the course of the epidemic the negative and positive sides of running a school in times of distance learning were revealed. The key areas where I as an assistant principal see opportunities for improving our school system are: to improve communication and cooperation with the Ministry of Education, Science and Sport and the National Education Institute, to strengthen digital competences of pupils and teachers, to raise awareness about Internet safety, to revise the curriculum and syllabi, to upgrade the Rules on assessment and promotion of pupils in basic schools, to give greater importance to formative monitoring and assessment. Special attention should also be paid to pupils coming from less stimulating learning environment and to immigrants. There are more and more indications that inequality has deepened during the epidemic, so it is necessary to consider changing the norm of school counsellors, allocate more time to individual treatment of pupils, more actively involve Centres for Social Work and provide additional assistance to such pupils and their families (financial, psychosocial). The positive effects of distance learning were also revealed. They are: students and teachers were able to organize their own time and schedule, teacher's approach was more individual, pupils stated that they felt less pressure, fear of failure and exposure, and the communication between school and parents improved.

Every crisis is an opportunity for a fresh start. Let this crisis be the beginning of something new as it opens up the opportunities for deliberation, learning and reflection. Will we know how to use it?

Key Words: pandemic, distance school learning, online teaching and learning, use of ICT, improvements.

## **KORONA – ČAS ZA SPREMEMBE**

Pišem o delu na daljavo v času karantene zaradi korone. To je bil poseben izziv. Bil je čas za učenje novih pristopov in novih znanj glede načinov poučevanja. Kar naenkrat nič več osebnega stika, temveč »daljni« stik z učenci, starši in sodelavci. Po mojih 26 letih dela v šoli. Prvič tako, za naslednjič sem pripravljena. Skratka delo prek računalnika, s tehnologijo, ki mi je bila nepoznana. Opisujem svoje soočanje s tem načinom dela. Uporabljala sem kanale in spletno učilnico na eAsistentu. Nič nisem komplicirala, sprejela sem izziv in se odločila, da bom zelo poenostavila stvari, da za nikogar ne bo prezapleteno, ne za mene, kar pa je še bolj pomembno, ne za učence. Delam v šoli, kjer je veliko učencev iz revnega okolja, zato jih veliko nima svojih računalnikov, nekateri nimajo interneta doma niti ne obvladajo dela z računalnikom. Pa smo se šli osnovnošolsko matematiko in fiziko na daljavo - 6., 7., 8. razred matematiko in 8. razred fiziko.

Ključne besede: delo, navodila učencem na daljavo, kanali na eAsistentu, spletna učilnica, matematika, fizika, osnovna šola

## **CORONAVIRUS – THE TIME FOR CHANGES**

I am writing about our distance school during quarantine due to coronavirus. It really was a special challenge. It was the time for new approaches to be learnt and new knowledge about teaching methods to be gained. All of a sudden, no more personal contact was possible but a 'distant' contact with pupils, parents and co-workers only. After 26 years of my working at the school, such a teaching appeared for the first time, but the next time, I will be ready. However, it was the work through computing technology completely unfamiliar to me. I am describing my confrontation with that way of working. Communication channels and an online classroom at our school program of eAssistant were used. I complicated nothing, the challenge was accepted and followed by simplifying things as possible as they could be for everyone, for me, and more importantly, for the pupils. I have been working in a school in a special district where computers are not possessed or the Internet at pupils' homes is not available or computers cannot be used by a great number of pupils due to their poor circumstances. Anyway, elementary Maths and Physics at a distance school, i.e. the 6th, 7th and 8th grade Maths and the 8th grade Physics were managed to be carried out.

Key Words: work, distance learning instructions, communication channels on e-Assistant, online classroom, Maths, Physics, primary school

## **POUČEVANJE NA DALJAVO - SPOPRIJETI SE Z NOVIMI IZZIVI IN PRIDOBITI NOVA ZNANJA IN IZKUŠNJE**

Povzetek: Sodoben čas in tempo življenja nam postavljata nove izzive in preizkušnje. Mednje zagotovo sodi čas koronavirusa, ki smo ga preživeli doma v izolaciji, in ko je večina delala od doma.

Ko se je pouk sredi marca nenadoma preselil iz učilnice v virtualni svet, so si učitelji postavljali vprašanja, vezana s poučevanjem na daljavo. Za začetek dela je bila potrebna vzpostavitev komunikacije z učenci in s starši. Učitelji, ki so bili že veščiki dela v spletnih učilnicah, so bili v prednosti, saj so imeli že odprto učno okolje. Za vse ostale, za tiste, ki delajo z mlajšimi in s starejšimi, ki imajo več ali manj znanja s spletnimi orodji, z učilnicami, pa je to pomenil začetek učenja novih veščin. Pouk ni bil več tradicionalen, pač pa je vključeval sodobne medije, splet, ki so jih učitelji uporabljali po učinkovitosti in glede na možnost uporabe. Ne samo učitelji, temveč tudi učenci, so se soočali z organizacijo delovnega časa in obsegom dela. Čeprav se nam zdi, da je računalniška oprema in povezava s spletom prisotna v vsakem domu, se je izkazalo, da temu ni tako. Učitelji smo ob tehnični podpori spoznali nova spletna orodja in aplikacije, ki smo jih vključevali v delo z učenci. Kljub vsem možnostim, ki smo jih imeli na razpolago, smo videli, da je za uspešno delo potrebno vključiti lastno domišljijo in ustvarjalnost. Čeprav smo v virtualnem svetu imeli tudi pouk v živo, pa je ta izkušnja podprla dejstvo, da je osebni stik eden izmed osnovnih potreb človeštva. Šolsko leto se je zaključilo z novimi spoznanji in izkušnjami učiteljev ter učencev. Glede na negotovo situacijo in na morebitno ponovitev poučevanja na daljavo, se nam odpirajo različna vprašanja, vezana na delovni čas učitelja, samo obremenitev in razpoložljivost učencem, zasebnost ... V učnem procesu bo potrebno razmisliti o načinih ocenjevanja, rokih in goljufanju pri le-tem, zahtevah glede domačih nalog ... Večina učencev je bila zadovoljnih, saj so si lahko sami določili in razporedili čas za šolsko delo. Učencem, ki nimajo podpore doma, so neodzivni, nesamostojni, si ne znajo sami ustrezno razporediti šolske obveznosti, pa bo potrebno posvetiti čas, da se bodo bolj aktivno in uspešno spoprijeli z izzivi, ki jih prinaša sedanji čas.

Ključne besede: aplikacije, komunikacija, ocenjevanje, pouk na daljavo, računalniška oprema, splet.

## **DISTANCE LEARNING - MEETING NEW CHALLENGES AND GAINING NEW KNOWLEDGE AND EXPERIENCE**

Abstract: Modern time and the pace of life pose new challenges and trials. These certainly include the time of the coronavirus, which we spent at home in isolation, and when most of us worked from home.

When classes suddenly moved from the classroom to the virtual world in mid-March, teachers asked themselves questions related to distance learning. It was necessary to establish communication with students and parents to enable learning to get started. Teachers who were already proficient in working in online classrooms were at an advantage, as they already had an open learning environment. For everyone else, for those who work with younger and older people, who have less knowledge with online tools, this meant the beginning of learning new skills. Teaching was no longer traditional, but included modern media and the web, which teachers used in terms of efficiency and expanding the possibility of learning. Not only teachers, but also students, were faced with the organization of working hours and their scope of work. Although computer equipment and internet connection was thought to be present in every home, this has proven to be not the case. With technical support, teachers learned about new online tools and applications that could be included when working with students. Despite all the opportunities we had at our disposal, we saw that for successful work it is necessary to include our own imagination and creativity. Specific Apps enabled live lessons in the virtual world, this experience was hugely beneficial and strengthened the belief that personal contact is one of the basic needs of humanity. The school year ended with new insights and experiences for teachers and students. Given the precarious situation and the possible recurrence of distance learning, we are faced with various questions related to the working hours of teachers, the workload and learning environment for students and protecting privacy... In the learning process, it will be necessary to consider the methods of assessment, deadlines, the possibility of cheating, and the requirements for homework... Most students were satisfied as they were able to set and schedule their own time for school work. Students who do not have support at home are unresponsive, not independent, they do not know how to properly allocate school obligations, and it will be necessary to devote time to more actively and successfully cope with the challenges of the present time.

Key Words: applications, communication, assessment, distance learning, computer equipment, web.

## **IZOBRAŽEVANJE NA DALJAVO – IZKUŠNJE IN IZZIVI**

Povzetek: Ko so se 13.3.2020 zaprla šolska vrata, se je bilo treba odločiti, kako naprej. Glavni cilj pa je bil, da se izobraževanje nadaljuje. Posamezniki smo bili različno pripravljene glede usposobljenosti za tovrstno delo. Enotnih navodil ni bilo, zato se je moral vsak učitelj znajti po svoje. To je bil poseben izziv tako za učitelje, učence in starše. Po začetnem navdušenju učencev, so le ti hitro ugotovili, da gre za učenje na drugi način. Brez velike pomoči staršev v prvem triletju zagotovo ne bi šlo, saj so učenci v tem obdobju zelo slabo računalniško opismenjeni. V tem primeru pa se pojavi vprašanje, v kolikšni meri smemo obremenimo starše. Poseben izziv pa je bil, kako voditi učenca skozi izobraževalni proces preko napisanih navodil, ki jim bo lahko otrok sledil. Navodila morajo biti jasna in razumljiva in morajo ohranjati motivacijo učencev za izobraževalno delo. Že po prvem tednu pa so se pojavile težave, saj nekateri otroci niso imeli računalnikov, interneta. Tem učencem je šola priskočila na pomoč in jim ponudila šolske računalnike. Po treh tednih je večina stvari normalno delovala, otroci so se prilagodili in vzpostavili svoj delovni tempo, napetost staršev je popustila, učenci so postali odzivni, stik s starši in učenci je bil vzpostavljen. Po objavi postopnega vračanja učencev v šole pa je motivacija tako učencev kot staršev padla. Če zaključimo, kaj smo se pravzaprav naučili iz te lekcije? Izobraževanje na daljavo ne more postati enakovredno klasičnemu izobraževanju, saj učenci prvega in drugega triletja ne zmorejo brez pomoči staršev tolikšne samostojnosti. Toda ne glede na to, ali bomo morali še kdaj zapreti šole, se moramo izobraževati oz. usposobiti na teh področjih. Vsekakor pa moramo ohranjati kakovost pouka, ne glede na to, ali se bo odvijal v učilnicah ali na daljavo.

Ključne besede: izobraževanje na daljavo, navodila, učenci, starši, izkušnje, izziv

## **DISTANCE EDUCATION – EXPERIENCE AND CHALLENGES**

Abstract: When schools closed on 13 March 2020, a decision had to be made on how to proceed. The main goal was for education to continue. Individuals had different levels of preparedness for such work. There were no unified instructions, so every teacher had to figure out their own way. This was a special challenge for teachers, students and parents. After the students' initial enthusiasm, they quickly discovered that distance education is learning in another way. It would certainly not have been possible without the great help of parents for students in the first three years, as students of this age do not yet have the computer skills necessary. In this case, the following question arises: To what extent are we allowed to burden parents? A special challenge was how to guide a student through the education process, using written instructions that the child can follow. Instructions have to be clear and understandable, and have to maintain students' motivation for education work. Issues arose after the first week, as some children did not have a computer or access to the Internet. The school assisted such students and provided school computers. After three weeks, most things were progressing normally, the children adapted and establish their working tempo, the stress on parents was alleviated, the students became responsive, and the contact with parents and students was established. After the announcement for gradual return of students to schools, the motivation of students and parents decreased. In conclusion, what have we actually learned from this lesson? Distance education cannot become equal to traditional education, as students of the first three grades and second three grades do not have the independence necessary without the help of parents. But regardless of whether we will ever have to close schools again, we have to educate and train ourselves in these fields. And we must certainly maintain the quality of education, regardless if it is provided in classrooms or at a distance.

Key Words: distance education, instructions, students, parents, experience, challenges

## **POUK NA DALJAVO - USTVARJALEN, SAMOSTOJEN, POVEZOVALEN**

Povzetek: Inovacije v vzgojno-izobraževalnem sistemu se dogajajo ves čas. Nekatere so skrbno načrtovane, njihovo izvajanje se v šolo vpeljuje postopoma, druge pa se zgodijo čez noč. Tako nas je letošnja pomlad presenčila, pouk ni bil možen v učilnicah, ampak je bil čez noč prestavljen v virtualni svet. Vsi udeleženci procesa smo bili v nenadni stiski. Da bi učencem in staršem čim bolj približali takšno šolo, smo učitelji namenili veliko pozornosti in časa iskanju novih metod in oblik dela, prav tako pomoči manj spretnim učencem in staršem. V prispevku bom predstavila konkretne primere iz prakse, za pouk na daljavo, pri katerem je učenec motiviran, ustvarjalen in samostojen, pouk pa temelji na izkustvenem učenju. Učitelj ni več le posredovalec znanja in edini vir informacij, ampak zgolj usmerja pouk, pomaga in ustvarja ustrezne pogoje za delo. Tako je ključno, da je učitelj fleksibilen, ustvarjalen in pripravljen na vseživljenjsko učenje. Pri pouku na daljavo se pokaže tudi izjemna pomembnost formativnega spremljanja, saj učenec pridobi natančno in specifično povratno informacijo o dosežku, napredovanju, močnih in šibkih področjih.

Ključne besede: pouk na daljavo, naravoslovje, poskusi, sodelovanje, motivacija, formativno spremljanje.

## **DISTANCE LEARNING – CREATIVE, INDEPENDENT, CONNECTIVE**

Abstract: Educational system innovations are occurring constantly. Some of them are carefully planned, and their implementation in schools is gradual while others happen overnight. The events of this spring were a surprise to us all since the lessons in the classroom were not realizable anymore and were moved into the virtual world overnight. Suddenly, all of the educational system participants were in distress. In order to bring this type of learning as close as possible to students and parents, teachers invested a lot of time and attention to the search for new methods and forms of teaching, as well as helping the less proficient students and parents. In this article I will present concrete examples from distance learning practice in which the student is motivated, creative, and independent and the lessons themselves are experiential learning-oriented. The teacher is no longer just a provider of knowledge and the only available source of information but also a lesson organizer, helper and the creator of an appropriate learning environment. Therefore, it is crucial that the teacher is flexible, creative and ready for lifelong learning. Distance learning also shows the importance of formative assessment, as it offers a way for a student to obtain an accurate and specific feedback on his or hers achievements, progress, strengths and weaknesses.

Key Words: distance learning, science, experiments, collaboration, motivation, formative assessment.



## TUDI ŠOLANJA NA DALJAVO SE JE POTREBNO UČITI

Šolanje na daljavo nas je povsem nepripravljene ujelo čez noč. In vsi smo se iz te izkušnje naučili, da se moramo še veliko naučiti.

Učitelji smo se podali na to pot z zelo različnimi znanji in spretnostmi uporabe računalnika in programov, ki šolanje na daljavo naredijo enostavnejše in učinkovitejše, na drugi strani pa smo naleteli prav tako na, z materialno opremo, dostopom do interneta ter s spretnostmi in veščinami uporabe računalnika, različno opremljene učence. Učence brez ustrezne računalniške opreme smo šole bolj ali manj uspešno oskrbele z računalniki, znanje in spretnosti uporabe let-tega pa so ostale odprta rana. Ena od posledic teh težav je bilo večanje razlik v znanju učencev in odgovornost za to je na strani šole.

Zato smo se na naši šoli odločili, da se bomo v prihajajočem šolskem letu 2020/2021 lotili reševanja problema celostno in s ciljem pridobiti znanja, ki nam ne bodo služila le v šoli, ampak bodo uporabna tudi sicer v življenju.

Starši učencev, ki se pri svojem delu z delom na daljavo srečujejo redno, se bodo prelevili v naše učitelje in nam tako pomagali usposobiti se za nov, drugačen način dela. In ko bomo nova znanja in spretnosti usvojili, bomo le-ta prenesli na svoje učence. Začeli bomo s poučevanjem učencev od šestega do devetega razreda, kasneje pa bomo priključili tudi četrto- in petošolce. Sprva bo poučevanje takega načina dela potekalo v računalniški učilnici, sčasoma se bo učitelj iz računalniške učilnice umaknil v sosednjo učilnico in na ta način bomo simulirali delo na daljavo. Naslednji korak je ta, da bodo učenci od meseca januarja dalje vsak mesec en dan v mesecu preživeli doma in ta dan bo šolanje potekalo na daljavo. Na ta način se bodo nastale težave reševale sprotno, ter učitelji in učenci bodo imeli možnost tesnega sodelovanja pri iskanju poti k zadanemu cilju.

Upam, da bomo na koncu vsi ugotovili, da smo z novo usvojenimi veščinami pridobili mnogo več kot z na novo usvojenimi vsebinami. Kajti nove veščine nas lahko na drugačen način pripeljejo do vsebin. In tako bomo dosegli dva cilja hkrati. In upam, da nas šolanje na domu ne preseneti prekmalu, preden bomo vsi na to pripravljeni.

Ključne besede: šolanje na daljavo, učenje za življenje, računalniška znanja, sodelovanje, poučevanje, učenje.

## WE ALL NEED TO LEARN ABOUT DISTANCE TEACHING AND DISTANCE LEARNING

Distance teaching caught us unprepared overnight. And now we know, we have so many things to learn about it to become better. When the corona outbreak started, we, teachers, became a distance teachers overnight. We all have very different knowledge about computers and programs that could help us teachers to do our job from home in a proper way. On the other hand, there were pupils with even more problems; with or without proper computer equipment, with or without proper knowledge about computers and using different programs teachers required. Schools were mostly successful to provide computer equipment to pupils, but there was no time to provide the knowledge, how to use it. And I believe that was the main reason that differences in knowledge between pupils increased. They did not have same conditions to learn. And the responsibility is on the side of the schools. In our school we decided to solve this problem in s school year 2020/2021. We want to solve this problem and the main goal is to get knowledge that will not only serve us in school, but will also be useful in life. Our pupil's parents, who use computers for distance working on regular basis will become our teachers helping us to train for a new, different way of working. And when we acquire new knowledge and skills, we will pass them on to our pupils. First we will start training pupils from sixth to ninth grade and later also fourth- and fifth-graders. Initially, teaching will take place in a computer classroom with pupils and teacher together. Next step would be teaching and learning with teacher and pupils in a separate classroom simulate distance working. The last, final step would be that pupils will spend one day a month (from January on) at home and that day would be the day to practice distance learning. This way of working would offer the chance to solve the problems on an ongoing basis, and teachers and students would also have the opportunity to work closely together to find the best way to reach the goal. I hope that in the end we will all find out that we have gained much more with these new acquired skills than we would with the acquired content. Because new skills can lead us to content in a different way. And so we will achieve two goals at the same time. And I hope that distance teaching doesn't surprise us too soon - before we all will be ready for it.

Key Words: distance learning, learning for life, computer skills, cooperation, teaching, learning.

## **PRIJAZNO IN UČINKOVITO UČENJE NA DALJAVO**

Povzetek: Marec 2020, mesec, ki mi bo za vedno ostal v spominu. Z učenci smo v šoli vnaprej pripravili video-posnetek z razlago pisnega deljenja za pomoč, za lažji začetek poučevanja na daljavo. S prvo kratko anketo sem preverila, ali imajo vsi dostop do interneta, potrebno opremo, ali potrebujejo kaj drugega. Kot razredničarki mi je bilo zelo pomembno, da smo bili vsi v rednem stiku, da sem si vzela čas za svoj razred, da sem stremela k znanju in dobremu počutju vseh nas. Začetek ni bil preprost, naučiti sem se morala veliko novega. Redno sem izvajala kratke ankete, s katerimi sem dobila koristne povratne informacije učencev in staršev o učinkovitosti učenja na daljavo. Prvi izziv zame je bilo snemanje posnetka, s katerim sem se jim oglasila in jih pozdravila. Naslednji izziv je bilo posneti razlago snovi. Kako in kam postaviti telefon, s čim pisati, kaj povedati, da bi bilo karseda razumljivo. Naslednja anketa je pokazala, da je učna razlaga v pomoč. Seveda pa so med otroki razlike, nekateri so bolj samostojni, drugi manj. Tako sem se kmalu naučila kreirati svojo konferenčno sobo za srečanja. Sprva sem se sestala z nekaj učenci, v nekaj dneh skoraj z vsemi, in to so bili posebni občutki. Ta stik prek videosrečanj nas je še bolj povezal. To se je izkazalo za nujno in zelo koristno ter učinkovito. Ves čas epidemije sem se trudila, da sem jim na voljo, v oporo, saj mnogim v tem času ni bilo lahko. Ankete so pokazale dober odziv, da so zadovoljni. Vesela sem bila tudi predlogov za izboljšavo. Izkazala se je potreba po dodatni razlagi učne snovi. Večkrat v tednu smo se srečevali na daljavo. Pomembno je bilo učno snov diferencirati in slediti tempu učencev. Naslednji izziv je bil, da pregledam delo učencev. To je terjalo zares veliko časa. Nato sem uvedla pregled narejenih nalog prek videokonference. To je bila super rešitev, ki mi je prihranila veliko časa. Zanimivo in pozitivno izkušnjo imam s študentko socialnih ved. Z učenkinimi starši smo se dogovorili, da sta se srečevali na njenem domu.

Učenje v času epidemije mi je vzelo veliko truda in časa, a na koncu dalo veliko zadovoljstva, da nam je z dobro voljo, sodelovanjem in prilagajanjem situaciji uspelo slediti ciljem. Če bi se stanje ponovilo, bi nadaljevala s podobno metodo, ker se je izkazala za učinkovito in prijazno do vseh nas. Seveda pa se učenje na daljavo ne more primerjati s poučevanjem v šoli. Naučila sem se, da se je treba prilagoditi dani situaciji, ohraniti pozitivnost ter vložiti več truda in časa. Ne nazadnje so otroci tega vredni.

Ključne besede: učenje na daljavo, učinkovitost, sodelovanje, znanje, odnos.

## **A KIND AND EFFICIENT DISTANCE LEARNING**

Abstract: March 2020, the month that will forever linger in my memory. For an easier start to distance learning, the students and I had prepared a long division explanation video. A quick first survey revealed whether everyone had internet access, all the necessary equipment, and whether the students needed anything else. It was crucial to me as their class teacher for us to keep in regular contacts, for me to take time for my class, and to strive for knowledge and everyone's well-being. The beginning was not an easy one, I still had a lot to learn. I was regularly carrying out surveys that provided useful feedback from the students and their parents on distance learning efficiency. The first challenge that I had to take on was making a video merely to say hello.

Recording the subject matter explanation was the next one. How and where to place the phone, what to write with, what to say to make it as clear as possible. The next survey revealed that the subject matter explanation helps. There are, of course, many differences among children, some are more independent than others. Soon, I knew how to create my own conference room for online meetings. At first, I had only met with some of the students, and then, in the following days, with almost all of them, and it felt amazing. Keeping in touch via video calls strengthened the ties between us. It proved to be necessary, as well as very useful and efficient. I have tried my best to be there for them throughout the epidemics, to give them support, because those were challenging times for many of them. The surveys showed good results, the children were content. I was happy to hear any suggestions for improvement whatsoever. As it turned out, a complementary explanation of the subject matter was needed. We met online several times a week. It was important to differentiate the subject matter and follow the individual's pace. The next challenge was to check the students' work. That really took a lot of time. Therefore, I started reviewing the exercises via video conferences. That was a brilliant solution because it saved an enormous amount of time. I had an interesting and good experience with a social studies student. She made home visits with one of the girls, in agreement with the girl's parents.

Teaching through the epidemics took a lot of effort and time, but provided plenty of satisfaction, because our goals have been reached through good will, cooperation, and flexibility. Should these circumstances occur again, I would proceed similarly, since this method proved to be efficient and kind to all of us. Distance learning, however, cannot ever compare to school learning. I discovered that it is essential to be flexible in any given situation, to stay positive and invest more effort and time. After all, the children are well worth it.

Key Words: distance learning, efficiency, cooperation, knowledge, relationship



## ZAKAJ NAZAJ V ŠOLE?

Povzetek: Zaradi epidemije COVID-19 so spomladi šole po vsem svetu zaprle svoja vrata. Zaprtje šol je vplivalo na več kot 1,57 milijard otrok in mladostnikov v več kot 190 državah. Šolanje se je iz učilnic preselilo domov. Uvedeno je bilo izobraževanje na daljavo. Izobraževanje na daljavo je oblika izobraževanja z dvema temeljnima značilnostma: učitelj in učenec sta med poučevanjem prostorsko ločena in komunikacijo med njima ter med učenci omogočajo različne vrste tehnologij. V prispevku je predstavljena osebna izkušnja pri implementiranju pouka na daljavo ter s katerimi izzivi smo se kot šola srečevali. Posledice zaprtja šol in karantene v domačem okolju so bile za družine in učitelje velik stres. Postavljeni smo bili pred izzive, kot so: kako učinkovito poučevati na daljavo, kako pridobiti povratno informacijo od učencev o njihovem delu in napredku, kako učencem posredovati učinkovito povratno informacijo, kako voditi evidenco o vseh opravljenih nalogah in njihovi kvaliteti, kako kompenzirati odsotnost neposredne učiteljeve razlage, kako nadomestiti odsotnost socialnih stikov, kako obsežna naj bo posredovana snov, kako poskrbeti, da bodo imeli učenci čim bolj enake pogoje dela, kako ocenjevati, kako vzdrževati učno motivacijo, kako poskrbeti za učence s posebnimi potrebami ter številna druga vprašanja. Na začetku junija smo se vrnili nazaj v šolske klopi z izkušnjo šolanja na daljavo. Zavod republike Slovenije za šolstvo je v juniju opravil obsežno raziskavo med učitelji, učenci in ravnatelji o pouku na daljavo. V prispevku so predstavljeni pomembni izsledki te raziskave. Čeprav se je učenje na daljavo za osnovne šole v izrednih razmerah izkazalo bolj za »izhod v sili«, smo vendarle tudi nekaj pridobili. Učenci in učitelji smo se naučili novih računalniških znanj; učenci so spoznali, da s samodisciplino nosijo poglavitni del odgovornosti za učenje; učitelji smo ozavestili, kaj je res pomembno pri poučevanju, in kot družba smo dobili trdo lekcijo, kaj se zgodi, če se javno življenje ustavi. Šele ko smo za nekaj prikrajšani, vrednost tega postane jasnejša. Vlogi šole in učitelja, predvsem osnovnošolskega, sta se izkazali za nenadomestljivi. Ključne besede: COVID-19, izobraževanje na daljavo, prednosti, pomanjkljivosti, raziskava, osebna izkušnja.

## WHY BACK TO SCHOOL?

Abstract: Due to the COVID-19 epidemic, schools around the world closed their doors in the spring. School closures have affected more than 1.57 billion children and adolescents in more than 190 countries. Schooling has moved from classrooms to homes. Distance learning has been introduced. Distance education is a form of education with two basic characteristics: the teacher and the student are separated spatially during teaching and communication between them. It enables different types of technologies between students. The article presents personal experience in implementing distance learning and what challenges we faced as a school. The consequences of school closures and quarantine at home have been a great stress for families and teachers. We were faced with challenges, such as how to teach effectively at a distance, how to get feedback from students on their work and progress, how to provide students with effective feedback, how to keep records of all tasks and their quality, how to compensate for the lack of direct teacher explanation, how to compensate for the absence of social contacts, how extensive the material should be provided, how to ensure that students have the same possible working conditions, how to assess, how to maintain learning motivation, how to take care for students with special needs and many other issues. In early June, we went back to school with the experience of distance learning. In June, the Institute of the Republic of Slovenia for Education also conducted an extensive survey among teachers, students, and principals on distance learning. The paper presents important findings of this research. Although distance learning for primary schools in emergencies has proven to be more of an "emergency exit", we have also gained some positive aspects. Pupils and teachers learned new computer skills. Pupils realized that self-discipline carries a major part of the responsibility for learning. Teachers became aware of what is important in teaching. As a society, we got a hard lesson on what happens if public life stops. Only when we are deprived of something, the value of it becomes clearer. The roles of school and teacher, especially primary school teacher, proved to be irreplaceable.

Key Words: COVID-19, distance education, advantages, disadvantages, research, personal experience.

## JAZ NE GREM V ŠOLO ... NISEM NOR, DA V ŠOLI BI SEDEL

Povzetek: Šolanje med karanteno je bil največji eksperiment v zgodovini samostojne Slovenije. Skrbelo me je, kako bom zmoгла. Imam koledar, na katerem je vsak dan napisana ena misel. V petek, 13. 3., je bila: »Majhne zmage te bodo počasi pripeljale do cilja.« Dnevi so tekli in z vsakim tednom smo učitelji napredovali v kvaliteti objavljenega gradiva. Nekateri učenci so se v času šolanja na daljavo pokazali v boljši luči, drugi se na navodila niso odzivali. V 7. razredu sem imela tak problem s fanti. Ker so skoraj vsi košarkaši, sem jih poskusila nagovoriti v njihovem jeziku: »Če znaš ujeti žogo, jo podati, jo voditi, jo zaščititi pred nasprotnikom, metati iz dvokoraka, se orientirati (kje je nasprotnikov koš, kje so meje igrišča ...), potem znaš igrati košarko. Uživaj, če tvoja ekipa preigra nasprotnika. Tudi z neuspehi se tvoje znanje košarke poveča. Igraš in sploh ne razmišljaš več, da je treba podati tistemu, ki je odkrit in v najboljšem položaju, da doseže koš in si ne šteješ več, ko greš v dvokorak. Podobno je z geografijo. Če veš, kateri so geografski dejavniki - družbeni in naravni - samo kombiniraš med njimi.

Če vprašam: "Zakaj je sever Finske redko poseljen?"

Učenec A: "Ne vem."

Učenec B prosi učitelja, če mu pomaga razmišljati in učitelj mu daje podvprašanja: "Kaj pomeni redko poseljen? Da je malo prebivalcev in malo naselij na velikem ozemlju. V katerem toplotnem pasu je? Kakšno je podnebje, katero rastlinstvo, so tam rudna bogastva, turistične zanimivosti, prometne poti ...." Učenec pride do pravilnega odgovora. Pri tem je pomembno, da je učenec razmišljal in sklepal. Učenec C pa v glavi v dveh sekundah molče prevrta svoje znanje geografije in izstreli: "Sever Finske dobiva malo sončne energije, zato je podnebje hladno. V zelo hladnem podnebju kmetijstva praktično ni; tudi gozd ne raste. Pomembne prometne poti se tam ne križajo, če so rudna bogastva, ki vedno privabijo priseljevanje ljudi, bom pa pogledal. Verjetno jih ni." Aha. Ta pa zna. In učitelj uživa podobno kot Dončić na klopi, ko njegovi soigralci dosežejo koš.«

Prisiljeni smo bili v situacijo, ki nas je učila strpnosti, vztrajnosti, razmislekov ...

Gljučne besede: šolanje na daljavo, geografija, košarka, prilagajanje učnega materiala, motivacija učencev

## I'M NOT GOING TO SCHOOL... I'M NOT CRAZY ENOUGH TO SIT THERE

Abstract: Teaching (and learning) during quarantine has been the largest educational experiment in the history of independent Slovenia. I was worried about how I would be able to do this. I have a 'Thought of the Day' calendar and on Friday, March 13, it said: "Small victories will slowly lead you to the finish line." The days went by and with each week, teachers made headway in the quality of the materials we posted for our students. While some students performed better during remote teaching, others were unresponsive. I had this problem with the boys in 7th grade. Since almost all are basketball players, I tried to address them in their own language: "If you know how to catch and pass the ball, dribble, defend against the opponent, do a layup, orient yourself on the court (know where the opponent's basket is, where the boundaries of the court are...), then you know how to play basketball. You're thrilled when your team outplays the opponent. Even failure is something that helps to increase your knowledge. When you play, you're not even consciously thinking that you have to pass the ball to someone who is open and in the best position to reach the basket, and you don't count your steps during a two-step layup anymore. It is similar with geography. If you know what the geographical factors – social and natural – are, all you need to do is make connections.

If I ask: 'Why is northern Finland so sparsely populated?'

Student A: 'I don't know.'

Student B asks the teacher to help him and the teacher gives him additional questions: 'What does sparsely populated mean? That there are few inhabitants and few settlements in a large area. Which geographical zone is it in? What is the climate, the vegetation, are there any mineral resources, tourist attractions, traffic routes...'

The student arrives at the correct answer. It is important that in doing so, the student has had to think and infer. Student C silently turns over the relevant geographical knowledge in his mind for two seconds and says: 'The north of Finland gets little solar energy, so the climate is cold. In a very cold climate, there is practically no agriculture; forests don't grow either. There aren't any important routes, and I'd have to check if there are any significant mineral resources, which always attract migration, but there probably aren't any.' O.K. So this one knows his stuff. And the teacher enjoys it just as much as Dončić watching his teammates score."

We were forced into a situation that taught us tolerance, perseverance, reflection...

Key Words: remote teaching, geography, basketball, adapting learning materials, student motivation

## **UČIMO SE DOMA – IZZIV ZA UČITELJA, UČENCA IN STARŠA**

Povzetek: V pedagoškem poklicu so spremembe in prilagajanje stalnica. Letošnja epidemija pa je povzročila nepredstavljive spremembe. Šola je svoja vrata dobesedno zaprla čez noč. Izobraževanje se je iz učilnice preselilo v domače okolje. Znašli smo se pred novimi izzivi. Učitelji so morali hitro ukrepati, iskati nove načine in strategije učenja. Potrebno je bilo veliko inovativnosti, iznajdljivosti, samoizobraževanja in medsebojne pomoči. Začetki so bili težki in stresni, vendar nam je v zelo kratkem času uspelo vzpostaviti sistem za izobraževanje na daljavo. Stik s starši in učenci smo vzpostavili preko elektronske pošte, spletnih učilnic in videokonferenc. Sodelovanje med vsemi udeleženci: učiteljem, učencem in starši, je bilo izrednega pomena. Vloga učitelja, učenca in starša se je spremenila.

Poučujem mlajše učence, 2. razred. V začetku svojega šolanja mlajši učenci usvajajo temeljne veščine kot so: opismenjevanje, pridobivanje številskih predstav, računanje ... To so osnovna znanja, lahko bi rekli temelj celotnega nadaljnjega šolanja. Potrebno je bilo najti prave poti, da učence kljub nastali situaciji vodim do usvajanja teh temeljnih znanj. Prav tako je izredno pomembna sprotna vsebinska in konstruktivna povratna informacija, namenjena učencem in staršem. Poleg že naštetega je potrebno zaslediti in nuditi pomoč učencem, ki imajo težave pri učenju. Spodbujati je potrebno tiste, ki zmorejo več ter jim nuditi dodatne izzive. Nikakor pa ne smemo pozabiti, da učenci najbolj potrebujejo osebni stik z učiteljico in sošolci ter jim omogočiti tudi to. V prispevku so predstavljeni konkretni primeri iz prakse, kako podati mlajšemu učencu novo znanje, ga motivirati za delo, ga usmerjati k samostojnemu in uspešnemu delu, opaziti njegov trud in njegove dosežke ter ga primerno pohvaliti, ob vsem tem pa čim manj obremeniti starše. Kljub vsemu trudu in inovacijam se je ob povratku učencev v šolo izkazalo, da šolanje na daljavo ne dosega učinkovitosti učenja v razredu.

Ključne besede: novosti, sodelovanje, učenci, učenje na daljavo, povratna informacija

## **LEARNING AT HOME – A CHALLENGE FOR THE TEACHER, STUDENT AND PARENT**

Abstract: Changes and adaptations are a constant in the pedagogical profession. However, this year's epidemic has caused unimaginable changes. Schools literally closed overnight. The education was moved from the classroom to the home environment. The move brought us new challenges. In search for new ways and strategies of learning teachers had to act quickly. A lot of innovation, resourcefulness, self-education and mutual help was needed. The start might have been hard and stressful but in a very short period of time we managed to install a distance learning system. Contact with parents and students was established via e-mail, online classrooms and video conferencing. Cooperation between all the participants – teachers, students and parents was utmost important. Moreover, the roles of teacher, student and parent have changed. The author of this article is teaching 2nd grade students. At the beginning of their school years, younger students are mostly acquiring basic skills such as literacy, numerical cognition, arithmetic, etc. These are the basic and fundamental skills of the entire further education. Despite the situation, it was therefore necessary to find the right ways in guiding the students to acquire that basic knowledge. It is also extremely important to provide ongoing content and constructive feedback to students and parents. In addition, it is necessary to identify and offer assistance to students who experience learning difficulties. Students who are able to do more need to be encouraged and offered new challenges. And we should keep in mind that we need to enable personal contact between students, teacher and their classmates. In this article, the author presents actual practical examples of how to provide new knowledge to younger students, motivate them for learning, direct them towards independent and successful learning, notice their efforts and achievements and praise them accordingly, while burdening their parents as little as possible. However, despite all the effort and innovation, when students returned to school it turned out that distance learning did not achieve the same effectiveness as learning in the classroom.

Key Words: innovations, cooperation, students, distance learning, feedback.

## UČENJE NA DALJAVO – STRAH ALI IZZIV

Povzetek: V letošnjem letu, smo se na vseh slovenskih šolah znašli v popolnoma novi situaciji. Zaradi zdravstvenih razmer, smo bili primorani šolanje nadaljevati na domu. Tudi vodstvo šole se je znašlo v novi situaciji, kako organizirati potek dela na način, da bo čim manj motenj. Kako začeti, s čim, kdaj... Polno vprašanj se mi je porajalo v glavi. Strah pred novim, neznanim, se je v prvih trenutkih prikradel v moje misli. A ker je strah votel, okrog ga pa nič ni, sem se tudi sama odločila, da si stvar zadam kot izziv. Vsak začetek je težak in tudi tokrat ni bilo nič drugače. Že vrsto let imam na šolski spletni strani tudi stran, namenjeno angleščini. Učenci in starši so z njo seznanjeni že od 1. razreda. Tam dobijo vsa obvestila, kaj počnemo tekom tedna in pod različnimi zavhki najdejo tudi pesmi in naloge. To je bila moja osnova za delo na daljavo. Raziskovanje novih IKT orodij, spletnih strani, kako popestriti sam potek dela od doma in nekako ostati v stiku z učenci, so bili moja najpomembnejša naloga. V kratkem času sem se naučila ogromno novih stvari. Kljub začetnim neuspehom, nisem odnehala. Delo pozno v noči in čez dan, so obrodila sadove. Začetne dni smo namenili bolj utrjevanju in ponavljanju. Poučujem angleščino, ki je za mnoge učence že tako težak predmet. Iskala sem primeren način, da bi me vsi dobro videli in razumeli. Učno snov sem podajala preko PowerPoint predstavitev, katerim sem dodala še zvočno razlago. To sem kasneje nadgradila še s svojo virtualno podobo in raznimi posnetki. Za reševanje nalog, utrjevanje sem uporabila spletno stran liveworksheet; za dodajanje slik, komentarjev sem uporabila Padlet; za preverjanje in tudi ocenjevanje, pa sem uporabljala kviz Kahoot. Ker so bile to velike datoteke, katere nisem mogla objavljati na spletni strani, sem ustvarila kanal na YouTube. Preko tega sem nalagala posnetke z učno snovjo in učencem pošiljala povezave. To se je izkazalo za zelo uporabno stvar, saj so lahko učenci razlago večkrat pogledali in poslušali. Pomemben delež pri vseh odkrivanjih in delu od doma pa ima tudi medsebojna pomoč in izmenjava izkušenj. Deljenje novo pridobljenih znanj, je bilo neprecenljivo. Z dobro voljo in medsebojnim sodelovanjem, se da rešiti še tako (na videz) težko stvar.

Ključne besede: delo na daljavo, izziv, učenje tujega jezika, nova IKT orodja, medsebojno sodelovanje

## DISTANCE LEARNING – FEAR OR A CHALLENGE

Abstract: This year all Slovenian schools found themselves in completely new and unknown situation. Because of the health situation, we had to continue schooling from home. Also the school management was in new situation, how to organise learning in a way that there would be as little intrusions as possible. How to begin, with what, when... A lot of questions were going through my mind. The fear of unknown sneaked into my thoughts at the very beginning. Since fear is hollow and there is nothing around it, I decided to set this task for me as a challenge. Every beginning is difficult and this time was not an exception. For many years now, I have an English webpage on our school's website. Pupils and parents are familiar with it, since the 1st grade. They get all the information there, what do we do throughout the week and all the songs and different tasks. I decided that this is going to be my base for distance learning. Exploring new ICT tools, webpages, how to use different approaches to diversify distance learning and at the same time to stay in touch with my pupils; those were my most important goals. I learned a lot of new things in a short period of time. In spite of initial failures, I never gave up. Working late nights and days, finally gave results. At the beginning of distance learning we refreshed and revised what we already knew. Since I teach English which is already difficult subject for many pupils, I searched for the most appropriate way, so that all could see and understood me well. I used the PowerPoint presentation for new lessons, to which I added audio explanation. I upgraded this with my virtual image and different recordings. For revision I used website liveworksheets; for writing comments Padlet; for assessment quiz Kahoot. Because the files were quite big, I couldn't publish them on my webpage. So I created a channel on YouTube. I downloaded all the files and pupils got a link for it. This proved as a very useful thing, because they could look and listened at the explanation several times. An important part with all of the distance learning experience has mutual cooperation and exchanging new ideas. Sharing of all newly gained knowledge was priceless. With good mutual cooperation and high spirits, it is possible to solve every (seemingly) difficult matter.

Key Words: distance learning, challenge, learning of foreign language, new ICT tools, mutual cooperation

## IZZIVI PRI POUKU NA DALJAVO

Povzetek: Kot profesorica razrednega pouka poučujem v kombiniranem oddelku 4. in 5. razreda na podružnični šoli. Kombiniran pouk mi predstavlja velik izziv, saj zahteva veliko fleksibilnosti. Uspešno uporabljam novosti, ki jih prinaša tehnologija, saj je pouk tako bolj učinkovit in nazoren. Učenci so vajeni aktivnega in tihega dela pri posameznih urah. Pogoji za takšno delo so poznavanje učencev v različnih situacijah, poznavanje različnih načinov dela in poznavanje njihovih učnih stilov. Velikokrat sem bila v dilemi, kako spodbuditi učence za aktivno udeležbo pri pouku. Običajen pouk poteka ob uporabi različnih praktičnih pripomočkov, plakatov, zemljevidov, posnetkov, interaktivnih učbenikov, interaktivnega projektorja. Ker sem se vedno pripravljena naučiti kaj novega, se udeležujem seminarjev, študijskih skupin, aktivov, delavnic, preko katerih dobivam nova strokovna znanja in zamisli za delo pri pouku. Pri pouku na daljavo so se pojavili novi izzivi, ki jih sprva nisem bila večča, a sem iskala možnosti, ki sem jih lahko v danem trenutku izkoristila. V času koronavirusa je bila prva dilema, kako lahko pomagam v tej situaciji, kako naj učencem in staršem posredujem navodila in razlago učnih vsebin. Od vodstva sem pričakovala, da nam priporoči, kako naj dostopamo do staršev in učencev. V tako majhni skupnosti, kot je podružnična šola, smo med seboj že tako ali tako učitelji, učenci in starši zelo dobro sodelovali. Sedaj je bilo potrebno vzpostaviti stik preko novega medija. Najprej sem uporabila e-naslove staršev. Spodbudila sem jih, da ustvarijo e-naslove svojim otrokom, a se je za to možnost odločilo le nekaj staršev, in sicer tisti, ki so v tem času delali od doma in jim je bil velik izziv razporediti čas in potrebe vseh v družini. Tako sem z nekaterimi učenci imela osebni kontakt, z drugimi pa le preko staršev, saj so hoteli imeti nadzor nad opravljenim delom. Od svojih otrok so zahtevali popravke. Pred menoj je bil torej nov izziv, kako udejanjiti pouk. Ena od možnosti je bila uporaba spletne platforme za avdio in video komunikacijo ZOOM. Uporaba ZOOM-a mi je predstavljala velik izziv, saj mi je bila na začetku neznanica. Ko sem k uporabi ZOOM-a pozvala starše, je bil odziv dober. ZOOM sem uporabljala dvakrat tedensko, ločeno glede na razred, medtem ko smo imeli enkrat tedensko skupno razredno uro. Uporaba novih tehnologij nam je omogočila izvedbo pouka na daljavo pod novimi pogoji.

Ključne besede: izziv, epidemija, gradiva, tehnologija, prednosti.

## DISTANCE LEARNING CHALLENGES

Abstract: I work as a school teacher; I teach the 4th and 5th grades combined at a subsidiary elementary school. Combined teaching is a big challenge for me because it requires a lot of flexibility. I like to incorporate technological innovations into my lessons – this makes them more efficient and explicit. Pupils are accustomed to being active and quiet during each lesson. To make sure such work is possible, I need to know how pupils act in different situations, various work methods and how to approach their learning styles. I was uncertain at times how to encourage pupils to actively participate in class. Lessons usually take place using various teaching accessories, posters, maps, recordings, interactive textbooks, interactive projector etc. I am always ready to learn something new, so I attend seminars, study groups and workgroups, workshops etc. which allow me to gain new expertise and ideas for the classroom. Distance learning brought new challenges that I did not master at first, but it allowed me to look for new opportunities to explore at that given moment. The coronavirus period exposed the dilemma of how to provide instructions and explanation of study materials to my pupils and their parents. I expected the school management to recommend how to approach parents and pupils. A subsidiary school is a small community as it is, so teachers, pupils and parents already work very well together. It was necessary to make contact through a new medium. I used the parents' email addresses first. I encouraged them to create email addresses for their children, but only a few parents opted for this option, mainly those who worked from home at the time and found it challenging to allocate the time for everyone in the family. Thus, I had personal contact with some pupils, and with others only through their parents, as they wanted to have control over the work done. They demanded corrections from their children. So I faced a new challenge of how to implement the lessons. One option was to use the ZOOM online audio and video communication platform. Using ZOOM was a big challenge for me as I was unfamiliar with it at first. When I invited the parents to use ZOOM, the response was good. I used ZOOM twice a week, each grade separately, with a joint class meeting once a week. The use of new technologies made it possible for us to carry out distance learning under new conditions.

Key Words: challenge, epidemic, materials, technology, advantages.



## ČAS EPIDEMIJE JE PRINESEL STRES IN NOVA SPOZNANJA

Povzetek: Učitelji smo bili sredi marca letošnjega šolskega leta postavljeni pred novo, neznano nalogo. Stopili smo na pot, po kateri smo na začetku tavalili in skupaj z učenci zbistrili svoj pogled, da zmoremo in da se je na tej poti prižgala luč. Brez staršev, podpore vodstva, sodelavcev in dobrega sodelovanja učencev ne bi šlo. Če smo v začetku še iskali, kaj je tisto, kar je dobro, smo zagotovo na koncu že vedeli, kaj je učinkovitejše. Seveda so nam starši podajali povratne informacije, saj je vmes učencem motivacija padla. Z novimi in novimi idejami smo uspeli. Primerjala sem uspešnost dveh načinov poučevanja pri pouku fizike. Če sem učencem podala napisano razlago in naloge, so imeli veliko težav in naloge niso bile rešene dobro. Potrebni je bilo veliko dodatnih razlag pri dopolnilnem pouku in tudi individualno prek video konference. V drugem primeru pa sem razlago posnela, vso snov po korakih razložila in posnetek objavila na Youtube ter učencem podala povezavo do posnetka razlage in naloge. V tem primeru je bil pouk mnogo učinkovitejši in naloge rešene mnogo bolje. Ko sem vmes z učenci izvedla anketo, so prav vsi potrdili, da je najučinkovitejša ta oblika dela. Posnetek so lahko pogledali večkrat in si pri težavah z njim pomagali. V obeh primerih sem izvajala pouk tudi prek video konference, da so lahko še dodatno dobili razlago. Vsakemu učencu sem opravljene naloge, ki mi jih je poslal, popravila in poslala dodatno pojasnilo, po potrebi pa sem še individualno na daljavo ponudila razlago. V začetku je bil prisoten stres, ki pa je sčasoma izgubil svojo moč. Prve težave smo v dveh tednih odpravili. Vsem učencem smo zagotovili, da so imeli računalnike in so lahko sodelovali. Učenci so se k pouku lepo vključevali in pošiljali opravljene naloge. Seveda je vedno kdo kaj pozabil in poskušala sem učence prijazno povabiti in opomniti, če so pozabili priti k pouku. Trudila sem se, da je bilo za učence delo na daljavo čim manj stresno in čim uspešnejše. Tudi ocenjevanje je potekalo tako, da je bilo znanje učencev na daljavo večkrat preverjeno, šele potem ocenjeno. Učenci so s svojim trudom pridno vračali moj trud in prijaznost in menim, da smo zaključili več kot uspešno.

Ključne besede: stres, video konference, pouk, motivacija, sodelovanje, ocenjevanje

## THE TIME OF EPIDEMICS HAS BROUGHT STRESS AND NEW INSIGHTS

Abstract: Teachers were faced with the new, unknown task in the middle of March. We took the road which was difficult at first and later we saw that we could do it. It could not be done without parents, the support of the school leaders, colleagues and good participation of students. At the beginning we were searching for what was good, but at the end we certainly knew what was effective. Parents were giving us feedback because students lost their motivation. We succeeded with new ideas. I have compared the effectiveness of two approaches of teaching physics. If I gave students a written explanation and exercises, students had a lot of trouble and exercises were not done properly. Extra explanations had to be provided in remedial classes and individually via video conferences. In the second example I recorded the explanation, explained the topic step by step and posted the video on Youtube and gave the students the link to the video explanation and exercises. Lessons were more effective, and exercises were done better. I carried out a survey for my students and they all agreed that the second approach was more effective. They could see the video multiple times and helped themselves with it. In both cases I also had lessons via video conference to give the students extra explanation. I corrected all the exercises that were done and sent by students and I also sent extra explanation and clarification. I offered extra explanation individually via computer if there was any need. There was a lot of stress at the beginning but then the stress eventually lost its power. Troubles were dealt with in the first two weeks. All the students were guaranteed computers and could participate. Students sent their assignments and worked well. There was always someone who forgot to do the task. I tried to friendly invite and remind the students to come to classes if they forgot. I was trying hard that distance learning was less stressful and more successful. Assessment was also modified. Students' knowledge was first checked multiple times at the distance and only later assessed. Students responded to my efforts and tried their best to return kindness. I think we have concluded this school year successfully.

Key Words: stress, video conference, lesson, motivation, participation, assessment

## **KAKO SMO SE SOOČALI Z IZZIVI IZOBRAŽEVANJA NA DALJAVO V IZREDNIH RAZMERAH V ČASU EPIDEMIJE COVID 19**

Povzetek: Na kakšen način učence čim bolj motivirati za pouk? Kako izvesti učno uro, da bi bilo učenje bolj aktivno? Kako spremeniti strogo šolsko delo v neprisiljeno in lahkotno zaposlitev? Planirala sem širši nabor različnih motivacijskih prvin. V času šolanja na daljavo sem morala uporabljati računalnik in različna spletna orodja. Enako je veljalo za učence. Dejavnost smo izvedli v daljšem časovnem razponu. Učencem sem v spletno učilnico, s pomočjo aplikacije padlet (»zid«), posredovala navodila, kaj pričakujem od njih da naredijo. Prva naloga za njih je bila, da ustvarijo zapis lepe misli na »zid«. Tako sem jim aktivirala miselne pristope in jih hkrati motivirala za dejavnost. V spletno učilnico sem jim prenesla navodila za spretnostno delo, izdelava modela živali. Ko so izdelek ustvarili, sem šolarje sklicala preko skypa. Učenci so drug drugemu predstavili model in hkrati dobili učiteljevo povratno informacijo. Po končanih prezentacijah sem pripravila kviz s spletno aplikacijo kahoot. Učence sem izzivala v nov izziv, da, če želijo, lahko s pomočjo spletne aplikacije xMind izdelajo miselni vzorec za izdelek, ki so ga ustvarili. Posamezniki so izziv sprejeli. Med izobraževanjem na daljavo se je izkazalo, da so učenci zelo spretni pri uporabi mobilnih telefonov, tablic in računalnikov. Z lahkoto so listali e-učbenike in dostopali do različnih spletnih orodij. Spoznala sem, da učenje lahko približam vsem učencem. Pomembno je, da šolarje vključim v naloge, pri katerih se oprejo na svoja močna področja. Na ta način učenci pridobivajo spoznanja ob aktivnostih, za katere so zainteresirani. Povečana kreativnost, tako učiteljev kot učencev, pa je ena izmed prednosti šolanja na daljavo. Pri učencih je bilo opaziti tudi večjo odgovornost in samostojnost pri učnem delu. Ena od pozitivnih posledic učenja na daljavo bi lahko bila pogostejša uporaba informacijsko – komunikacijske tehnologije. Pomanjkanje znanja uporabe tehnologije in tudi njena raznolika dostopnost učencem, pa predstavlja slabost izobraževanja od doma.

Ključne besede: motivacija, izobraževanje na daljavo, spletna orodja, ustvarjalnost, aktivnost

## **HOW WE FACED THE CHALLENGES OF DISTANCE EDUCATION IN EMERGENCIES DURING THE COVID EPIDEMIC 19**

Abstract: How to motivate students for lessons as much as possible? How to conduct a lesson to make learning more active? How to turn strict school work into casual and easy employment? I planned a wider range of different motivational elements. During distance learning, I had to use a computer and various online tools. The same was true for the students. We carried out the activity over a longer period of time. I provided the students with instructions on what to expect them to do in the online classroom, using the padlet app. The first task for them was to create a record of a beautiful thought on a "wall". So I activated their mental approaches and at the same time motivated them to take action. In the online classroom, I transferred to them instructions for skillful work, making an animal model. Once the product was created, I called the students via skype. Students introduced each other to the model and at the same time received teacher feedback. After the presentations, I prepared a quiz with the kahoot web application. I challenged the students to a new challenge so that, if they wanted, they could use the xMind web application to create a thought pattern for the product they had created. Individuals accepted the challenge. During distance learning, students proved to be very adept at using cell phones, tablets, and computers. They easily flipped through e-textbooks and accessed a variety of online tools. I realized that I can bring learning closer to all students. It is important to involve students in tasks that rely on their strengths. In this way, students gain knowledge through the activities in which they are interested. Increased creativity, both for teachers and students, is one of the advantages of distance learning. Greater responsibility and independence in learning work was also observed among students. One of the positive consequences of distance learning could be the more frequent use of information and communication technology. The lack of knowledge about the use of technology, as well as its diverse accessibility to students, is a disadvantage of education from home.

Key Words: motivation, distance education, online tools, creativity, activity

## **POUK NA DALJAVO V ČASU EPIDEMIJE**

Povzetek: Na čas koronavirusa ni bil nihče pripravljen. S seboj je prinesel dodatne stresne situacije in obremenitve za vse - za dijake, starše in učitelje. Nihče ni imel izkušenj, kako se spopasti z nastalimi okoliščinami. Vsi so se morali čez noč prilagoditi novemu načinu dela in življenja. Kako je način dela vplival na posameznike? Kakšen stres so doživljali posamezniki ob pomanjkanju socialnih stikov? Dijaki so prihajali iz različnih okolij. Nekateri niso imeli pogojev za delo, nekateri niso želeli delati, nekateri se niso znašli, niso imeli tehnične podpore, internetne povezave, nekateri so prihajali iz neurejenih družin, kjer je bilo prisotno nasilje. Razlike so se v času šolanja na daljavo povečale zaradi mnogih razlogov. Eni izmed teh, ki so čutili veliko stisko, so bili dijaki, ki so potrebovali dodatno učno pomoč, dijaki s posebnimi potrebami. Tudi nadarjeni (in vsi ostali) so bili brez posebne obravnave in pomoči. Ukrepi med koronavirusom pa so prinesli tudi pozitivne posledice, saj so dijaki razvili sposobnosti prilagajanja, soočili so se s frustracijami in s spremembo okolja. Nekaterim je delo od doma ustrezalo in so bili celo uspešnejši in bolj odzivni. Naredili so več in bolje. Predvsem zato, ker so lahko sami razporejali čas. Dijakom zaključnih letnikov je delo na daljavo v večini ustrezalo, vendar so bili vseeno zelo veseli, ko so pred maturo dobili možnost priprave na maturo v živo. V referatu sta predstavljena dva načina dela na daljavo: kako je potekalo razredništvo in kako je potekal pouk športne vzgoje. Kakšna je razlika? Pri razredništvu je bilo potrebno spodbujati in motivirati dijake k samostojnemu sprotnemu delu od doma. Z dijaki je bilo potrebno vzpostaviti socialni stik, jim pomagati in jih usmerjati tudi k pozitivnemu odnosu do sebe. Najprej je bilo potrebno nastalo situacijo sprejeti, nato pa ugotoviti, kateri način dela je za posameznika najbolj primeren. Pri pouku športne vzgoje je bilo potrebno motivirati dijake za gibanje (večkrat dnevno), jim olajšati preživljanje karantene v svojem okolju in poskrbeti za njihovo dobro počutje. Najprej so bili postavljeni cilji in prioritete, ki so za dijake najbolj pomembni. Na osnovi tega je bil izdelan tedenski plan dela. Njihovo delo se je spremljalo z oddanimi tedenskimi poročili.

Ključne besede: pouk na daljavo, koronavirus, stres, socialni stiki, epidemija

## **DISTANCE LEARNING DURING THE EPIDEMIC**

Abstract: The Coronavirus caught us all unprepared. With it came additional stressful situations and burdens that had to be dealt with by everyone – students, parents and teachers. No one had the experience sufficient to face the new circumstances. Practically over-night we had to adapt to new ways of working and living. How did new ways of work affect individuals? What stress did individuals experience due to the lack of socialisation? Students came from different social environments. Some did not have appropriate working conditions, while others refused to work or did not find their way through the crisis, due to the lack of technical support and internet access. Many came from socially unstable families, experiencing violence daily. The differences during distance learning started to increase for various reasons. Among those feeling the most distress were the students in need of extra attention when it came to learning or those students with special needs. Even the academically gifted students (and everybody else) did not receive any extra attention or assistance. The measures accepted during the epidemic did however, bring positive results as the students developed the ability to adapt facing their frustrations and the changing environment. Some felt comfortable with distance learning, making them even more successful and responsive. They did much more work that was of high quality which was largely due to the students being able to schedule activities according to their preference. The senior year students mostly felt comfortable with distance learning but were very glad upon receiving the possibility of attending matura preparation classes in the school itself. The paper presents two methods of distance learning: the way form teachers worked and the execution of PE classes. Is there any difference?

With form teachers, students had to be encouraged and motivated to do work independently. A social bond had to be formed with the students helping them to develop a positive attitude towards themselves. First, we had to accept the situation and afterwards decide which working method suits each individual the most.

In the PE classes, students had to be motivated so as to exercise (several times a day), making the time spent in quarantine more amusing and at the same time beneficial for the students' wellbeing. First the goals and priorities that are the most crucial for students were outlined on the basis of which the weekly plan of work was made. The students' work was monitored using weekly submissions of their reports.

Key Words: distance learning, Coronavirus, stress, socialisation, epidemic



## **POZITIVNE STRANI IZOBRAŽEVANJA NA DALJAVO**

Povzetek: Izobraževanje na daljavo, na katerega smo prešli čez noč, je v nas zbudilo mešane občutke, od strahu pred naznanim virusom, novim načinom dela, do veselja, da ne gremo v šolo. V vsaki situaciji iščem pozitivno, zato sem se odločila, da poudarim dobre plati tega izobraževanja. V prispevku so predstavljene le prednosti učenja na daljavo, izkušnje, ki bodo bogatile naše delo, mnenja staršev in otrok, ki nam dajejo energijo za nadaljnje delo. Zavod za šolstvo RS je pripravil poročilo o izobraževanju na daljavo. Za večino učiteljev je delo na daljavo večji izziv, kot poučevanje v razredu. Prišli so do spoznanj, kaj je potrebno, da učenec zna in da so pri svojem delu bolj ustvarjalni. Po epidemiji bodo ohranili nekatere pristope - uporaba posnetkov in sodelovanje z učenci v virtualnem učnem okolju. Učitelji so v času epidemije dobro sodelovali in se povezali med seboj. V raziskavi ZRSŠ so učenci med izobraževanjem na daljavo prepoznali številne prednosti takega načina dela. Več kot 80% je všeč, da so si sami časovno razporejali delo in da so zjutraj dlje spali. Učencem so bile naloge bolj zanimive, dekletom je bilo všeč, da jim ni bilo treba nastopati pred sošolci, fantom pa, da so jim pri delu pomagali starši. Na šoli smo dobili podobne rezultate, kot so v poročilu ZRSŠ. Za večino anketiranih je najboljša pri izobraževanju na daljavo samostojno razporejanje časa, nalog in snovi. Všeč jim je bilo, da imajo mir, da se lahko posvetijo delu. Veliko je bilo pohval na delo učiteljev, da so se potrudili pri posredovanju gradiv, pri razlagi snovi, navdušeni so bili nad videoposnetki, zahvalili so se za učinkovite povratne informacije, za pozitivno naravnost in spodbude učencem. Še ena pozitivna stvar, ki so jo izpostavili, je delo z računalnikom. Otroci in tudi starši so se naučili delati z računalnikom, zanimiva jim je bila uporaba e-gradiv, reševanje spletnih nalog in kvizov, ter komuniciranje preko različnih kanalov. Izobraževanje na daljavo ima prednosti in slabosti. Osebni stik je tisto, česar nikoli ne bo mogel nadomestiti noben računalnik, je pa velika prednost, da smo lahko povezani, prednost, ki pomaga življenju, da teče naprej, sicer v malo drugačni obliki. Obstati na mestu v tem hitrem svetu, lahko pomeni tudi ostati pozabljen. Ključne besede: prednost, nov način dela, izziv, samostojnost, sodelovanje

## **ADVANTAGES OF DISTANCE LEARNING**

Abstract: Distance learning that we switched to overnight aroused mixed feelings in us, from the fear of the unknown virus and the new way of working to the joy of not going to school. I try to find positive perspective in every situation, so I decided to emphasize the advantages of distance learning in my article. The article presents only the benefits of distance learning, the experiences that will enrich our work, the opinions of parents and children that give us energy for further work. The National Education Institute of the Republic of Slovenia has prepared a report on distance learning. For most teachers, distance teaching is more challenging than teaching in the classroom. Teachers have realized what is really needed for a student to achieve and they have become more creative in their work. Some approaches will be used after the epidemic as well, such as using recordings and collaboration with students in a virtual learning environment. During the epidemic teachers cooperated and worked closely with each other

According to the research of the National Education Institute of the Republic of Slovenia, students recognized many advantages of distance learning. More than 80% liked that they could schedule their work on their own and that they could sleep longer in the morning. Students found the tasks more interesting, girls liked that they did not have to perform in front of their classmates, and boys liked that their parents helped them with their work. The results at our school are similar to the ones in the report of the National Education Institute of the Republic of Slovenia. What the majority of respondents like the best in distance learning is the independence in organization of time, tasks and subject matter. They liked being on their own so they could pursue their work. Teachers were congratulated on their work and efforts in providing the materials and in explaining the subject matter. The respondents were excited about the videos and they thanked for the effective feedback, for the positive attitude and for encouraging the students. Another positive thing was pointed out and that is working with the computer. Children as well as parents learned to work with the computer, they found using e-materials, solving online tasks and quizzes, and communicating through various channels, interesting.

Distance learning has its advantages and disadvantages. No computer will ever be able to replace personal contacts, but a great advantage is that we can stay in touch and this is the advantage which helps life go on, even though in a slightly different form. Standing still in this fast-paced world can also mean being left forgotten.

Key Words: advantage, new way of working, challenge, independence, cooperation

## ŠOLA V ČASU KORONAVIRUSA

Povzetek: Šolanje na daljavo se je zgodilo tako rekoč čez noč. Brez natančnih navodil. Za vse nas je bilo to nekaj povsem novega. Učenci so v hipu ostali brez vsakodnevne rutine, brez možnosti druženja z vrstniki in segmenta socializacije. Na začetku sem preverila veljavnost elektronskih naslovov staršev učencev in možnost uporabe računalnika ter jih seznanila z načinom dela. Gradivo, ki sem ga pripravljala za učence, sem pošiljala zvečer za naslednji dan. Vključevalo je vse predmete po urniku tistega dne. Začetne ure sem namenila ponavljanju in utrjevanju snovi. V prvem tednu sem opravila tudi telefonski razgovor z vsemi starši in učenci, saj ima zgolj pisna oblika pogovora in podajanje navodil mnogo slabši domet. Raziskala sem možnosti uporabe video klicev, kjer se je za najboljšo rešitev izkazala aplikacija Zoom. Od drugega tedna naprej smo bili prek spleta povezani vsak dan. Ta čas sem izkoristila za dodatno razlago, preverjanje znanja ali samo za pogovor. Izredno pomembno se mi je zdelo, da vsaj nekaj časa namenim socialnemu stiku v obliki neformalnega druženja. Pri pripravi gradiv za učence sem uporabljala pametni telefon in računalnik. Svojo razlago sem posnela s telefonom ali pa podajala s pomočjo predstavitev na prosojnicah, v katere sem vgradila zvočni posnetek razlage. Razumevanje snovi sem sproti preverjala na različne načine:

- video konference,
- naloge, ki so jih rešili, so učenci fotografirali in poslali nazaj (od mene so nato prejeli povratno informacijo),
- spletni vprašalniki (Google Forms).

Svoje delo poučevanja na daljavo ocenjujem kot zelo uspešno. Po povratku v šolo so učenci izkazali velik napredek in usvojeno posredovano znanje. Želim si, da bi bili učitelji in učenci opremljeni z ustreznim znanjem IKT, ustrezno tehnologijo in gradivi ter primernimi smernicami in navodili za delo v času tovrstnih ukrepov. Ključne besede: epidemija, koronavirus, šolanje na domu, izobraževanje, računalnik kot tabla

## SCHOOLING DURING COVID-19 OUTBREAK

Abstract: Distance learning occurred almost overnight, with no detailed instructions. It was something completely new for all of us. Pupils suddenly had no daily routine and no opportunity to socialise with their peers. I started off by checking their parents' e-mail addresses and availability of computers and informed them of our future way of work. Every evening, I would send the materials prepared for the pupils for the following day, which covered all the subjects on our timetable on that day. I devoted the initial hours to repeating and consolidating their knowledge. In the first week, I also made phone calls to all the parents and pupils, as the mere written form of communication and giving instructions has a much lower reach. I studied the possibilities of using video calls, where the Zoom app proved to be the best solution. From the second week onwards, we were online every day. I would use this time for additional explanations, knowledge testing or just for informal conversation – it seemed very important to me to devote at least some time to social interaction in the form of an informal online get-together. I would use a smartphone and a computer to prepare the materials for the pupils. I would record my explanations with my smartphone or use ppt presentations including an audio explanation. I would check pupils' understanding in the following ways:

- video conference,
- pupils sent me pictures of their homework (and received my feedback),
- online questionnaires (Google Forms).

I find my way of distance teaching very successful. After returning to school, pupils demonstrated great progress and solid knowledge. I wish all teachers and pupils had appropriate ICT skills, the necessary technology and materials, and the right guidelines and instructions to work in such circumstances.

Key Words: epidemic, Covid-19, distance learning, education, computer as blackboard

## **ČAS EPIDEMIJE – PRILOŽNOST ZA NOVA ZNANJA IN DRUGAČNE OBLIKE DELA**

Povzetek: Čas epidemije me je kot učiteljico postavil pred nove izzive in me vodil k temu, da sem začela razmišljati o drugačnih, delu na daljavo primernih načinih podajanja snovi. Načinu poučevanja, ki sem ga imela pred tem, je bilo potrebno dati novo podobo. Začetek je bil težak, kasneje pa sem vse hitreje prihajala do novih idej, kako učencem posredovati snov, utrjevati, jo preverjati in ocenjevati. Izhajala sem iz učnega načrta, predhodnega znanja učencev, okolja, v katerem živijo, in možnosti za delo, ki sem jih imela doma. Poučevala sem angleški jezik v prvih štirih razredih in pripravljala aktivnosti za učence v oddelku podaljšanega bivanja. Pri angleščini sem ohranila rutino petja uvodne in zaključne pesmi ter utrjevanja preko igre, nadgradila pa sem osrednji del ure, kjer sem učencem pripravila posneto power point predstavitev na izbrano temo, na primer sprehod v naravi. Učenci so tako skozi posneto zgodbo videli slike besedišča, ki smo se ga učili, slišali, kako se besede izgovarjajo, ter za mano preko igre ponavljali snov. Ista zgodba je zajemala različna področja (predmeti v okolju, glagoli, čutila), tako da se učenci niso vsako uro srečevali z novimi oblikami dela, ampak so skozi isto zgodbo ponovili in utrdili snov pretekle ure in bili pozorni na novo besedišče. Pri pripravi posnetkov sem bila pozorna na to, da so bili lahko učenci čim bolj aktivni. Prednost take oblike dela pred podajanjem snovi preko videokonferenc sem videla v tem, da so si učenci posnetek lahko večkrat predvajali in samostojno utrjevali snov. Pozitiven odziv na tako obliko dela sem dobila tudi s strani staršev. Aktivnosti, ki sem jih izbirala za podaljšano bivanje, pa so bile takšne, da so učenci npr. pomagali staršem pri domačih opravilih, poskrbeli za fizično pripravljenost, se povezali z družinskimi člani preko igre in dela ter se sprostil ob ustvarjanju. Izvajanje teh aktivnosti ni bilo obvezno, ponujale pa so zanimivo preživljanje prostega časa. Ključne besede: podaljšano bivanje, igra, angleški jezik, ppt, interaktivno učenje

## **IN THE TIME OF PANDEMIC – AN OPPORTUNITY FOR NEW KNOWLEDGE AND DIFFERENT TEACHING METHODS**

Abstract: In the time of a pandemic, as a teacher, I was faced with new challenges, which led me to start thinking about different ways of remote teaching. My teaching methods from before needed to change. The beginning was difficult but I later came up with new ideas on how to present students new topics, help them with consolidation, and examine and assess their knowledge. I based my English lessons in grades 1 – 4 and afternoon care activities on the curriculum, students' previous knowledge, the environment they live in and in the context of the possibilities I had working from home. During my English lessons I kept the routine of singing the opening and closing song and consolidation through play. I upgraded the main part of the lesson with a recorded power point presentation on a selected topic, for example a walk in the nature. Through the recorded story, the students saw pictures of the new vocabulary, heard the words being pronounced, and repeated the newly acquired knowledge with my help through a game. The same story covered different areas (objects in the environment, verbs, senses), so that students did not encounter new forms of work every lesson but repeated and consolidated the material of the previous lesson through the same story and paid attention to the new vocabulary. When preparing the recordings, I made sure that the students could be as active as possible. The advantage of using a recorded power point presentation is that the students were able to play the recording several times and consolidate the material independently. I also received a positive response from the parents of my students. The purpose of the activities for the afternoon care programme was for students to help their parents with house work, to take care of their physical fitness, to connect with family members through play and work, and to relax while creating. Carrying out these activities was not obligatory, but they offered students an interesting way to spend their free time.

Key Words: afternoon care programme, a game, English language, ppt, interactive learning

## DELO NA DALJAVO KOT ZAHTEVNA, A POZITIVNA IZKUŠNJA

Povzetek: Nikoli ne bom pozabila novice, ko sem zasledila, da bomo učitelji od ponedeljka dalje poučevali na daljavo. Kaj pa zdaj, na to nikakor nisem pripravljena. Takoj sem se odločila, da bo to zame izziv in ne nekaj neizvedljivega. Po treh dneh priprav na poučevanje na daljavo, je nastopil ponedeljek, ko sem učencem na spletno stran, na katero smo učitelji na naši šoli nalogali vsebine, napisala motivacijsko pismo in tako smo vsi lažje vstopili v prvi teden takšnega načina dela. Še isti dan sem dobila potrditev, da smo na pravi poti. Mnogi starši in učenci so mi pošiljali e-maile, v katerih so me spodbujali, se zahvaljevali in pripenjali fotografije rešenih nalog. Velikokrat sem pred računalnikom preživela 10 ali več ur dnevno, ampak vsakič znova je bil moj trud poplačan s številnimi lepimi sporočili in fotografijami izdelkov mojih učencev. Najbolj sem se razveselila sporočil učencev, ki v razredu nikoli niso bili v ospredju, pri delu od doma pa so se izkazali za zelo ustvarjalne in inovativne. Morda jih nikoli ne bi spoznala v takšni luči, če ne bi prišlo do te situacije. Seveda pa sem se srečevala tudi s težavami, kot so neodzivnost staršev in učencev, ter pomanjkanjem računalniških tehnologij pri učencih, vendar smo tudi to rešili, saj je bila naša šola učencem pripravljena posoditi računalnike, da je lahko delo na daljavo potekalo nemoteno. Vsak petek sem zbrala dela učencev in jim jih v obliki predstavitve poslala preko e-maila. Ta gesta je po dveh oziroma treh tednih učence še bolj spodbudila k delu in množičnemu pošiljanju svojih izdelkov, ki so postajali vse bolj dodelani in izvorni. Ves čas poučevanja na daljavo sem se trudila izluščiti bistvo ter učencem posredovati res najbolj pomembne informacije. Učenci tako niso bili preveč obremenjeni, hkrati pa so pridobili vsa potrebna znanja, da so lahko brez težav napredovali v naslednji razred. V tem času sem se držala načela manj je več in izkazalo se je, da je bila to pravilna odločitev. Priznam, najverjetneje je bila ta izkušnja ena najtežjih v moji karieri, ampak od nje sem odnesla tudi ogromno pozitivnega. Seveda si želim, da se situacija, zaradi katere smo začeli pouk na daljavo ne bi ponovila, če pa se to zgodi, pa bom vanjo vstopila brez kančka dvoma in še samozavestnejša ter z mnogimi novimi idejami, kako učencem na daljavo posredovati nova znanja.

Ključne besede: sporočila učencev in staršev, sodelovanje, trud, manj je več, motivacija, pozitivne izkušnje

## DISTANCE TEACHING AS A CHALLENGING, BUT POSITIVE EXPERIENCE

Abstract: I will never forget the news when I found out that teachers will have to start teaching at a distance from the following Monday on. What to do now – I was certainly not prepared for that.

I immediately decided I would take this as a challenge for myself and not as something infeasible. After three days of preparations for distance teaching, the Monday came when I wrote a motivational letter to the pupils on the website, where the teachers at our school uploaded the learning materials, making it easier for all of us to enter into the first week of this kind of work. The same day I received confirmation that we were on the right path. Many parents and pupils sent me e-mails encouraging me, thanking me, and attaching photos of completed assignments. I often spent 10 or more hours a day in front of a computer, but each time, my efforts were rewarded with many beautiful messages and photos of my pupils' products. I was mostly delighted by the messages from the pupils who have never been in the forefront in the classroom; however, they have proven to be very creative and innovative when working from home. I might have never seen them in that light if it had not been for this situation. I certainly also encountered some problems, such as the parents and pupils unresponsiveness and the lack of computer technology at pupils homes; however, we managed to solve this, as our school was willing to lend computers to pupils so that remote work could run smoothly. I collected the pupils' works and sent them back in a form of a presentation via e-mail on every Friday. This gesture encouraged the pupils to work even more after two or three weeks, whilst massively sending their products, which became more and more refined and original. Throughout the distance teaching period, I tried to extract the essence and provide the pupils with the truly most important information. The pupils were thus not overburdened and at the same time, they acquired all the necessary knowledge to be able to progress to the next grade without any difficulties. During that time, I stuck to the principle of less is more, which turned out to be the correct decision. I admit, this experience was probably one of the toughest in my career, but I also took a huge amount of positive effects from it. I certainly wish that the situation that caused us to start distance learning would not happen again, but if that happens, I will enter it without any doubt at all and even more confidently, with many new ideas on how to pass new knowledge to pupils at a distance.

Key Words: pupils and parents messages, cooperation, effort, less is more, motivation, positive experiences

## **NEPRESPANI UČITELJI – ZAKAJ JE PONOČI POTREBNO SPATI?**

**Povzetek:** Vsaka druga odrasla oseba v razvitih državah ne spi toliko kot je potrebno. S pomanjkanjem spanja pa se srečujejo že otroci in mnogi najstniki, katerih spalni ritem (določen z dozorevanjem možganskih funkcij v adolescenci) ni naravnano na zgodnje jutranje vstajanje. Svetovna zdravstvena organizacija je družbeno pomanjkanje spanja označila za globalno zdravstveno epidemijo 21. stoletja. Po priporočilu strokovnjakov za spanje si je potrebno redno (vsako noč) vzeti dovolj časa za neprekinjeno kakovostno spanje v postelji (od 8 do 9 ur spanja). Naravni vzorec spanja pa vključuje tudi popoldanski dremež (od 30 do 60 minut, najkasneje do 15. ure popoldne). Nezadostno spanje se v sodobni potrošniški družbi pogosto tolerira ali celo spodbuja. Nevednost in nepoznavanje posledic slabega spanja pa škodi tako posamezniku kot celotni družbi. Dr. Matthew Walker, profesor nevroznanosti in psihologije na Univerzi Kalifornije v Berkeleyju, že več let proučuje procese spanja in dokazuje, da je dovolj kakovostnega spanja – dobesedno! – življenjskega pomena. Dober in dovolj dolg spanec blagodejno vpliva na vse vidike življenja: zdravje in počutje, dober spomin in učenje, ustvarjalnost, dolgoživost, odpornost in moč, imunski sistem, vzdrževanje telesne teže ter prebavo in spolne funkcije. Dokazano pa spanec zavira ali celo preprečuje najpogostejše tegobe sodobnega časa: srčno - žilna in avtoimunska obolenja, sladkorno bolezen, rak, srčno in možgansko kap, kronično depresijo, Alzheimerjevo bolezen ter demenco. Dober spanec podpira naš imunski sistem. V učiteljskem poklicu, je v skrbi tako za lastno celostno zdravje kot tudi za dobro vzgojo in izobraževanje učencev, zelo pomembna ozaveščenost, znanje in osebne izkušnje povezane s spanjem, koristmi dobrega spanca ter predvsem pridobivanjem vrlin spalne higijene, ki pomagajo zaspati in dovolj dolgo dobro spati, da se zbudimo spočiti in polni energije. Ključne besede: spanje in zdravje, vpliv spanja na imunski sistem, koristi dobrega spanca, kaj je dobro spanje, težave s spanjem, priporočila za dobro spanje, spalna higiena kot vrlina

## **SLEEPLESS TEACHERS – WHY IS IT NECESSARY TO SLEEP AT NIGHT?**

**Abstract:** Each second adult person in developed countries does not sleep as much as needed. Many children and teenagers have a lack of sleep. Their sleep rhythm (determined by the maturation of brain functions in adolescence) is not used to getting up early in the morning. The World Health Organization has named societal sleep deprivation as a global health epidemic of the 21st century. Experts for sleep recommend that it is necessary to regularly (every night) take enough time for continuous quality sleep in bed (from eight to nine hours of sleep). The natural sleep pattern also includes an afternoon nap (from thirty to sixty minutes, no later than 3 p.m.). In the modern consumer society, insufficient sleep is often being tolerated or even encouraged. Ignorance and ignorance of the consequences of poor sleep is harmful to both the individual and society as a whole. Matthew Walker, a professor of neuroscience and psychology at the University of California in Berkeley, has been studying sleep processes for many years and proving that enough quality sleep – literally! – is vital. Good and long enough sleep has a beneficial effect on all aspects of life: health and well-being, good memory and learning, creativity, longevity, resilience and strength, immune system, weight maintenance and digestion and sexual function. However, sleep inhibits or even prevents the most common ailments of modern times: cardiovascular and autoimmune diseases, diabetes, cancer, heart attack and stroke, chronic depression, Alzheimer's disease and dementia. Good sleep supports our immune system. In the teaching profession, it is very important to take care of one's own holistic health as well as the good upbringing and education of pupils. Awareness, knowledge and personal experience related to sleep, benefits, good sleep and sleep to wake up rested and full of energy are also very important.

**Key words:** sleep and health, the effect of sleeping on the immune system, benefits of good sleep, what is good sleep, sleep problems, recommendations for good sleep, sleep hygiene as a virtue.

### Literature

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## DELO NA DALJAVO – IZKUŠNJA ZA ŽIVLJENJE

Povzetek: In nato je prišel 13. marec 2020. Vrata šol so se ta dan zaprla. Še isti dan smo se začeli učitelji pripravljati na nov način dela – DELO NA DALJAVO. Postavljeni smo bili pred velik izziv in v glavah so se nam porajala mnoga vprašanja. Tudi sama sem bila polna negotovosti. Mi bo uspelo? Bodo moji učenci (2. razred) »kos« novemu načinu dela? Jim bom znala snov podati enako kvalitetno kot v razredu tudi na daljavo? ... V dneh in tednih dela na daljavo sem se veliko učila in ogromno naučila. Preko različnih socialnih omrežij smo se učitelji hitro povezali in si medsebojno pomagali. Moje delo je potekalo v več fazah. Prvi teden sem se še učila uporabljati spletno učilnico, si sestavila podroben načrt dela, kontaktirala starše otrok in preverjala, če vsi dobivajo moja navodila. Nato sem se poglobila v različne programe, s pomočjo katerih sem učencem lahko posnela in podala snov na bolj zanimiv in njim všečen način. Učencem sem postavljala različne izzive in se veselila njihovih povratnih informacij. Med delom na daljavo sem morala učencem dostaviti nekatere delovne zvezke, saj nismo pričakovali, da bomo tako dolgo doma. Vsakega od učencev sem večkrat poklicala po telefonu in mnogi so poklicali tudi mene. Niso izbirali ure, a smo se vedno znova razveselili, ko smo se slišali. Video srečanja niso bila namenjena šolskemu delu, ampak drugačnemu načinu druženja, izpolnjevanju želja, petju pesmic za rojstni dan in še marsičemu drugemu. Naše delo na daljavo je bilo zelo produktivno, saj smo poleg šolskega dela »izdali« kar osem kratkih filmov o preživljanju prostega časa med karanteno. Učenci so vsak petek nestrpno čakali pošto s filmom. V času dela na daljavo sem sama opravila ogromno število webinarjev in bila vsakič znova presenečena, koliko se nas je na teh webinarjih zbralo. Prvi dnevi dela na daljavo so bili izredno naporni, ker smo se vsi soočali s povsem novo in neznano situacijo, po več tednih pa je naše delo potekalo več kot odlično. Delo na daljavo je bil velik izziv in izkušnja, ki me je veliko naučila. Kot učiteljica sem tudi precej napredovala, zato te izkušnje ne bom nikoli pozabila.

Ključne besede: delo na daljavo, učenje, šolsko delo, izziv, izkušnja

## REMOTE TEACHING - EXPERIENCE FOR LIFE

Abstract: And then came March 13, 2020. The doors of the schools closed that day. That same day the teachers began to prepare for a new way of working – REMOTE TEACHING. We were faced with a great challenge and many questions arose in our heads. Also, I was filled with uncertainty. Will I succeed? Will my students (2nd grade) be able to cope with the new way of working? Will I be able to remotely deliver the content as effectively as I would in person? ... It was a great learning curve during those days and weeks of working remotely and I learned a great deal. Through various social networks, the teachers quickly connected and helped each other. My work took place in several stages. In the first week, I was still learning how to use the online classroom, I made detailed lesson plans, contacted all the children's parents and enquired if everyone received and understood my instructions. Then I explored various programs through which I could record and present the study material in a more interesting and student-engaging way. I presented the students with various challenges and looked forward to their feedback. During the time of remote work, I had to deliver some workbooks to the students since no one expected for the lockdown to last that long. I phoned each of the students several times and many called me, too. They picked random hours to call, yet we were always happy upon hearing each other's voices. Video conferences were not intended for school work, but served as an alternative way of socializing, fulfilling wishes, singing happy birthdays and much more. Our remote work was very productive, as in addition to school work, we "released" as many as eight short videos about spending free time during quarantine. Every Friday, the pupils eagerly awaited an email with the video. During the time of working remotely, I attended a huge number of webinars and was surprised each time how many of us took part in these webinars. The first days of working remotely were extremely stressful as we were all facing a whole new and unknown situation, but after several weeks our work became much smoother. Working remotely has been a great challenge and experience that taught me a lot.

As a teacher, I have also made considerable progress, so this was an experience I shall never forget.

Key Words: remote teaching, learning, school work, challenge, experience



## ŠOLA OD DOMA

Povzetek: Izobraževanje se je čez noč iz šol preselilo v domove. Začelo se je novo obdobje učenja in s tem poučevanja na daljavo. Desmond Kegan piše, da je izobraževanje na daljavo oblika izobraževanja, za katero je značilno, da sta učitelj in študent večinoma ločena, da izobraževalni proces organizira izobraževalna organizacija, da izobraževalni proces poteka s pomočjo različnih medijev ter da izobraževalna organizacija študentom nudi možnost dvosmernega komuniciranja in organizira občasna študijska srečanja. Izobraževalni proces se izvaja individualno. Omogoča sodelovalno učenje in s tem uporabo sodobnih socialnih omrežij (Keegan, 1996, str. 50). Najpomembnejše postane načrtovanje pouka, kjer naj si učitelj postavi tri vprašanja:

- Kaj želim, da učenci znajo?
- S katero aktivnostjo bom to dosegel?
- Kako meriti in preveriti doseganje ciljev?

Osredotočili se bomo na poučevanje v 1. razredu. Kako poteka opismenjevanje na daljavo (spoznavanje glasov in črk ter zapis le teh)? V prvi vrsti je pomembno, da imajo prvošolci oporo odraslega, ki jih preko učitelja vodi in usmerja. Če je rutina obravnave glasov in črk otrokom znana, je tudi učenje lažje. Zelo pomembno je, da smo pozorni na pravilen zapis posameznih črk ter da vztrajamo pri doslednosti (od črte do črte, prst presledka, izpuščena vrstica). Učitelj navodila posreduje staršem, ki jih prenesejo otroku in nato opravljene naloge pošljejo nazaj učitelju, ki poda povratno informacijo o opravljenem delu. Povratna informacija naj bo vezana na opravljeno nalogo in naj bo, če se le da, pozitivna. Kakovostna je takrat, kadar poda tudi predlog za izboljšanje (naslednjič poskusi upoštevati..., poišči še kakšen primer..., razmisli ali...). Posebno pozornost velja nameniti tudi količini nalog. Kar je za nekoga premalo, je lahko za drugega preveč.

Ključne besede: izobraževanje na daljavo, prvi razred, opismenjevanje, povratna informacija.

## SCHOOL FROM HOME

Abstract: From one day to the next, education moved from schools to homes. A new era of distance learning and thus distance teaching has begun. Desmond Kegan writes that distance education is a form of education characterized by the fact that the teacher and the student are separated from one another most of the time, that the educational process is organized by an educational organization, that the educational process takes place through different media and that the educational organization offers students a two-way communication and organizes occasional study meetings. The educational process is carried out individually. It enables collaborative learning and thus the use of modern social networks (Keegan, 1996, p. 50). The planning of lessons becomes of greatest importance, whereby the teacher should ask himself/herself three questions:

- What knowledge do I want students to acquire?
- What activity will I use to achieve this?
- How can I measure and verify whether the objectives were achieved?

We will focus on teaching in the first grade. How does teaching literacy (learning about sounds and letters and writing them) function at a distance? First and foremost, it is important that first graders have the support of an adult who— through the teacher—guides and directs them. If the routine of dealing with sounds and letters is familiar to children, learning also becomes easier. It is very important that we pay attention to the correct spelling of individual letters and that we insist on consistency (letters are written from line to line; a space of a finger is between letters; an empty line is between two lines). The teacher relates the instructions to the parents, they pass the instructions on to the child and afterwards the parents send the completed tasks back to the teacher, who provides feedback on the work done. The feedback should be related to the performed task and, if possible, it should be positive. Quality feedback also includes suggestions for improvement (next time try to consider..., find another example..., consider or...). Special attention should also be paid to the amount of tasks; what is too little for one student may be too much for another.

Key Words: distance education, first grade, literacy, feedback.

## **POUK NA DALJAVO – POSEBEN IZZIV**

Povzetek: Znanje otrok je za nas učitelje izrednega pomena. Vsak učitelj se trudi na svoj način. Eni so bolj nagnjeni h klasičnemu poučevanju, drugi k fit pedagogiki, eni imajo raje poučevanje v naravi, drugi so bolj naklonjeni učenju v skupinah, tretji spet drugače. Letošnje leto pa je skoraj vse učitelje primoralo, da so se poslužili novih načinov poučevanja. Zaradi epidemije Covid – 19 smo se vsi deležniki v procesu poučevanja morali spoprijeti z različnimi načini poučevanja in učenja. Naenkrat smo vsi, tako učitelji kot učenci ter starši, padli v neprijeten in neznan položaj. Najpomembnejše je bilo, da smo delovali usklajeno, glede na skupaj začrtane dogovore in cilje. Učitelji smo se morali naučiti različnih računalniških veščin, ki so nam omogočale lažje posredovanje učne snovi učencem, hkrati pa naučiti starše ter posredno otroke (naše učence), kako naj ravnajo pri odpiranju pošte, priponk, povezav ... Učitelji smo morali ubrati nove oblike in metode poučevanja, ki so se nam zdele za pouk na daljavo primernejše in učinkovitejše. To je od vseh zahtevalo veliko prilagajanja, pridobivanja novih veščin in usvajanja novih znanj. Iz dneva v dan smo se na podlagi pridobljenih izkušenj ter povratnih obojestranskih informacij (redna medsebojna komunikacija) naučili nekaj novega. Ugotovili smo, na kakšen način lažje in bolj optimalno funkcioniramo. Pri delu na daljavo je potrebno izpostaviti velik pomen timskega sodelovanja (tako na nivoju šole, kot na nivoju celotne Slovenije preko družbenih omrežij), kar nam je omogočilo lažje, hitrejše, boljše in zanimivejše delo. Osnova za dobro timsko delo so bili skupni cilji in pozitivna naravnost članov tima. Učiteljice posameznega razreda smo si zastavile skupne cilje in postavile jasna izhodišča, kako bomo izvajale pouk na daljavo (kako bomo načrtovale delo, pisale priprave, pripravile izvlečke za otroke, iskale uporabne povezave, delale predstavitve v powerpointu, se ob teh predstavitvah posnele, vključile razlago ...), hkrati pa smo bile pozorne tudi na obseg učnih vsebin oz. zadolžitev, da ne bi učencev preobremenile. Poudarek je bil seveda na temeljnih standardih znanja. Delo smo si razdelile po predmetih. Vsaka je izbrala svoja močna področja. Ob koncu tedna (včasih že med tednom) smo evalvirale naše delo in se pogovorile, kaj bi še popravile, izboljšale ter nadgradile pri delu.

Ključne besede: pouk na daljavo, različne metode in oblike dela, timsko sodelovanje, motiviranost učencev za delo, samostojnost

## **DISTANCE LEARNING - A SPECIAL CHALLENGE**

Abstract: Children's knowledge is extremely important to us, teachers. Every teacher strives in their own way. Some are predisposed to classical teaching, the others to fit pedagogy, some like teaching in nature, the others like group learning, etc. This year, however, almost all teachers were forced to resort to new ways of teaching. Due to the Covid epidemic – 19, we all had to deal with different teaching and learning processes. Suddenly, we all, teachers, students and parents, found ourselves in an awkward and unfamiliar position. The most important thing was that we acted in a coordinated manner, according to the jointly outlined agreements and goals. Teachers had to learn different computer skills, which made it easier for us to provide learning material to students, and at the same time teach parents and indirectly children (our pupils) how to act when opening mail, attachments, links, ... Teachers had to pick up new forms and methods of teaching, which we found more appropriate and effective for distance learning. This required a lot of adaptation from everyone, acquiring new skills and new knowledge. Day by day, we learned something new based on the experience gained and mutual feedback (regular mutual communication). We found out in what way we function easier and more optimally. When working remotely, it is necessary to emphasize teamwork (both at the school level and at the level of the whole of Slovenia via social networks) which made our work easier, faster, better and more interesting. The basis for good teamwork were common goals and a positive attitude of team members. The teachers of each class set common goals and clear starting points how to conduct distance learning (how to plan work, write preparations, prepare extracts for children, look for useful links, do powerpoint presentations, record yourself during presentations, include an explanation...). At the same time, we also paid attention to the scope of learning content and tasks so as not to overburden students. The emphasis was, of course, on basic standards of knowledge. We divided the work into subjects. Each of us chose our own strong areas. At the end of the week (sometimes during the week) we evaluated our work and discussed what to improve and upgrade. Key Words: distance learning, different methods and forms of work, team cooperation, students' motivation for work, independence

## **POUČEVANJE NA DALJAVO - »NOVA REALNOST«**

**Povzetek:** V mesecu marcu se je svet znašel v nepredvidljivi situaciji. Zaradi hitrega širjenja novega virusa so morale države sprejeti številne ukrepe. Med drugimi so zaprli tudi vse vzgojno-izobraževalne ustanove. Izobraževanje pa se vseeno ni ustavilo. Od danes na jutri je začelo potekati na daljavo. Prvi teden sem se počutila, kot da bi me nekdo vrgel v morje in tisti trenutek je samo od mene odvisno, ali bom preživel. Toda če nekaj delaš s srcem, ti uspe. V času epidemije sem imela tri pomembne vloge. Nadaljevala sem s podajanjem učne snovi pri naravoslovnih predmetih. Kot razredničarka sem koordinirala delo med učenci in ostalimi učitelji ter posredovala obvestila učencem in njihovim staršem. Sem pa tudi mati dveh najstnikov. Med karanteno sem ju spremljala in spodbujala pri šolskem delu ter hkrati dobila vpogled, kako so se pri delu na daljavo znašli profesorji v srednji šoli in na fakulteti. V članku bom izpostavila prednosti in slabosti vseh treh vlog ter predstavila nekaj idej, kako bi si lahko učitelji in učenci olajšali delo doma. Ali je poučevanje na daljavo nova realnost? Moje osebno mnenje je, da kljub temu da lahko uporabljamo še tako vrhunsko tehnologijo, ekran ne more nadomestiti osebnega stika. Učitelj ne more navezati pristnega stika z učenci ter vzbuditi zanimanja za šolsko snov. Prav tako se učenci tudi ne morejo tako zbrati, kot se zberejo v učilnici. Za vsakega učenca pa bi bilo posebej treba preveriti, ali si je sploh sposoben doma sam organizirati šolsko delo ter ali ima ustrezne tehnološke pogoje. Tudi povratna informacija je lahko zavajajoča. Vedno ostaja dvom, ali je oddana naloga res plod samo učenčevega dela. Ne morem pa mimo dejstva, da so učenci pridobili na samostojnosti ter se naučili uporabljati sodobno tehnologijo v učne namene. Popolnoma se strinjam z mislijo, ki jo je napisal George Bernard Shaw: »Nekateri ljudje vidijo stvari take, kot so, in rečejo: “Zakaj?” Sam pa sanjam o stvareh, ki jih še nikoli ni bilo, in pravim: “Zakaj pa ne?”« A vseeno upam, da se marec, 2020 ne ponovi nikoli več.

**Ključne besede:** Poučevanje na daljavo, učitelj, razrednik, starš, motivacija, samostojnost

## **THE DISTANCE TEACHING – “THE NEW REALITY”**

**Abstract:** This year in March the world has found itself in an unpredictable situation. Because of the fast spreading of the new virus, countries had to accept numerous of actions. Among others they closed educational establishments. But education didn't stop. It started to continue on line from hand to mouth. The first week I have felt like someone has thrown me into the sea and in this moment was on me to survive or not. But if you do something with your heart you succeed. In the time of pandemic I had three main roles. I have continued to teach Science. As a form teacher I had to coordinate between pupils and other teachers to pass messages to pupils and their parents. On the other side I am a mother of two teenagers. So during pandemic I have monitored and encouraged them with their schoolwork and in this way I had an insight view how had the professors on high schools and colleges found themselves in this situation. In this article I will expose advantages and disadvantages of all those three roles, and introduce some new ideas how pupils and teachers could have made their work easier. Is the distance teaching the new reality? My personal opinion is that although we can use all this modern equipment, a screen cannot replace a personal touch. A teacher cannot establish a genuine contact with pupils and encourage them for subject matter. Also pupils cannot focus on it like they would in classroom. It should be checked if each individual pupil is capable to organize its schoolwork and if he or she has appropriate technological support. Also the response can be tricky. There is always a doubt if the made work is the result of pupil only. We cannot go past the fact that the pupils have gain a lot on independence and have learnt how to use modern technology for learning. I totally agree with the thought which has been written by Gorge Bernard Shaw: “Some people see things as they are and say: “Why?” I dream about things that have never been and say: “Why not?” But anyway I hope that the March of 2020 never repeats again.

**Key Words:** distance teaching, teacher, form teacher, parent, motivation, independence

## POUK NA DALJAVO – IZHOD V SILI

Povzetek: To leto sem poučevala v tretjem razredu. Imela sem prekrasne učence, ki si jih vsak učitelj samo želi. Vedoželjni, delovni, prijazni in spoštljivi tako do učiteljev kot tudi do sošolcev. Takšni pa so zaradi staršev, ki so v podporo tako učitelju kot tudi svojim otrokom. Zaprtje šol je udarilo kot strela z jasnega. Tako smo že v prvem tednu vzpostavili spet »ogrodno rutino«, poučevanja na daljavo. Učitelji smo dobili brezplačne kode vseh naših založnikov, ki smo jih tudi poslali našim učencem. Podala sem jim tudi natančna navodila za registracijo le-teh. Med drugim sem uporabljala za utrjevanje poštevanke spletni portal Moja matematika (<https://mojamatematika.si/>). Učenci so naloge v spletni vadnici radi reševali. Všeč jim je grafika, dobivajo sprotno povratno informacijo o pravilnosti reševanja in lahko svoje dosežke primerjajo z ostalimi tretjeolci v Sloveniji, ki uporabljajo ta portal. Zelo dobro je, da sem lahko izbrala in prilagodila naloge za vsakega učenca posebej, hkrati pa sem spremljala njegov napredek in mu s tem prilagajala količino in težavnost. Tako vaje niso nikoli bile enolične, saj sem z vsako dosegla svoj namen ter izpolnila določen cilj. Na koncu pa sem dobila win-win situacijo. Zadovoljstvo učenca, učitelja in staršev, katere sem razbremenila o pregledovanju pravilnosti reševanja in dodatne motiviranosti za delo. V času pouka na daljavo pa sem opazila, da se je oblika pisave in čitljivost pri vseh učencih zelo poslabšala. Še posebej pri učencih, ki so že pred tem imeli slabšo grafomotoriko. V tem starostnem obdobju je namreč zelo pomembno, da smo učitelji tudi na to zelo pozorni. To pa je še ena od slabih strani poučevanja na daljavo, saj ni neposredne povratne informacije učitelja učencu med delom. Za zaključek sem še vedno prepričana, da je pouk na daljavo skrajna rešitev in izhod v sili, saj je fizična prisotnost učitelja v razredu še kako pomembna in potrebna tako za učenca kot tudi za učitelja.

Ključne besede: pouk na daljavo, trikotnik (učenec – učitelj – starši), moja matematika, grafomotorika, pisava.

## DISTANCE LEARNING – AN EMERGENCY EXIT

Abstract: I taught in third grade this year. I had wonderful students that every teacher can just dream of. Curious, hard-working, kind and respectful to both teachers and classmates. They are like that because of their parents who support both the teacher and their children. The closure of schools struck like lightning from the clear. But in the first week we had already established a "basic routine" of distance learning. Teachers were given free codes by all our publishers, which we also sent to our pupils. I also gave them detailed instructions for registering the codes. Among other things, I used the My Mathematics web portal to consolidate the multiplication table (<https://mojamatematika.si/>). The students liked to solve the tasks in the online workbook. They liked the graphics, got real-time feedback on the correctness of the solution and could compare their achievements with other third-graders in Slovenia who used this portal. It was very good that I was able to select and adjust the tasks for each student individually, and at the same time I monitored his progress and thus could adjust the amount and difficulty. In this way exercises were never monotonous and I could achieve my purpose and fulfil a specific goal with each exercise. In the end I got a win-win situation. Satisfaction of student, teacher and parents, which I relieved from reviewing the correctness of the solution as well as additional motivation for work. During the time of distance learning, however, I noticed that the form and readability of all students deteriorated greatly. Especially in students who already had poorer graphomotor skills. At this age, it is very important that teachers pay close attention to this as well. This, however, is another disadvantage of distance learning, as there is no direct teacher feedback to the student during work. In conclusion, I am still convinced that distance learning is the last solution and an emergency exit, as the physical presence of the teacher in the classroom is important and necessary for both the student and the teacher.

Key Words: distance learning, triangle (pupil - teacher - parents), My Mathematics, graphomotor skills, writing.

## DIGITALNI POUK – DOVOLJ TOPLINE ZA UČENCE?

Povzetek: Digitalizacija v svetu je vsak dan naprednejša in tudi v šolstvu se ji ne moremo izogniti, zato moramo učitelji dovolj hitro razvijati dodatne veščine in orodja za različne oblike poučevanja. V času pouka na daljavo, drugačnega pouka, kot smo ga bili vajeni, drugačnega pristopa k poučevanju in podajanju znanja, kot smo ga poznali do tedaj, smo »plavali«, kot smo vedeli in znali. Digitalni pouk – pouk na daljavo nas je dodobra pretresel in postal izziv za vnaprej. V času pouka na daljavo sem dobila nove ideje - učence sem poleg rednega pouka učila tudi novih veščin, za katere menim, da so enako pomembne kot tiste iz učnih načrtov, le da jih ni bilo moč uporabljati v praksi: kako poteka vljuden telefonski pogovor, učence sem učila spletnega dopisovanja preko interneta, z mnogo truda je pouk potekal tudi preko video klica, oblikovala sem svojo spletno učilnico ... Vendar takšen način pouka ni primeren za vsakogar, predvsem ne za naše najmlajše. Poučujem v kombiniranem oddelku prvega in drugega razreda na manjši podružnični šoli. Ob ponovnem prihodu v šolo sem s štirinajstimi učenci izvedla malo daljši pogovor, nekakšno okroglo mizo, na temo, kaj so najbolj pogrešali v času pouka na daljavo. Z učenci smo se pogovarjali o novo nastali situaciji v svetu zaradi koronavirusa in o načinu dela v preteklih tednih. Najbolj so pogrešali pristen, topel, neposreden odnos z nami, učiteljicami, igro, pogovore ... Predvsem pa so se zelo pogrešali med seboj. Nekaj neverjetno osnovnega, kar smo imeli za samoumevno, nam je vsem zelo manjkalo – bližina, toplina, dotik, pristen odnos med nami – brez vmesnih zaslono. Prevzema me občutek, kot da smo vstopili v neko novo obdobje – obdobje novega načina poučevanja, obdobje hladne digitalizacije brez pristnih čustev z občutno manj topline, kjer ni več varnosti, kot smo jo poznali in ki jo predvsem mlajši učenci nujno potrebujejo. Bo takšna prihodnost dovolj dobra za njih?

Ključne besede: digitalni pouk - učenci – poučevanje - epidemija - napredek - čustva - digitalna pismenost

## ONLINE CLASSES – DO PUPILS GET ENOUGH WARMTH?

Abstract: Digitalization is progressing on numerous aspects of our lives and the field of education cannot be excluded. That is why we must develop new skills in our skillset to be able to adapt our lectures to it. In the time of distance schooling learning, when classes had been different than what we are used to, we were thrown into the deep end to learn how to provide knowledge to pupils the best we could. Online classes – distance schooling really shook us up and has been a great challenge. During the period of online classes I have had a couple new ideas – besides the regular material from the curriculum I taught my students new everyday skills, that I believe to be equally important. We learned how to have polite conversations on the phone, how to use e-mail and with great effort we were able to make online video classes work. I also designed my virtual classroom. However, distance schooling is not suitable for everyone, especially for the youngest pupils. I teach in a mixed class comprised of first and second grade in a small village subsidiary school. After normal classes restarted, I organised a discussion, a round table of sort, with 14 students, about what they missed the most during the period of distance schooling. I talked with the kids at length about their experience of the coronavirus pandemic and how they felt about the online class. Authentic, warm and direct relationship with us teachers, playing and talks, were what they missed deeply, but they missed each other the most. Something unbelievably basic, what we have been taking for granted, was lacking – warmth, closeness, touch, authentic relationships – without screens. It feels to me that we have entered a new era – an era of a new way of teaching, an era of cold digitalization without real feelings, with depleted warmth, where there is no security we have been so used to, and that young pupils undeniably need most. Will this future be good enough for them?

Key Words: online class, pupils, teaching, pandemic, progress, emotions, digital literacy

## **PRILAGAJANJE POUKA RAZLIČNIM UČNIM STILOM**

Povzetek: Učenci se učijo na različne načine. Da bo učenje čim bolj učinkovito, mora učitelj poskrbeti za ustrezno kombinacijo različnih učnih stilov in s tem vsem učencem omogočiti enake možnosti. Delo na daljavo nas je – tako učitelje, kot tudi učence – postavilo pred velik izziv. Vsi smo se morali prilagoditi dejavnostim, ki so iz »v živo« prešle na daljavo. Med samim delom na daljavo sem poleg uresničevanja ciljev učnega načrta veliko časa namenila preverjanju razumevanja obravnavane snovi in utrjevanju znanja. Posebno pozornost sem namenila različnim načinom sodelovanja z učenci z namenom, da bi vsi učenci, ne glede na učni stil, lahko učinkovito dosegli zastavljene cilje.

Ključne besede: učenje, razumevanje, učni stil, utrjevanje, sodelovanje

## **ADAPTING LESSONS TO DIFFERENT LEARNING STYLES**

Abstract: Students learn in different ways. Teachers should provide students with a combination of different learning styles and techniques to enable equal opportunities for all of them. I find work online from home a great challenge for both, students and teachers. In past weeks we all had to adjust to online activities. During teaching process online I was focused on comprehension, consolidation and revision beside achieving learning goals. A special attention was paid to different ways of communication with students, regardless of learning styles, to achieve anticipated learning goals.

Key Words: learning, comprehension, learning style, consolidation, communication



## **IZOBRAŽEVALNE TEHNOLOGIJE: PREČKANJE MOSTOV - S POMOČJO MODELA SAMR**

Povzetek: Učiteljem, ki v času nenadnega prehoda na oddaljeno poučevanje niso sprejeli izobraževalnih tehnologij, je bilo težko spremeniti razmišljanje, preseči tradicionalne pristope poučevanja in celostno podpreti učence pri akademskem, družabnem in čustvenem učenju. Tisti, ki v mislih ozavestijo štiri-stopenjski model SAMR dr. Rubena Puentedure o zamenjavi (ang. Substitution), obogatitvi (ang. Augmentation), spremembi (ang. Modification) in novem pristopu (ang. Redefinition), postanejo previdnejši tako pri izbiranju načinov vključevanja tehnologije v učni proces, kot tudi pri spreminjanju načinov poučevanja. Model SAMR učiteljem pomaga pri razmisleku o uporabi tehnologije, kot tudi poglobiti učenčevo razmišljanje in jih s pomočjo novih učnih dejavnosti, vezanih na tehnologijo, vključiti v razvijanje kulture učenja. Medtem ko je na stopnjah zamenjave in obogatitve tehnologija zgolj spremenjen pripomoček za učenje v primerjavi s klasičnim učenjem, stopnji spremembe in novega pristopa omogočata preoblikovanje učenja v kompleksnejše, družbene izkušnje in odpiranje novih možnosti. Primeri bodo zgled tega, kako učence v skladu z Bloomovo taksonomijo pripeljati do najvišjih učnih ciljev. Razprava bo namenjena nekaterim ključnim dejavnikom učinkovitosti integracije tehnologije v učni načrt, na primer zgledu učitelja in stopnji vključenosti tehnologije. Medtem ko je Microsoft Office 365 za izobraževalne ustanove, opremljen s številnimi aplikacijami za ustvarjanje, deljenje z drugimi, primerjanje in podajanje povratnih informacij (npr. Stream, Wakelet, Sway, Flipgrid, Publisher itd.), v procesu nedvomno pomenil dodatno vrednost, poznamo tudi vrsto drugih brezplačnih platform in orodij (na primer H5P, Thinglink, Genially, Toontastic, Canva itd.), ki jih je mogoče uspešno uporabiti za spreminjanje in prenovu poučevanja. Poleg že omenjenega redna raba izobraževalnih tehnologij nudi neomejene možnosti sodelovanja z ljudmi po svetu, kar učenje lahko spremeni v pravo dogodivščino.

Ključne besede: izobraževalna tehnologija, model SAMR, vključevanje tehnologije, prenova učenja, večšine kritičnega mišljenja.

## **EDUCATIONAL TECHNOLOGY: CROSSING THE BRIDGE USING THE SAMR FRAMEWORK**

Abstract: Without embracing educational technology (EdTech), it was challenging for educators to make a shift in thinking, move beyond traditional teaching approaches and support students in their academic, social and emotional learning process during emergency remote teaching. Keeping the four-staged Substitution, Augmentation, Modification and Redefinition (SAMR) model provided by Ruben Puentedura, Ph.D. in mind, teachers are prone to become attentive in selecting practices that not only integrate technology, but also transform learning. The aim of SAMR framework is to help teachers reflect on their technology use, extend students' thinking and give them a voice in developing learning culture through new learning activities inconceivable without the use of EdTech. Whilst at the substitution and augmentation levels technology is utilized to provide opportunities for enhanced practice, with some functional improvement or without it, modification and redefinition stages harness it to redesign learning into complex, social experiences and make new things possible. Examples of how to bring our students to the highest levels of educational learning objectives according to Bloom's Taxonomy classification will be complemented by a discussion on some crucial success factors of the effectiveness of technology integration into the curriculum, such as teacher modelling and the levels of technology integration. Whereas Microsoft Office 365 for Education, equipped with a range of application sources for creating, sharing, comparing and giving feedback (e. g. Stream, Wakelet, Sway, Flipgrid, Publisher, etc.), undeniably adds value to the process, there is a range of other free platforms and tools (e. g. H5P, Thinglink, Genially, Toontastic, Canva, etc.) which can be used just as successfully to modify and re-define learning. Moreover, experimenting regularly with EdTech provides unlimited authentic collaboration opportunities with other global communities, making learning an adventure.

Key Words: educational technology, SAMR model, technology integration, transforming learning, higher order thinking skills.

## VIDEOKONFERENCA KOT NOV NAČIN POUČEVANJA

Povzetek: Ko smo sredi meseca marca čez noč pričeli s poukom in delom na daljavo, si nismo tako učitelji še manj pa učenci predstavljali, da bo to postal naš vsakdan. Po začetniških poizkusih, kako pouk na daljavo približati učencem na čim bolj zanimiv način in kako jih motivirati, je izobraževanje iz dneva v dan teklo na nek način lažje. Z učenci in s starši smo vzpostavili različne načine komuniciranja. Sprva je to teklo prek elektronske pošte. V osmem in devetem razredu smo kontakt, seveda z dovoljenjem staršev, vzpostavili prek učencev. Sama sem razrednik v osmem razredu, imam zanesljive učence, ki so pokazali veliko voljo pri pomoči, tako meni kot učencem, ki so manj računalniško veščji. A kmalu se je pokazala potreba tudi po drugih možnostih. Tako smo z učenci v drugem tednu izobraževanja vzpostavili pouk prek videokonferenc (Zoom). Na začetku sem imela tudi individualna srečanja z učenci, z dodatno razlago in vajami. Kasneje pa sem poučevala na takšen način samo učno šibkejše učence. Videokonference je večina učencev z navdušenjem sprejela, k pouku prek tega medija so prihajali redno in številčno (zelo malo učencev je manjkalo). Zanimivo je, da je večina učencev imela sliko, pravo ime v šestem in sedmem razredu, v osmem so se učenci že skrivali pod različnimi slikami ali so bili brez slike. Za v prihodnje bom zahtevala sliko in pravo ime. Za mene je bilo moteče, da jih nisem videla. Za eno učenko vem, da ni želela slike, ker ima slabo samopodobo. Drugače pa ni bilo večjih težav z disciplino in delom prek zoom-a. Večina učencev je sodelovala, dvigovala celo roke, poslušali so. Preden pa sem se naučila vklopiti, da lahko samo jaz pišem, so nekateri učeni risali. Niso bili žaljivi, samo očitno jim je bilo dolgčas. Razlago snovi sem popestrila s PPT predstavitvami, zvočnimi posnetki in interaktivnimi vajami. Učence sem tedensko pozvala k ustvarjalnemu pisanju v obliki prispevkov za spletno šolsko glasilo, sodelovali so v natečaju Corona virus. Tudi bralno značko so opravljali na Zoom srečanjih ali pa prek elektronske pošte. Po smernicah MIZŠ smo veliko prostora namenili ponavljanju, utrjevanju in preverjanju snovi. Tudi obseg obravnavane snovi sem po priporočilih oklestila. Videokonference sem imela enkrat ali dvakrat tedensko za posamezni razred. Poleg tega so imeli snov tudi v spletni učilnici. Ključne besede: videokonferenca, zoom, učne aktivnosti

## VIDEOCONFERENCING AS A NEW WAY OF TEACHING

Abstract: When we started teaching and working remotely overnight in the middle of March, teachers, much less students couldn't imagine, that this would become our everyday life. After beginner attempts to bring distance learning closer to students in the most interesting way possible and how to motivate them, the day-to-day education became smoother and smoother. We established different ways of communicating with students and parents. At first, this ran via email. In the eighth and ninth grades, we established contact with students; of course with parental permission. I myself am a class teacher in the eighth grade and have reliable students who have shown a great willingness to help, both me and students who are less computer skilled. But the need for other options soon became apparent. Thus, in the second week of education, we established lessons with students through videoconferencing (Zoom). At the beginning, I also had individual meetings with students, with additional explanation and exercises. Later, however, I taught only the lower performing students in this way. Videoconferencing was enthusiastically received by most students, and they came to classes through this medium regularly and in large numbers (very few students were missing). Interestingly, most students in sixth and seventh grade logged in with their picture and a real name. Eighth grade students were already hiding under various pictures or were without a picture. I am planning to ask for a picture and a real name for the future. It was annoying for me not to see them. For one student in example, I know she didn't want a picture because she has a bad self-image. Otherwise, there were no major problems with discipline and working through zoom. Most of the students participated, even raised their hands, they listened. But before I learned to turn off access so that only I could write, some scholars even drew pictures. They weren't offensive, they were just plain bored. I enriched the explanation of the material with PPT presentations, sound recordings and interactive exercises. I invited students weekly to write creative pieces in the form of contributions to an online school newsletter, they even participated in the Corona virus competition. We were also able to conduct our reading badge at Zoom meetings or via email. According to the guidelines of the Ministry of Science, Education and Sports, we devoted a lot of space to repeating, consolidating knowledge and checking substances. I also reduced the volume of the substance in question according to the recommendations. I had video conferences once or twice a week for each class. In addition, they also had the material in an online classroom. Key Words: videoconferencing, zoom, teaching activities

## **POSLOVANJE UČNEGA PODJETJA V ČASU RAZGLASITVE EPIDEMIJE NALEZLJIVE BOLEZNI SARS-COV-2 (COVID-19)**

Povzetek: Z razglasitvijo epidemije nalezljive bolezni SARS-CoV-2 (COVID-19) je bilo treba izobraževanje prilagoditi trenutnim razmeram. Še posebno zahteven izziv je bila kontinuiteta projektnega izobraževanja. Med projektno izobraževanje v srednješolskem izobraževalnem programu ekonomski tehnik sodi tudi učno podjetje. Učno podjetje je simulacija poslovanja realnega poslovnega sistema. Gre za namišljeno poslovanje podjetja z vsemi poslovnimi funkcijami realnega poslovnega sistema. Pogoj za uspešno poslovanje učnega podjetja je sodelovanje vseh zaposlenih, ki so razporejeni po posameznih oddelkih: vodstvo, kadrovska služba, nabava, računovodstvo, trženje, kadrovska služba in odnosi z javnostjo. Da je delo zaposlenih dijakov učinkovito, morajo dijaki slediti navodilom vodij služb, vodje služb pa sledijo navodilom direktorja učnega podjetja in mentorja. V času epidemije se je poslovanje učnega podjetja preselilo iz skupnega prostora, kjer so bili razporejeni prej omenjeni oddelki, v posamezne samostojne enote, ki so jih predstavljali posamezni dijaki. To pomeni, da niso bili dislocirani zgolj oddelki, temveč vsi posamezni dijaki (zaposleni). Pred epidemijo so imeli zaposleni dijaki vedno na voljo vodjo oddelka, direktorja učnega podjetja in mentorja za posvetovanje in vprašanja. Oddelki so bili med seboj povezani, sedaj pa je vsak dijak delal individualno s svoje lokacije.

V novo nastali situaciji je prišla do izraza postavljena organizacijska struktura s pristojnostmi in odgovornostmi posameznega zaposlenega. Za učinkovito rešitev se je izkazala tudi zahteva, da ima vsak dijak svojo beležko. Namen prispevka je predstaviti probleme pri delu na daljavo v učnem podjetju v času razglasitve epidemije ter načine reševanja nastalih problemov, da se zagotovijo kontinuiteta poslovanja učnega podjetja in vse potrebne aktivnosti za uspešen zaključek projektnega dela.

Ključne besede: učno podjetje, epidemija, poslovanje, projektno delo, izziv.

## **BUSINESS PERFORMANCE LEARNING COMPANY DURING THE DECLARATION OF THE SARS-COV-2 EPIDEMICS (COVID-19)**

Abstract: With the declaration of the SARS-CoV-2 epidemics (COVID-19), educational system has had to be adapted to the current situation. A particular challenge was the education continuity of this specific project education. Project education in the secondary education program of economic technician also includes a learning company. A learning company represents a simulation of the operation of a real business system. It is an imaginary business of a company with all the business functions of a real business system.

There are plenty conditions necessary for the successful operation of a learning company, namely, the active participation of all employees, who are assigned to the individual departments: management, human resources, procurement, accounting, marketing, and public relations. To make sure that the work of employed students be effective, students were supposed to follow all the instructions of the heads of departments as well all the heads of departments had to follow all the instructions and requirements of the chief manager and certainly also the supervisors. During the epidemics the business of the learning company had to be moved from the common business locations, where the aforementioned departments were deployed, to individual independent units represented by individual students. This implies that not only the departments were dislocated, but also all individual students (employees). Prior to the epidemics employed students always had a department head, a learning company manager at disposal, and a mentor available for consultation and questions. The departments had been interconnected, unfortunately now due to the epidemics each student had to work individually from their own locations. In this new health situation, the established organizational structure with the competencies and responsibilities of an individual employee came to the fore. The requirement that each student had his or her own note book also proved to be an effective solution.

This paper aims at presenting the problems of distance learning / online learning in a learning company during the epidemics and aims at showing ways to solve problems to ensure the continuity of the learning company and all the necessary activities for a successful completion of project work.

Key Words: learning company, epidemics, business, project work, challenge

## ZAKAJ VIDEOPOSNETKI?

Povzetek: Desetletne raziskave kažejo, da je uporaba videoposnetkov pri poučevanju zelo koristna, med drugim, da: izboljša motivacijo za učenje, da je učni proces boljši; da privede do boljnih ocen in da razvija samostojnost pri učencih (Institute for Teaching and Learning Innovation, University of Queensland). Prav tako se verjetno vsi zavedamo, da se otroci učijo bolje, če prejmejo informacije po različnih kanalih, z branjem, risanjem, poslušanjem razlage in z vizualnimi mediji. Prav tako se zavedamo, da je uporaba slik ključna pri usvajanju novega jezika (Alber, 2019).

Zakaj videoposnetki? opisuje uporabo videoposnetkov pri zgodnjem poučevanju angleščine na daljavo in predvsem odgovarja na naslednja vprašanja:

- zakaj je uporaba videoposnetkov pri poučevanju pomembna in koristna, še posebej pri mlajših učencih,
- zakaj snemati svoje videoposnetke namesto uporabiti množice ostalih, ki so dostopni na spletu,
- kako je mogoče z lastnimi videoposnetki še bolj učence motivirati za delo in se povezati z njimi na drugačen način, sploh v času karantene,
- kako preprosto narediti svoje videoposnetke in jih uporabiti pri pouku na daljavo,
- kako so lahko lastni videoposnetki koristni tudi v razredu,

Pri poučevanju angleščine na razredni stopnji (2., 3., 4. in 5. r) sem se soočila z izzivom poučevanja angleščine na daljavo v času karantene zaradi epidemije koronavirusa. Še posebej v prvi triadi pouk angleščine temelji na govornem sporočanju in slušnem razumevanju in ne na bralnem razumevanju in pisnem sporočanju, učenci 2. in 3. r pa tudi pri angleščini ne uporabljajo učbenika ali delovnega zvezka. Poleg tega učenci v 2., 3., 4. in tudi 5. r navadno še nimajo svojega e-naslova, ne znajo uporabljati e-pošte ali sploh računalnika. Zaradi zgoraj omenjenih razlogov in ker učenci 2. in 3. razreda še ne berejo in pišejo v angleščini, mi je bilo jasno, da bom morala zastaviti poučevanje na drugačen način na daljavo. Video srečanja na Zoomu v 2. in 3. razredu prav tako niso prišla v poštev, saj nisem želela dodatno obremenjevati staršev, otroci pa v večini primerov sami niso znali uporabljati programa Zoom. Za zgodnje učenje angleščine je na spletu ogromno videoposnetkov, ki pokrivajo različne teme. Kljub temu sem se kar hitro po začetku karantene v času epidemije odločila snemati svoje videoposnetke, v katerih sem obdelala neko temo in po navadi učencem tudi dala neko nalogo. Za to sem se odločila iz dveh razlogov. Učenci so večkrat potožili, da pogrešajo učiteljice, sošolce in šolo, prav tako pa sem želela, da so učenci pri delu za angleščino čim bolj samostojni, da si lahko ogledajo posnetke na telefonu, na tablici, kjer pač imajo možnost in ko imajo možnost. Učenci so bili nad tovrstnim delom pri angleščini zelo navdušeni, kljub temu, da je angleščina v 2. in 3. r na urniku le dvakrat na teden in predstavlja majhen delež ur, so učenci pošiljali opravljene naloge za angleščino že na začetku tedna, veliko učencev mi je potem tudi pošiljalo svoje posnetke. Videoposnetke je preprosto posneti s telefonom ali računalnikom in obstajajo različni programi za ustvarjanje videoposnetkov, marsikdo pa tudi ne ve, da lahko posname videoposnetke v PowerPointu. Moji videoposnetki pa so se izkazali tudi koristni v razredu, saj so lahko učenci na ta način ponovili in utrdili znanje, medtem ko sem jaz preverjala ali ocenjevala znanje določenega učenca, prav tako pri nadomeščanju.

Ključne besede: videoposnetki, angleščina, karantena, koronavirus, starši, učenci

## WHY VIDEOS?

Abstract: Decades of research show that there are many benefits in using videos in teaching. To name a few: it improves motivation to learn, the learning process is better, it leads to higher grades, it develops learner autonomy (Institute for Teaching and Learning Innovation, 2020).

We are aware that children learn better if they receive information through different channels, through reading, drawing, listening to explanations, and through visual media. We are also aware that the use of images is crucial in learning a new language (Alber, 2019).

Why videos? describes the use of videos in early teaching of ESL during distance learning due to the pandemic and in particular answers the following questions:

- why using videos in teaching is important and useful, especially with younger students,
- why make your own videos instead of using the millions videos online,
- how using your own videos can motivate the students and enable to connect with the students in a different way, especially during quarantine,
- how to easily make your own videos and use them in distance learning,
- how videos can be useful in class,

In teaching English at grade level (2nd, 3rd, 4th and 5th grade), I was faced with the challenge of teaching English 'online' during distance learning and quarantine due to the coronavirus epidemic. Particularly in the first three grades, English lessons base on spoken communication and listening comprehension and not on

reading comprehension and written communication, and 2nd and 3rd class students do not use a textbook or workbook for English either. In addition, students in 2nd, 3rd, 4th and even 5th grade usually do not have their own e-mail address, they do not know how to use e-mail or a computer at all.

Since 2nd and 3rd graders are not yet reading or writing in English, it was clear to me that I would have to teach in a different way during distance learning. Video meetings on Zoom in 2nd and 3rd grade were also out of the question, as I didn't want to further burden the parents, and the students didn't know how to use Zoom on their own in most cases. For early English learning, there are millions of videos online on a variety of topics. Nevertheless, soon after the start of quarantine during the epidemic, I decided to record my own videos in which I taught a certain topic and usually gave the students some task at the end. I chose this for two reasons. Pupils have repeatedly complained that they miss teachers, classmates and school, and I also wanted the students to be as independent as possible when learning English, to be able to watch videos on a phone, on a tablet, wherever they had a chance and when they had a chance. Pupils were very enthusiastic about this kind of learning. Despite the fact that English in 2nd and 3rd grade is on the timetable only twice a week and represents a small proportion of hours, students sent me completed English assignments usually already at the beginning of the week and many students then also sent me their recordings. Videos are easy to make on your phone or computer, and there are many programs for video making, although many people don't know that you can make videos also in PowerPoint. My videos also proved useful in the classroom, as students were able to repeat and consolidate knowledge in this way, while I tested or assessed the knowledge of a particular student and also when someone was substituting me in class.

Key Words: videos, English, quarantine, coronavirus, parents, students

## KOMUNIKACIJA PREKO KANALOV

Povzetek: Ob zaprtju šole in vpeljavi dela na daljavo sem se odločil za ohranjanje stika z dijaki preko kanalov, ki jih ponuja eAsistent. Za vsak oddelek sem ustvaril svoj kanal. Kanal je možno ustvariti tudi za posamezen oddelčni učiteljski zbor, za poljuben učiteljski tim, tudi za celoten učiteljski zbor. Kanali omogočajo objavo besedila, priponek in odgovarjanje na anketno vprašanje. V njem vsak zapis vidijo vsi deležniki, ki si lahko nastavijo, da obvestilo o novem sporočilu prejmejo tudi po elektronski pošti. Kanali tistemu, ki je ustvaril kanal, ponujajo sprotno povratno informacijo, kdo od vključenih v kanal je že sprejel navodila za delo in tudi njegov odgovor na anketno vprašanje. Anketna vprašanja imajo poljubno število možnih odgovorov z možnostjo izbire enega oz. več pravih odgovorov. V vikendu po 13. marcu sem si zastavil več ciljev. Npr. sprotno podajanje učne snovi dijakom, merjenje, koliko dijakov prevzame zadolžitve po mojih navodilih. Med cilji je bilo tudi spremljanje dijakovega sprotnega dela, podajanje povratne informacije o opravljenem delu. Delo sem evalviral sprti z anketnimi vprašalniki in z elektronskimi sporočili. Od sredine maja tudi s pomočjo video konferenc. Ocenjujem, da je komunikacija preko kanalov odlična, ko gre za delo oddelčnega učiteljskega zbora. To ocenjujem z vidika velike šole z 28 oddelki. Za delo v oddelkih je omenjen način dela na daljavo ustrezen za krajše časovno obdobje in za učne vsebine, ki so po učnem načrtu opredeljene kot osnovna oz. splošna znanja. Bolj uspešnim dijakom, ki bi z delom v šoli napredovali več, se je pri tovrstnem delu priključilo več dijakov, ki so bili pred delom na daljavo glede na njihove ocene povprečni. Dijaki, ki so pri delu na daljavo nazadovali, so praviloma zaradi več dejavnikov in ne samo npr. izbrane komunikacije preko kanalov. Ključne besede: delo na daljavo, kanali, komunikacija, oddelek, šola

## COMMUNICATION CHANNELS

Abstract: Upon school closure and the introduction of remote work, I decided to keep in touch with the students through communication channels provided by 'eAsistent'. For each class, I created a channel, which can be created for the teaching staff of an individual class, for a random teaching team, and also for the whole teaching staff. The channels enable posting of a text, attachments, and answering a questionnaire. Additionally, posts can be seen by all of the participants in the channel, who can adjust the settings so that they are notified of every new post through e-mail. The channels offer regular feedback to the content creator, the control over who of the participants has already received the instructions for work, as well as the inquiry into their answers to the questionnaire. The questions of the latter have a random number of one or more possible answers. The weekend following 13th March, I set multiple objectives, for example regular teaching of the subject lessons, and keeping record of how many students do the tasks according to my instructions. Another objective was monitoring students' regular work and providing immediate feedback. I evaluated the work on a regular basis with questionnaires and e-mails, from mid-May on also through video conferences. I estimate that the communication channels are excellent for work of a teaching staff of an individual class. I estimate this on the basis of teaching in a school with 28 classes. The aforementioned method of work is suitable only for a short period of time and only for basic of general contents of the curriculum. Nevertheless, it helped a number of those students whose grades were more average before distance learning, to join the more successful students, who would have accomplished more in regular classes. By contrast, the students who fell behind did so due to several factors, not just the communication through these channels.

Key Words: distance learning, channels, communication, class, school



## **RAZLAGA UČNE SNOVI PREKO OMREŽJA – IZZIV, A VELIKO ZADOVOLJSTVO**

Povzetek: Sredi meseca marca, smo zaradi epidemije, tudi učitelji v Sloveniji pričeli z delom na domu. »Kako pa sedaj?« smo se spraševali. Ker se je vse zgodilo v tako kratkem času, razen nekaterih splošnih navodil, povsem jasnih napotkov nihče ni imel. Vedeli smo, da moramo učencem vsakodnevno posredovati naloge. Učitelji smo bili v veliki meri prepuščeni lastni iznajdljivosti. Postavila sem si tri cilje:

- zagotoviti razumljivo in zanimivo podajanje učne snovi ter jasna navodila za delo
- ohraniti povezanost razreda,
- imeti nadzor nad delom in znanjem učencev.

Tako kot večina učiteljev, sem tudi sama pričela s pošiljanjem gradiv preko elektronske pošte. Po dveh tednih dela sem odkrila prednosti spletne učilnice. Nalaganje gradiv in pregledovanje poslanih nalog je s tem postalo enostavnejše. Toda, kako razložiti zahtevno učno snov na učencem prijazen in razumljiv način?

Odločila sem se za štiri načine posredovanja učne snovi:

1. svoje razlage sem snemala in jih v obliki video posnetkov posredovala učencem,
2. navodila za delo sem učencem posredovala v obliki PPT projekcije,
3. učne ure sem izvedla preko ZOOM povezave,
4. znanje sem preverjala v obliki kvizov.

Težave, ki so se pojavljale med delom: moje računalniško znanje (neznanje), pošiljanje gradiv preko google drive (potrebno je bilo zakupiti dodaten prostor), premajhna zmogljivost mojega računalnika. Delo nikakor ni bilo enostavno. Nenehno sem odkrivala in iskala nove načine, kar mi je jemalo veliko časa. Pogosto se je moje šolsko delo zaključilo šele v zgodnjih jutranjih urah. Toda to me ni potrlo. Mislim, da sem vsem težavam navkljub postavljene cilje uspešno realizirala. Kljub fizični oddaljenosti zagotoviti razumljivo in zanimivo podajanje učne snovi, ohraniti povezanost razreda ter imeti pregled nad delom in znanjem učencev je bilo zame velik izziv, a z vsakim dnem mi je prinašal večje zadovoljstvo. Odzivi učencev so me vedno znova navduševali in mi vlivali novih moči ter energije za delo.

Ključne besede: delo od doma, jasna navodila, razlaga učne snovi, povezanost razreda, nadzor, spletna učilnica, video posnetki

## **EXPLAINING THE LEARNING MATERIAL THROUGH THE NETWORK – A CHALLENGE, BUT ALSO A GREAT PLEASURE**

Abstract: In the middle of March, because of the epidemic, teachers in Slovenia also started working from home. All teachers were wondering how to deal with the task. Everything happened in a short time, so except for some general directives, no one had completely clear instructions. We only knew we had to give students tasks on a daily basis. Teachers have been largely left to our own ingenuity.

I set myself three goals:

- Provide an interesting, understandable presentation of the learning material and clear work instructions,
- maintain class cohesion,
- have an overview of students' work and knowledge.

Like most teachers, I started sending materials via e-mail myself. After two weeks of work, I discovered the benefits of an online classroom. Uploading materials and reviewing submitted assignments has become easier with this. But how to explain demanding learning material in a student-friendly and understandable way through the network?

I used four different techniques to do it: I recorded my explanations and passed them on to the students, .

I provided instructions for work to students in the form of the PPT projection, I conducted the lessons via ZOOM connection, I tested my student's knowledge with quizzes. Problems encountered during work: My computer knowledge (inexperience), Submitting materials via Google Drive (it was necessary to buy additional space), Insufficient capacity of my computer. The work wasn't simple. I was constantly discovering and looking for new ways, which took me a lot of time. My school work was often not completed until the early hours of the morning. But that didn't bother me. Providing an understandable and interesting presentation of the learning material, maintaining class cohesion and having an overview of students' work and knowledge, despite the physical distance, was quite challenging for me, however, with each passing day it brought me greater satisfaction. The responses of the students always impressed me and gave me new strength and energy for work.

Key Words: working from home, clear instructions, presentation of learning material, class cohesion, overview, online classroom, recording videos

## **VZDRŽEVANJE PSIHOSOCIALNIH ODNOSOV V ČASU RAZGLAŠENE EPIDEMIJE**

Povzetek: V trenutku razglašene pandemije se je pojavila možganska nevihta kako naprej. Rekla sem si, aktiviraj sebe in aktivirala boš otroke. V prvem tednu z drugošolci se je formiral način dela, kar se je kasneje, z dopolnjevanjem tehnološkega znanja, le še izboljševalo in nadgrajevalo. Formiralo se je z vključevanjem staršev in učencev s prepotrebno komunikacijo sprva po telefonu. Nisem želela prenesti bremena na starše, zato sem vključevala snemanja snovi, da so me učenci lahko videli, slišali ter delali tudi samostojno. V situaciji sem predpostavila, da je komunikacija o načinu skupnega dela dala rezultate. Starši so se odzvali zelo požrtvovalno. Imeli smo sistemsko rešitev. Želela sem zagotoviti tudi ohranjanje medsebojnih psihosocialnih odnosov, na katerih smo v razredu veliko delali. V prvem tednu sem sklepala, da moramo glede na situacijo, ki so jo posamezniki različno doživljali in v družini prenašali drug na drugega, na daljavo ohranjati za zdravje pomembne psihosocialne odnose. Moj namen je bil, da smo kljub izolaciji v oporo drug drugemu, ohranimo občutek povezanosti, dobro počutje. Naložili smo si aplikacijo Viber in jo uporabljali za objavljanje vsakodnevnih zanimivosti, ki smo jih počeli doma. Spodbujala sem gibanje in odgovorno odhajanje v naravo. S pridobljenim sem začela delati spominske filmčke vsake 14 dni, ki so dajali rezultate. Vključiti sem želela še verbalni stik, zato smo si v drugem tednu naložili aplikacijo Zoom. Uporabili smo jo za skupna srečanja, kasneje za tedenske manjše skupine. Prvotni namen je bil zagotoviti prisotnost in navajanje na takšno obliko komunikacije, rezultati so se čutili in posledično smo komaj čakali na skupne ure. Priporočila sem tudi individualna srečanja, saj so se pojavljale stiske in padanje motivacije. Način dela je terjal veliko časa. Posledično se je vloženo delo na tem področju izkazalo ob vrnitvi v šolo. Psihosocialni odnosi so bili še globlji.

Ključne besede: psihosocialni odnosi, sprejetost, motivacija, stiska, stiki

## **MAINTAINING PSYCHOSOCIAL RELATIONSHIPS DURING A DECLARED EPIDEMIC**

Abstract: At the time of the declared pandemic, a brainstorming session ensued. I said to myself, activate yourself and you will activate the children. In the first week with the second-graders, the way of working was formed, which later, with the addition of technological knowledge, only improved and upgraded. It was formed by involving parents and students with much-needed communication initially over the phone. I didn't want to transfer the burden to my parents, so I included recording material so that students could see, hear, and also work independently. In the situation, I assumed that communication about how to work together yielded results. The parents responded very sacrificially. We had a system solution. I also wanted to ensure that we maintained our psychosocial relationships, which we worked on a lot in class. In the first week, I concluded that, given the situation that individuals experienced things differently and passed on to each other in the family, we needed to maintain important psychosocial relationships important for health at a distance. My intention was that despite the isolation, we support each other, maintain a sense of connection, well-being. We downloaded the Viber app and used it to post everyday curiosities we did at home. I encouraged physical movement and responsible going into nature. With what I gained, I started making commemorative videos every 14 days that gave results. I also wanted to include verbal contact, so we downloaded the Zoom app in the second week. We used it for joint meetings, later for weekly smaller groups. The original purpose was to ensure presence and getting used to this form of communication, the results were felt and as a result we could hardly wait for the joint hours. I also recommended one-on-one meetings as distress and declining motivation occurred. The way it worked took a lot of time. As a result, the work done in this field proved to be a return upon schooling. Psychosocial relationships were even deeper.

Key Words: psychosocial relations, acceptance, motivation, distress, contacts

## **KOMUNIKACIJA Z ZAPOSLENIMI V ČASU ŠOLANJA NA DALJAVO**

**Povzetek:** Komunikacija z zaposlenimi je eden najbolj pomembnih in tudi najbolj zahtevnih opravil, ki obstajajo v osnovni šoli, še posebej to velja za delovno mesto ravnatelja. Ob začetku dela na daljavo smo komunicirali preko elektronske pošte. Zadeve smo dopolnjevali s pomočjo telefonov s klici in SMS-i, kasneje nadgradili z videokonferencami. Komunikacija preko elektronske pošte je zavzemala največji delež informacij. Potrebno je bilo vzpostaviti takšen sistem komuniciranja, da so lahko vsi sproti spremljali vse pomembne teme, ki so se pojavljale med delom na daljavo. Zaradi omejitev omrežja oz. preobremenjenih strežnikov smo vmes nekajkrat spremenili način komunikacije in jih smiselno kombinirali. Odgovore na sporočila smo zaposleni naslovili na vse prejemnike prvotnega sporočila. Telefonski pogovori so prišli prav takrat, ko je kdo potreboval dodatno spodbudo ali obrazložitev, ali pa je bila situacija takšna, da se je zadeve lažje razložilo po neposrednem pogovoru. Vendar tu ne gre toliko za tehnologijo, čeprav je tudi ta zelo pomembna. Zaposleni morajo ves čas čutiti, da imajo podporo in razumevanje v vodstvu šole. Ravnatelj, kot pedagoški vodja mora pravi čas prepoznati vse negativne znake in pravočasno reagirati. Pomembno je sprotno obveščanje, ki mora biti jasno in dovolj pogosto. Ob pravih trenutkih je potrebno zaposlene primerno pohvaliti, jih ustrezno motivirati ter zaupati v njihove sposobnosti. Pri elektronskih sporočilih (SMS-ih) lahko včasih pride do napačne interpretacije zapisanega. Zato je treba vsako sporočilo napisati zelo pazljivo, da ne izzove napačne interpretacije.

Vsi zaposleni v šolah in podobnih zavodih smo se znašli v enakih težavah, lahko rečemo da smo se sproti učili ter privajali na nove situacije, na negotovost. Ta negotovost se je kazala na več ravneh: ali je komunikacije dovolj, ali je primerna, ali je informacij dovolj, jih je mogoče preveč... Veseli me, da je na splošno komunikacija tekla dobro in smo morebitne komunikacijske zaplete sproti uspešno reševali.

**Ključne besede:** komunikacija, zaposleni, videokonferenca, pohvala, šolanje, epidemija.

## **COMMUNICATION WITH EMPLOYEES DURING DISTANCE LEARNING**

**Abstract:** Communication with employees is one of the most important and demanding tasks that exist in primary school, especially for the position of a headmaster. At the beginning of the remote work (also called telecommuting and WFH: Work from home), we communicated via e-mail. At first we supplemented matters with the help of telephone calls and SMS messaging, and later upgraded them with video conferencing. Most share of information was spread through communication via e-mail. It was necessary to establish a system of communication where everyone could follow all the important topics during remote work. Due to network limitations or overloaded servers, we changed the way of communication several times and combined them in a reasonable way. Responses to messages were addressed by employees to all recipients of the original message. Phone conversations came in useful when someone needed additional encouragement or explanation, or a situation was such that things were easier to explain over phone. However, it is mostly not about technology, although it is also very important. Employees need all the time the feeling of support and understanding from their school management. The headmaster, as a pedagogical leader, must recognize all the negative signs at the right time and react on time. Regular notification must be clear and frequent enough. At the right moments, it is necessary to compliment and motivate employees appropriately, as well as trust in their abilities.

Electronic messages (SMS) can sometimes lead to misinterpretation of what is written. Therefore, each message must be written very carefully to avoid misinterpretation. All employees in schools and similar institutions found themselves in the same situation; we can say that we were constantly learning and adapting to new situations, to uncertainty. This uncertainty showed on several levels: is there enough communication, is it appropriate, is there enough information, can there be too much... In general I am glad to say that the communication went well and we regularly successfully resolved any complications.

**Key Words:** communication, employees, videoconference, compliment, schooling, epidemic.

## DELO NA DALJAVO V VLOGI UČITELJA IN RAZREDNIKA

Povzetek: Kot učiteljica in razredničarka sem bila v času epidemije postavljena pred velik izziv, kako uspešno podati učno snov, oceniti znanje učencev, imeti razredne ure, koordinirati in posredovati gradivo učencem, ki smo jih kot razredniki dobivali od sodelavcev in nenazadnje sodelovati s starši. Kot šola smo imeli že izkušnje s spletnimi učilnicami, vendar smo jih malo zanemarili in jih je bilo težje vzpostaviti. Moja otroka sta mi priskočila na pomoč in mi pokazala Google Učilnico. V eni izmed prvih Okrožnic s strani Ministrstva sem zasledila, da je tokrat dovoljena tudi ta spletna učilnica. Seveda je sledilo kontaktiranje z vsemi učenci, ki jih poučujem, da so se v učilnico uspešno vpisali in jo uporabljali. Učilnica se je izkazala za zelo uspešno, saj so učenci vanjo oddajali svoje naloge, preverjanja, slike, reševali kvize ipd. Poskusila sem tudi kar nekaj orodij za ustvarjanje videokonference. Najboljše orodje za pouk kot videokonferenca mi je predstavljal Zoom.

Na »pouk« sem se pripravila dan prej, z učenci sem imela dogovorjeno uro videokonference in takrat smo imeli pouk na daljavo. Takšno delo se je zelo obneslo in sama sem bila zelo zadovoljna, saj sem popoldne dobila v Google Učilnico narejene izdelke s strani učencev. Kot razredničarka sem se z učenci preko Zooma pogovarjala o domači situaciji, o šolskem delu in težavah, s katerimi se spopadajo. Ogleдали smo si risane filmčke z empatijo in se o tem pogovarjali. Učencem je bilo takšen način razrednih ur zelo všeč in tudi sama sem bila zelo zadovoljna. Veliko učencev, ki so v šoli bili zadržani, so izkazali ogromno vloženega truda in vključevanja, kar me je pozitivno presenetilo. Glede na začetno situacijo v času epidemije sem bila kar skeptična, kako se bo obneslo delo na daljavo in sem se držala priporočil Ministrstva naj bo 2-3 krat manj snovi kot pri rednem pouku. Kriteriji, ki sem jih želela doseči, so bili izpolnjeni (snovno), odnos in delo z mladostniki pa prav tako. Komunikacija učitelj - učenec preko Učilnice ali e-maila je bila na voljo 24 ur na dan; učenci so se naučili komunicirati v smislu postavljanja vprašanj in bistvenega; stkale so se vezi, ki niso bile samo na ravni izobraževalnih vsebin, ampak zavedanja, da se potrebujemo.

Ključne besede: delo na daljavo, spletna učilnica, komunikacija

## DISTANCE WORKING IN THE ROLE OF A TEACHER AND CLASS TEACHER

Abstract: As a teacher and class teacher, during the epidemic I was faced with a great challenge, how to successfully teach the learning content, assess students' knowledge, have classes, coordinate and provide students with the material we received from co-workers and, last but not least, work with parents. As a school, we already had experience with online classrooms, but we neglected them a bit and they were difficult to establish. My children came to my aid and showed me the Google Classroom. In one of the first Circulars by the Ministry, I noticed that this time the Google classroom is also allowed. Of course, after this I contacted all the students I teach and helped them to successfully enter the classroom and use it. The classroom proved to be very successful, as students submitted their assignments, tests, photos, solved quizzes, etc. I also tried several tools for creating video conference. The best tool for teaching through a video conference was Zoom.

I prepared for the "lesson" the day before, I had an appointment with the students for a video conference and then we had a distance school lesson. This kind of work worked very well, and I was very pleased to receive the products made by the students in the Google Classroom in the afternoon. As a class teacher, I talked to students through Zoom about the home situation, about schoolwork, and the problems they face. We watched animated films about empathy and talked about it. The students really liked this way of class teaching and I was very pleased myself. Many of the students who were usually reserved at school showed a tremendous amount of effort and involvement, which positively surprised me. Given the initial situation at the time of the epidemic, I was quite sceptical about how distance teaching would work, and I followed the Ministry's recommendations that there should be 2-3 times less learning content than in regular classes. The criteria I wanted to achieve were met (in terms of learning content), and so was the relationship and work with the students. Teacher-student communication via the Classroom or e-mail was available 24 hours a day; students learned to communicate in terms of asking questions and essential things; ties were forged that were not only at the level of educational content, but at the level of awareness that we needed each other.

Key Words: distance working, online classroom, communication

## ŠOLA NA DALJAVO IN RAZREDNIŠTVO NA PREDMETNI STOPNJI

Povzetek: V življenju radi rečemo, da se učimo od rojstva do smrti. Poklic učitelja sili v nenehna izobraževanja, preden postavlja spremenjene učne načrte, metode in načine dela itd. Nenazadnje se tudi generacije otrok iz leta v leto spreminjajo. Učitelji se na spremembe odzivamo različno – nekaterim so v izziv, drugim odveč. Letošnja epidemija s šolo na daljavo pa je pred velik izziv postavila celotno družbo, med prvimi, ki smo morali zagristi v (kišlo) jabolko sprememb, pa smo bili tudi učitelji. Čez noč se je naš delovni prostor iz učilnic preselil v domače kabinete, tablo in kreda pa je zamenjal računalnik s spletno povezavo. Vloga razrednika se je spremenila in se okrepila.

Kot razredničarka sem si prvi teden šole na daljavo postavila naslednje cilje:

- vzpostaviti stik s svojimi učenci in pridobiti njihove e-naslove;
- vzpostaviti stik s starši svojih učencev (pridobiti telefonske številke in e-naslove staršev);
- (v drugem tednu šole na daljavo pa še) pridobiti informacijo o sodelovanju mojih učencev z učitelji ostalih predmetov.

Za svoj predmet sem že prvi teden učencem dala nalogo, ki so mi jo morali poslati na moj e-naslov. Ko sem tako dobila njihove e-naslove, sem z njimi lahko komunicirala po e-pošti. Pozneje smo izvedli več video razrednih ur. Z učitelji ostalih predmetov smo obojestransko izmenjavali informacije o delu mojih učencev, ki sem jih redno posredovala staršem po e-pošti ali telefonu. V dveh tednih sem postopoma realizirala vse cilje, ki sem si jih postavila, in med drugim ugotovila, da je nujno ohranjati reden stik z učenci, starši in ažurno izmenjavati informacije s preostalimi učitelji oddelka.

Ključne besede: razredništvo, pouk na daljavo, ohranjanje stika, pretok informacij

## BEING A CLASS TEACHER IN THE 6TH GRADE DURING DISTANCE LEARNING

Abstract: It is often said that education is a lifelong process – one keeps learning from cradle to grave. Teachers are required to educate themselves constantly as they are faced with changed curriculums and teaching methods and techniques. Moreover, a crucial factor to take into consideration is also the fact that generations of students are different and more diverse year after year. Teachers respond to these changes differently – some see them as a challenge, some as a burden.

The current epidemic and distance learning that it brought along greatly challenged the entire society. However, among the first ones who had to bite the bullet of change were teachers. Literally overnight our workplace moved from a classroom to a home office, and chalks and blackboards were replaced with a computer and Internet connection. Furthermore, the role of a class teacher altered and gained strength.

As a class teacher I set the following goals in the first week of distance learning:

- contact my pupils and obtain their e-mail addresses,
- contact my pupils' parents (and obtain their phone numbers and e-mail addresses),
- (additional goal in the second week of distance learning) obtain information regarding the participation of my pupils in other teachers' lessons. Already in the first week I gave my pupils homework which they had to hand in by way of e-mail. I thus got their e-mail addresses and was able to communicate with them remotely. I also executed numerous online class meetings later on. What is more, I exchanged information about my pupils' activities with teachers of other subjects which I then regularly passed on to parents via e-mail or telephone. In the two weeks I gradually accomplished all my goals and also realised that it is vital to keep in regular contact with pupils and parents alike and also promptly exchange important information with other teachers of the class.

Key Words: class teacher, distance learning, keeping contact, information flow

## VLOGA UČITELJA PRI IZOBRAŽEVANJU NA DALJAVO

Povzetek: Učitelj kot pedagoški vodja ima pomembno mesto v sodobni družbi – »učeci se skupnosti«, kjer se srečuje s številnimi izzivi. Nepričakovano izobraževanje na daljavo je bilo za učitelja svojstven izziv, na katerega se predhodno ni načrtno pripravjal. V razmeroma kratkem času je kompetenten učitelj vzpostavil vključujoče učno okolje, ki kot izpostavljajo Grah, Rogič Ožek in Žarkovič Adlešič (2019), poudarja celosten razvoj ter v središče vzgojno-izobraževalnega procesa postavlja učenca in učitelja. Razvijajoči se koncept sodobne šole je v izrednih razmerah omogočal nadaljevanje in zaključek šolskega leta. Pri izobraževanju na daljavo je bila preizkušnji kakovost pedagoškega dela. Postavljala so se mnogoteri vprašanja o načinu izvajanja pouka, prilagajanju (diferenciaciji), spremljanju napredka, sodelovanju, učni in socialni ter materialni pomoči. Lastna učiteljeva praksa učenja in poučevanja je bila znova na preizkušnji. Usmeritve in priporočila za izvajanje izobraževanja na daljavo s strani pristojnih institucij, ki so prišla nekoliko zapozneno, so poleg obstoječih strokovnih podlag usmerjale šolsko prakso na daljavo. Znotraj številnih napotkov, javnih razprav, pomislekov je učitelj v skladu s svojo strokovnostjo, ki določa njegovo avtonomijo, odločal in odločil v dobroto učencev.

Izkazalo se je, da je usposobljen, kompetenten in učinkovit učitelj v razmeroma kratkem času vzpostavil ustrezne pogoje za učenje na daljavo; se aktivno povezoval s strokovnjaki, sodeloval z učenci in s starši; v pedagoško delo vključeval ekompetence (spletna orodja), se izpopolnjeval preko strokovne literature, webinarjev, sodeloval pri javnih razpravah, sledil smernicam za izobraževanje na daljavo ter bil na ta način bolj suveren pri svojem delu, ki je presegalo delovno obveznost. Po ocenah pristojnih institucij je navkljub izrednim razmeram bilo vzgojno-izobraževalno delo na daljavo uspešno opravljeno, kar je potrditev, da je šola 21. stoletja pripravljena na izzive sodobnega časa. Učitelj je tisti, ki bo s svojimi najboljšimi sodelavci – učenci in z drugimi (starši, strokovnjaki, javnostjo) znal poiskati učinkovite poti za kakovostno izobraževanje, tudi na daljavo. Izkušnja tovrstnega pouka je vnovič pokazala, da je učiteljstvo steber stabilnosti in razvoja v družbi, zato velja v bodoče več pozornost nameniti krepitvi avtonomije učitelja.

Ključne besede: učitelj, učenec, izobraževanje na daljavo, kompetence, šola.

## ROLE OF TEACHER IN DISTANCE EDUCATION

Abstract: Teacher has, as a pedagogical leader, important place in modern society – learning community, where he faces different challenges. Unexpected distance education was for teacher a unique challenge for which he was not prepared. In a relative short period of time competent teacher established inclusive learning environment, which, said by Grah, Rogič Ožek and Žarkovič Adlešič (2019), emphasises on holistic development and puts teacher and student in the centre of educational process. Developing concept of contemporary school made it possible that school year continued and successfully ended, despite extraordinary conditions.

In distance education quality of pedagogical work was put to the test. It revealed many questions about ways of teaching and home schooling, differentiation, progress monitoring, collaboration, learning, social and material help. Once more, teachers' teaching practice was on trial. Measures and recommendations for implementing distance education, set by competent institutions, which were little late, directed distance education. On the basis of competences and autonomy and within many guidelines, public discussions and concerns teacher was deciding for students benefit. It turned out that well trained, competent and effective teacher established, in relative short period of time, appropriate conditions for distance education: actively connecting with experts, cooperating with students and parents, integrating e-competences in pedagogical work, supplementing through literature and webinars, joining public discussions. That is how teacher became more sovereign at his work, which was, by the way, overtime.

As school authorities assessed distance education was successfully done, so we can acknowledge that school of 21st century is prepared for challenges of modern times. Teacher with his best collaborators – students and others (parents, experts, public) is the one who knows how to find effective way for qualitative education, even when it is on distance. Experience shown once more that teachers have an important role on stability and development of society. That is why we all have to emphasise on strengthening his autonomy.

Key Words: teacher, student, distance education, competences, school.



## **DVOJNI ALI TROJNI IZZIV – BITI STARŠ IN UČITELJ SVOJIM OTROKOM IN UČITELJ SVOJIM UČENCEM**

Povzetek: Družine s šolo obveznimi otroki smo bile v času karantene postavljene pred izziv, ko je bilo potrebno uskladiti več urnikov, ki so sicer ločeni. Starši smo pomagali otrokom pri šolskem delu in opravljali službo (učiteljice športa in razrednika v osnovni šoli), oboje na daljavo, vmes gospodinjili in morda skrbeli še za svoje starše.

Vidik matere. Po negotovih začetkih, je bila v družini ključni izziv postavitev urnik, razporeditev dela na računalniku za vse družinske člane in določitev ustreznih prostorov za otroke, kjer so se lahko osredotočili na šolsko delo. Otroci so videli in doživeli, kaj vse je potrebno postoriti doma. Skupaj smo opravili marsikatero praktično šolsko nalogo. V prostem času se je večkrat pojavil dolgčas, ki je otroke vzpodbudil, da so postali ustvarjalni.

Vidik učiteljice. Pri mlajših učencih so bila ključna naša jasna in kratka navodila, brez možnosti izbire. V nekaj urah so v večini postali spretni z računalnikom in komuniciranjem preko spleta. Starejši šolarji so se preko spleta ali telefonov povezali in si tako pomagali. Zelo pomemben je bil naš vsakodenski spletni stik, s pomočjo katerega smo se z učenci videli in se pogovorili predvsem o počutju, jih pohvalili in jim dali navodila za naprej. Ugotovitve. Skupaj z otroki smo postali ustvarjalni, iznajdljivi in praktični. Spoznali smo se z novimi aplikacijami. V bodoče bodo dobrodošli kratki filmčki z razlago, ki si jih bodo lahko otroci/učenci pogledali večkrat in ko bodo imeli čas. Učitelji smo bolj spoznali pametne naprave in nove načine podajanja informacij. Ustvarili smo si bogato bazo gradiva, se povezali in si izmenjali ideje ter gradiva. Športnim pedagogom so nam bili v veliko pomoč sestanki študijskih skupin po spletu in spletne učilnice. Kljub vsemu ugotavljamo, da smo učitelji tehnično slabo opremljeni, da je naše delo potekalo čez ves dan in da smo imeli slabe povratne informacije. Pri takem načinu dela bo v bodoče nujna postavitev urnika dosegljivosti učitelja, za učence pa bonton obnašanja preko spleta.

Ključne besede: delo na daljavo, učitelji, učenci, starši, usklajevanje, prilagoditev

## **DOUBLE OR EVEN TRIPLE CHALLENGE: BEING A PARENT AND A TEACHER OF YOUR OWN CHILDREN AT THE SAME TIME AND A TEACHER OF YOUR PUPILS**

Abstract: Families with children of primary school age had to face a real challenge during the quarantine because of double schedules that these families usually lived apart. Parents have to help their own children with online schoolwork and at the same time do the job as a teacher or class teacher preparing the schoolwork online for the own pupils, do the housework or take care even for the grandparents.

Mother's aspect. The start was rather insecure, the main problem was to schedule the online work on the computer among the family members, to prepare the appropriate room or the work atmosphere for the children so that they could focus on schoolwork. The children had the ability to see what kind of housework has to be done at home. A lot of practical homework had to be done together with the parents. Free time activities got the real meaning to avoid the boredom.

Teacher's aspect. Younger pupils had to get precise and short instructions avoiding the ability to choose among different activities. In a couple of hours they managed to do the work on computer and communication online. They felt the need to help each other online or on telephone. Very important was our online contact with them once a week, to ask them about their problems or feelings and to give them support and acknowledgment.

Resume. The family members got closer. With the help of our children we became more creative, flexible, and practical. We learned about new applications. In the future we will use short films with the explanations, which the children can watch more times and when they have time. We teachers learned and used the new programmes and equipment to inform the pupils and for explanations. We made and got new teaching material as a result of connection with other teachers. A lot was done during the teacher's conference meetings for sport's teachers online. The computer home equipment is still bad and our job online at home was done the whole day, sometimes the feedback wasn't quick enough. So therefore it will be necessary to create a schedule at what time a pupil or a parent can contact the teacher and for pupils the etiquette for the online communication has to be written too.

Key Words: online work, teachers, pupils, parents, coordination

## UČITELJICA, PLAVAJ!

Povzetek: V mladosti sem veliko časa preživela v bazenu in čas epidemije me je spomnil na besede mojega trenerja, ki je vedno spodbujal, naj le plavam ter izkoristim vse moje znanje in spretnosti v bazenu, tako bodo rezultati vedno boljši. Epidemija ni bila nič drugega kot to. Čez noč se je cel šolski sistem znašel v »bazenu epidemije« in plaval. Lahko sem le uporabila vse svoje tehnično in strokovno znanje, da sem z učenci, učitelji in kolegi vzpostavila »normalen« stik. Najočitnejše dejstvo je postalo nedosegljivo in sicer, učenci pri pouku ter hkrati, katero je tisto znanje za moj razred, ki ga ne smem spregledati. Ocenjevanje na daljavo je bila logična posledica, ki pa je zahtevala več predpriprave, da je izvedba gladko potekala. Problem je večplasten, saj je bilo potrebno naenkrat reševati in nadzorovati več perspektiv (tehnična opremljenost in znanje, učni načrt, starši, učenci). Z vsemi spremembami sem tako zaplavala v akcijsko raziskovanje, ko sem z učenci preizkušala najustreznejše kombinacije. Vključila sem izmenjavo informacij dela na daljavo med učenci, učiteljico ter starši. Težavo smo rešili že v prvem tednu, ko smo se dogovorili za pretok informacij ter navodila. Postavili smo osnovna navodila, s katerimi smo se strinjali vsi vpleteni. Učenci so delali individualno, ko so pisali v zvezke ter s pomočjo staršev ali učiteljice prebrodili tehnične težave. Največjo težavo je predstavljalo ocenjevanje matematike na daljavo. Z manjšo skupino učencev z različnim matematičnim znanjem smo preizkusili model ocenjevanja. Starši so sodelovali pri preizkušanju in posredovali tudi svoje mnenje. Učenci in starši so ocenjevanje vzeli resno in se držali pravil – učenec samostojno prebere račun, ga prepíše v zvezek in reši. Učenci so imeli v začetku stisko zaradi kamere in obnašanja pred njo, ko pa so se sprostili in ko smo uvedli bonton videosrečanj, smo se učili kot v razredu.

Ključne besede: pandemija, matematika, bonton, videokonferenca

## TEACHER, SWIM!

Abstract: I spent a lot of time in the pool in my youth and the time of the epidemic reminded me of the words of my trainer who always encouraged me to just swim and use all my knowledge and skills in the pool so the results will always be better. The epidemic was nothing more than that. Overnight, the entire school system found itself in an "epidemic pool" and swam. I could only use all my technical and professional knowledge to establish "normal" contact with students, teachers and colleagues. The most obvious fact has become unattainable - the students in class. And also what is that knowledge for my class that I must not overlook. Remote assessment was a logical consequence, which, required more preparation for the implementation to proceed smoothly. The problem is multifaceted, as it was necessary to solve and control several perspectives at once. With all the changes, I thus swam into action exploration as I tested the most appropriate combinations with the students. I included the exchange of information between students, teacher and parents. We solved the problem at the beginning, when we agreed on the flow of information and instructions. We set out basic instructions that all of us agreed with. Pupils worked individually as they wrote in notebooks and overcame technical difficulties with the help of an adult. The biggest problem was the assessment of mathematics at a distance. We tested the assessment model with a small group of students with different mathematical knowledge. The parents participated in the trial and also provided their opinion. Pupils and parents took the assessment seriously and followed the rules - the student reads the account independently, writes it down in a notebook and solves it. The students were initially distressed by the camera and the behavior in front of it, but when they relaxed and when we introduced videoconference's etiquette, we learned like in class.

Key Words: pandemic, mathematics, etiquette, videoconference

## POUČEVATI NA DALJAVO. KAKO SE NAJ LOTIM TEGA?

Povzetek: V slovenskih šolah so nastopile okoliščine, ki so nam narekovale izvajanje pouka le na daljavo. Postavljena sem bila pred nalogo, ki mi je bila popolnoma nova. Kljub petintridesetim letom delovne dobe. Po glavi mi je rojilo ogromno vprašanj. Ker pa se vedno ravnam po načelu, da ne morem učiti tako kot nekoč, da se moram prilagoditi jaz, sem se vrgla v delo. Najprej sem si naredila strategijo, ki pa sem jo morala sprti spreminjati, kadar ni delovala. Zamislila sem si tako, da sem na začetku tedna dala navodila, kako se naj učenci lotijo tega in seveda, da so vedeli, kaj jih v tistem tednu čaka. Povratne informacije staršev in otrok so bile izredno pozitivne. Najprej smo imeli vsak dan predmete po urniku, nato smo skupaj s starši in učenci ugotovili, da je vsega preveč. Zato sem delo prilagodila tako, da so imeli vsak dan v tednu največ tri predmete. To je šlo odlično. Učenci so zmogli. Učenci so mi redno pošiljali fotografirane izdelke, svoje opravljeno delo in elektronska sporočila s pozdravi in morebitnimi težavami ali pohvalami. Teh fotografij sem bila izredno vesela. Učenci, ki so imeli v razredu velike težave, so tukaj prav izstopali. Po ustvarjalnosti in zamislih.

Težave z uporabo IKT tehnologije in odzivnostjo so se pojavile pri učenki, ki pa že prej ni obiskovala pouka. Vsi ostali so delali redno in z zanimanjem. Stike smo imeli preko spletnih platform Teams in Zoom. To je od mene zahtevalo veliko učenja. Velikokrat sem delala več kot osem ur dnevno. In zraven tega še odgovarjala na elektronsko pošto otrok in staršev. Bilo je izjemno naporno. Držala sem se načela manj je več, dala sem jim veliko ustvarjalne svobode in rezultati so bili odlični. Poučevanje na daljavo je bil zame izreden in težak izziv. Upam, da bomo šli z novim šolskim letom v šolo. Če pa ne, pa sem se naučila, kaj moram izboljšati.

Ključne besede: strategija, sodelovanje, urnik, učenci s težavami, ustvarjalna svoboda, izboljšave

## TEACHING AT A DISTANCE. HOW DO I HANDLE THIS?

Abstract: The circumstances arose in Slovenian schools, which dictated us that we only teach at a distance. I was faced with a task that was completely new to me, despite my thirty-five years of work experience. Many questions ran through my mind. However, because I always follow the principle that I cannot teach as I used to in the past, that I have to adapt to new situation, I threw myself into the work. First, I made a strategy, but I had to change it constantly when it failed to work. I came up with the idea to give instructions on how the pupils should set themselves to study at the beginning of the week and, of course, to let them know what awaits them that week. The feedback from parents and children was extremely positive. In the beginning we had subjects according to their normal daily schedule, but later on, we discovered together with parents and pupils that there was too much of everything to handle for them. Therefore, I adjusted the work, so that they had a maximum of three subjects each day of the week. That went great. The pupils were able to accomplish their assignments. Pupils regularly sent me photographed products, their finished work assignments and e-mails with greetings and any potential problems or compliments. I was extremely happy to see these photos. The pupils, who had many difficulties in class, stood out right here, especially by their creativity and ideas. Problems with the use of ICT technology and responsiveness occurred in a pupil who had not attended classes even before the new situation. Everyone else worked regularly and were interested in work. We kept contacts with help of the online platforms Teams and Zoom. That required a lot of learning for myself. Many times, I worked more than eight hours a day. In addition, I also responded to e-mails from children and parents. That was extremely exhausting. I stuck to the principle less is more, I gave them a lot of creative freedom and the results were excellent. Teaching at a distance has been an extraordinary and difficult challenge for me. I hope we go back to school in the new school year. If not, I have at least learned how to improve my work.

Key words: strategy, cooperation, schedule, pupils with difficulties, creative freedom, improvements

## **IZKUŠNJE, IZZIVI IN DOBRA PRAKSA POUČEVANJA NA DVEH OSNOVNIH ŠOLAH V ČASU EPIDEMIJE**

Povzetek: Epidemija je prinesla nove izzive in izkušnje. Zelo veliko sem se naučila v času poučevanja na daljavo (Xooltime, YouTube, spletne učilnice, Padlet, Microsoft Teams, Zoom, Cisco ...) in dobro prakso bi rada predstavila tudi drugim v upanju, da bo morda komu v pomoč. Glasbeno umetnost poučujem na dveh šolah, skupaj kar 443 učencev. Največji izziv je bil, kako komunicirati in podajati konkretne povratne informacije vsem učencem, ne da bi presedela dneve in noči pred ekranom, da bi dosegla vse učence. Pri iskanju novih primerov učne snovi so mi bili v največjo pomoč kolegi glasbeniki, predvsem pa dr. Inge Breznik, svetovalka za glasbo na Zavodu za šolstvo, ki je organizirala tedenske videokonference, na katerih smo si učitelji glasbene umetnosti izmenjevali dobre prakse. Sistema, na kakšen način smo učitelji učencem posredovali učno snov, sta bila na šolah različna: v OŠ Križe smo uporabljali spletno učilnico, ki je bila javno dostopna vsem, e-sporočila in Zoom, v OŠ Bistrica pa smo tretji teden začeli uporabljati Xooltime, komunikacijo eAsistent in Cisco. Pri obeh načinih so starši menili, da je bilo podajanje dobro, ker smo vsi učitelji novo učno snov pripenjali na isto mesto. V veliko pomoč mi je bila komunikacija na eAsistentu, ker sem učenca lahko kontaktirala direktno in ni bilo potrebno vpisovati e-naslovov. Vidno je bilo tudi, kdo je starš posameznega učenca. Vsakemu učencu posebej sem pošiljala povratne informacije, za kar je šlo veliko časa. V pomoč mi je bil tudi Xooltime, saj sem videla, kateri učenci so odprli novo snov in kdo snovi ni pregledal. Uporabljala sem tudi vprašalnik v Xooltime in vprašalnike v Microsoft Teams. Priporočam, da bi imeli vsi učenci uporabniška imena Xooltime in Microsoft Teams, saj bi tako učencem povratne informacije podajala še hitreje. V prihodnje bi uporabljala Xooltime, Microsoft Teams, Padlet, YouTube kanale, komunikacijo na eAsistentu. Želela bi tudi, da bi bil nabor orodij na šolah v Sloveniji poenoten.

Ključne besede: učenci, dobra praksa, izziv, Xooltime, YouTube, povratne informacije

## **EXPERIENCES, CHALLENGES, AND GOOD TEACHING PRACTICE IN TWO PRIMARY SCHOOLS DURING THE EPIDEMIC**

Abstract: The epidemic has brought new challenges and experiences. I've learned a lot during distance learning (Xooltime, YouTube, online classrooms, Padlet, Microsoft Teams, Zoom, Cisco...) and I would like to present the good practice in hope that it might be of some help to others. I teach music at two primary schools, a total of 443 pupils. Therefore, my biggest challenge was how to communicate and give specific feedback to all pupils and not having to sit days and nights in front of the screen to be able to reach all the pupils.

My fellow musicians were of most help with scouting and ideas for new teaching content, especially dr. Inge Breznik, a music consultant at the Institute of Education, who organized weekly videoconferences where music teachers were exchanging good practice. The process in which teachers provided teaching material to pupils differed in both schools: the Križe primary school used an online classroom that was publicly accessible to all, e-mail communication and Zoom, while the Bistrica primary school started to use Xooltime, eAsistent communication and Cisco from third week onwards. In both ways, the parents thought that the teaching was well done, since all teachers attached the new teaching material to the same place. Communication inside eAsistent was extremely helpful because I was able to contact the pupil directly and it was not necessary to enter each e-mail address individually. You could also see who the parent of each pupil was. I could send feedback to each pupil, which was very time consuming. Xooltime was helpful as well because I could monitor which pupils reviewed the new material and which did not. I was using questionnaire option in Xooltime and questionnaires inside Microsoft Teams. I recommend that all pupils would be equipped with Xooltime and Microsoft Teams usernames, as this would enable giving feedback to pupils even faster.

In the future, I would use Xooltime, Microsoft Teams, Padlet, YouTube channels, eAsistent communication. I would also like this set of tools to be uniform for all schools in Slovenia.

Key Words: pupils, good practice, challenge, Xooltime, YouTube, feedback

## IZOBRAŽEVANJE UČITELJEV V ČASU DELA NA DALJAVO

Povzetek: Učiteljski poklic zahteva neprestano dodatno profesionalno usposabljanje, s katerim nadgradi že pridobljena osnovna funkcionalna, pedagoška, psihološka, didaktična in druga strokovna znanja, ki jih uporabi pri delu z vsemi deležniki v vzgoji in izobraževanju. Izredne razmere, s katerimi smo se soočili skoraj čez noč, so od učiteljev zahtevale, da se spoznajo z novimi spletnimi orodji. Spletnih orodij v času rednega pouka mnogo učiteljev ni uporabljalo, zato za delo z njimi niso bili vešč. Tudi raziskava opravljena s strani Zavoda za šolstvo je potrdila, da so bili učitelji, po svoji oceni, nepripravljeni in ne dovolj digitalno opismenjeni za uporabo orodij IKT za delo na daljavo. Na naši šoli smo se od samega začetka izrednih razmer posluževali orodja Zoom, s katerim smo izvajali učne ure na daljavo, s sodelavci pa se srečevali enkrat tedensko na pedagoških videokonferencah. Z učenci in starši smo komunicirali preko maila. Učne vsebine smo objavljali na šolski spletni strani, in sicer enkrat tedensko. Ker je vodstvo šole ocenilo, da je delo precej razpršeno, so se sredi aprila odločili, da delo poenotijo in poenostavijo. Tako smo po prvomajskih praznikih začeli z uporabo okolja Microsoft Teams. Odzivi učiteljev so bili različni, malokdo pa se je novitete sredi že utečenega dela razveseljal. Spoznavanje novega okolja Microsoft Teams je od nas zahtevalo ogromno dodatnih ur za izobraževanje, preizkušanje in ureditev skupin uporabnikov (ekip). Izkazalo se je, kar smo opozarjali mnogi učitelji, da z uvedbo novitete ni prišlo do poenotenja, temveč do podvajanja, saj smo učitelji učne vsebine objavljali v Microsoft Teams, prav tako so učne vsebine bile objavljene na šolski spletni strani, učenci pa so svoje delo pošiljali tako na Microsoft Teams kot preko maila. Seveda so bile izredne razmere stresne za učence, a premalokrat poudarjamo, da je bilo to obdobje precej stresno tudi za učitelje. Za razmere, v katere smo bili vrženi čez noč, nihče ni bil pripravljen. Naš cilj je bil učencem zagotoviti in podati čim bolj kakovostne in bistvene učne vsebine. Na ta način smo vzdrževali učno kondicijo in motivacijo za delo učencev na daljavo, ob koncu šolskega leta se je izkazalo, da nam je to skupaj dobro uspelo.

Ključne besede: delo na daljavo, izobraževanje učiteljev, spletna orodja, kompetence

## TEACHER EDUCATION DURING TELEWORKING

Abstract: The teaching profession requires continuous additional professional training, with which it upgrades the already acquired basic functional, pedagogical, psychological, didactic and other professional knowledge, which is used in working with all involved in education. The emergency we faced almost overnight required teachers to become familiar with new online tools. Many teachers did not use online tools during regular classes, so they were not skilled at working with them. A survey conducted by the Institute of Education also confirmed that teachers were, in their estimation, unprepared and not digitally literate enough to use ICT tools for teleworking. From the very beginning of the state of emergency, we used the Zoom tool at our school, with which we conducted distance learning, and we met with our colleagues once a week at pedagogical videoconferences. We communicated with students and parents via email. Learning content was published on the school website once a week. As the school management estimated that the work was quite dispersed, they decided in mid-April to unify and simplify the work. So after the May Day holidays, we started using the Microsoft Teams environment. The reactions of the teachers were different, and few people were happy with the novelty in the middle of the already well-established work. Getting to know the new Microsoft Teams environment required us a lot of extra hours to educate, test and organize user groups (teams). It turned out, as many teachers warned, that the introduction of the novelty did not lead to unification, but to duplication, as teachers published learning content in Microsoft Teams, as well as learning content was published on the school website, and students did their job, both sent to Microsoft Teams and via email. Of course, the emergency was stressful for the students, but we emphasize too little that this period was also quite stressful for the teachers. No one was prepared for the situation we were thrown into overnight. Our goal was to provide students with the highest quality and essential learning content. In this way, we maintained the learning condition and motivation for the work of students at a distance, at the end of the school year, it turned out that we did well together.

Key Words: teleworking, teacher education, online tools, competencies

## MOJ KORONA DAN

Povzetek: Korona situacija se je zgodila tako hitro in nepričakovano, da nas je vse ujela nepripravljene. Pa vendar smo se morali zelo hitro naučiti prilagodljivosti, strpnosti, mirnosti in prilagajanja novim okoliščinam. Prvi občutki ob tem, da moram ostati doma, da bom postala učiteljica na daljavo, so bili mešani. Na nek način sem čutila izziv, priložnost, po drugi strani pa strah ali bom to zmogla, kako bom na daljavo vzdrževala odnos, ki smo ga gradili pol leta. Učitelj vsak dan ustvarja pogoje in možnosti za pridobivanje znanja in pomaga učencem do znanja. Kako na daljavo učencu ponuditi sodelovalno, aktivno in spodbudno učno okolje, kjer bo tudi sam ustvarjalec lastnega znanja? Pomembno se mi zdi, da je poudarek pri izobraževanju na daljavo na spremljanju in preverjanju ter na zbiranju dokazov in dajanju povratnih informacij. Prispevek je splet prikaza kako smo se načrtovanja pouka lotili na nivoju šole in se usklajevali znotraj strokovnega aktiva, kako sem oblikovala spletno učilnico in prikaz poteka delovnega dne v 5. razredu, prepredega s komunikacijo med učiteljico, učenci in starši. Predstavljam kritični pogled na načine izbiranja in oblikovanja učnih situacij oziroma učnih aktivnosti za učence, ki so se mi v času pouka na daljavo zdeli primerni. Razmišljanje v kolikšni meri ali sploh mi je uspelo pri obravnavi učnih vsebin upoštevati načela formativnosti, podajanje povratnih informacij, spodbujanje samovrednotenja in tudi zaključno ocenjevanje. Kakšni bomo prišli iz tega, ko bo vsega konec? Bogatejši! Opremljeni za izzive, ki nas še čakajo.

Ključne besede: izobraževanje na daljavo, spletna učilnica, komunikacija, učne vsebine, načela formativnosti, povratna informacija, ocenjevanje

## MY CORONA DAY

Abstract: The corona situation happened so quickly and unexpectedly that it caught us all unprepared. Yet we had to learn very quickly to be flexible, tolerant, calm, and we had to adapt to new circumstances. The first emotions about staying at home and becoming a distance teacher were mixed. In a way, I felt a challenge, an opportunity, and on the other hand, a fear of whether I would be able to do it and how I would maintain the relationship we had been building for half a year on the distance. Every day, the teacher creates conditions and opportunities for acquiring knowledge and helps students to acquire knowledge. How to offer the student a collaborative, active and stimulating learning environment at a distance, where he will be the creator of his own knowledge? It seems important to me that the emphasis in distance learning is on monitoring, assessment and examination of knowledge, on gathering evidence of knowledge and giving feedback. The article presents information on how we started planning lessons at the school level and coordinated them within the professional staff meetings, how I designed the e – classroom, how I planned the learning day in 5th grade and how I established the communication between the teacher, the students and the parents. I present a critical view at the ways of choosing and creating learning situations or learning activities for students that I thought were appropriate during the distance learning. Thinking about the extent of the learning content to which I was able to follow the principles of formative assessment, giving the feedback, encouraging the self-evaluation and also the final assessment and evaluation. What will we get out of it when it is all over? We will get richer! Equipped for the challenges that still await us.

Key Words: distance learning, e-classroom, communication, learning content, formative assessment principles, feedback, evaluation/assessment



## VLOGA RAZREDNIKA V ČASU EPIDEMIJE

Povzetek: Razrednik ima poleg načrtovalne, posredovalne, informativne ter administrativne vloge tudi povezovalno, vzgojno in predvsem spodbujevalno nalogo (Programske smernice, 2005, str. 7). Vloga razrednika je kompleksna, saj svetuje učencem, obvešča ter sodeluje s starši, drugimi učitelji, svetovalnimi delavci in vodstvom šole. Na OŠ Primoža Trubarja Laško, v prilagojenem programu z nižjim izobrazbenim standardom, je po razglasitvi epidemije postal pouk na daljavo edina možna oblika poučevanja in vodenja razreda. Razredničarki sva morali poskrbeti za organizacijo in izvedbo učnih ur, izvajanje učnega načrta, preverjanje usvojenega znanja, zaključevanje ocen, za komunikacijo med učenci in preostalimi učitelji, ki poučujejo v oddelku, obveščanje staršev in vodstva šole, predvsem pa individualno spodbujati in usmerjati ter prilagajati vsebine dela vsakemu izmed učencev. Razrednik je namreč prvi, ki pri razvoju učenca lahko opazi težave, se o njih pogovori z ustreznimi sogovorniki ter skupaj z njimi poišče vzroke težav in oblikuje strategije pomoči (Ažman, 2012, str. 112). Na podlagi analize ocenjujemo, da sva razredničarki v omenjenem programu v času epidemije:

- zelo uspešno komunicirali z učenci, starši, ostalimi učitelji in vodstvom šole,
- uspešno realizirali učne ure, učno snov in zaključili ocene,
- nisva uspeli v celoti in objektivno preveriti usvojenega znanja učencev,
- sva uspeli motivirati učence za delo pri predmetih, ki sva jih poučevali sami, manj pa pri tistih, ki jih poučujejo drugi učitelji, posebej v primerih, ko ti niso neposredno komunicirali z učenci.

Vloga razrednika je v času karantene ostala enaka, spremenil pa se je način dela. Novi izzivi so prinesli nove izkušnje pri delu z učenci in ostalimi deležniki v času izrednih razmer. Želimo si, da bi bili v prihodnje za delo na daljavo, še posebej na področju komunikacije, motivacije in ocenjevanja v večji meri podprti s strani strokovnjakov v smislu izobraževanj uporabe ustreznih orodij in pristopov.

Ključne besede: Razrednik, prilagojen program z nižjim izobrazbenim standardom, učenci s posebnimi potrebami, starši, učitelji, epidemija.

## THE ROLE OF THE CLASS TEACHER DURING THE EPIDEMIC

Abstract: In addition to the planning, mediation, information and administrative role, the class teacher also has a connecting, educational and stimulating role. The role of the class teacher is complex, as he/she advises pupils, informs and cooperates with parents, other teachers, counsellors and school management. After the declaration of the epidemic, distance learning became the only possible form of teaching and classroom management in a modified curriculum with a lower educational standard at Primož Trubar Primary School in Laško. Thus we, the two class teachers, had to take care of the organization and implementation of lessons and the curriculum, checking the acquired knowledge, completion of assessments, communication between pupils and other teachers who teach in the classroom, informing parents and school management. Above all, we had to individually encourage, guide and adapt the schoolwork content for each pupil. It is indeed the class teacher who notices the problems in the pupil's development, discusses them with the appropriate interlocutors and together with them finds the causes of the problems and formulate help strategies. Based on the analysis, we estimate that the class teachers in the mentioned program during the epidemic did the following: communicated very successfully with pupils, parents, other teachers and school management; successfully realised the lessons, teaching material and gave the final grades; we failed to fully and objectively verify the acquired knowledge of pupils; we were able to motivate students to work on subjects we taught ourselves, and less so on those taught by other teachers, especially in cases where the teachers did not communicate directly with pupils. The role of the class teacher remained the same during the quarantine, but the way of teaching changed. The new challenges brought new experiences in working with pupils and other partakers during this crisis. We wish more support by professionals when it comes to distance learning, especially in the field of communication, motivation and assessment, in terms of training in the use of appropriate tools and approaches.

Key Words: Class teacher, modified program with a lower educational standard, pupils with special needs, parents, teachers, epidemic.

## **SODELOVANJE, DELOVANJE IN IZOBRAŽEVANJE V ČASU EPIDEMIJE COVID-19**

Povzetek: Epidemija korona virusa in s tem izolacija nas je vse presenetila. Nanjo sem bila popolnoma nepripravljena, kot učiteljica pa sem se pri tem soočila z nemalo težavami. Začetni problem je bil, kako z vsemi učenci čim hitreje in čim bolje navezati stik, ne samo preko e-pošte, temveč preko razpoložljivih aplikacij. Nadaljnjo težavo je predstavljalo vprašanje, kako učence naučiti posameznih orodij, ki sem jih želela uporabljati in kako čim hitreje pričeti s poukom na način, ki so ga učenci v šoli vajeni ter način posredovanja nove snovi – kako jo prilagoditi, jo racionalizirati, da jo bodo učenci brez težav predelali in osvojili, poleg tega pa delo opravili samostojno. Kot učiteljica in razredničarka sem bila s starši v nenehnem kontaktu. Sprva smo komunicirali preko e-pošte, kasneje pa preko aplikacij »Skype« in »MS Teams«. Izkazalo se je, da tehnična oprema (računalniki, tablice, zvočniki...) ni bila vedno dostopna vsem učencem, saj so si jo nekateri delili s sorojenci in starši, ki so v tem času pogosto opravljali delo od doma. Še večja težava pa je bila pridobiti stik z učenci, ki primerne tehnične opreme doma niso imeli in so si jo lahko šele čez nekaj časa izposodili v šoli. Kljub vsem težavam smo se trudili biti kar se da prilagodljivi in fleksibilni. Po nekaj tednih usklajevanja sta pouk in komunikacija stekla brez težav. Zaradi nenadne karantene natančnih navodil za delo nisem imela, zato sem uporabila tisto, kar sem imela na razpolago ter naredila, kar je bilo v moji moči. Udeleževala sem se spletnih srečanj in seminarjev, izmenjevala mnenja z drugimi učitelji, samostojno iskala različne modele »dobrih praks« po internetu in jih preizkušala, se učila uporabljati novih spletnih orodij... Ključno pri tem pa je bilo sodelovanje s sodelavci znotraj in zunaj aktiva. Glavni izzivi so bili: porazdelitev dela, usklajevanje zamisli ter njihovo uresničevanje, priprava slikovnih gradiv, izvajanje pouka v živo s pomočjo spletnih kamer, urejanje spletnih učilnic, pregledovanje oddanega dela učencev... Navajanje dnevnega ritma, ki ga je narekovalo delo od doma, nam je vsem vzelo kar nekaj časa. Želela sem si vzpostaviti kontakt v živo z vsemi učenci, kar mi je na koncu tudi uspelo. Kot pravi pregovor »V slogi je moč!«, se je tudi v »covid« obdobju izkazalo, da je za uspešno delo potrebno predvsem dobro medsebojno sodelovanje učiteljev s starši, učenci in sodelavci.

Ključne besede: epidemija COVID-19, komunikacija, medsebojno sodelovanje, pouk na daljavo

## **COLLABORATION, WORK AND EDUCATION DURING COVID-19 PANDEMIC**

Abstract: The coronavirus pandemic and lockdown took us all by surprise. As a teacher, I was completely unprepared for it, so I faced many challenges at first. The initial problem was how to get in touch with all of my students as quickly as possible, not only by email, but also through other available applications. The next challenge was how to train them to use online tools I had decided for. Another issue was how to start distance teaching as soon as possible in the way students are used to from school, and how to teach new material - how to adapt it and rationalize it for students in such a way that they would be able to process it and learn it independently. As a teacher and form teacher, I was in constant contact with students' parents. We communicated by e-mail first, and later through Skype and MS Teams platform. As it soon turned out, not all students had equal access to internet and devices (computers, tablets, speakers...), as some of them had to share them with their siblings and parents who needed to work from home at that time. Additional problem was getting in touch with those students who did not have appropriate equipment at home. Fortunately, it was possible for them to borrow it from school. Despite all the initial challenges, in a few weeks' time, the lessons and communication started to run smoothly. Due to sudden lockdown, I lacked precise work instructions, so I used what I had at my disposal and tried my best. I started to attend online meetings and seminars, I exchanged opinions with other teachers and independently searched for best practices in teaching on the Internet and tested them, I learned to use new online tools... Teacher collaboration proved to be of key importance. Our main challenges were: work distribution, coordination and implementation of ideas, preparation of pictorial materials, conducting live lessons using webcams, editing online classrooms, reviewing the submitted work of students... It also took us quite some time to get used to the new daily rhythm dictated by working from home. I am satisfied that I succeeded in getting in touch with all of my students. The COVID-19 lockdown period proved that the key to success is, above all, good collaboration between teachers, parents, students and colleagues. As the proverb goes, "Many hands make light work."

Key Words: COVID-19 pandemic, communication, mutual collaboration, distance learning/teaching

## STARŠEVSKÉ AMBICIJE KOT PREKURZOR MORALNEGA RELATIVIZMA IN PRINCIPI LOGOTERAPIJE KOT ZDRAVILO

Povzetek: Alexander Solženicin in Viktor Frankl sta preživela eno največjih grozot človeštva. Prvi je preživel gulag, drugi koncentracijsko taborišče. Oba sta prišla do zaključka, da je osnovna enota moralnega delovanja vedno posameznik. Solženicin je zapisal, da meja med dobrim in zlim vedno poteka skozi človeško srce, Frankl pa dejal, da se ljudje delimo na svetnike in svinje. Oba v svojih zgodovinskih delih jasno zagovarjata stališče, da imamo vsi potencial za dobro in slábo in da je končna odgovornost vedno v domeni posameznika. Starši, šola in družba nasploh pa se moramo vprašati, ali naredimo dovolj za to, da se bodo otroci od rosne mladosti pa vse do konca življenja znali in zmogli odločati za delovanje, ki bi ga označili za dobro oz. pravo.

Žal se je pri pouku na daljavo izkazalo, da nekateri starši (zaenkrat še vedno prepričljiva, a ne tudi zanemarljiva manjšina) pozabljajo na izjemno moč vpliva svojih dejanj. Na žalost je ta prej omenjena manjšina z otroki aktivno sodelovala pri goljufanju. To pomeni, da je ena ocena dovolj, da nekateri starši brezsravno in v prisotnosti svojih otrok relativizirajo moralo in banalizirajo vzgojnost svojega delovanja. Smešne slike, ki so preplavile splet, na katerih v času pouka na daljavo mame sedijo pod mizami ali stojijo za računalniki, so žal vsebovale kar nekaj bridke resnice.

Kristovič in Kalamar v svojem članku Zdravo družinsko okolje za vzgojo odgovorne osebe vzgojo opredelita kot primarno človekovo nalogo, ki jo opravljajo starši in inštitucije. M. Nussbaum pa v svoji knjigi Not for Profit šolo označi kot ustanovo, ki lahko korigira napačne vzorce, ki jih otrok prinese od doma.

Moje mnenje je, da je logoterapija odlični fundament, na katerem bi šola lahko gradila in utemeljevala svoje vzgojno delovanje (ki je neobhodno del šolske izkušnje) ter učence usposabljala za t. i. samovzgojo, ki jim bo omogočala korigirati napačne vedenjske vzorce tudi v odrasli dobi.

Ključne besede: morala, vzgoja, šola, posameznik, logoterapija

## PARENTS' AMBITIONS AS PRECURSOR OF MORAL RELATIVISM AND LOGOTHERAPEUTIC PRINCIPLES AS THE CURE

Abstract: Alexander Solzhenitsyn and Victor Frankl have both survived some of the greatest horrors caused by humans. They both came to the conclusion that it is the individual who is the basic unit of moral activity. Solzhenitsyn wrote that the line between good and evil passes through the human heart and Frankl said that humans generally fall into one of two categories, saints or swine. They both clearly claim that we all possess the potential for good and evil and that the final responsibility resides at the level of every individual. Parents, school and society in general need to be asking themselves if enough work is being done so that the children are equipped with sufficient knowledge and will to act in a manner that would be considered »good« or »right«, from the early childhood to the very ends of their lives.

Unfortunately, the distance learning experience proved, that some of the parents (considerable minority, yet undeniably existent) tend to forget how strongly influential their acts are. Sadly, the aforementioned minority has actively participated and helped their children in the acts of cheating. This means that one school grade is all that it takes for some parents to shamelessly relativize morality and make their upbringing influence look exceptionally trite. Funny pictures that flooded the web, showing mothers hiding under the desks or standing behind the computers, during the time of distance learning, unfortunately contained some bitter truth.

In their article Healthy Family Environment for Upbringing of Responsible Adults, Kristovič and Kalamar describe the upbringing as the primary task of human beings, carried out by parents and institutions. In her book Not for Profit, M. Nussbaum, describes the school as an institution that can correct the wrong behavioral patterns which a child has brought from home. It is my strong opinion that logotherapy can be an excellent fundament on which the schools could build and defend the upbringing component that is inevitably a part of school experience. And it is on this basis that the students would also be equipped for the so called self-upbringing or self-parenting which will enable them to correct the wrong behavioral patterns even in the days of their adulthood.

Key Words: morality, school, upbringing, individual, logotherapy

## **KVALITETNO DELO UČENCEV V ČASU EPIDEMIJE OB KAKOVOSTNEM SODELOVANJU S STARŠI**

Povzetek: Delo na domu v času epidemije je z danes na jutri podalo nove izzive za vse sodelujoče v vzgojno-izobraževalnem procesu. Z veliko energije, iznajdljivostjo in razuma smo organizirali pouk na daljavo tako, da smo pritegnili čim več učencev upoštevajoč njihove različne sposobnosti, izkušnje, predznanje in interese. Za uresničevanje ciljev učnega načrta je bila pomoč staršev učencu v prvi triadi pri digitalizaciji, branju in razumevanju navodil, nujna. S starši smo vzpostavili dvosmerno komunikacijo z vsakodnevno povratno informacijo, zato smo sproti odpravljali napake in vzpodbujali učence pri vztrajanju, ko je bilo potrebno vložiti več truda, kar je pripomoglo h kvalitetnemu delu učencev na domu. Med nami so se spletle nove vezi zaupanja. Podpora domačega okolja je bila v dani situaciji zelo zaželjena, res pa je, da imajo tako starši kot učenci različne vrednote in pričakovanja. Podajanje dela na daljavo so starši v času epidemije pohvalili in povedali, da so učenci postali samostojnejši, hkrati pa so posamezniki nakazali tudi določene stiske, ki smo jih uspeli uspešno premestiti. Poučevanje na daljavo je predstavljalo učitelju večji izziv, a je hkrati bilo zahtevnejše in bolj stresno kot je poučevanje v razredu. Pri osvajanju novih vsebin nismo mogli spremljati učenčevega konkretnega dela in skupinskega sodelovanja. Učenci so bili za delo zelo motivirani, kar se je kazalo v kvalitetno opravljenih nalogah, kljub temu pa so učenci pogrešali sodelovanje s sošolci in razlago učiteljice, čeprav so jim bile naloge zanimive. Učitelji smo ocenili, da je takšen pouk za najmlajše učence manj kakovosten v primerjavi s poukom v razredu.

Učinkovitost in primerjava komunikacije standardnega tipa s komunikacijo v času dela na domu z vsakodnevno dosegljivostjo in odzivnostjo učiteljev s starši in učenci kaže na tanko mejo med osebnim in službenim življenjem in vzpodbuja v razmislek za bodoče organizirano delo na daljavo.

Ključne besede: epidemija, učenje na daljavo, prva triada, komunikacija s starši, kvalitetno delo učencev

## **QUALITY EDUCATION FOR PUPILS DURING THE EPIDEMIC AND QUALITY COOPERATION WITH PARENTS**

Abstract: Working from home during the epidemic has suddenly brought new challenges for all participants in the educational process. With a lot of energy, resourcefulness and rationality, we have organized distance learning by attracting as many pupils as possible, taking into account their different abilities, experiences, prior knowledge and interests. To achieve the objectives of the curriculum, the parents' assistance to the pupils in the first triad - computer skills, reading and understanding the instructions was necessary. We have established two-way communication with parents, with daily feedback, and with prompt correction of mistakes and encouraging of pupils to persevere when more effort is needed, which has contributed to the quality of pupils' work from home. New bonds of trust have been established between us. The support of home environment is highly desirable in this situation, although parents and pupils may have different values and expectations. Introduction of the distance learning during the epidemic has been praised by parents who think that pupils have become more independent, while some of them pointed to certain hardships that we have successfully overcome. Distance teaching has been a bigger challenge for teachers, and at the same time more demanding and stressful than the classroom teaching. Thus, in teaching new content, teachers have not been able to monitor the pupil's specific work and group participation. The pupils were highly motivated in their work, which reflects in the quality of the performed tasks, however, they still missed cooperation with their classmates as well as the teacher's explanation, even though the tasks were interesting to them.

Teachers estimated that for the youngest pupils this method of teaching provides lower quality compared to classroom teaching.

The effectiveness and comparison of the standard type of communication with communication while working from home, with the daily availability and responsiveness of teachers to the parents and pupils, points to a thin line between personal and professional life and encourages thinking of using distance learning in the future.

Key Words: epidemic, distance learning, first triad, communication with parents, quality work of pupils

## **VLOGA SVETOVALNE SLUŽBE PRI SPROTNI EVALVACIJI IN KOREKCIJI DELA NA DALJAVO**

Povzetek: Šolanje na daljavo je bilo nepričakovano. Kar naenkrat smo se znašli v novem svetu, na katerega nihče od nas ni bil pripravljen. Lovili smo se tako strokovni delavci kot tudi učenci in njihovi starši, zaradi česar se mi je kot svetovalni delavki zdelo ključnega pomena, da sprotno evalviramo svoje delo ter da ga v skladu s povratnimi informacijami nadgrajujemo in izboljšujemo. Tako sem po prvih 14 dnevih, ko je postalo jasno, da se bo tako delo nadaljevalo, izvajala tedensko evalvacijo poteka učenja na daljavo s pomočjo povratnih informacij učencev, staršev in učiteljev. Evalvacija je potekala preko spletnih anket v portalu 1ka, vsak petek za tekoči teden. Rezultate sem nato obdelala glede na razred in učiteljem poslala povzetke, s pomočjo katerih so lahko načrtovali delo za naslednji teden. Učitelji so dobili konkretne povratne informacije, ki so se nanašale na njihov predmet oziroma razred ter skupen, splošen povzetek, ki se je nanašal na delo v zavodu kot celoti. Na podlagi pridobljenih podatkov sva z ravnateljico tudi konkretizirali navodila oz. smernice, ki smo jih dobili iz ZRSS, tako da je delo na šoli potekalo čim bolj enotno, kar se nam je zdelo posebej pomembno na predmetni stopnji, kjer imajo učenci različne učitelje za različne predmete. Glavni spremembi, ki smo jih morali narediti sta bili, zmanjšati obseg zahtevanih nalog in poenotiti platforme, preko katerih je potekal pouk. Povratne informacije so bile v povprečju zelo pozitivne, glavna pripomba, ki se je začela pojavljati proti koncu šolanja na daljavo je bila, da bi si želeli več razlag snovi v živo preko spletnih konferenc ali v obliki posnetkov, na kar bomo pozorni, če se bo v naslednjem šolskem letu situacija ponovila. Vsekakor nismo naredili vsega idealno, smo se pa res zelo trudili, da bi svoje delo iz tedna v teden izboljševali, kar nam je v veliki meri uspelo, zato smo lahko s svojim delom na daljavo kar zadovoljni.

Ključne besede: evalvacija, šolanje na daljavo, fleksibilnost

## **THE ROLE OF THE SCHOOL COUNSELOR IN THE EVALUATION AND CORRECTION OF DISTANCE LEARNING**

Abstract: Learning from home was unexpected. All of a sudden, we found ourselves in a new world that none of us was ready for. All of us: professionals as well as students and their parents were lost, which is why, as a school counselor, I found it crucial to evaluate our work weekly and to upgrade and improve it according with the feedback. Thus, after the first 14 days, when it became clear that teaching from home would continue, I conducted a weekly evaluation of the distance learning process with the help of feedback from students, parents and teachers. The evaluation was conducted through online surveys on the 1ka portal, every Friday for the current week. I then processed the results according to class and sent summaries to the teachers so they could plan the work for next week. Teachers received concrete feedback related to their subject or class and a general summary related to the work in the institution as a whole. Based on the obtained data, the principal and I also concretized the instructions or guidelines that we received from ZRSS, so that the work at the school was as uniform as possible, which we thought was especially important for those students that had different teachers for different subjects. The main changes we had to make were to reduce the workload for students and to unify the platforms through which the lessons took place. The feedbacks were mainly positive, the main remark that started to appear towards the end of distance learning was that students and parents would like more explanations of the material live via web conferencing or in the form of recordings, which we will pay attention to if in the following school year the situation repeated itself. We certainly didn't do everything perfectly, but we really tried very hard to improve our work from week after week, which we largely succeeded in, so we can be quite satisfied with our work from home.

Key words: evaluation, distance learning, flexibility



## **ŠOLANJE NA DALJAVO DVOJNO IZJEMNIH OTROK V ČASU EPIDEMIJE**

Povzetek: V prispevku bomo predstavili skupino otrok v času šolanja na daljavo, ki so v našem šolskem sistemu pogosto spregledani in nevidni. To so dvojno izjemni otroci. Ti otroci imajo kljub dobrim kognitivnim sposobnostim v šolskem prostoru učne težave. Izpostavili bomo tiste otroke, ki jih po kriterijih za usmerjanje lahko opredelimo kot otroke s primanjkljaji na posameznih področjih, hkrati pa so na testih sposobnosti prepoznani kot nadarjeni učenci. Te otroke običajno odkrijemo, ko v šolskem sistemu opazimo, da na določenih področjih branja, pravopisa ali pisanja, računanja ipd. dosegajo nižje rezultate, kot na drugih področjih. V praksi to pomeni, da se nadarjeni učenci z visoko učno učinkovitostjo odlikujejo z visokimi potenciali in uspešnim učnim rezultatom. Medtem nadarjeni otroci z učnimi težavami kljub visokim potencialom nadarjenosti dosežejo v učnem procesu slabši uspeh. Ta ranljiva skupina otrok je velik izziv za učitelje (in starše) že v času rednega izobraževanja, v času šolanja na daljavo pa predvidevamo, da se razlike med njimi še povečajo. Predstavili bomo ugotovitve šolanja na daljavo treh dvojno izjemnih otrok. Dva imata težave na področju pisanja in branja, tretji pa na področju matematike. Zanimalo nas je, kako so se otroci in starši teh otrok, spoprijeli s šolanjem na daljavo in s kakšnimi težavami, ovirami in stiskami so se dvojno izjemni otroci soočali pri takšnem šolanju. Prav tako nas je zanimalo, kako pogosto je bilo sodelovanje s šolo in s kom so bili najbolj v kontaktu. Želeli smo ugotoviti, kaj jim je najbolj koristilo v času šolanja na domu in kakšne ideje, predloge in želje imajo za delo naprej. Strnemo lahko, da si starši predvsem želijo več individualnega dela in prilagojen obseg nalog. Pri učencih predmetne stopnje je pomembno, da se učitelji usklajujejo pri količini nalog, ki jo dajo za posamezni dan. Izpostavljena je bila tudi prikrajšanost za izkušnje, prijatelje, stiske, saj so po mnenju teh staršev, razlike med njimi že zdaj velike, s takimi situacijami pa se samo povečujejo. Ključne besede: šolanje na daljavo, nadarjenost, primanjkljaji na posameznih področjih učenja, dvojno izjemni otroci, pomoč in podpora.

## **DISTANCE EDUCATION OF TWICE-EXCEPTIONAL CHILDREN AT THE TIME OF THE EPIDEMIC**

Abstract: In this article, we will present a group of children during distance learning who are often overlooked and unrecognised in our school system. These are twice exceptional children. Despite their good cognitive abilities, these children have learning difficulties in the school space. We will highlight those children who, according to the criteria for guidance, can be defined as children with deficits in individual areas, while being at the same time recognized as gifted students on aptitude tests. These children are usually discovered when we notice in the school system that in certain areas of reading, spelling or writing, arithmetic, etc. they achieve lower results than in other areas. In reality, this means that gifted students with high learning efficiency are distinguished by high potentials and successful learning outcomes. Meanwhile, gifted children with learning difficulties, despite their high potential for giftedness, achieve more mediocre success in the learning process. This vulnerable group of children is already a great challenge for teachers (and parents) during regular education, and throughout distance learning, we anticipate that the differences between them will increase. We will present the conclusions of distance learning of some twice exceptional children. Two of them have problems in writing and reading and third in math. We were interested in how the children and parents of these children coped with distance learning and what problems, obstacles and hardships twice-exceptional children faced in such schooling method. We were also interested in how often there was a collaboration with the school and with whom they communicated the most. We wanted to find out what helped them the most during their home schooling and what ideas, suggestions and wishes they have for the work ahead. We can conclude that parents above all want more individual work and an adjusted range of tasks. For students of a lower secondary form of education, teachers must coordinate on the number of assignments they give for each day. Deprivation of experience, friends, hardships were also pointed out because according to these parents, the differences between them are already large, and they increase with such situations.

Key Words: Distance education, talent, specific learning disabilities, twice exceptional children, help and support.



## RAZVIJANJE VRLIN PRI UČENCIH KOT TEMELJ CELOSTNEGA ZDRAVJA

V času pandemije se že odrasli, kaj šele otroci, težko spoprijemajo z nenadnimi spremembami in negotovostjo povezano s koronavirusom. Neprijetne situacije (bolezni, stiske, izgube, travme) ter neprijetna čustva (strah, jeza, žalost, tesnoba) pa niso le del epidemije, temveč so stalni spremljevalci človeškega življenja. Življenje prav vsakega od nas, z različnimi nalogami vsakodnevno preizkuša, spodbuja k učenju in osebni rasti. Življenje je učenje. Učimo se vsi, vsak na svoj način, vsak s svojim tempom in v različnih življenjskih situacijah. Pri učenju za življenje pa smo različno uspešni, zato se v življenju različno dobro počutimo in smo različno zadovoljni. V epidemiji COVID-19 se je znašlo vse človeštvo, pa vendar so med posamezniki velike razlike v tem na kakšen način in kako uspešno se z epidemijo spoprijemajo. Spoznanja pozitivne psihologije dokazujejo kako pomemben vpliv na kakovost življenja ter duševno in telesno zdravje ima krepitev pozitivnih vidikov življenja ter razvijanje veščin za izboljšanje kakovosti življenja. Razvijanje pravih vrlin sicer ne odpravlja manj prijetnih plati človeškega življenja, omogoča pa boljše opremljenost za soočanje z manj prijetnimi dogodki / občutki ter lažje premagovanje stresnih situacij, ko se zgodijo. Da bodo tudi učenci bolje opremljeni in pripravljeni na življenjske situacije pa lahko pripomorejo tudi učitelji s preventivnim in načrtnim razvijanjem vrlin v razredu. Učitelji z razvijanjem in krepitevjo vrlin pri učencih tudi spodbujajo osebni, moralni in socialno čustveni razvoj. Kot predlog dejavnosti razvijanja vrlin v razredu je učiteljem prve triade lahko v praktično pomoč didaktični pripomoček Vrline razreda - zakladnica dejavnosti za razvijanje pozitivnih medsebojnih odnosov, ki vsebuje osemdeset dejavnosti za razvijanje vrlin na petih področjih življenja: »učenje za življenje«, »čustva«, »medsebojni odnosi«, »sobivanje v skupnosti« in »odnos do lastnine«. Vrline razreda temeljijo na uspešnih strategijah učenja in jih lahko kot odlično motivacijsko metodo uporabljamo skupaj z zbirko Pravljičice s travnika. »Svet postane za vse lepši in boljši, ko razvijamo in krepimo dobre človeške lastnosti (Dalajlama)« zato naj se tudi pri vzgojno izobraževalnem delu z učenci v razredu vedno najde mesto za razvijanje vrlin. Ključne besede: razvijanje vrlin v razredu, preventivne dejavnosti šole v času epidemije, spoprijemanje s stresom, podpora učencem v času epidemije

## DEVELOPING VIRTUES IN PUPILS AS A BASIS FOR HOLISTIC HEALTH

Abstract: During the pandemic, adults, let alone children, find it difficult to cope with the sudden changes and uncertainty associated with coronavirus. Unpleasant situations such as diseases, distress, losses and traumas and unpleasant emotions such as fear, anger, sadness and anxiety are not only a part of the epidemic but are constant companions of human life. Life tests each of us with different tasks on a daily basis, encourages learning and personal growth. Life is learning. We all learn, each in his/her own way, each at his/her own pace and in different life situations. We are differently successful in learning for life, so we feel differently well and we are differently satisfied. All humanity found itself in the COVID-19 epidemic, yet there are great differences between individuals in how and how successfully they cope with the epidemic. The findings of positive psychology prove how importantly the strengthening of positive aspects of life and the development of skills to improve the quality of life influence the quality of life and mental and physical health. The development of true virtues does not eliminate the less pleasant aspects of human life, but enables better preparedness to cope with less pleasant events / feelings and easier overcoming of stressful situations when they occur. Teacher can help their pupils to be better equipped and ready for life situations by developing virtues in the classroom. Teacher also promote social, mental and socio-emotional development by developing and strengthening their pupils' virtues. As a proposal for the activity of developing virtues in the classroom, a didactic aid can be helpful to teachers of the first triad called Virtues of the Class – Treasure Trove of Activities to Develop Positive Interpersonal Relationships (Vrline razreda - zakladnica dejavnosti za razvijanje pozitivnih medsebojnih odnosov). It contains eighty activities for developing virtues in five areas of life: "emotions," "interpersonal relationships," "coexistence in a community" and "attitude towards property. It bases on successful learning strategies and teachers can use it as an excellent motivational method together with the collection Tales from the Meadow (Pravljičice s travnika). "The world becomes more beautiful and better as we develop and strengthen good human qualities" (Dalajlama). Therefore, even in educational work with pupils in the classroom, there should always be a place to develop virtues.

Key Words: developing virtues in the classroom, preventive activities of the school during the epidemic, coping with stress, support for pupils during the epidemic.

## **LOGOPED NA DALJAVO**

Povzetek: Otroci, ki ob vstopu v šolo ne izgovarjajo vseh glasov, potrebujejo strokovno pomoč logopeda. V začetku šolskega letu 2019/20 sem kot logopedinja na OŠ Šmarje pri Jelšah opravila govorno-jezikovni pregled vseh prvošolcev (108) ter kontrolni pregled že obravnavanih drugo in tretješolcev (63). Opredelila sem motnje in pripravila program pomoči (64). Otroci so obiskovali govorne vaje na šoli, komunikacija s starši je potekala preko zvezka, govorilnih ur in elektronske pošte. Otroci so imeli redne vaje, vendar so nekateri starši prepustili skrb za govorni razvoj otrok šoli in ni bilo sprotnega, domačega dela. V času pandemije so starši postali ključni dejavnik pri izvajanju logopedskih vaj na daljavo, saj so otroci 1. triade premladi za samostojno delo. Vzpostavila sem stik z njimi in jih povabila k aktivnemu sodelovanju. Način dela ter čas obravnave sem prilagodila času staršev. Govorne vaje so potekale preko spletne učilnice in videokonferenc. Starši so pošiljali posnetke otrok, s pomočjo katerih sem lahko ocenjevala napredek in jim pripravljala nadaljnje gradivo za vaje. Pokazalo se je, kako pomemben je neposreden stik logopeda z otrokom. Preko videokonference je bilo zelo težko korigirati nepravilen položaj jezika, napačno obliko ustnic, natančnost v izgovorjavi, ... Kjer je bil stik s starši dober, so otroci napredovali oz. z vajami tudi zaključili (18). Kjer odziva ni bilo, so otroci ostali na stopnji govornih težav kot ob začetku pandemije, pridružile so se še težave na področju branja in pisanja (46). Ob vrnitvi otrok v šolo, je (ne)odpravljena govorna motnja posledično vplivala tudi na njihovo šolsko (ne)uspešnost. Glede na 20-letne izkušnje je bil odstotek otrok, ki so ob koncu leta zaključili logopedsko obravnavo, občutno nižji. Menim, da delo na daljavo ne more nadomestiti neposredne obravnave in stika otroka z logopedom.

Ključne besede: logoped, šolanje na daljavo, spletna učilnica, neposreden stik, šolska uspešnost

## **REMOTE SPEECH THERAPIST**

Abstract: Children who do not pronounce all the voices when entering school need the professional help of a speech therapist. At the beginning of the 2019/20 school year, as a speech therapist at the Šmarje pri Jelšah primary school, I performed a speech-language examination of all first-graders (108) and a control examination of the second and third-graders already treated (63). I identified the disturbances and set up an assistance program (64). The children attended speech exercises at school, communication with parents took place via notebook, speaking hours and e-mail. The children had regular rehearsals, but some parents left the care of the children's speech development to the school and there was no ongoing homework. During the pandemic, parents became a key factor in performing speech therapy exercises remotely, as children of the 1st triad are too young to work independently. I contacted them and invited them to actively participate. I adjusted the way of working and the time of treatment to the availability of the parents. Speech exercises took place through an online classroom and video conferencing. Parents sent recordings of children, with the help of which I was able to assess progress and prepare further exercise material for them. The importance of the speech therapist's direct contact with the child has been shown. Through videoconferencing, it was very difficult to correct the incorrect position of the tongue, the wrong shape of the lips, the accuracy of pronunciation, ... Where the contact with parents was good, the children progressed or even completed the therapy (18). Where there was no response, children remained at the level of speech problems as at the onset of the pandemic, joined by difficulties in reading and writing (46). Upon the return of children to school, the (un-)eliminated speech disorder consequently also affected their school (un-)success. Based on 20 years of experience, the percentage of children who completed speech therapy at the end of the year was significantly lower. I believe that teleworking cannot replace the direct treatment and contact of a child with a speech therapist.

Key Words: speech therapist, remote schooling, online classroom, direct contact, school success

## **OBDOBJE EPIDEMIJE V ZAVODU ZA MLADOSTNIKE S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI**

Povzetek: Zavodi za otroke in mladostnike s čustvenimi in vedenjskimi motnjami smo bili v obdobju epidemije izvzeti iz navodila Vlade RS, ki je narekovalo, da vzgojno izobraževalne ustanove do nadaljnega zaprejo vrata za svoje učence, dijake in študente ter pričnejo s šolanjem na daljavo. Tako je bil tudi VIZ Višnja Gora ves čas odprt, čeprav je večina mladostnikov, ne pa vsi, ta čas kljub temu preživljala v domačem okolju. Tudi naši učitelji so izvajali pouk na daljavo, vzgojitelji pa smo z mladostniki po različnih kanalih vzpostavljali stike in jim nudili psihosocialno pomoč in podporo. V začetku epidemije je v zavodu ostalo le nekaj mladostnikov; zanje je skrbel stalna ekipa vzgojiteljev, ki so vzpostavili zaprto skupino brez možnosti izhodov. Vzgojitelji so se držali vseh predpisanih ukrepov za zaježitev epidemije, smo pa imeli v začetku velike težave z zagotavljanjem zaščitne opreme. Mladostniki in vzgojitelji so ohranjali varnostno razdaljo, kljub temu pa so vzgojitelji v omejenih okoliščinah izvajali tako učno pomoč kot vzgojni program. Pri nekaterih mladostnikih, ki so ostali v zavodu, so se vedenjske motnje v času karantene še bolj izrazile, kar je vzgojiteljem predstavljalo poseben izziv. Večina mladostnikov pa je kljub manj ugodnim domačim razmeram šolanje nadaljevala doma in pri večini od njih smo bili tako učitelji kot vzgojitelji pozitivno presenečeni nad aktivnostjo in rezultati šolanja na daljavo. Učitelji so jim tedensko po elektronski pošti pošiljali snov in naloge, hkrati pa so jih kontaktirali po telefonu in jih proti koncu epidemije tako tudi ocenjevali. Vzgojitelji smo jih klicali po telefonu, jim pošiljali elektronsko pošto, nekateri so bili v stiku preko družabnih omrežij ali preko platforme zoom. Pri nekaterih mladostnikih so se pojavljale težave in stiske, kot so konflikti v odnosih doma, težave z življenjem v izolaciji, tesnobni in depresivni občutki, težave s šolsko snovjo. Ko so težave doma postale prevelike, se je mladostnik vrnil v zavod. Vzpostavili smo izolacijsko skupino, kamor so bili mladostniki nameščeni prvih 14 dni. Že teden pred koncem epidemije pa smo zavod ponovno odprli za vse mladostnike in tako zagotovili vsem uspešen zaključek šolskega leta, tako na šolskem kot tudi na psihosocialnem področju.

Ključne besede: epidemija, čustvene in vedenjske motnje, šolanje na daljavo, karantena, psihosocialna pomoč, učitelji, vzgojitelji.

## **COVID-19 EPIDEMIC PERIOD IN AN INSTITUTION FOR ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS**

Abstract: Institutions for children and adolescents with emotional and behavioral disorders were exempted from the instructions of the Government of the Republic of Slovenia during the epidemic, which dictated that educational institutions close their doors for their pupils and students until further notice and start distance learning. Thus, VIZ Višnja Gora was always open, although most youngsters, but not all, nevertheless spent this time in their home environment. Our teachers also provided distance learning and the educators established contacts with youngsters through various channels and offered them psychosocial help and support. At the beginning of the epidemic only a few adolescents remained in the institution; they were cared for by a permanent team of educators who set up a closed group with no way out. Educators adhered to all prescribed measures to contain the epidemic, but we initially had great difficulty in providing protective equipment. Adolescents and educators maintained a safety distance, yet educators provided both learning assistance and an educational program in limited circumstances. In some of the youngsters who remained in the institution behavioral disorders became even more pronounced during quarantine, which posed a special challenge to educators. However, despite the less favorable home conditions, most youngsters continued their education at home, and in most of them both teachers and educators were positively surprised by the activity and results of distance learning. Teachers sent them material and assignments by e-mail on a weekly basis and at the same time contacted them by phone and graded them at the end of the epidemic. Educators called them on the phone, sent them emails, some were in contact via social media or via the zoom platform. Some adolescents experienced problems and distress, such as conflicts in relationships at home, problems living in isolation, anxious and depressed feelings, problems with school work. When the problems at home became too big, youngster returned to the institution. We established an isolation group where youngsters were placed for the first 14 days. Already a week before the end of the epidemic we reopened the institution for all youngsters and thus ensured a successful end to the school year, both in the school and in the psychosocial field.

Key Words: Covid-19 epidemic, emotional and behavioral disorders, distance learning, quarantine, psychosocial help, teachers, educators.

## KREPITEV SOCIALNIH STIKOV PRI UČENCIH V ČASU PANDEMIJE

Povzetek: Ob vzpostavitvi izobraževanja na daljavo v 1. razredu zaradi pandemije covid-19 se je kot ena od težav pokazalo pomanjkanje socialnih stikov učencev s sošolci in učitelji. Potem ko smo v prvih dneh razmerno uspešno vzpostavili sistem poučevanja in komunikacije s starši ter ugotovili, da večina učencev ne bo imela večjih težav z razumevanjem učne snovi, se je vrzel pokazala prav na socialnem področju. Poleg tega, da učenci niso imeli fizičnega stika z vrstniki, med vzroke za pomanjkanje socialnih stikov lahko štejemo tudi dejstvo, da so bili učenci primorani ostati doma v krogu svoje družine. Manj socialnih stikov z drugimi otroki so večinoma imeli otroci edinci, pri vseh otrocih pa so bili stiki z drugimi odvisni tudi od službenih obveznosti staršev.

Že na začetku šolanja na daljavo smo učitelji vzpostavili kontakte z vsemi učenci, zato smo lahko redno spremljali in vrednotili njihovo delo ter jih individualno spodbujali k delu. Ko se je pokazalo, da učencem primanjkuje socialnih stikov, smo začeli iskati možnosti, kako jih povezati med seboj. V ta namen smo pripravili različne aktivnosti: učenci so se lahko srečali na razrednem srečanju preko aplikacije Zoom, pisali so pisma sošolcem ali učitelju, v manjših skupinah so se pogovarjali preko programa Microsoft Teams, učiteljice smo iz fotografij njihovih domačih izdelkov in dogodivščin izdelale krajše filme, ob ponedeljkih smo jim napisale motivacijsko pismo, poklicale smo jih po telefonu, dopisovali smo si preko elektronske pošte ...

V evalvaciji, ki smo jo naredili skupaj s starši ob koncu šolanja na daljavo, smo ugotovili, da so pri tistih učencih, ki so veliko sodelovali, povezovalne dejavnosti vzbudile veselje, dodatno motivacijo za delo, pa tudi zavedanje, da se tudi njihovi sošolci soočajo s podobnimi težavami. Izziv, ki se ponuja za morebitno prihodnje šolanje na daljavo, je, na kakšen način bi lahko vključili tudi učence, ki se zaradi različnih domačih razmer niso mogli v večji meri povezovati z drugimi.

Ključne besede: šolanje na daljavo, spremljanje učencev, pomanjkanje socialnih stikov, povezovanje učencev.

## STRENGTHENING SOCIAL INTERACTIONS WITH STUDENTS DURING THE COVID-19 PANDEMIC

Abstract: After a successful set up of distance learning in the first grade during the Covid 19 pandemic, it has become clear that the lack of social interaction between students and their teachers will present one of the major issues of this type of learning. At first, we have established a system of online teaching and opened various channels of communication between the students and their teachers, as well as their parents. Soon, it was obvious that most of the first grade students should not have problems following the curriculum, however with time, it became clear that students are craving for social interactions with their peers. Limited social interaction due to many different reasons, from being an only child in the family to work commitments of their parents, resulted in having very little contact with people outside their family circle. Therefore, teachers started looking for solutions to these problems and came up with variety of activities for them to do in order to bring students closer together, build a bond between them and give them a sense of belonging. Teachers kept in touch with every student, monitored their individual progress and encouraged them to keep up with the good work they were displaying until that point of their learning, through Zoom or Microsoft Teams video conference call, writing letters to each other or to their teacher, submitting the photos of their work which their teachers compiled and made a video to validate all their hard work. Finally, when we carried out the distance learning evaluation at the end of the year, where parents' feedback was included, results show that the students, whose participation was very high these additional activities, sparked joy, additional motivation and realization that their peers are also facing the same problems as they are while working on the same project.

The challenge of distance learning all educators are facing now is how to include those students who were not able to participate in these projects due to their personal reasons, or the current situation of their family, preventing them from being an active member online as the rest of their peers.

Key Words: distance learning, monitoring the students, lack of social interaction, connecting students.

## ODZIVNOST UČENCEV PRI POUKU NA DALJAVO

Povzetek: Ko smo sredi meseca marca prejeli novico, da se šole zapirajo, si nihče ni mislil, da bo pouk na daljavo potekal skoraj do konca šolskega leta. Mnogi učenci so delo na daljavo dobro sprejeli, saj so si znali razporediti čas za delo in učenje. Pri tem so se odlično izkazali tudi njihovi starši, saj so prevzeli tudi vlogo učitelja. Po drugi strani pa je bilo tudi nekaj učencev, ki se v vsem času, kljub večkratnim pozivom učiteljev, niso oglasili niti enkrat, zato smo stopili v stik s šolsko svetovalno službo, ki je posredovala po ustreznih postopkih.

Podajanja učne snovi in pridobivanje ocen pri pouku zgodovine sem si zastavila na naslednji način: učna snov v obliki video predavanj in pptx predstavitev sem učencem podala enkrat tedensko. Učna snov je bila objavljena na šolski spletni strani ali pa naložena v okolju Microsoft Teams. Naloga učencev je bila, da fotografirajo prepis snovi v zvezku in to pošljejo na mail ali fotografijo prilepijo v zvezek za predavanja v Microsoft Teams. Odzivnost v šestih razredih je bila 89 %, v sedmih razredih 80 %, v osmih razredih 74 %, v devetih razredih pa le 63 %. Upad odzivnosti učencev višjih razredov pripisujem temu, da devetošolcev, zaradi pričakovane samostojnosti, starši niso toliko nadzirali ter zanašanje na dejstvo, da je šolskega leta že tako skoraj konec in da že imajo pridobljeno eno oceno pri zgodovini v drugi konferenci. Zelo pa je presenetila odzivnost pri pridobivanju ocene na daljavo. Že pri preverjanju znanja je bila odzivnost zelo dobra, samega ocenjevanja pa se je udeležilo 98,9 % vseh učencev. Učencev od šestega do devetega razreda na naši šoli je 182. Ocenjevanje znanja se nista udeležila le dva učenca, oceno pa sta pridobila kasneje, ko smo se vrnili v šolske klopi. Kot dodatno nalogo sem vsem učencem ponudila sodelovanje za osvojitve zgodovinske bralne značke. Tu je bila odzivnost precej nižja, kar je nekoliko pričakovano, saj je zgodovinska bralna značka v vseh razredih neobvezna. Opravili so jo učenci, ki so prepoznani kot nadarjeni. Menim da je bila odzivnost učencev skupek večih faktorjev. Zelo veliko je odvisno od notranje motivacije učencev samih, pomembna je tudi zunanja motivacija v obliki spodbude in oblik aktivnosti učitelja. V največji meri pa so za veliko odzivnost "krivi" predvsem starši, ki so v tem času prevzeli pomembno vlogo in svojim otrokom nudili, poleg učne spodbude, veliko moralne podpore. Ključne besede: pouk na daljavo, odzivnost učencev, učna snov, ocenjevanje znanja, zunanja in notranja motivacija

## RESPONSIVENESS OF STUDENTS IN DISTANCE LEARNING

Abstract: When we received the news in mid-March that schools were closing, no one thought that distance learning would take place almost until the end of the school year. Many students accepted distance work well, as they knew how to schedule time for work and study. Their parents also proved to be excellent, as they also took on the role of a teacher. On the other hand, there were also a few students who did not respond even once, despite repeated calls from teachers, so we contacted the school counseling service, which intervened according to the appropriate procedures. I set the teaching material and obtaining grades in history lessons as follows: I gave the teaching material in the form of video lectures and pptx presentations to the students once a week. The learning material was published on the school website or uploaded in the Microsoft Teams environment. The task of the students was to take a photo of the transcript of the material in the notebook and send it to the mail or paste the photo in the notebook for lectures in Microsoft Teams. The response rate in six classes was 89 %, in seven classes 80 %, in eight classes 74 %, and in nine classes only 63 %. I attribute the decline in the responsiveness of high school students to the fact that the ninth-graders, due to the expected independence, were not so much controlled by their parents and relied on the fact that the school year is almost over and they already got one grade in history in the second conference. However, the responsiveness was surprised in obtaining the distance assessment. The response to the knowledge test was very good, and 98,9 % of all students took part in the assessment. There are 182 students in our school from the sixth to the ninth grade. Only two students did not take part in the knowledge assessment, but they obtained the grade later when we returned to school. As an additional task, I offered all students participation to win a historical reading badge. Here, responsiveness was much lower, which is somewhat to be expected, as the historical reading badge is optional in all classes. It was done by students who are recognized as talented. I think the responsiveness of the students was a combination of several factors. A lot depends on the internal motivation of the students themselves, and the external motivation in the form of encouragement and forms of teacher activity is also important. To a large extent, the parents are to "blame" for the great response, as they took on an important role during this time and offered their children, in addition to learning encouragement, a lot of moral support. Key Words: distance learning, student responsiveness, learning material, knowledge assessment, external and internal motivation



## KAKO USPEŠNO MOTIVIRATI UČENCE ZA UČENJE NA DALJAVO

Povzetek: Delo na daljavo mi je kot učiteljici predstavljalo nov izziv, ki je zahteval veliko vloženega truda, usklajevanja, timskega sodelovanja, ustvarjalnosti, motivacije in prilagajanja. Že v prvih dneh se je izkazalo, da bo motivacija pri izobraževanju na daljavo ključnega pomena. Le motiviran učenec je lahko aktiven, sposoben sprejemati, utrjevati in poglobljati znanje. Učence sem motivirala z različnimi didaktičnimi prijemi. Vključevala sem veliko fit pedagogike, raziskovanja, praktičnega in ustvarjalnega dela ter eksperimentiranja. Vsakodnevno sem se trudila motivirati slehernega učenca in iskala različne poti in načine. Stik z učenci preko IKT je vzdrževal osnovni nivo motivacije (analiza dela, povratna informacija, izkušnje, težave, uspehi, počutje, okvirni načrt dela, klepet). Vsako jutro sem učencem pripravila pozdrav in nagovor (misel, pregovor, spodbudo, zgodbo, anekdoto, šalo, uganko, zanimivost) ter povratno informacijo in pohvalo za opravljeno delo. Kot najbolj učinkovita so se izkazala kratka, jasna navodila z izbranim izrazoslovjem in možnostjo izbiranja izzivov. Naš vsakodnevni razredni motivator je bil smeško, ki je učence med delom razveseljeval, pohvalil, nagovarjal, tolažil, se veselil dosežkov, opravljenih nalog, pravih rešitev, - jih spodbujal k učenju z gibanjem, hidraciji, zdravi malici in k hitrejšemu tempu. Pazljivo sem izbirala gradiva, didaktične in gibalne igre ter na različne načine spodbujala kreativnost, inovativnost, domišljijo in vključevala aktualne dogodke. Učence sem usmerjala k stiku z naravo ter se trudila pouk zasnovati na višjih taksonomskih stopnjah. Rezultati razredne ankete so spodbudni, saj so učenci pri učenju na daljavo pridobili na samostojnosti, rednosti, doslednosti in odgovornosti.

Ključne besede: učenje na daljavo, izziv, motivacija, motivator, aktivnost, samostojnost.

## HOW TO SUCCESSFULLY MOTIVATE STUDENTS FOR DISTANCE LEARNING

Abstract: Working as a teacher presented me with a new challenge, with a lot of effort, coordination, teamwork, creativity, motivation and adaptation. Already in the first days, it turned out that motivation in distance education will be a key moment. Only a motivated student can be active, able to accept, consolidate and deepen knowledge. I motivated the students with different didactic approaches. I included a lot of fit pedagogy, research, practical and creative work, and experimentation. Every day I tried to motivate each student and looked for different paths and ways. Contact with students through ICT technology maintained a basic level of motivation (work analysis, feedback, experience, problems, successes, well-being, outline work plan, chat). Every morning I prepared a greeting (thought, proverb, encouragement, story, anecdote, joke, riddle, curiosity) for the students, as well as feedback and praise for the work done. Short, clear instructions with selected terminology and the possibility to choose challenges proved to be most effective. Our daily class motivator was a smiley face that cheered students on, praised, encouraged, addressed, comforted, looked forward to achievements, completed tasks, correct solutions, encouraged them to learn with movement, hydration, a healthy snack and a faster pace. I carefully selected materials, didactic and movement games and encouraged creativity, innovation, imagination and included current events in various ways. I directed the students to contact with nature and tried to design the lessons at higher taxonomic levels. The results of the class survey are encouraging, as students have gained independence, regularity, consistency and responsibility in distance learning.

Key Words: distance learning, challenge, motivation, motivator, activity, independence.



## MOTIVACIJA IN POHVALA STA KLJUČ DO USPEHA

Povzetek: Poučevanje na daljavo je bilo tako za učitelje kot učence in njihove starše prav poseben izziv. Učitelji smo imeli veliko dela in skrbi, kako učencem karseda jasno in nazorno podati učno snov. Skrbelo nas je, ali bodo učenci opravljali svoje delo čim bolj samostojno ali bodo motivirani za tak pouk, v katerega so bili primorani. Tudi starši so se zelo trudili in po svojih najboljših močeh pomagali svojim otrokom. Izrednega pomena je bila v tem času motivacija in spodbujanje otrok k šolskemu delu. Skupaj z vzgojiteljico sva učence preko videoposnetkov na humoren način opogumljali in spodbujali v tej drugačni situaciji. Učenci so pridno sodelovali, opravljali šolske naloge, pošiljali posnetke ter fotografije. Kot poseben izziv so po želji lahko napisali elektronsko pismo svojemu sošolcu ali učiteljici, kljub temu, da še niso poznali vseh črk. Še posebej so jih motivirale razne sličice in spodbudna navodila za delo. Trudila sem se, da so bile naloge razumljive, zabavne in diferencirane. Učenci so svoje znanje utrjevali in nadgrajevali tudi preko interaktivnih vaj. Pri obravnavi književnega besedila so pokazali lastno ustvarjalnost tako, da so sestavljali rebuse, križanke in pesmice. Zelo pomembna pa se mi je v tem času zdela povratna informacija za učence. Učenci so bili veseli komentarjev ter vsake pohvale za njihov trud in delo. Vse to mi je vzelo veliko časa, vendar je bilo vredno. Strinjam se z Jerryem D. Twentierjem, ki pravi:

»Nič ne vpliva bolj na otrokovo poslušnost kakor pohvala.« (Twentier 1999, str. 97). Njegovo mišljenje je tudi, da pohvala blagodejno vpliva na telo, um in duha. Če si za svoj trud in delo pohvaljen, boš motiviran tudi za nadaljnje delo. Pohvala tudi nam odraslim dobro dene, še posebej, če te pohvali sodelavec, starš ali delodajalec. Motiviranje drug drugega in spodbujanje ter povezovanje med učitelji nas je v teh izrednih razmerah okrepilo, nas naredilo še močnejše in učinkovitejše. Mislim, da je bilo tudi zaradi tega šolanje na daljavo tako uspešno. Ključne besede: motivacija, povratna informacija, ustvarjalnost, pouk na daljavo, pohvala

## MOTIVATION AND PRAISE – THE KEYS TO SUCCESS

Abstract: Distance teaching was a special challenge for both, teachers as well as pupils and their parents. Teachers had a lot of work to find out the most appropriate way to pass on the subject matter to pupils as clear as possible. We were concerned about the pupils' engagement to do their work independently, and whether they will be motivated for the lessons they were forced into. Parents worked hard as well and did their best to help their children. Motivating and encouraging children to work for school was extremely important at that time. Together with another teacher, we were encouraging and motivating pupils in that different situation through humorous videos. The pupils cooperated well by doing their homework as well as sending videos and photos. As a special challenge, they had an option to write an e-mail to their classmates or the teacher, even though they have not known all the letters yet. They were especially motivated by various pictures and encouraging instructions for work. I tried to make the tasks understandable, funny and differentiated. Pupils were also strengthening and upgrading their knowledge through interactive exercises. When discussing a literary text, they showed their own creativity by composing rebuses, crossword puzzles and poems.

During that time, however, I found giving feedback to the pupils very important. They were happy to receive comments and praise for their efforts and work. All this took me a lot of time, but it was worth it. I agree with Jerry D. Twentier, who says:

“Nothing affects a child's obedience more than praise.” (Twentier 1999, p. 97). He also believes that praise has a beneficial effect on the body, mind and spirit. If you are praised for your efforts and work, you will also be motivated for further work. Praise is also good for adults, especially when expressed by a colleague, parent or employer. In these extraordinary circumstances, motivating and encouraging each other as well as connecting made us, teachers, stronger and more effective. In my opinion, this also contributed to the successful distance learning. Key Words: motivation, feedback, creativity, distance lessons, praise

## POUČEVANJE V ČASU KORONE NA DALJAVO

Povzetek: Letošnje šolsko leto 2019/2020 je poleg pojava pandemije covid-19, ki je zavladal svetu, ter ga pošteno pretresel, tudi prestopno leto in morda tudi zato še toliko bolj pretresljivo. Globalizacija, ki je del našega vsakdanja, s prenosi dogodkov, novic, zgodb, gospodarskih in drugih vsebin je doživela popoln kolaps. Kmalu zatem je enoten vir informacij preplaval celoten svet. Postopoma se je novica in tudi pandemija širila iz celine na celino iz države v državo in tako ogrozila in zasenčila dan za dnem vse večjemu območju našega planeta. Vsak dan znova smo spremljali novice o številu držav, ki jih je ogrožala pandemija covid-19. Število obolelih je iz dneva v dan naraščalo v posameznih državah in seveda tudi v svetovnem merilu. Šlo je za našo globalno novico, ki je postala za vse Zemljane v tistem trenutku pomladi 2020 zastrašujoča. Ostali smo ujeti v primežu, ki v danem trenutku ni kazal izhoda. S strahom smo s pomočjo mednarodnih in domačih medijev sprejemati dogajanje, ki nam je vse bolj odtujevalo naš poznani način življenja in vsakdanjega delovanja. Vsi zaposleni, ki smo zaposleni vsak v svoji panogi, smo začeli iskati nov način povezovanja in način dela, da bi kljub naši izolaciji lahko nadaljevali s svojim delom. V prosveti smo se učitelji dokaj hitro in učinkovito organizirali ter se s pomočjo tehnologije in aplikacij, ki so omogočale delo preko spleta, na strokoven način podajali vsebine že poznanega učnega načrta, ki je bil za delo na daljavo prilagojen poučevanju otrok na nov način. Nov pristop in nov izziv je bil tako za nas učitelje kot tudi za učence. Naenkrat smo se vsi skupaj znašli v neki novi neznani situaciji. Poučevanje na daljavo se je izkazalo za garaško in naporno delo za učitelje na eni strani in na drugi strani tudi za učence ter starše.

Ključne besede: učenje na daljavo, učni načrt, tehnologija

## DISTANCE LEARNING DURING THE CORONAVIRUS

Abstract: The 2019/2020 school year was marked by the covid-19 pandemic which ruled the world as well as by the fact that it was a leap year. Globalization, an everyday part of our lives with broadcasting news, reporting on events, stories or the economy, and sharing other relevant content, suffered a collapse. Soon afterwards, a unified source of information overflowed the entire world. Gradually the news of the pandemic alongside the pandemic itself spread from one continent to another and from one country to another, overshadowing the days on numerous parts of our planet. On a daily basis we could hear news of the number of countries that were threatened by the covid-19 pandemic. The number of infected people increased daily in particular countries as well as the world. This global news became terrifying for every person in the world at that moment in the spring of 2020. We were in the grip of a hopeless situation. We followed the international and Slovenian media with fear and gradually we were alienated from the previously known way of living and working. Every employed person, in various work sectors, started to search for a new way of connecting and working in order to continue work despite isolation. Teachers in the pedagogical sector made a relatively fast transition from the established way using technology and applications which enabled online work. We were able to provide online professional courses following the official curriculum which was adapted for distance learning. The new approach was challenging for teachers as well as pupils. Instantly we were all together in a completely new and unknown situation. Distance learning turned out to be demanding and hard work for teachers on one side as well as for pupils and parents on the other side.

Key Words: distance learning, curriculum, technology

## MOTIVACIJA ZA UČENJE IN SODELOVANJE V ČASU KORONE

Povzetek: Motivacija za učenje ter sodelovanje učencev, učiteljev in staršev sta ključna za uspešen učni proces, še posebej kadar pouk poteka na daljavo.

Učitelj, ki učence in starše dobro pozna, lažje načrtuje in prilagaja delo. Medsebojno razumevanje v predhodnem obdobju pripomore k boljšemu sodelovanju v izrednih razmerah. Uspeh je v veliki meri odvisen od staršev, njihove motivacije za sodelovanje, njihovih sposobnosti, iznajdljivosti, znanja, prostorskih, tehnoloških in socialnih pogojev v družini ter predvsem od razpoložljivega časa za delo z otroki. Starši na čakanju se lažje posvetijo sodelovanju s šolo, čeprav imajo tudi oni druge obveznosti. Starši, ki redno hodijo v službo ali delajo za službo od doma ter so z delom morda celo bolj obremenjeni, težje sproti sledijo navodilom. Nekateri morajo poskrbeti tudi za varstvo svojih otrok v času svoje odsotnosti. Pri učencih, katerih starši se morajo vrniti v službo, se motivacija za učenje zmanjša. Družine z več šoloobveznimi otroki si morajo bolje organizirati vse obveznosti. Učiteljem sodelovanje s kolektivom in sodelovanje z učitelji iz drugih šol delo nekoliko olajša. Pomaga jim izmenjava izkušenj in iskanje različnih načinov motiviranja in posredovanja znanja. Za pouk na daljavo učitelji potrebujejo dodatna izobraževanja. Učencem so spremembe v poučevanju sprva zanimive in morda celo zabavne, ko pa se navadijo na nov način dela in se zahtevnost nalog stopnjuje, se njihova motivacija večinoma zniža. Mlajše generacije otrok, ki že tako preveč uporabljajo sodobno tehnologijo, zahtevajo drugačno motivacijo za učenje. Manjka jim vztrajnosti, ko se zahtevnost nalog stopnjuje. Dnevi dejavnosti nekoliko razbremenijo starše in učitelje, če se izvedejo na isti dan za celo šolo. Video povezave povečajo motiviranost učencev, učiteljev in staršev in jo ohranjajo na ustrezni stopnji.

Starši in učitelji so bili v obdobju karantene veliko bolj obremenjeni, kot pred tem. Pouk na daljavo ima nekaj prednosti in veliko pomanjkljivosti.

Ključne besede: motivacija, sodelovanje, učenje, karantena, starši, učenci, učitelji;

## MOTIVATION FOR LEARNING AND COOPERATION IN THE TIME OF CORONAVIRUS

Abstract: Motivation for learning and cooperation of students, teachers and parents are the keys to a successful learning process, especially during distance schooling. Teachers who know students and parents well find it easier to plan and adjust activities. Good cooperation during the time of crisis is enhanced by previous good relations. Success depends largely on the parents, their motivation for cooperation, their abilities, resourcefulness, knowledge, spatial, technological and social conditions in the family and mostly on the time available for working with children. Parents on temporary layoff find it easier to cooperate with school despite their other obligations. Those who go to work regularly or work from home and might even have a bigger workload find it more difficult to follow the instructions on a regular basis. Some of them need to provide childcare during their absence. The motivation for learning decreases in those students whose parents need to return to work. Families with several school-age children need to better organize their obligations. The work of teachers is facilitated by teamwork and by cooperation with teachers from other schools. They find it helpful to exchange experience and find different methods of motivation and teaching. Teachers require additional training for distance schooling. At first, students find the changes in learning interesting even entertaining, but with getting used to the new style of learning and with higher complexity of tasks, their motivation mostly drops. Younger generations of children, who are prone to overuse modern technology, need different motivation for learning. Their perseverance decreases with growing complexity of tasks. Days of co-curricular activities carried out on the same day for the entire school can take some pressure off the parents and teachers. Video conferencing increases motivation of students, teachers and parents and keeps it at an adequate level. During the quarantine, the pressure on parents and teachers was much higher than before. Distance learning has some advantages and many shortcomings.

Key Words: motivation, cooperation, learning, quarantine, parents, students, teachers.

## POMEN MOTIVACIJE ZA DELO OTROK V ČASU KARANTENE

Povzetek: Z motivacijo se srečujemo vse od rojstva in nam pomaga priti do zastavljenih ciljev. Motivacija je ena od najpomembnejših psihičnih funkcij za socialno vedenje in daje vsaki osebi določene značilnosti oziroma posebnosti. Ločimo zunanjo in notranjo motivacijo. Najboljša naj bi bila kombinacija obeh. Zunanja motivacija običajno pride iz zunanjih dražljajev, notranja pa pride iz nas samih (čustva, znanje, izkušnje ...). Od motivacije je v veliki meri odvisno, če bo posameznik, v našem primeru učenec, samostojen pri svojem izobraževanju in v nadaljnjem razvoju. Na motivacijo imata pozitiven vpliv samozavest in samozaupanje. Po mojih izkušnjah so pri učencih za motivacijo in za učenje pomembni tako tekmovalnost kot tudi povratne informacije o napredovanju ter učni uspeh in ocene. Seveda so za otroke pomemben dejavnik pri njihovi motivaciji tudi starši in njihov pogled na pomen šolanja. Bolj ko so učenci motivirani, tem manj imajo pomislekov pred novimi metodami in oblikami dela in se izziva lotijo bolj samozavestno kot učenci, ki niso motivirani. V letošnjem letu smo se učenci, učitelji in starši v času karantene znašli pred povsem novo situacijo – šolanjem na daljavo. Na začetku je veliko učencev izolacijo in šolanje na daljavo pojmovalo kot nekakšne počitnice. Seveda smo se morali tudi učitelji in šole zelo hitro organizirati in se dogovoriti, na kakšen način bo tekel pouk na daljavo, kako bomo spremljali delo in odzivnost otrok, kako bo potekalo obveščanje razrednika, staršev in kako bo potekalo še mnogo drugih, za delo pomembnih stvari. V tej situaciji je bil zelo pomemben odziv otrok na naloge, ki smo jih zastavljali učitelji. Odziv je bil seveda zelo različen. Nekateri učenci so bili izjemno motivirani ter hitro in dobro odzivni, nekateri pa so potrebovali veliko učiteljeve pozornosti in dodatne motivacije, da so opravili svoje naloge. V tem prispevku sem raziskovala povezavo med učnim uspehom otrok pri predmetu naravoslovje pred karanteno in med njihovo odzivnostjo v času, ko so delali od doma.

Ključne besede: motivacija, učenje, šolanje na daljavo, samostojno učenje, odzivnost učencev

## THE IMPORTANCE OF MOTIVATION FOR SCHOOLWORK DURING LOCKDOWN

Abstract: Motivation is a part of our life from birth onwards and it helps us achieve our goals. It is one of the most important mental functions in social behaviour and it gives each person their individual features or characteristics. We differentiate between inner and outer motivation. It is said that a combination of both is best. Outer motivation usually arises from exterior stimuli whereas inner motivation arises from within us (emotions, knowledge, experience...). Motivation largely determines whether an individual, in our case a student, will become an independent and life-long learner. Two factors that have a positive influence on motivation are self-confidence and self-reliance. In my experience, other factors important for students' motivation and learning include competitiveness as well as feedback on progress, a student's learning success and grades. For younger students parents and their perspective on education present another important factor influencing a child's motivation. The more motivated students are, the less fear and inhibitions they have when faced with new methods and strategies; therefore, they tackle new challenges more confidently than unmotivated students do. This year lockdown put all of us – students, teachers and parents – in a completely new situation: distance education. At first, many students took lockdown and distance education as a kind of holidays. Teachers and schools had to quickly reorganise and arrange how to carry out remote learning, how to follow students' work and get their responses, how to set up a notification system to inform class teachers and parents, and many other important things. With remote learning, it is very important that students respond to the tasks given by teachers. The responses of students were of course very diverse. Some students were extremely motivated and responded quickly; others needed more attention from the teacher and extra motivation to complete the given tasks. In this paper, the connection between students' learning success at Science before lockdown and their responsiveness during lockdown is researched.

Key Words: motivation, learning, distance education, independent learning, students' responsiveness

## **IZZIVI IZVAJANJA DODATNE STROKOVNE POMOČI NA DALJAVO V ČASU PANDEMIJE**

Povzetek: Z zaprtjem šol zaradi pandemije je bilo vzpostavljeno novo učno okolje, ki je prineslo spremenjene pogoje dela. Potrebno je bilo narediti spremembe na sistemski in odnosni ravni. Za uspešno nadaljnje delo so se vzpostavili novi kanali komunikacije, tako znotraj šole kot tudi z učenci in starši. Učni okolji Zoom in Microsoft Teams sta zaživel z namenom, da se ohrani stik z učiteljem in posreduje učna snov. Kot opozarja Kroflič, bistvo poučevanja na daljavo ni samo posredovanje novih informacij, ampak pomeni ohranjanje žive komunikacije ob hkratnem osvajanju učnih vsebin (Kroflič, 2020). Tudi za učence z odločbo o usmerjanju oziroma učence s posebnimi potrebami so se ure dodatne pomoči pričele izvajati na daljavo. V prispevku bom predstavila glavne izzive, s katerimi sem se srečevala v času pandemije pri svojem delu. Če so se prej ure dodatne strokovne pomoči izvajale glede na obstoječi urnik, so se sedaj glede na snov, ki je bila v obravnavi, in glede na potrebe posameznega učenca. Velikokrat smo delali po občutku. Ure pomoči namreč niso bile vezane zgolj na podajanje učne snovi, razlago ali na odpravljanje primanjkljajev. Ogromno je bilo pogovorov o vsakdanjem dogajanju, občutkih, stiskah. V času pandemije je bil glavni izziv zagotoviti kontinuum komunikacije in ohraniti raven motivacije za šolsko delo. Prednostne naloge dodatne strokovne pomoči so bile: razumljivo in količinsko primerno podajanje snovi, sprotno utrjevanje in preverjanje razumevanja snovi, ohranjanje stalne komunikacije, spremljanje napredka, spodbujanje samostojnosti, preusmerjanje pozornosti in umirjanje, krepitev občutka povezanosti, motiviranje, spodbujanje pozitivne učne klime, razbremenitev staršev. Učenci, učitelji in starši smo se na nastalo situacijo odzivali različno. Pri vseh se je zvrstila vrsta občutkov, ki so nas ali hromili ali spodbujali. Kar nekaj časa je bilo potrebno posvetiti aktualnim dogodkom, spoprijemanju z lastnimi občutki strahu in negotovosti.

Ključne besede: šola, učenci s posebnimi potrebami, šolanje na daljavo, dodatna strokovna pomoč

## **THE CHALLENGES OF PROVIDING REMOTE ADDITIONAL PROFESSIONAL ASSISTANCE DURING THE PANDEMIC**

Abstract: Schools closing due to the pandemic led to an entirely new learning environment being established in altered working conditions. This required changes at the both the systematic level as well as at the level of interpersonal relationships. New communication channels needed to be set up both within the school and among the pupils and parents to ensure learning could continue successfully. The Zoom and Microsoft Teams learning environments were established to retain contact with the teacher and to allow the learning materials to be disseminated. As stressed by Kroflič, the essence of remote learning is not to merely send new information, but to preserve live communication while also grasping new subject material (Kroflič, 2020). Remote learning also began for pupils with decisions on guidance and pupils with special needs. This article presents the main challenges I faced in my work during the pandemic. In the past, the hours of additional assistance were organized according to the existing curriculum; this changed to the current subject matter and the needs of each individual pupil. Much of the work had to be improvised. The lessons were no longer simply introducing the subject matter, offering additional explanations, or bridging gaps in knowledge. A lot of time was spent talking about everyday events, feelings, struggles. During the pandemic, the main challenge was to provide continued communication and maintain a sufficient motivation level for the school year. The priority tasks of additional professional assistance included: introducing an appropriate amount of subject matter in understandable manner, continuous revision and checking the knowledge on the subject matter, maintaining constant communication, progress monitoring, encouraging independence, redirecting attention and reassuring, creating a sense of connection, motivation, encouraging a positive learning climate, providing relief to the parents. Pupils, teachers, and parents all reacted differently to the situation. We all went through a myriad of feelings, which either paralysed or motivated us. This meant a significant amount of time had to be dedicated to the latest events, tackling our own feelings of fear and uncertainty.

Key Words: school, pupils with special needs, remote learning, additional professional assistance

## **PREDNOSTI IN SLABOSTI IZVAJANJA DODATNE STROKOVNE POMOČI NA DALJAVO**

Povzetek: Dodatna strokovna pomoč predstavlja manjši, vendar zato čisto nič manj pomemben del osnovnošolskega izobraževanja. Vsak učenec s posebnimi potrebami zahteva svoj pristop (razumevanje, čas). Ta temelji na osebnem odnosu s strokovnjakom, ki le to izvaja. V letošnjem šolskem letu se je zgodilo nekaj, kar se nam je zdelo do nedavnega popolnoma nemogoče – šolanje na daljavo. Učitelji, učenci in starši smo se znašli pred velikim izzivom, kako le to izpeljati. V svojem prispevku bom predstavila prednosti in slabosti, ki so se v tem času pokazale pri dveh učencih, s katerima tudi sicer izvajam dodatno strokovno pomoč v šoli. En je opredeljen kot učenec s primanjkljaji na posameznih področjih učenja, drugi pa ima poleg primanjkljajev na posameznih področjih učenja tudi motnjo avtističnega spektra. Izkušnje z obema učencema so popolnoma različne, čeprav je bilo na začetku pri obeh prisotnih veliko stisk, saj nič ne more v celoti nadomestiti osebnega stika. Precejšnje oviro je predstavljalo tudi slabo znanje IKT tehnologije, ki smo ga vsi skupaj, glede na začetno predznanje, nadgradili. Eden od učencev je po začetnih stiskah šolanje na daljavo v celoti sprejel in bi šolanje raje zaključil na daljavo, drugemu učencu pa šolanje na daljavo nekako ni steklo. Dejstvo, da so se šole vendarle odprle, mu je predstavljalo nekakšno odrešitev od domačega vsakdana. Na to v veliki meri vplivajo socialno-ekonomski status družine, odnosi v družini in vloga, ki jo šoli pripisuje družina. Šola vsekakor nima pomembne vloge le na učnem, vendar tudi na osebnostnem področju. Potrebno je, da odnos med učencem in strokovnjakom, ki z njim dela, temelji na medsebojnem spoštovanju in razumevanju potreb učenca z učnimi težavami, ki so pogosto zaradi preteklih izkušenj ranljivejši, imajo nižjo samopodobo. Pomembno je, da uspemo v učencu vzbuditi občutek vrednosti in pomembnosti in da verjamemo, da bo ob pomoči kljub težavam zmogel. Kvaliteta naših odnosov po tej izkušnji se je dvignila na višjo raven. Ključne besede: šola, učenci, učne težave, šolanje na daljavo, dodatna strokovna pomoč

## **ADVANTAGES AND SHORTCOMINGS OF REMOTE ADDITIONAL PROFESSIONAL ASSISTANCE**

Abstract: Additional professional assistance is an auxiliary, but nevertheless important part of elementary school education. Each child with special needs requires their own approach (understanding, time). This is based on the interpersonal relationship with the expert providing the assistance. Something happened in this school year that we would have previously deemed completely impossible: remote learning. Teachers, pupils, and parents were faced with the challenge of how to best carry it out. This article presents the advantages and shortcomings that were determined during remote learning with two pupils to whom I usually provide additional professional assistance at school. One has been classified as a student with deficiencies in certain learning areas, while the other also exhibits an autistic spectrum disorder in addition to the deficiencies in certain learning areas. The experiences differed widely with each student, although both struggled substantially in the beginning, as nothing can completely replace in-person contact. The lacking knowledge of IC technology also presented quite an obstacle; however, we were all able to deepen our understanding of it. After the initial hardship, one of the pupils completely accepted the remote learning and would have preferred to complete his education remotely, while the other pupil was unable to become comfortable with remote learning. Schools finally opening represented a kind of salvation from his everyday life at home. This is greatly affected by the socioeconomic status of a family, familial relationships, and the role the family ascribes to school. School undoubtedly plays a major role in both education as well as in personal growth and development. The relationship between the pupil and the professional offering assistance must be based on mutual respect and understanding of the needs of the pupil's learning difficulties, as negative past experience regarding these can lead them to become more vulnerable and suffer from low self-esteem. It is important to instill in the pupil a sense of worth and significance and to believe this assistance will enable them to succeed despite their problems. The quality of our relationship was improved after this experience.

Key Words: school, pupils, learning difficulties, remote learning, additional professional assistance



## IZVAJANJE UR DODATNE STROKOVNE POMOČI IN PODALJŠANEGA BIVANJA V ČASU PANDEMIJE

Povzetek: Izobraževanje na daljavo v času pandemije je bil poseben izziv v moji izobraževalni praksi. V tem sem se znašla kot učiteljica dodatne strokovne pomoči za učence s posebnimi potrebami in učiteljica v podaljšanem bivanju. Že samo opravljanje zadolžitev pouka je bila za učence večja obremenitev kot običajno izobraževanje. Zato je bil cilj mojih ur predvsem razbremenitev učencev. Prve tedne sem še iskala najbolj optimalen način za izvedbo ur.

Učencem podaljšanega bivanja sem v spletni učilnici podaljšanega bivanja objavljala ideje za preživljanje prostega časa. Tako so se lahko razbremenili po opravljenih šolskih dejavnostih in bili hkrati usmerjeni v kvalitetno preživljanje prostega časa. Učenci so se za uporabo idej odločali prostovoljno glede na svoje interese. Poslane fotografije izdelkov na e-pošto po bile znak, da gre delo v pravo smer.

Za učence s posebnimi potrebami pa sem po dveh tednih začela dodatno strokovno pomoč izvajati z videoklici preko aplikacij Meet, Hangouts ali Zoom. Za razlago in pisanje sem izdelala improvizirano tablo. Predhodno sem v spletnih učilnicah pregledala vsebine pouka in se glede na učenčeve primanjkljaje odločila, katere bom uporabila za odpravljanje primanjkljajev. Učencu sem preko klepetov v aplikaciji Hangouts sporočila, kaj bova delala pri uri, da si je pripravil pripomočke za delo. Če je bil učencev primanjkljaj s področja izražanja, so bile ure namenjene tudi pripravi govornega nastopa. Za uspešno izvedbo ur je bilo potrebne veliko organizacije, sodelovanja in komunikacije s starši, učitelji, svetovalno službo in ravnateljico. Ker pri uri nisem imela neposrednega stika z učencem, sem bila večkrat v dilemi o primernosti tempa ure ali učenčevega razumevanja, tako da sem s podvprašanji to preverjala pri učencu. Nemoteno izvedbo ur so ovirale različne težave (vzpostavlanje zveze, odsotnost slike ali zvoka, pomanjkanje tehnološkega znanja), zato je bilo v eni uri narejeno manj kot v običajnem izobraževanju. Težavne razmere tega izobraževanja so zmanjšale uspešnost ur v smislu kvalitete znanja, vendar so dosegle vrhunec v vztrajnosti, zadovoljstvu in nasmeških učencev, v izrečenih besedah zahvale, da so zmogli opraviti šolske obveznosti v času pandemije.

Ključne besede: obremenjenost, ideje za prosti čas, videoklici, vztrajnost, medgeneracijska pomoč

## IMPLEMENTATION OF ADDITIONAL PROFESSIONAL SUPPORT AND EXTENDED STAY CLASSES DURING THE PANDEMIC

Abstract: Remote education during the pandemic was a great challenge for me as a teacher as well as for my students who found themselves in a new situation, which was more difficult for them than regular school. At the beginning, my primary aim was to help them feel less stressed and overloaded. For the first few weeks, I was still trying to find the most optimal way to perform my lessons.

I published ideas for leisure in the extended stay classroom. Thus, the students were able to relax after school activities and at the same time focus on quality leisure time. They made voluntary decisions to use the ideas according to their own interests. Sent photos of their products on my email were a sign that the work was going in the right direction.

After two weeks I started teaching my students with special needs as well. I used Hangouts, and I made video calls on Meet and Zoom. I had an improvised board for writing and explaining. Before each lesson, I studied the contents in online classrooms to decide what exactly to cover in a particular lesson. On Hangouts I first told each student what we were going to study, so they could prepare all the necessary things. In case a student had problems with literacy, we spent the lessons preparing for oral presentations.

Remote teaching required a lot of organisation, cooperation and communication with the parents, other teachers, school counsellor and the headteacher. Since I was not in a direct contact with my students, I was sometimes not sure about the appropriate pace of the lesson, and I spent more time checking students' understanding. Some lessons were also hampered by various technical problems (establishing connection, absence of sound or image, lack of technical knowledge), which was another reason why we did not cover as much as in face-to-face lessons. However, I think the students' smiles, gratitude and satisfaction that they had managed to complete their school commitments during the pandemic outweighed the fact that we probably did not reach the same knowledge standards as in regular lessons.

Key Words: overload, leisure activities, video calls, perseverance, intergenerational assistance

## **IZZIVI IZVAJANJA DODATNE STROKOVNE POMOČI V ČASU EPIDEMIJE**

V sam proces pouka na daljavo smo učitelji vstopili nepripravljeni in si po dobrih 14 dneh uspeli postaviti svoje okvirje, načine dela, sodelovanje s starši in učitelji. Samo delo specialnih pedagogov je bilo težko, veliko je bilo usklajevanja, dodatnega dela. Način dela, ki so ga izvajali razredni in predmetni učitelji, učencem z dodatno strokovno pomočjo ni prišel v poštev. Z naše strani niso potrebovali dodatnih nalog in vaj, ampak konkretno razlago, prikaz postopkov, uporabo novih strategij, nenazadnje tudi pogovor. Sama sem vzpostavila tedenska Skype srečanja z učenci ter spletno učilnico, ki je bila razdeljena na štiri sklope: šolsko področje, pripomočki in pomagala, področje za krepljenje primanjkljajev in socialno-čustveno področje. Vsem štirim področjem so se tedensko dodajali dokumenti glede na potrebe in želje učencev. Pri sklopih šolsko področje ter pripomočki in pomagala se je spremljala učna snov pri glavnih predmetih ter v višjih razredih tudi kemija, fizika, biologija. Glede na učno snov in poznavanje primanjkljajev posameznih učencev sem vsak teden naredila nove izročke, kartončke, preglednice, miselne vzorce. To jim je bilo v pomoč pri samostojnem delu in učenju. Pri sklopu področje za krepljenje primanjkljajev sem tedensko naložila dokument z naslovom »Razmigajmo možgane«. Vključila sem različne naloge, s katerimi so učenci lahko krepili področja: pozornost in koncentracijo, branje z razumevanjem, samostojno pisanje in pravopis, spomin, besedni zaklad, ustvarjalnost. Naloge so bile sestavljene tako, da so bile vizualno privlačne, zabavne, motivacijske. Ta sklop je bil za vse učence neobvezen, vendar njim najljubši. Pri sklopu socialno-čustveno področje se je tematika tedensko spreminjala, od samopodobe, zavedanja samega sebe, do čustev, jeze, strahov, želja. Pri delu smo bili uspešni, so se pa pokazali tudi minusi, ki potrebujejo našo pozornost: celodnevna dosegljivost, vlaganje prostega časa, (prepogosta) komunikacija s starši, vprašljiva kakovost znanja in samostojnega dela učencev.

Ključne besede: pouk na daljavo, učenci s posebnimi potrebami, dodatna strokovna pomoč, spletna učilnica

## **CHALLENGES OF IMPLEMENTING SPECIAL EDUCATION HELP DURING AN EPIDEMIC**

Abstract: Teachers entered the process of distance learning unprepared, and after 14 days we managed to set our own framework and teaching methods, cooperation with parents and other teachers. The work of special education teachers was difficult, there was a lot of coordination and extra work. Teaching methods and learning that were carried by class teachers weren't useful for students with special learning problems. They didn't need additional tasks and exercises from us, but specific explanation, demonstration of procedures, application of new strategies, a conversation. I set up weekly Skype meeting with my pupils and an online classroom, which was divided into four parts: school area, learning aids and tools area, deficit strengthening area and socio-emotional area. Documents were added weekly to all four areas according to the needs and wishes of the students. In the school area and in the learning aids and tools area, the matter was on main subjects (Math, English and Slovene), as well as Chemistry, Physics and Biology in the upper classes. Depending on the subject matter, knowledge and special needs of individual students, I made new weekly handouts, learning cards, spreadsheets. This helped them to work and learn independently. In the area of deficit strengthening, I uploaded a weekly document entitled as "Brainstorming". I included a variety of tasks that pupils were able to use to strengthen different areas: attention and concentration, reading comprehension, independent writing and spelling, memory, vocabulary, creativity. The tasks were made in such way that they were visually appealing, fun, motivating. This area with tasks was optional for all pupils, but as it turned out their favorite. In the socio-emotional area, the topics changed weekly, from self-image, self-awareness, to emotions, anger, fear, desires. We were all successful at the end, but there were also disadvantages that need our attention in the future: all-day availability, investment of our free time, (too frequent) communication with parents, questionable quality of knowledge and independent work of pupils.

Key Words: home learning, pupils with special needs, special education help, online classroom

## ŠOLANJE NA DALJAVO IZ RAZLIČNIH ZORNIH KOTOV

Povzetek: Epidemija je za večino družin terjala ogromno prilagajanja. Starši so prevzeli gospodinjstvo, vlogi vzgojiteljev in učiteljev ter opravljali obveznosti lastnega poklica. Vse sočasno in pod isto streho. V prispevku skozi oči starša dveh predšolskih otrok in šolarke ter obenem učiteljice za dodatno strokovno pomoč (DSP) obravnavam prednosti in slabosti šolanja na daljavo. Uspešnost šolanja je bila v tem času vse preveč odvisna od opremljenosti in angažiranosti staršev, na katerih je bilo veliko obveznosti in odgovornosti. Socialne razlike in razmere v družinah so bile očitnejše, socialna izolacija vseprisotna. Težavo so predstavljali predmeti, kjer so navodila in razlaga temeljili zgolj na pisnem gradivu. Vsaka situacija prinese tudi pozitivne spremembe. Tako je večina učencev in učiteljev poglobila znanje s področja informacijsko-komunikacijske tehnologije (IKT). Kot uspešno se je izkazalo multisenzorno podajanje snovi, prilagojeno različnim učnim stilom učencev (hkrati na uporaba videoposnetkov, pisnih navodil in razlag, slik, spodbujanje k praktičnemu raziskovanju), reden neposreden stik ob videokonferencah, količinsko zmanjšanje snovi (manj kopičenja podatkov) povezovanje različnih predmetnih področij, zagotavljanje IKT pripomočkov učencem ter prerazporeditev vlog nekaterih učiteljev. Spremembe so učitelje spodbudile k večji metodični inovativnosti. Učencem s težavami v socialni integraciji je karantena predstavljala odsotnost obremenjujočih situacij. Učenci so urnik in način šolskega dela prilagodili lastnim potrebam in trenutnemu počutju. DSP je bila najučinkovitejša ob neposrednem izvajanju ur preko videopovezave, ki omogoča vsaj nekaj nujno potrebnega socialnega kontakta. Korekcija primanjkljajev je v tem času učencem večinoma predstavljala dodatno obremenitev. Ure so bile tako večinoma usmerjene v prilagajanje in razlago učne snovi, v čustveno podporo učencem: spremljanje počutja, usmerjanje k samozavedanju in pozitivnem razmišljanju ter v pomoč in podporo staršem.

Ključne besede: šolanje na daljavo, dodatna strokovna pomoč, učenci s posebnimi potrebami, vloga staršev, metodična inovativnost.

## ONLINE SCHOOL FROM DIFFERENT PERSPECTIVES

Abstract: The epidemic has required enormous adjustments for most families. Parents took on housework, the role of educators and teachers, and performed the duties of their own profession. All at the same time in the same house. In this article, I discuss the advantages and disadvantages of online school through the eyes of a parent of two preschool children and a schoolchild, as well as a remediation teacher. The success of schooling at that time was all too dependent on the knowledge and commitment of the parents, on whom there were many obligations and responsibilities. Social disparities and conditions in families were more obvious, social isolation ever-present. The problem was posed by subjects where instructions and explanations were based solely on written material. Every situation also brings positive changes. Thus, most students and teachers deepened their knowledge in the field of information and communication technology (ICT). Multisensory presentation of material adapted to different learning styles of students (simultaneous use of videos, written instructions and explanations, pictures, encouragement to practical research), regular direct contact during videoconferencing, quantitative reduction of material (less accumulation of data) linking different subject areas proved to be successful, providing ICT equipment to students and redistributing the roles of some teachers. The changes have encouraged teachers to be more methodologically innovative. For students with difficulties in social integration, quarantine represented the absence of burdensome situations. The students adjusted the schedule and the way of school work to their own needs and current well-being. Special educational support was most effective when conducting hours directly via a video link that provides at least some much-needed social contact. Correction of deficits during this time was mostly an additional burden for students. The classes were thus mostly focused on adapting and explaining the learning material, on emotional support for students: monitoring their well-being, focusing on self-awareness and positive thinking, and on helping and supporting parents.

Key Words: online school, special educational support, students with special needs, the role of parents, methodological innovation.

## **IZKUŠNJE PRI IZOBRAŽEVANJU NA DALJAVO 2. RAZREDA V ČASU EPIDEMIJE**

Povzetek: V tem šolskem letu so bili na naši šoli štiri oddelki 2. razreda. Tudi v času izobraževanja na daljavo sem s kolegicami timsko načrtovala. Navodila za delo so bila objavljena tedensko, sprva na spletni strani naše šole, kasneje na Padlet-u. Staršem smo poskušale olajšati delo z videoposnetki. Učencem je bilo ponujeno tudi dodatno delo, predvsem pri matematiki in slovenščini. Starši tujci in njihovi otroci so težje razumeli navodila, zato sem jih večkrat poklicala po telefonu. Opravljene naloge so starši pošiljali dnevno ali enkrat tedensko. Naloge sem sprotno pregledovala in pošiljala odgovore ter morebitne popravke. Uporabljala sem različne komunikacijske kanale (G-mail, WeTransfer, SMS, MMS, Zoom, Viber). Pri delu sem se povezala z romsko pomočnico in s šolsko svetovalno službo, ta pa z delavko iz CSD-ja. Obe sta pomagali prinesiti naloge do učenca, ki ni imel računalnika. Načrtovanje za delo je zahtevalo veliko usklajevanja v timu, vsakodnevnega skupnega načrtovanja, razdeljevanja nalog v timu, iskanja idej na internetu, pregledovanja gradiv in interaktivnih vsebin. Moj delovnik je potekal skozi celoten dan, saj se je šolsko delo prepletalo z obveznostmi doma. Vsak teden sem se izobraževala prek spletnih seminarjev na temo spoznavanja orodij za delo na daljavo. Odzivi staršev so bili različni. Mnogi so bili v službah, nekateri so delali od doma, prav vsi pa so bili veseli, da so se otroci lahko zopet vrnili v šolske klopi, čeprav jih je hkrati spremljala zaskrbljenost za zdravje otrok. Delo od doma je bilo naporno, še posebej v družinah z več šoloobveznimi otroki. Proti koncu epidemije je padala motivacija za delo. Izvedeni so bili štiri dnevi dejavnosti. To je bila razvedritev in z veseljem so pošiljali tudi videoposnetke izvedbe nalog. Zelo so pogrešali stike z vrstniki, zato sem organizirala dve srečanju prek Zoom-a. Po vrnitvi v šolske klopi smo snov ponavljali in ocenjevali znanje. Največji primanjkljaji v znanju so bili pri zapisovanju s pisanimi črkami, branju ter seštevanju in odštevanju do 100. Pozitivne posledice: samostojnost učencev, iznajdljivost in prilagodljivost vseh nas.

Ključne besede: izobraževanje na daljavo, 2. razred, izkušnje

## **EXPERIENCES IN A PERIOD OF REMOTE EDUCATION OF THE 2ND CLASS DUE TO EPIDEMIC**

Abstract: In this school year our school had four divisions of the 2nd class. Also in a period of remote education I was engaged in team planning together with my colleagues. Instructions for work were published weekly, initially on the web page of our school, later on Padlet. We tried to make parents' job easier with video shots. Pupils were offered also additional work, especially in mathematics and Slovene language. Parents foreigners and their children had more problems with understanding instructions, and therefore I called them several times by phone. Parents sent completed tasks daily or weekly. I regularly reviewed tasks and returned feedback and potential corrections. I used various communication channels (G-mail, WeTransfer, SMS, MMS, Zoom, Viber). I contacted Rom assistant and school counseling service, while the latter contacted a worker of the local Social Work Centre. Both of them helped to bring tasks to a pupil without computer. Planning for work demanded much of team coordination, everyday joint planning, sharing tasks in a team, searching ideas on the Internet, reviewing materials and interactive contents. My working day took part during a whole day, because my school work intertwined with my home tasks. I weekly participated in webinars aimed to get acquainted with tools for remote teaching. Responses of parents were different. Many of them had regular jobs, some of them worked from home. However, all of them were happy when their children returned to school, although they were a little bit worried about their children health. Work from home was exhausting, above all in families with more school-age children. Motivation for work started to decrease toward the end of the epidemic. We performed four days of special activities. They served to relaxation of pupils who had fun sending also video shots of performing their tasks. Pupils missed a lot contacts to their peers, so I organised two meetings via Zoom. After their return to school we repeated subject matter and rated pupils' knowledge. The biggest knowledge gaps were uncovered in writing text with pen-written letters, reading, as well as addition and subtraction to 100. Positive effects: autonomy of pupils, inventiveness and adaptability of all of us.

Key Words: remote education, 2nd class, experiences

## **POUČEVANJE OTROK S POSEBNIMI POTREBAMI V ČASU EPIDEMIJE**

**Povzetek:** Življenje se nam je sredi marca 2020 v trenutku izjemno spremenilo. Zaradi epidemije so vzgojno-izobraževalne ustanove zaprle svoja vrata, učenci in učitelji pa smo se znašli v povsem novi situaciji – učenje oz. poučevanje na daljavo. S tem so se odprla številna vprašanja in negotovosti o vplivu teh sprememb na vzgojo in izobraževanje učencev. Otroke z motnjo pozornosti in hiperaktivnosti (ADHD), otroke s čustvenimi in vedenjskimi motnjami ter otroke z avtističnimi motnjami je sprememba dnevne rutine še bolj prizadela kot ostale. Veliko težje so se prilagodili na zmanjšan in zaprt življenjski prostor v stanovanju, katerega so imeli na razpolago v času izolacije. Različni strokovnjaki opozarjajo, da lahko situacije, kot je epidemija, v kateri je prisotna negotovost, sprožijo tesnobo, tako pri odraslih kot pri otrocih, več težav v duševnem zdravju, občutenje anksioznosti, psihične razdražljivosti ipd. (gl. Ključne informacije... 2020). Hkrati lahko pričakujemo več stisk, ki bodo posledica že sicer skrhanih odnosov v družinah, povečane brezposelnosti staršev itd. Ob odprtju šole smo po poročanju učencev ugotovili, da so se med epidemijo počutili utesnjene, pogrešali so socialne stike in druženje s prijatelji. Večkrat so občutili krivico in jezo, zaradi omejevanja svobode, prenapornih šolskih obveznosti, občutka, da so prepuščeni sami sebi itd. Po poročanju staršev so to svojo negativno energijo pogosto, z verbalnim in fizičnim nasiljem, projecirali na starše, kateri so imeli na svojih ramenih veliko breme. Velika težava, s katero se bomo morali še soočiti je »zasedenost« otrok. Veliko učencev se je v času epidemije občutno premalo gibalo, kar se že odraža v povečani telesni teži in slabši telesni pripravljenosti, kar vodi do nizke samopodobe. Kakšne pozitivne in negativne posledice ter vpliv na vzgojo, izobraževanje in psihično stanje učencev je pustilo izobraževanje na daljavo, bomo zagotovo bolje spoznali v jeseni, ko se bodo učenci znova vrnili v šolske klopi.

**Ključne besede:** otroci s posebnimi potrebami, epidemija SARS-CoV-2, poučevanje na daljavo, negativne posledice, pozitivne posledice.

## **TEACHING CHILDREN WITH SPECIAL NEEDS DURING AN EPIDEMIC**

**Abstract:** In the middle of March 2020, our lives changed tremendously in an instant. Due to the epidemic, educational institutions closed their doors, and students and teachers found themselves in a completely new situation - learning or distance learning. This has opened up many questions and uncertainties about the impact of these changes on the upbringing and education of students. Children with Attention Deficit Hyperactivity Disorder (ADHD), children with emotional and behavioral disorders, and children with autistic disorders were even more affected by the change in daily routine than others. It was much more difficult for them to adapt to the reduced and enclosed living space in the apartment, which they had at their disposal during the isolation. Various experts warn that situations such as an epidemic in which uncertainty is present can trigger anxiety, both in adults and children, more mental health problems, feelings of anxiety, mental irritability, and so on. (see Key Information... 2020). At the same time, we can expect more hardships, which will be the result of already broken relationships in families, increased parental unemployment (see How to talk to children... 2019). At the opening of the school, according to the students, we found that during the epidemic they felt cramped, they missed social contacts and socializing with friends. Many times they felt injustice and anger, due to restriction of freedom, overworked school obligations, feeling left to themselves, and so on. According to the parents, they often projected their negative energy, with verbal and physical violence, onto the parents, who had a heavy burden on their shoulders. The big problem we will have to face is the "busyness" of children. Many students did not exercise much during the epidemic, which is already reflected in increased body weight and poorer physical fitness, which leads to low self-esteem. What positive and negative consequences and the impact on the upbringing, education and mental state of students left by distance education, we will certainly get to know better in the fall, when students will return to school.

**Key Words:** children with special needs, SARS-CoV-2 epidemic, distance learning, negative consequences, positive consequences.



## DOPISOVANJE S ČETRTOŠOLCI V ČASU EPIDEMIJE

Povzetek: V času razglašene epidemije je bilo izredno pomembno, da s svojimi šestindvajsetimi četrtošolci ohranjam čim boljši stik. V predavanju prikazujem lastna navodila za šolsko delo in elektronsko dopisovanje z učenci. Z otroki, ki so potrebovali še tesnejši stik, sem govorila tudi po telefonu ali preko individualnih videokonferenc. Vsakemu otroku posebej sem pisala pisma s popravki njihovih nalog. Navezovala sem se ne le na učno snov, ampak tudi na druge - bolj osebne vidike. Učence sem spraševala, kako se počutijo, kako poteka njihovo šolsko delo in tudi, kaj drugega še počnejo. Osredotočala sem se na njihova močna področja in jih bodrila. Pri načrtovanju dejavnosti sem uporabljala tako lastne zamisli kot tudi ideje sodelavcev, ko so jih nesebično delili preko svetovnega spleta. Učence sem spodbujala k reševanju različnih vrst nalog, pri čemer sem iskala možnosti učenja, ki so jih imeli doma in v okolici, in k izražanju ustvarjalnosti. »Raziskave kažejo, da 94% mladih ocenjuje, da je najpomembnejši v njihovem življenju dosežek. Ustvarjalnost pa je ključna veščina, ki je potrebna za dosežek.«\* Kreativnosti se po mnenju dr. Edwarda de Bona, svetovnega misleca, razmišljevalca in učitelja razmišljanja, lahko priučimo. Dopisovanju sem vedno dodala ščepec humorja, ki je v težkih situacijah zelo dobrodošel. »Humor nakazuje asimetrične vzorce. To pomeni, da pot od A do B ni ista kot pot od B do A ... Možnosti so ključ do ustvarjalnosti.«\* Izredno sem bila vesela, ko so mi učenci začeli odgovarjati sami – brez pomoči staršev, zelo pa sem se razveselila njihovih ustvarjalnih idej. Moji izzivi dela na daljavo so se kazali v nenehnem iskanju možnosti za pedagoško delo, učenju novih spretnosti, snemanju kratkih filmčkov, vsakodnevnem povezovanju preko videokonferenc, komunikaciji s starši, posebno skrb pa sem namenila otrokom s posebnimi potrebami. Vse to in še marsikaj drugega, s čimer sem se spopadala pri poučevanju na daljavo, je na meni pustilo sledi in vzbudilo osebnostno rast.

Ključne besede: poučevanje na daljavo, dopisovanje v času epidemije, navodila za šolsko delo, ustvarjalnost, razmišljanje.

Literetura

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## CORRESPONDENCE DURING THE COVID- 19 PANDEMIC

Abstract: At the time of the epidemic it was extremely important that I as a teacher maintain the best possible contact with my 26 fourth-grade students. In this particular lecture I present my own instructions for school work and the electronic correspondence during distant teaching and learning. To the students who needed an even closer contact I spoke to over the phone or through individual videoconferences. I wrote letters to each student individually and sent corrections to their assignments. In letters I addressed not only the subject matter, but also the student's other, more personal aspects. I asked the students how they were feeling, how their work was going and what else they were doing at home. I focused on their strengths and encouraged their progress. As well as using my own ideas, the selflessly shared ideas of my colleagues on the World Wide Web came very much in handy and were greatly appreciated while I was planning the activities. I encouraged students to solve different types of tasks, to try to find learning opportunities at home and in their surroundings, and allow their creativity to surface. According to dr. Edward de Bono "Research shows that 94% of young people believe that the most important thing in their lives is achievement". Creativity is a key skill/ component that is necessary for successful goal achievement."\*, as put by a globally renowned educator and teacher of thinking. As I was giving feedback to my students, I always added a pinch of humor, which turned out to be very beneficial in difficult situations. "Humor suggests asymmetrical patterns". This means that the path from A to B is not the same as the path from B to A... Possibilities are the key to creativity. "\* I was extremely happy when students answered my e-mails on their own - without the help of their parents, and I was very proud when they shared their own ideas. The biggest challenges of remote teaching were the constant search for opportunities in pedagogical work, learning new IKT skills, making short films, connecting daily via videoconferencing, communication with parents, as well as paying special attention to children with special needs. All of the challenges of remote teaching have made an important impact on my life and have contributed greatly to my professional and personal growth.

Key Words: distance / remote teaching, correspondence / feedback during the pandemic, instructions for school work, creativity, thinking.



## OTROCI S POSEBNIMI POTREBAMI IN ŠOLANJE NA DALJAVO

Povzetek: Šolanje na daljavo, ki smo ga izkusili v spomladanskih mesecih, je bilo za učence s posebnimi potrebami še posebej zahtevno. Učenje v razmerah, ki so zelo drugačne od tistih, na katere so navajeni, je marsikaterega učenca spravilo v stisko, tudi če nima posebnih potreb. Samostojno seznanjanje z učno snovjo doma, brez posebne razlage in prilagoditev, je predstavljalo težko premostljivo oviro. Spet drugi učenci, predvsem tisti, ki so občutljivi na hrup in preobilje senzornih dražljajev, imajo motnje pozornosti ali ADHD ter učenci z motnjami avtističnega spektra, pa so v umirjenih razmerah doma morda funkcionirali celo bolj uspešno kot v šolskem okolju. Seveda le v primeru, da so imeli doma tudi starše, ki so jim lahko pomagali in jih usmerjali. Področja, ki sem jih kot učiteljica dodatne strokovne pomoči pokrivala, so zajemala neposredno delo z učenci, veliko sodelovanja s starši in sodelovanje z drugimi strokovnimi delavci. Veliko časa sem namenila načrtovanju svojega dela, saj je to zahteval prenos informacij na popolnoma nov način. Izzivi, s katerimi sem se srečevala, so bili raznoliki: tehnološki (znanje uporabe elektronskih medijev, programov in aplikacij), pouk (načrtovanje dela z vsakim učencem, podajanje snovi in dodatna razlaga, usmerjanje pozornosti pri učencih), stiske staršev (komunikacija glede načrtovanja, šolske snovi in vedenjskih težav, s katerimi so se srečevali, ter seveda njihovih lastnih stisk) in usklajevanje dela s potrebami lastne šoloobvezne hčerke. Vendar je bilo to obdobje polno tudi pozitivnih izkušenj, ki sem jih opažala sproti in ob zaključku šolanja na daljavo. Odnosi med mano in tistimi učenci, s katerimi sem sodelovala na dnevni ravni, so se poglobili (spoznala sem jih bolj celostno, po drugi strani so tudi oni mene spoznali na drugačen način). S starši, s katerimi sem pogosto komunicirala, smo odnose vzpostavili na popolnoma drugačni ravni, mnogo bolj osebno in povezano v skrbi za otroka. Vsi smo spoznali, kako pomembni so odnosi, komunikacija, druženje, sodelovanje in iskrena skrb drug za drugega. V svojem prispevku bom predstavila svoj način dela med šolanjem na daljavo, ovire, s katerimi sem se srečevala, in primere dobre prakse, ki so nastali ob tem. Izpostavila bom področja, ki so mi povzročala največ težav pri sodelovanju vseh, vključenih v proces. Za konec si želim kratke diskusije in izmenjave izkušenj, saj ima vsak učitelj drugačen način dela in metode. S pomočjo drugačnih, uspešnih pristopov lahko obogatimo in nadgradimo svoje delo, kar bo pripomoglo k večjemu zadovoljstvu vseh udeležencev v procesu šolanja, če bo to potekalo na običajen način ali v primeru, da bi naše delo ponovno potekalo na daljavo.

Ključne besede: otroci s posebnimi potrebami, učenje na daljavo, dodatna strokovna pomoč

## CHILDREN WITH SPECIAL NEEDS AND DISTANCE SCHOOLING

Abstract: Distance schooling, as we have all experienced in the spring months, was especially demanding for students with special needs. Learning in a very different situation as children are used to caused many anxieties even in children without special needs. Learning new content without extra explanation and adjustments sometimes represented obstacles, difficult to surpass. On the other hand, some students with noise and other sensory overload difficulties or those on the autism spectrum sometimes functioned much better in the relaxed and quiet space of their homes. But this was the case only if they had help and support from their parents.

In the time of distance schooling, I worked directly with my students, and to do that I needed to cooperate with parents and other teachers. The planning of my work took a lot of time since the transfer of information was different from what I was used to. There were different challenges I faced: technological (learning to use electronic media, programs and applications), teaching (I needed to plan my work with each student, to help them to concentrate and plan for themselves), helping the parents (planning, explaining the learning material and techniques, helping with their anxieties) and coordinating my work with the needs of my child at home. But distant schooling also gave plenty of positive experiences. I noticed the deepening of the relationships between my students and myself, I was given the opportunity of getting to know them in a completely different way than we had the opportunity in the school environment. And the relationships with the parents was also changed in a positive way, our cooperation became more personal and connected in our efforts to help the children. We all became much more aware of the importance of cooperation, communication and caring for each other. In my presentation, I will present my approach to distance schooling, the obstacles I was confronted with, and some successful practices I developed. In the end, I am looking forward to a short discussion and exchange of experience. The exchange of different, successful approaches can enrich and upgrade our work and leave all the participants of the schooling process much more satisfied – whether the schooling process in autumn will be usual or distant.

Key Words: children with special needs, distance schooling, additional professional support

## ŠOLANJE NA DALJAVO OTROK S POSEBNIMI POTREBAMI

Povzetek: Šolanje na daljavo se je začelo izvajati iz danes na jutri. Nekaterim dijakom s posebnimi potrebami je tak stil poučevanja ustrežal nekateri pa so se počutili izgubljeni. Prve težave so se pojavile pri vzpostavitvi stikov z vsemi dijaki. Nekateri se na začetku namerno niso odzivali, spet drugi pa se v spletnem prostoru niso znašli in so hitro obupali. Pri vzpostavitvi stikov je bilo potrebno največjo pozornost posvečati dijakom z avtističnimi motnjami in gluhim in naglušnim dijakom. Pri slednjih se je največja težava pokazala pri razumevanju navodil o uporabi spletnih orodij. Tako enim kot drugim smo pomagali tako, da smo jim z individualiziranim pristopom približali nov način poučevanja. Stremeli smo k uresničevanju cilja, da imajo dijaki enake možnosti in hkrati upoštevali različne potrebe dijakov. Pri posredovanju nove učne snovi in utrjevanju znanja smo preizkusili več načinov poučevanja. Prve dni oziroma tedne smo se vsi učili kako in na kakšen način bi najkvalitetneje izvedli šolanje na daljavo. Ker smo želeli omogočiti optimalen razvoj posameznega dijaka, smo snov posredovali na več načinov, odvisno od posameznikovega primanjkljaja. Dijaki so se težko sami lotili reševanja nalog, pogrešali so osebne stike, sprotno preverjanje reševanja nalog in predavanja v živo. Naštete težave smo poskušali omiliti tudi z vključevanjem staršev in skrbnikov. Tudi pri podajanju nove učne snovi so najtežje sledili gluhi in naglušni učenci. Težave so se pojavile že pri razumevanju navodil s kratkimi stavki. Uspešnega posredovanja snovi brez pomoči tolmačev slovenskega znakovnega jezika ne bi mogli izvesti. Na koncu pa smo tudi pri preverjanju in ocenjevanju znanja naleteli na ovire. Ena izmed večjih ovir je bila ustrežna računalniška oprema posameznega dijaka in zagotavljanje pravičnosti pri ocenjevanju. Vprašanje, kako naj šolanje na daljavo v popolnosti nadomesti šolanja v razredu, ostaja. Zanima nas, kaj vse je še potrebno storiti, da bo šolanje na daljavo kvalitetnejše in dijakom prijaznejše.

Ključne besede: šolanje na daljavo, dijaki, posebne potrebe, posebnosti, individualizacija

## DISTANCE LEARNING FOR CHILDREN WITH SPECIAL NEEDS

Abstract: Distance learning has started over night. For some students with special needs, this teaching style suited them, while others felt lost. The first difficulties arose in establishing personal contact with all the students. Some deliberately did not respond at first, while others did not find themselves in the online space and quickly gave up. In establishing personal contact, the greatest attention had to be paid to students with autistic disorders and deaf and hard of hearing students. For the latter, the biggest difficulty has been in understanding the instructions for using online tools. We helped both of them by introducing them to a new way of teaching with an individualised approach. We strived to achieve the goal of having equal opportunities for all students and at the same time take into account the different needs of each student. We have tested several teaching methods in providing new learning material and consolidating knowledge. In the first days or better say weeks, we were all learning how and in what way should we perform distance learning in the best way. Because we wanted to enable the optimal development of an individual student, we provided the material in several ways, depending on the individual's deficit. It was difficult for the students to solve tasks on their own, they missed personal contacts, real-time checking of solving the tasks and live lectures. We tried to alleviate these problems by involving parents and guardians. Deaf and hard of hearing students also had the hardest time learning new teaching material. Difficulties have arisen early on in understanding instructions in short sentences. We would not be able to successfully deliver the material without the help of Slovene Sign Language interpreters. In the end, we also encountered obstacles in testing and assessing student's knowledge. One of the major obstacles was the appropriate or in appropriate computer equipment of the individual student and ensuring fairness in assessing each individual. The question of how distance learning should completely replace classroom education remains. We are interested in knowing what else needs to be done to make distance learning better and more student-friendly.

Key Words: distance learning, students, special needs, specificity, individualisation

## **PREDNOSTI IN SLABOSTI POUKA NA DALJAVO ZA UČENCE S SUT**

Povzetek: V času epidemije se je izkazalo, da ima šolanje na daljavo pozitivne in negativne plati. V tem prispevku se bomo temu posvetili predvsem z vidika učencev s specifičnimi učnimi težavami (SUT).

Nad- in povprečno uspešni učenci so tudi na daljavo delali s podobnim uspehom kot sicer, a to so učenci, ki si znajo organizirati urnik, ki nimajo učnih težav, so motivirani, samoiniciativni in ne potrebujejo posebne pomoči pri šolskem delu. Naš namen pa je izpostaviti učence z učnimi težavami, ki povzročajo učno neuspešnost učenca v primerjavi z večino njegovih vrstnikov. Delimo jih na splošne in na specifične; splošne so posledica pomanjkanja učne motivacije, drugojezičnosti, čustveno pogojenih težav, kulturne in ekonomske oviranosti, splošno upočasnjene razvoja ipd. - so posledica neugodnih vplivov okolja. Na drugi strani pa imamo specifične učne težave, ki imajo notranje vzroke, torej so nevrofiziološke narave. Delimo jih na tiste, ki vključujejo specifične primanjkljaje na ravni slušno-vizualnih procesov ter tiste, kjer so specifični primanjkljaji na ravni vizualno-motoričnih procesov. Ti učenci niso dobri v organizaciji in strukturiranju učnih zahtev, vsebin in nalog, imajo moten tempo učenja, vse jih zelo hitro zmoti, imajo težave pri osnovnih veščinah, pa tudi psiholoških procesih ter pri prostorski in časovni orientaciji. Pouk na daljavo je imel pozitivne plati za učence s SUT, saj jim je učitelj lažje prilagajal urnik, delil uro na dele in delal na druge načine, s čimer jim je prihranil zanje mučno pisanje. V slabih platih pa izstopajo komunikacija le prek ekranov, pomanjkanje osebnega stika ter nujna podpora doma. Pouk na daljavo je zelo specifična oblika dela in ni malo težav, ki se pojavljajo ob tem, a morali bomo razmisliti, kako reševati tiste, ki imajo velik vpliv na uspešnost učencev s SUT.

Ključne besede: pouk na daljavo, specifične učne težave (SUT), specifični primanjkljaji, splošne učne težave, učenci s SUT

## **ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING FOR SPLD PUPILS**

Abstract: During the epidemic distance learning turned out to have positive and negative sides. In this paper the focus will be put on teaching pupils with specific learning difficulties (SpLD). Gifted and average pupils were able to work on distance with similar success as usual, but we have to be aware that these pupils know how to organize, they have no learning difficulties, are motivated, self-initiative and usually do not need help with school work. Our aim is to point out pupils with learning difficulties – those cause their inability to succeed in terms of learning in comparison to most of their peers. Learning difficulties can be divided into general and specific. The general ones are connected to a lack of motivation, bilingualism, emotionally conditioned problems, cultural and economic handicaps, etc. – so they stem from adverse environmental effects. The other ones are specific learning difficulties - they are of neuro-physiological origin. We can divide them into those that include specific deficits at the level of auditory-visual processes and those with specific deficits at the level of visual-motoric processes. SpLD pupils have poor skills at organising and structuring learning requirements, content and tasks, have an unstable pace of learning, are quickly distracted and have problems with basic skills as well as with psychological processes, spatial and temporal orientation. Distance learning had some positive sides for SpLD pupils, as it was easier for the teacher to adjust the schedule and divide lessons into parts, could work on different ways, preventing them from strenuous writing. If we look at the negative sides, some things stand out, such as screen-only communication, a lack of personal contact and necessary parental support.

Distance learning is a very specific way of work and alongside with it many problems arise. Thus, we will have to consider how to solve those that have a big impact on the performance of pupils with SpLD.

Key Words: distance learning, specific learning difficulties (SpLD), specific deficits, general, learning difficulties, SpLD pupils

## NOV IZZIV ZA OTROKE Z LAŽJO MOTNJO V DUŠEVNEM RAZVOJU - POUK NA DALJAVO

Povzetek: Kot specialna pedagoginja na osnovni šoli s prilagojenim programom, poučujem otroke z lažjo motnjo v duševnem razvoju. V minulem šolskem letu sem učence kombiniranega oddelka 4. in 5. razreda poučevala slovenščino, matematiko in glasbo. Učence v 6., 7., 8. in 9. razredu pa sem učila slovenščino.

Napoved epidemije je pomenila velik izziv za vse deležnike v našem sistemu: učence, starše in strokovne delavce. Kljub temu, da smo učencem priskrbeli računalnike in internetno povezavo, je bilo ogromno težav, saj so otroci slabše pismeni, težje razumejo navodila, slaba je njihova pozornost. Žal so taki tudi mnogi starši.

Menim, da naši učenci potrebujejo osebni stik in takojšnjo povratno informacijo, zato pouk na daljavo ni najboljša izbira. Izpostavila pa sem nekaj stvari, ki so se izkazale kot dobre.

1. Individualen pristop, delo v majhnih skupinah.
2. Otrokom ogromno pomeni, če v predstavitvi slišijo moj glas, oz. me vidijo. »Domači« posnetki so jih naučili bistveno več, kot »izposojeni«.
3. Ponavadi didaktične pripomočke za učenje matematike naredim sama, tokrat pa so jih delali učenci in posledično so jih tudi raje uporabljali (izdelki so se upoštevali pri tehniki in tehnologiji). Končno smo učitelji medpredmetno povezovanje uporabili v praksi.
4. Formativno spremljanje in vrednotenje so učenci že poznali, zato sem z njim nadaljevala tudi pri pouku na daljavo. Metoda se je pokazala za dobro le za slabo tretjino učencev.
5. Vsak teden se izvede en dan dejavnosti.
6. Moj urnik je od 8.00 do 15. 30.

V novem šolskem letu, bomo učence najprej naučili uporabljati aplikacije preko telefona in računalnika, ki se jih bomo poslužili, ob morebitni ponovitvi situacije. Del ur pouka bomo izvedli tako, da bodo učenci uporabili pripomočke, kot bi jih, če bi imeli pouk na daljavo.

Ključne besede: otroci z lažjo motnjo v duševnem razvoju, pouk na daljavo, novi pristopi

## A NEW CHALLENGE FOR CHILDREN WITH MILD DISORDER IN PSYCHOLOGICAL DEVELOPMENT – DISTANCE EDUCATION

Abstract: As a special education teacher at primary school with lower educational standard, I teach children with mild disorder in psychological development. In previous school year I taught slovene, math and music in section combined from 4th and 5th grade. In 6., 7., 8., and 9. grade I was teaching slovene.

Start of epidemic was representing a big challenge for every member of our system: teachers, parents and professional workers. Even though we provided children with computers and internet connection, there were a lot of difficulties, because the children are less literate, worse at following the instructions and have poor attention. Sadly, parents are often on a very similar level as their kids.

In my opinion, our pupils need personal contact and instant feedback and that is why distance education is not the right choice for them. I pointed out a few things, that turned out as good practice:

1. Individual approach, work in small groups
2. Seeing me or hearing my voice means a lot to pupils. »Homemade« recordings turned out to be much more effective compared with »borrowed« ones.
3. I usually make didactic aid for teaching mathematics myself, but during the pandemic children made their own. Because of that they preferred to use them (product of their work was graded at subject technology and technology). Cross-curricular integration was finally being put into practice among teachers.
4. Formative monitoring and evaluation were already well known among pupils, that is why I continued using them at distance education. Method proved itself as a good one for only one third of the pupils.
5. One day of activity is being performed every week.
6. My schedule lasts from 8.00 to 15.30

In the coming school year, we will first teach our pupils how to use mobile and computer apps that we will use in case of a possible repetition of the situation. In part of the lessons, children will use aid as they would, if they had distance education.

Key Words: Children with mild disorder in psychological development, distance education, new approaches

## DELO NA DALJAVO PRI UČENCIH Z UČNIMI TEŽAVAMI

Povzetek: Učenci z učnimi težavami imajo običajno večje težave pri učenju kot njihovi vrstniki. Zato je toliko bolj pomembno učiteljevo zaznavanje teh učencev in upoštevanje prilagoditev pri pouku. Delo na daljavo je postavilo učitelja še pred odgovornejšo nalogo. Zavedati se je moral, da si ti učenci težje organizirajo delo, da so velikokrat počasnejši, slabše motivirani, težje spremljajo svoje delo in se pogosto srečujejo s strahom pred neuspehom. Zaupen in iskren pogovor o tem, kako zmorejo opravljati šolske obveznosti v času dela na daljavo, je bilo lažje razviti v manjših skupinah. Temu sem namenila razredne ure le s tremi ali štirimi učenci in ne samo s celotnim razredom. Pri pouku sem učencem z učnimi težavami prilagajala snov količinsko in metodološko. Učno gradivo je bilo v večji meri multisenzorno oblikovano, torej je spodbujalo razumevanje in ohranjalo pozornost. Navodila so bila jasna, kratka in postopna. Pri izvajanju individualnih ur DSP je pomemben tudi stik s starši otroka in dogovor o načinu izvajanju ur DSP (zoom, skype ...), skupna določitev dneva in ure. Potek ure je temeljil na začetni motivaciji (igra spomin v smart programu, odkrivanje polj s slikami, iskanje vsiljivca, semafor), s čimer vplivamo na čustva in kreativnost otroka. Pri spoznavanju nove učne snovi sem vključevala že osvojeno učencevo znanje in veliko ustreznega slikovnega gradiva, ki omogoča spominsko učenje. Daljše književno besedilo sem razdelila na več krajših delov, katerim so sledila vprašanja in aktivnosti. Vsa gradiva sem projecirala učencu in jih na koncu izvedene ure DSP poslala tudi staršem kot pomoč pri učenju ali dopolnjevanju zapisa v zvezek. Učenci z učnimi težavami, ki so imeli pri organizaciji učenja na daljavo tako podporo staršev kot tudi ure DSP, so zelo uspešno osvajali učno snov; vsi tisti, ki jim zmanjšujejo koncentracijo razni moteči dejavniki v razredu, pa pogosto uspešneje, kot če bi prisostvovali pouku v šoli.

Ključne besede: učenci z učnimi težavami, razredna ura, prilagoditve učne snovi, ure DSP, stik s starši, učni uspeh

## DISTANCE WORK FOR STUDENTS WITH LEARNING DIFFICULTIES

Abstract: Students with learning difficulties tend to have greater learning problems than their peers. Therefore, it is highly important for the teacher to perceive these students and to consider adjustments in the classroom. Distance work put the teacher in front of an even more responsible task. He had to be aware that these students find it harder to organize their work, are often slower, less motivated, find it harder to monitor their work and often face the fear of failure. Confidential and honest conversation about how they are able to perform school obligations during distance learning was easier to develop in smaller groups. That is why, I devoted class hours with only three or four students and not the whole class. I adapted the material quantitatively and methodologically for students with learning difficulties. The teaching material was largely multisensory, thus it encouraged understanding and maintaining attention. The instructions were clear, concise and gradual. When performing individual APH lessons, it is also important to contact student's parents and agree on how to perform APH lessons (zoom, skype...), as well as joint determination of the day and time. The lesson was based on the initial motivation (playing memory in a smart program, discovering picture fields, finding an intruder, a traffic light), thus influencing the student's emotions and creativity. When learning about the new subject matter, I included student's already acquired knowledge and a lot of relevant graphics which enabled memory learning. I divided a longer literary text into several shorter parts, followed by questions and activities. I projected all the materials to the student and sent them to the parents at the end of the APH lesson as an aid for learning or supplementing the notes in the notebook. Students with learning difficulties who had both parental support and APH lessons mastered the subject matter very successfully. Those whose concentration is reduced by various distractions in the classroom are often more successful in distance learning than attending lessons at school.

Key Words: students with learning difficulties, class hour, learning material adjustments, additional professional help (APH) lessons, contact with parents, learning success



## SODELOVANJE S STARŠI IN OCENJEVANJE ZNANJA V ČASU EPIDEMIJE

Povzetek: Sodelovanje s starši je bilo pri mojem delu predvsem v času epidemije zelo pomembno. Kot razredničarka sem se s starši najprej pogovorila o razpoložljivi računalniški opremi, internetni povezavi, njihovi pripravljenosti za komuniciranje preko telefona in spleta, o časovnih terminih... Po uvodnih zagatah, pa so mi njihove povratne informacije predstavljale izhodišče načrtovanja pouka na daljavo. Starši so postali učitelji, sama pa sem hodila na redne govorilne ure. Starši so z učenci zelo različno organizirali in izvajali pouk na domu. Nekateri so otrokom naloge in povzetke razlag pri določenih predmetih kopirali in prilepili v zvezek. Določeni, ki so bili doma, so otroke poskušali že v prvem tednu računalniško opismeniti do takšne mere, da so lahko bolj samostojno opravljali svoje zadolžitve. Na drugi strani pa sem imela nekaj staršev, katerim je ta način dela povzročal veliko preglavic, skrbi, stresa, jeze in obupa. Hoteli so učno pomagati, vendar niso znali kako. Ker sem težavo hitro zaznala, sem s temi starši, predvsem s tremi učenci, vsakodnevno komunicirala preko telefona. Imela pa sem tudi učenca, ki je dejal, da ima sedaj počitnice in ne rabi nič delati. Njegova mama je nujno potrebovala Velikega pomena so mi bile povratne informacije staršev, ki so mi jih dnevno posredovali v obliki narejenih nalog otrok, fotografij, poslikanih izdelkov, kratkih domačih filmčkov, različnih Powerpoint predstavitev... Starši so bili z učenci izredno inovativni in so jih učili uporabe različnih komunikacijskih orodij. Bistvenega pomena pa mi je bil podatek, če razlago učenci razumejo, ali je nalog preveč, ali so učenci preobremenjeni, ali lahko opravijo naloge dokaj samostojno... Skratka, želela sem povratne informacije, da bi lažje načrtovala delo za učence. Informacije, ki sem jih dobila so se mi zdele iskrene in so mi veliko pomenile. Velik izziv pa mi je bilo ocenjevanje znanja učencev. Iskala sem načine, kako oceniti znanje učencev, da bodo tako pridobljene ocene pokazale njihovo realno znanje. Ocenjevanje tretješolcev je potekalo gladko, brez pripomb, ker so bili tudi starši vpeti v njega. Starši so bili pozitivno naravnani, seznanjeni z načinom in kriteriji ocenjevanja in so imeli možnost vplivanja na način in potek ocenjevanja. Vsi smo bili vrženi v epidemijo, vsi smo plavali. Sprašujem pa se: »Ali smo vsi priplavalali do zastavljenega cilja?« Menim, da ne. Pouk na daljavo po mojem mnenju še pogloblja razlike med učenci, ki prihajajo iz različnih socialnih okolij. Od učitelja je odvisno, koliko je zmožen empatije in vživljanja v situacijo učenca, ki nima vsega na voljo in nima staršev, ki bi jim pomagali, ker imajo takšne in drugačne ovire in težave.

Ključne besede: starši, učenec, učitelj, sodelovanje, pouk na daljavo, ocenjevanje.

## COOPERATION WITH PARENTS AND ASSESSMENT OF KNOWLEDGE DURING THE EPIDEMIC

Abstract: The cooperation with parents throughout the insulation was the most important part of my work. First I had to get the information about available computer equipment at their homes, Internet connection, willingness to communicate over the phone, timelines... After some problems at the beginning I started to use their feedbacks as a starting point for planning my work from home. It was like parents became the teacher and I intended parantel meetings. Each parent developed unique way of helping their child. Some of them were able to copy and stick sended work and summaries to the notebooks. Some parents who stayed at home during that time and their children were already computer trained just pushed children to the level of independence. And there were some parents who wanted but were unable to help and educate their children, so they were worried, stressed, angry, desperate. I soon detected those parents and I started to call them and their children on daily bases. And there was a boy, who considered this time as a holliday. His mother needed instructions how to motivate her son. Performed tasks, photographs, pictures taken of products the children made, short home movies, PWP presentations I received from parents were precious to me. I recognized the great deal of innovation and willingness to teach their children use different computer tools. The most valuable were information, if pupils undetstand lectures, if I gave them to many tasks, if they feel overburdened, if they were able to do the tasks by themselves. I needed that feedback so I could plan the following lessons. The biggest challenge for me was assessment of knowledge and work pupils send or showed me. I was looking for the most appropriate ways to give my pupils the most objective, realistic grade for the knowledge they ekspressed. The grading went well with the positive attitude from the parents, because I included them in the manner and course of grading and by introducing also the ways and criteria to them. We were all learning in that new situation. I ask myself now: Have we learned enough and reached the same goal? My opinion is rather negative, because distance learning even more deepens differences based on social status among pupils. I was trying to be the empatic teacher, who understood the special situation of every pupil whose parents could not or did not participate and helped enough.

Key Words: parents, pupils, teacher, cooperation, distance learning, assessment of knowledge.



## MATEMATIKA, MATURA IN EPIDEMIJA

Povzetek: Zame kot učiteljico in mamo je bil pouk na daljavo velik izziv. V sodobni družbi moramo biti odprti za spremembe in sprejemanje novih izzivov današnjega časa. Vemo, da je prilagajanje na novo normalnost dolgotrajen proces. Učenci in dijaki so se morali v kratkem času prilagoditi na novo učno okolje, nove oblike komuniciranja in popolno spremembo dnevne rutine. Med učitelji je velik razkorak v računalniškem znanju in veščinah, kar je vsaj deloma povezano s stroko, iz katere učitelj izhaja, z generacijsko pripadnostjo in preteklimi izkušnjami ter usposabljanjem za delo z informacijsko-komunikacijsko tehnologijo. Učenci in dijaki prihajajo iz socialno in izobrazbeno zelo raznolikih družin. Nekateri imajo doma na voljo (lastno) sodobno računalniško opremo, drugi pa morda doma sploh nimajo računalnika ali pa živijo v krajih brez širokopasovne povezave s svetovnim spletom. Le redki starši so v času šolanja na daljavo doma z otroki, zato mnogi ne morejo pomagati svojim (zlasti mlajšim) otrokom pri delu z računalniško tehnologijo. Starši so računalniško različno usposobljeni in otroci potrebujejo različne stopnje podpore (lahko so povsem samostojni ali pa povsem odvisni od pomoči staršev). Sama sem se v času pouka na daljavo soočala z vlogo matere dveh osnovnošolskih otrok ter učiteljice v gimnazijskih programih splošne gimnazije in umetniške gimnazije gledališko-filmske ter likovne smeri. Za dijake posameznih programov veljajo specifične, ki od učitelja zahtevajo prilagajanje ciljnim skupinam ter še večjo diferenciacijo in individualizacijo pouka. Kot učiteljica in mati sem bila v svojem delovnem času v dvojni vlogi, saj sem morala biti hkrati učiteljica svojim dijakom in opora svojima otrokoma pri učenju na daljavo.

Ključne besede: pouk na daljavo, izzivi, učne strategije, samoevalvacija, matematika.

## MATHEMATICS, GRADUATION AND EPIDEMIC

Abstract: As a teacher and mother of two, I found remote learning a considerable challenge. Modern society demands from us an openness to change and shifting paradigms. We understand adapting to new routines, to a 'new normal', is a sustained process. Nevertheless, pupils and students were forced to quickly accustom to their new learning surroundings, new ways of communication and drastic changes to their daily schedule. Among teachers, a wide divergence exists in computer skills and experience, correlating in part with their teaching field and generational status, as well as past experience or training in the use of emerging information-communication tools. Students and pupils, on the other hand, come from significantly differing families in terms of social and educational parameters. Some have access to (their own) latest computer equipment, while others reside in places without broadband internet access – or perhaps even access to a household computer. Only some of the parents are able to stay home with their children to assist in distance learning and many are unable to guide their (especially younger) children in the use of digital technology. Thus, parents exhibit various degrees of specific competencies, and children require varying degrees of support (ranging from being completely independent, to being completely dependent on assistance). Personally I was during the remote learning phase confronted with the twin roles of a mother of two primary-school-aged children, and a teacher in the secondary education programs of a general upper secondary school and a theatre, film and visual arts school. Specifics are immediately evident concerning remote teaching of the students of individual programs, placing on the educators an added requirement of adapting to target groups, resulting in greater differentiation and individualization of the education process. As a teacher and mother, my work time during the lockdown thus transformed into a double role; being both the educator of my students and the facilitator of my own children's remote learning.

Key Words: remote learning, challenge, learning strategies, self-evaluation, mathematics.

## MATEMATIKA ON-LINE

Povzetek: V preteklem šolskem letu smo bili učitelji postavljeni pred večjo preizkušnjo – poučevanje dijakov na daljavo. Kot učiteljica sem morala najti način komunikacije z dijaki, načine podajanja nove snovi, izdelati model preverjanja in ocenjevanja znanja in navsezadnje vzpodbuditi pri dijakih samoevalvacijo z ustrezno, dijakom privlačno aplikacijo. V prispevku predstavim dogovore z dijaki glede prvotnega načina medsebojne komunikacije v času učenja na daljavo, njene dobre plati ter pomanjkljivosti, nevarnosti in slabosti. Ena od največjih težav takega dela je bila prevelika časovna zahtevnost za delo učitelja, morala sem si olajšati delo in tudi dijakom omogočiti boljši pregled obravnavanega »tabelno sliko«, kar pa mi je uspelo s stalno nadgradnjo različnih razpoložljivih pripomočkov IKT in aplikacij. Prav tako predstavim primere nastalega gradiva, ki bi se ga dalo v prihodnje uporabiti bodisi v razredu za samostojnejše delo dijakov, ki bi omogočilo vsebolj potrebno diferenciacijo med dijaki, bodisi za nadaljne delo preko internetne povezave. Gradivo ponuja tudi razmislek o potrebni in zadostni poglobljenosti razlage, ki poteka preko poučenja na daljavo. Najbolj so se pri delu na daljavo spreminjali modeli, ki so podali rezultate učenja na daljavo. V prispevku predstavim razvoj modelov za preverjanje znanja kot tudi za ocenjevanje znanja, težave pri uporabi posameznega modela, ki so nujno vodile do sprememb predvsem pri idejah, s katerimi sem znanje ocenjevala. Za zaključek predstavim še načine samoevalvacije uspešnosti novega načina učenja in poučevanja, kateri je bilo potrebno pri takšnem načinu dela izvajati pogosteje in bolj dosledno kot pri »običajnem« poučevanju v razredu. Samoevalvacija se je izkazala kot zelo dober pokazatelj mnogih prednosti kot tudi slabosti nove preizkušnje, ki smo jo bili deležni vsi; učitelji, dijaki, starši.

Ključne besede: učenje na daljavo, komunikacija, e-gradiva, preverjanje, ocenjevanje, evalvacija

## MATEMATIKA ON-LINE

Abstract: In the past year, teachers were faced with a significant challenge – distance learning. As a teacher, I had to find new ways of communication with my student, new ways of teaching, knowledge testing and grading, and finally, I had to encourage student self-evaluation with an appropriate and student-friendly application. The article describes the initial means of communication with my students established during the period of distance learning, its advantages and disadvantages, and also risks and shortcomings. One of the biggest problems of distance learning was the new work load that was very time-consuming. I needed to find ways to make my job easier and also to enable the students a better overview of the presented subject matter, which I managed to do with a constant upgrade of the different available ICT tools and applications. Additionally, the article examines some examples of teaching material that was collected during this time and which could be used for future work either in class for more independent learning which would enable the ever more needed differentiation among students, or for further distance learning over the internet. The material calls for reflection on the necessary adequacy of the explanation carried out when teaching remotely.

The models that underwent the biggest change were the ones providing the results of efficiency of distance learning. The article explains the development of models for knowledge testing and grading, and also the problems I encountered when applying them which inevitably led to the changes of ideas for grading students' knowledge. Finally, the article also discusses ways of self-evaluating the efficiency of new ways of teaching and learning which had to be applied more often and more consistently compared to the regular teaching in class. Self-evaluation turned out to be a very reliable indicator of plenty of advantages as well as disadvantages of this trying ordeal experienced by all of us; teachers, students, and parents.

Key Words: distance learning, communication, online teaching material, knowledge testing, grading, evaluation

## **UČENJE IN POUČEVANJE MATEMATIKE V ČASU EPIDEMIJE**

Povzetek: Ko se je v marcu 2020 začelo izobraževanje izvajati na daljavo, smo bili učitelji in dijaki postavljeni pred izziv poučevanja in učenja z uporabo informacijsko-komunikacijske tehnologije, orodij in komunikacijskih kanalov. Skupaj smo se morali hitro prilagoditi novi situaciji. Pri tem dijaki niso imeli veliko težav, ker so pri pouku matematike navajeni dela z različnimi IKT orodji. Dijaki so v Google učilnici dobili dodatno učno gradivo, preverjanje znanja, vanjo so oddajali rešitve nalog. Med poukom v šoli so dijaki delali s spletnim gradivom, reševali spletne kvize z aplikacijo Kahoot, grafe so risali z GeoGebro. Pri tem so uporabljali pametne telefone. S takšnim načinom dela se je nadaljevalo tudi med šolanjem na daljavo. Velika sprememba se je pojavila pri poučevanju. V šoli se je med poukom delalo z interaktivno tablo in v kinestetični učilnici z interaktivnim projektorjem. Ko pa so bili učiteljica in dijaki prostorsko ločeni, se je pouk matematike izvajal preko videokonference. Pri tem se je uporabljala aplikacija Microsoft Teams. To je bilo za dijake nekaj novega. Pri uri matematike, ki je potekala preko videokonference, so se naloge reševale z urejevalnikom enačb v Microsoft Wordu ali z uporabo grafične tablice. Na začetku uporabe grafične tablice so bile slike zelo popačene, risanje geometrijskih likov in teles pa zelo zahtevno. Obravnavanje nove učne snovi je potekalo počasi. Med šolsko uro, ki je potekala preko videokonference in trajala 45 minut, se je rešilo manj primerov, kot v enakem času v šoli. Dijaki so se med šolanjem na daljavo prvič srečali z aplikacijo Google Form, s katero je potekalo pisno preverjanje in ocenjevanje znanja. Ustno ocenjevanje znanja, ki je potekalo preko videokonference, je imelo nekaj slabosti. Velikokrat se je dijaka slabo slišalo, skic in postopkov reševanja se preko kamere ni dalo jasno razbrati. Morebitne težave so dijaki imeli zaradi počasne internetne povezave, učiteljica pa zaradi polnega poštne predala.

Ključne besede: matematika, učenje na daljavo, videokonferenca, spletna učilnica, e-gradiva

## **LEARNING AND TEACHING MATHEMATICS DURING AN EPIDEMIC**

Abstract: When distance education began in March 2020, teachers and students were challenged to teach and learn using information and communication technology, tools and communication channels. We had to adapt to the new situation quickly. The students did not have much trouble with this, because they are used to working with various ICT tools in mathematics lessons. In the Google classroom students were given additional learning materials, knowledge testing and submitted solutions to the tasks. During school lessons, students worked with online material, solved online quizzes with the Kahoot app and drew graphs with GeoGebra. They used smartphones in doing so. This way of working continued even during distance learning. A major change has occurred in teaching. At school most of the work was carried out with the use of an interactive whiteboard and in a kinesthetic classroom with an interactive projector. When the teacher and students were spatially separated, math lessons were conducted via videoconference. The Microsoft Teams application was used in this and it was something new for the students. In the math lesson which took place via videoconference the tasks were solved with an equation editor in Microsoft Word or using a graphics tablet. At the beginning of the use of the graphic tablet the drawing of two-dimensional and three-dimensional shapes was very demanding. The discussion of the new subject matter was slow. During the lesson which took place via video conference and lasted 45 minutes fewer cases were resolved than during the same time at school. During distance learning students encountered the Google Form app for the first time, which was also used to test and assess knowledge. The oral assessment of the knowledge, which took place via videoconference, had some disadvantages. Many times the student was not heard well, the sketches and problem-solving procedures could not be clearly recognized or shown through the camera. The students had some problems due to the slow internet connection, and the teacher due to a full mailbox.

Key Words: mathematics, distance learning, videoconferencing, online classroom, e-materials

## **KREPITEV MATEMATIČNE INTELIGENCE S POMOČJO DOLOČENIH RAČUNALNIŠKIH IGER**

Povzetek: Živimo v digitalni dobi, kjer sta napredek in razvoj v bliskovitem porastu. Skoraj vsak od nas ima svoj mobilni telefon ali tablico, ki sta že zdavnaj presešla zmogljivost najboljšega hišnega računalnika v preteklosti. Neuporaba kateregakoli digitalnega pripomočka se nam zdi nepojmljiva. Kljub napredku pa zaradi prekomerne uporabe teh orodij medsebojno ljudje postajamo vse bolj odtujena in asocialna bitja. Ker se današnje generacije ne morejo izogniti problemom sodobne družbe, je smotrna uporaba sodobne tehnologije ključnega pomena za njihov nadaljnji razvoj. Namen prispevka je predstavitev, kako na zabaven način s pomočjo video iger otroci razvijajo fluidno inteligenco. S šolskega vidika zelo težko predstavljivo, vendar obstajajo video igre, ki izboljšujejo matematične sposobnosti in celo vedenje v razredu. To so igre, ki vsebujejo visoko stopnjo miselnosti in sposobnost prilagajanja novim situacijam brez predhodnega učenja. Prav tako je v njih vključena raba utrjevanja algoritmičnega mišljenja, logičnega sklepanja, računskih spretnosti in prostorske predstavljenosti. V prispevku so predstavljene vzporednice med nalogami z različnih matematičnih tekmovanj in igrami, ki ji lahko brezplačno igramo preko svetovnega spleta na pametni napravi ali računalniku. Ključne besede: inteligenca, video igre, matematika, logika.

## **STRENGTHENING MATHEMATICAL INTELLIGENCE WITH THE HELP OF CERTAIN COMPUTER GAMES**

Abstract: We live in an age, where the digital progress and development are in the rapid growth. Almost everybody owns a mobile phone or a tablet that have already exceeded the performance of the best home computers from the past. Not using any digital gadgets seems completely incomprehensible, however the overuse of these tools can result in becoming an increasingly alienated and asocial being. The today's generations cannot avoid the challenges of the modern society, so the reasonable use of the modern technology is of the key importance for their further development. The aim of the article is to present the pleasurable way to develop the children's fluid intelligence with the help of video games which is hard to imagine from the educational point of view; anyway, certain video games improve mathematical abilities and even classroom behaviour. These games include high level of thinking and ability to adapt to new situations without previous learning. In addition, they comprise consolidation of algorithmic thinking, logical reasoning, computation skills and spatial representability. Our contribution studies parallels between tasks from different mathematical competitions and free online games available in smart gadgets or computers.

Key Words: intelligence, video games, mathematics, logics.

## **POUČEVANJE MATEMATIKE NA DALJAVO: JE TO SPLOH MOGOČE?**

Povzetek: Stephen Covey je zapisal, da uspeh pride takrat, ko se zavemo, da so vse ovire samo izzivi, ki nam pomagajo postati boljši. Čas epidemije nam je natresel kopico izzivov, s katerimi smo se morali soočiti: usklajevanje družinskega življenja s poučevanjem, razlaga matematične snovi, ki bo razumljiva vsem učencem, preverjanje usvojenega znanja, načini komuniciranja z učenci in s starši, ocenjevanje znanja. Menimo, da je pri matematiki ključna dobra razlaga, zato smo že v prvem tednu poučevanja na daljavo pričeli s snemanjem video razlag. Uporabili smo Screencast-O-Matic, Powerpoint in Youtube. Učencem je bila posredovana sprotna povratna informacija o napredku. Učenci so naloge fotografirali in jih posredovali učiteljici, ki jim je sprva odgovarjala in pisala komentarje kar preko e-pošte, nato pa s pomočjo urejevalnika fotografij. Za najprimernejši in najhitrejši način se je izkazal urejevalnik dokumentov pdf Foxit. Znanje učencev smo najprej preverjali tako, da so naloge reševali v zvezek in jih fotografirali, kasneje smo to nadgradili z Googlovimi dokumenti – Obrazci. Aplikacija učencu omogoča takojšnje vrednotenje odgovorov, učitelju pa vpogled v vse zbrane odgovore. Glavni način komuniciranja z učenci in s starši je bil preko elektronske pošte. Uporabljali smo tudi kanal, ki ga je omogočal eAsistent. Nenazadnje smo se z učenci nekajkrat srečali tudi preko video konferenc. V prihodnje bomo kot šola zavzeli enotno komuniciranje z učenci, in sicer preko Arnesovih učilnic. Tehten razmislek je bil namenjen tudi ocenjevanju znanja. Ker se nam ocene pridobljene na daljavo niso zdele objektivne in ker so imeli učenci dovolj ocen, se za ocenjevanje v skladu s priporočili ministrstva za izobraževanje nismo odločili. Zelo pomembna se nam je zdela sprotna evalvacija, zato so učenci dobili anketni vprašnji, povezani s količino snovi pri matematiki in nazornostjo video razlag. Učencem smo bili vedno na voljo za kakršnakoli vprašanja preko različnih medijev. Za vloženo delo, čas in trud smo dobili spodbudne besede in pohvale tako s strani učencev kot staršev.

Ključne besede: matematika, vrednotenje nalog, razlage, preverjanje znanja, ocenjevanje znanja

## **DISTANCE TEACHING MATHEMATICS: IS IT EVEN POSSIBLE?**

Abstract: According to Stephen Covey success comes when we recognise our obstacles as mere challenges which enable us to improve. The time of the epidemic posed many challenges we were required to face: managing family life and teaching, explanation of mathematical subject matter in a way that will be understandable to students, testing newly-acquired knowledge, ways of parent-teacher communication, knowledge assessment.

This article claims great explanation is the key to understanding mathematics, thus, we decided to film our explanations already in the first week of distance education using Screencast-O-Matic, PowerPoint and YouTube. Students were given continuous feedback on their progress. They were required to photograph and send their work to their teacher, who then responded initially via email and later on through a picture-managing program. Foxit, a PDF editor software, proved to be the fastest and easiest solution. The teachers were able to test the students' knowledge at first by checking their photographed work and then later on through Google Docs – Forms. The application enables instant grading of the students' answers, as well as the teacher's insight into the answers. The majority of parent-teacher communication was carried out via email, we also use the communication channel enabled by eAsistent. Last but not least, we also met our students on a conference videocall. In the future our school will have a unified approach to communicating with students through Arnes e-classrooms. The issue of knowledge assessment required thorough deliberation. Due to impartiality of distance assessment and having enough grades already, we decided not to assess our students using the Ministry of Education, Science and Sport's guidance.

Continuous evaluation proved to be of the utmost importance, therefore, the students were asked to fill out a questionnaire regarding the quantity of exercises and the quality of explanation of the subject matter. The students were also continuously given the possibility to contact their teachers through various media. Our hard work, time and effort were paid off with encouraging words and praise from the students as well as the parents.

Key Words: mathematics, exercise evaluation, explanation, testing knowledge, assessing knowledge

## UČNA URA MATEMATIKE V ČASU EPIDEMIJE

Povzetek: Z raznolikim podajanjem snovi želimo od pouka, ki temelji na posredovanju informacij in pomnjenju, preiti k pouku, ki v ospredje postavlja izkustveno učenje (čutenje, zaznavanje). Predstavili bomo primer učne ure matematike: Število  $\pi$  in obseg kroga v osmem razredu. Učne vsebine smo posredovali v začetku epidemije v bližini datuma 14. 3. ob svetovnem dnevu števila  $\pi$  (pi). Za uvodno motivacijo smo si izbrali ugankarsko vprašanje: »Zakaj sem ravno danes pekla pito?« S tem vprašanjem smo želeli tudi spodbuditi radovednost učencev, ki je temelj notranje motivacije. Nato sem pecivo tudi pokazala učencem. S tem uvodom smo ustvarili novo situacijo in želeli učence spodbuditi k intenzivnemu razmišljanju, povezovanju in sklepanju. Prvi poskusi odgovarjanja niso bili točni, zato smo učencem v nadaljevanju pokazali pekač, v katerem se je pita pekla. Učenci so opazili njegovo valjasto obliko z okroglim dnom (osnovno ploskvijo). Učenci so v svojih domovih poiskali pekače podobnih oblik. Vsak je v svojem pekaču poiskal središče in izmeril premer osnovne ploskve. Z vrvico smo izmerili tudi obseg dna pekača. Učenci so morali biti pri delu samostojni, kar je gonilna sila notranje motivacije. Nato smo izračunali količnik med obsegom in premerom kroga. Stalno razmerje med tema količinama označuje grška črka  $\pi$  in znaša približno 3,14. Ob tem izračunu smo učencem ponovno zastavili uvodno vprašanje. Ugotovijo, da imata datum in to stalno razmerje zamenjani vrednosti, glede na decimalno vejico. Učenci so povezali dejstvo s svojimi življenjskimi izkušnjami in povedali, da nekateri narodi datum zapišejo tudi v nasprotnem vrstnem redu (mesec, dan) kot Slovenci. Postavimo jim naslednje vprašanje: »Zakaj smo kot pecivo izbrali ravno pito?« Tokrat gre za medpredmetno povezovanje. V angleščini se besedi število »pi« in pita izgovorita enako. Tistemu, ki prvi reši nalogo oziroma odkrije povezavo, pripada pohvala učitelja ter sošolcev. Tako priznanje nadomesti oceno in hkrati gradi zdrav in dinamičen občutek samospoštovanja. Ključne besede: izkustveno učenje, uvodna motivacija, ugankarsko vprašanje, medpredmetno povezovanje

## TEACHING STRATEGIES IN MATHEMATICS

Abstract: With a diverse presentation of material, we want to move from lessons based curriculum where informations are presented and memorised, to lessons that put experiential learning (feeling, perception) at the forefront. We will present an example of a math lesson: The number  $\pi$  and the circumference of a circle in the eighth grade. Learning content was provided in the beginning of pandemic on 14th March on the occasion of World  $\pi$  (pi) Day. For the introductory motivation, we chose a riddle question ("Why did I bake a pie just today?"). With this question we wanted to encourage curiosity of the pupils, which is the base of inner motivation. Then I have shown a cake that I have baked to the pupils. With this introduction, we created a new situation and wanted to encourage students to intensive thinking, connections and conclusions. The first attempts at answering were not accurate, so we showed the students the baking tray in which the pie was baked. Pupils noticed its cylindrical shape with a round bottom (base surface). Pupils tried seeking baking trays of simmilar shapes at home. Each one found the center in their baking tray, and measured the diameter of the base surface. The circumference of the bottom of the baking pan was also measured with a string. Pupils had to be independent with their work, which is driving force of inner motivation. We then calculated the quotient between the circumference and the diameter of the circle. The constant ratio between these quantities is denoted by the Greek letter  $\pi$  and is approximately 3.14. In this calculation, we again asked the students an introductory question. They find that the date and this constant ratio have exchanged values, relative to the decimal point. The students connected the fact with their life experiences and said that some nations write the date in the opposite order (month, day) as Slovenes. Let's ask them the following question: "Why did we choose a flat pie as a pastry?" This time it is an interdisciplinary connection. In English, the words number " $\pi$ " and "pie" are pronounced the same. The one who solves the task first, or discovers the connection, is entitled to the first piece of pie and the praise of the teacher and classmates. Such recognition replaces assessment, and at the same time builds a healthy and dynamic sense of self respect.

Key Words: experiential learning, introductory motivation, riddle question, cross-curricular integration



## TEHNIŠKI DAN: OBDELAVA PODATKOV

Povzetek: Že nekaj let cilje iz učnega načrta za matematiko, sklop obdelava podatkov, realiziram na tehniškem dnevu. Tokrat sem ga zaradi epidemije izvedla na daljavo. Temu sem prilagodila cilje, ki so jih učenci ob ustrezno pripravljenih dejavnostih zmogli doseči samostojno. Za preverjanje predznanja o vrsti podatkov in elektronskih preglednicah sem uporabila kviz Kahoot, ki ga je bilo prav zaradi dela na daljavo še lažje izvesti kot v razredu. Imela sem pregled nad tem, kdo se je kviza lotil in kako uspešen je bil. Nato so učenci sledili navodilom na drsnicah PowerPoint, ki sem jih opremila z zvočno razlago. Če je bilo potrebno, so lahko posamezen posnetek poslušali večkrat in tako lažje opravili zadane naloge. Ves čas sem jim bila na voljo tudi preko elektronske pošte. Sproti so delali zapiske v zvezek, reševali naloge in mi po opravljeni nalogi poslali dokaze o delu po elektronski pošti. Naslednji dan je sledila evalvacija dela preko videokonference. Učenci so podali povratno informacijo o svojem delu, in sicer so povedali, kje so imeli težave, kaj jim je dobro šlo, kje so se porajala nova vprašanja. Nanje so odgovarjali sošolci in jaz, učiteljica. Učenci so bili zadovoljni, saj so lahko tempo dela prilagodili svojim sposobnostim, predznanju in tehnologiji, ki jim je bila na voljo. Nekateri, predvsem slušni tipi, so pogrešali razlago učiteljice in delo v parih in skupinah. Žal takrat še nisem bila večča različnih videokonferenčnih orodij, ki omogočajo učencem delo po skupinah, učitelj pa lahko njihovo delo spremlja podobno kot v razredu. Šola je spletno učilnico postavila v 2. tednu epidemije, učenci niso imeli svojega AAI računa, zato niso mogli oddajati nalog v učilnico, ampak so jih pošiljali po elektronski pošti. Če bi se epidemija ponovila, bi naslednjič delo organizirala v okolju Microsoft Teams tako, da bi bilo učencem omogočeno sodelovanje, medvrstniško učenje in tudi pomoč učitelja. Znotraj posamezne skupine bi tudi lažje oblikovali namene učenja, sledili kriterijem uspešnosti, lažje bi jim dajala povratne informacije.

Ključne besede: tehniški dan, obdelava podatkov, aritmetična sredina, učenje na daljavo

## TECHNICAL DAY: DATA PROCESSING

Abstract: I have realized the objectives of data processing as a technical day for several years. Due to the epidemic, I have carried it out as a distance learning. I have adjusted the objectives which students could achieve independently with properly prepared activities. To check the prior knowledge about the types of data and electronic spreadsheets, I have used Kahoot. It was easier to use the platform as a distance learning than using it in the classroom. I had an overview on who took the quiz and how successful he was. Later students followed the instructions on PowerPoint slides provided by an audio explanation. If necessary, students could listen to a recording several times, making it easier to complete the task. I was also available via email all the while. Students kept notes in their notebooks, solved tasks and sent me proof of work done by email. The evaluation followed the next day via videoconference. Students gave feedback on their work, talked about the problems they had, what went well for them and where new questions arose. They collaborated in the discussion by answering each other's questions. Students were satisfied because they could adjust the pace to their abilities, prior knowledge and technology available to them. Some of them, especially those who are auditory types, missed teacher's explanation as well as working in pairs and groups. Unfortunately, at that time I was not yet skilful in various videoconferencing tools which allow students to work in groups, whereas the teacher monitors their work as if it was in the classroom. Even though our school set up an online classroom in the second week of the epidemic, students did not have their AAI accounts. So, they could not submit assignments to the classroom but had to send them via email. If the epidemic recurred, I would organize the work in Microsoft Teams where collaboration, peer learning and the help of a teacher would be enabled to the students. It would also be easier to formulate learning goals, follow performance criteria and give feedback within the individual group. Key Words: technical day, data processing, arithmetic mean, distance learning

## RAVNOTEŽJA V VODNIH RAZTOPINAH, NA DALJAVO

Povzetek: Z dijaki drugega letnika programa veterinarski tehnik (BIC Ljubljana) smo v času šolanja na daljavo obravnavali ravnotežja v vodnih raztopinah. Razlago novih teoretičnih vsebin smo kombinirali z video učno uro (interaktivno, z metodami razgovora, z diskusijami in s pojasnjevanji) z navodili za samostojno delo. Sklepano preverjanje razumevanja smo izvajali preko video učne ure, kombinirane z aplikacijami. Skupne računske vaje smo izvajali tako, da smo bili kar se da prepričani, da vsak posameznik sledi, dela in razume postopek; preko video učne ure smo predstavili vzorčni primer z razlago. Naslednje primere smo reševali po korakih, pri čemer so jih dijaki, razdeljeni v tri skupine, reševali postopoma. Dijak, ki smo ga imenovali, je zapisal svoj delni rezultat svojega področja v privatni klepet z učiteljem. Ta način sprotne kontrole se je izkazal za najboljši indikator sprotnega razumevanja in dela, saj vmesnih rezultatov ni bilo zapisanih v končnih rešitvah nalog. Kompleksne računske naloge smo tako sestavili v celoto. Navodila za reševanja računskega seta nalog s končnimi rešitvami so dijaki dobili na razredno e-pošto. Z morebitnimi težavami pri delu pa so se dijaki individualno javljali učitelju preko e-pošte. Zahtevali smo, da dijaki pošljejo digitalizirano lastnoročno računanje, od koder smo lahko pri dijaku prepoznali točko nerazumevanja in jo odpravili bodisi z dodatno video učno uro bodisi s popravkom računanja. Eksperimentalni del smo prilagodili tako, da so dijaki, razdeljeni v tri skupine, poiskali video posnetek ter ga kritično vrednotili z vidika varnosti izvedbe in teoretične podlage.

Preizkus znanja smo izvedli v kombinaciji Googlovih obrazcev in osebne e-pošte. V obrazce so reševali naloge različnih tipov, računske naloge pa fizično s pisalom na list papirja – le rezultat so vnesli v obrazec. Rezultate računskih nalog smo upoštevali le, če je dijak v roku parih minut po oddaji preizkusa poslal tudi digitaliziran list papirja z jasnim postopkom reševanja. Ocene na daljavo so bile primerljive s klasičnimi šolskimi ocenami. Ključne besede: kemijsko ravnotežje, učenje na daljavo, preizkus znanja na daljavo, aplikacije, komunikacija.

## EQUILIBRIUM IN AQUEOUS SOLUTIONS, DISTANCE LEARNING

Abstract: With the second year students of the veterinary technician program (BIC Ljubljana) we discussed equilibria in aqueous solutions during distance learning period. The explanation of the new theoretical contents was combined with a video lesson (interactive, with interview methods, discussions and explanations) with instructions for independent work. The final comprehension test was performed via video lesson combined with applications. We performed the joint calculation exercises in such a way that we were as sure as possible that each individual follows, performs and understands the procedure; through a video lesson we presented a sample example with an explanation. The following cases were solved step by step, with students divided into three groups solving them gradually. The student we named wrote down his partial result of his field in a private chat with the teacher. This method of real-time control proved to be the best indicator of real-time understanding and work, as intermediate results were not recorded in the final solutions of the tasks. We thus assembled complex computational tasks into a whole. Instructions for solving the arithmetic set of tasks with final solutions were given to the students by class e-mail. With possible problems at work, the students contacted the teacher individually via e-mail. We requested that students sent a scanned handwritten calculation, from where we could identify the point of misunderstanding in the student and eliminate it either with an additional video lesson or with a correction of the calculation. The experimental part was adjusted so that the students, divided into three groups, found a video and critically evaluated it from the point of view of performance safety and theoretical basis. We conducted the knowledge test in a combination of Google forms and personal e-mail. They solved different types of tasks in the forms, and physically solved the calculation tasks with a pen on a piece of paper – only the result was entered into the form. The results of the calculation tasks were taken into account only if the student also sent a digitized (scanned) sheet of paper with a clear solution procedure within a few minutes after having passed the test.

Distance learning grades were comparable to classic school grades.

Key Words: chemical equilibrium, distance learning, distance knowledge test, applications, communication.

## RAZMNOŽEVANJE GLIV

Povzetek: Prispevek predstavlja temo razmnoževanje gliv, kot primer dela na daljavo za dijake. Pričujoča tema je v splošnem za dijake težje razumljiva, saj je razmnoževanje gliv precej kompleksno. Zaradi tega predstavlja večji izziv za učitelja tudi pri klasičnem načinu dela. Učni načrt za biologijo za srednje šole predvideva osnovno obravnavo razmnoževanja gliv. Najprej sem pripravila video predavanje o razmnoževanju gliv. Video prezentacija je obsegala spolno in nespolno razmnoževanje enoceličnih gliv kvasovk (*Saccharomyces* sp.), krušne plesni (*Rhizopus stolonifer*), zaprtotrošnic (*Ascomycota*) in prostotrošnic (*Basidiomycota*). Dijaki so nato odgovarjali na spletni vprašalnik, ki je vseboval vprašanja odprtega in zaprtega tipa z veliko slikovnega gradiva za večjo nazornost. Praktični del je predstavljal aktivnost pri kateri so dijaki individualno poiskali na spletu video o razmnoževanju enoceličnih gliv, na koščku kruha doma skušali vzgojiti plesen ter si priskrbeli primerek glive prostotrošnice (kukmaka; *Agaricus* sp.). Na podlagi izbranih primerkov so rešili naloge na učnih listih. Naloge so obsegale opise procesov, skiciranje, fotografiranje in označevanje struktur na podlagi lastnih vzorcev gliv. Na koncu so dijaki oddali svoje izdelke v spletno učilnico skupaj z njihovim mnenjem o aktivnosti. Na oddano so prejeli odgovore in kratko opisno oceno. Naloga se je izkazala kot zelo uspešna, saj bil iz izdelkov zelo dobro razviden individualen trud ter avtentičnost izdelka. Dijakom je bilo manj všeč, da so morali za boljše razumevanje in odgovarjanje na določena vprašanja iskati odgovore tudi na spletu. Pograšali so tudi šolski laboratorij (uporabo stereolup in mikroskopa), saj bi na tak način lahko določene strukture videli bolj natančno ter razlago učitelja v živo, kjer lahko sproti postavljajo vprašanja.

Ključne besede: razmnoževanje gliv, učna ura

## REPRODUCTION OF FUNGI

Abstract: The article presents an example of E-learning for biology. The subject of learning is the reproduction of fungi. The reproduction of fungi is for students very complex theme and therefore difficult to understand. That is also the reason why this theme is challenging for teachers. The curriculum for Biology includes just the basis understanding of the reproduction of fungi. At the beginning the students watch video of the Reproduction of fungi. Video includes sexual and asexual reproduction of unicellular fungi (*Saccharomyces* sp.), bread mold (*Rhizopus stolonifer*), *Ascomycota* and *Basidiomycota*. Then the students had to answer open-ended and closed-ended questions. A lot of visual material was also available for them for better understanding. The practical part for students consisted: they had to grow bread mold on the piece of bread at home and they had to get a meadow mushroom (*Agaricus* sp.) and also they had to search on the web for a video which presents reproduction of unicellular fungi. Next step was to do the worksheet. They had to describe the process, sketch it, take photography and mark the structures of fungi on the basis of their own fungi example. The students pasted their work in e-classroom and received a mark with answer for it. The assignment was very successful because it was easy to see which work contained student's effort and which was authentic. Students didn't like finding answers on internet which was crucial if they wanted to understand more and answer the questions better. They also missed the use of school laboratory (the use of stereomicroscope and microscope) because in laboratory the structures of fungi would be easy and more precisely seen. And what is more in laboratory students can ask questions all the time and the teacher provides them constant explanation.

Key Words: sexual and asexual reproduction of fungi, unicellular fungi, *Ascomycota*, *Basidiomycota* video lecture, e-worksheet, meadow mushroom.

## POUČEVANJE KEMIJE IN IZVEDBA LABORATORIJSKE VAJE V ČASU EPIDEMIJE NA TEMO MNOŽINA SNOVI

Povzetek: V času epidemije z virusom COVID-19 smo z dijaki prvega letnika gimnazije pri pouku kemije na daljavo predelali učno snov na temo 'množina snovi'. Učni načrt za kemijo v gimnazijah (Bačnik et al., 2008) navaja splošne cilje sklopa Množina snovi. Dijaki/dijakinje:

- razumejo pojem mol (množina snovi) in spoznajo Avogadrovo konstanto;
- poznajo definicijo molske mase in jo izračunajo;
- poznajo zveze med maso snovi, množino snovi in številom delcev snovi.

Primerjali smo doseganje učnih ciljev sklopa Množina snovi v šoli (marec 2019) in na daljavo (marec in april, 2020). Dijaki so v času šolanja na daljavo teoretični in računski del učne snovi spoznali z razlago preko štirih videokonferenc, znanje pa so utrdili z reševanjem nalog iz delovnega zvezka. Tako v času dela v šoli kot na daljavo smo dosegli vse splošne učne cilje tega sklopa, vendar smo pri šolanju na daljavo za to potrebovali dve šolski uri več. Najpogostejši razlogi za to so bili:

- Težave z IKT in pomanjkanje naprav za izvedbo pouka na daljavo ter prekinjanje spletne povezave,
- obseg učne snovi na šolsko uro je po priporočilih učiteljem moral biti manjši (razbremenitev dijakov).

Primerjali smo tudi izvedbo laboratorijske vaje 'Množina snovi' v šoli in doma, katere namen je natehtati en mol izbranih spojin (vode, natrijevega klorida in saharoze) ter primerjati njihove mase in prostornine. Izvedba te laboratorijske vaje doma, v primerjavi z izvedbo v šolskem laboratoriju, zahteva več časa, pri čemer so dijaki za izvedbo in pripravo poročila potrebovali eno šolsko uro več. Prav tako je težje izvedljiva, saj dijaki za izvedbo vaje nimajo enakih možnosti (npr. nimajo vsi tehtnice). Nudenje pomoči pri izvedbi vaje doma in spremljanje dejanskega razumevanja znanja je bilo precej oteženo in časovno zamudno. Kljub naštetim slabostim, pa izvedba vaje na daljavo pri dijakih spodbuja inovativnost, ustvarjalnost ter kritično in kompleksno razmišljanje. Prav tako omogoča krepitev več vrst kompetenc (npr. naravoslovno-matematične, vseživljenjske, digitalna pismenost, samoiniciativnost) v primerjavi z izvedbo v šolskem laboratoriju.

Ključne besede: množina snovi, Avogadrova konstanta, število delcev, tehtanje, laboratorijska vaja

## TEACHING CHEMISTRY AND REALIZATION OF LABORATORY PRACTICE DURING THE EPIDEMIC TIME ON TOPIC 'AMOUNT OF SUBSTANCE'

Abstract: During the time of COVID-19 epidemic, I was teaching first grade students of upper secondary school about amount of substance. Slovenian national curriculum for chemistry for upper secondary school (Bačnik et al., 2008) is listing educational objectives for topic Amount of substance. Students:

- understand the concept of mole (the amount of substance);
- learn about definition of molar mass and how to calculate it and about Avogadro's constant (NA);
- learn the connection between the mass of substance ( $m$ ), the molar mass ( $M$ ) of substance and the number of particles ( $N$ ).

We compared the achieving of educational objectives on topic 'Amount of substance' in school (March 2019) and during the time of distance learning (March and April 2020). With distance learning, students had to learn the theory and solve problems in four videoconferences. We achieved all educational objectives from this topic, by studying in school or on distance. However, we needed two school periods more to achieve same objectives during distance learning. The most frequent reasons were:

- Difficulties with ICT, lack of proper devices for realization of distance learning and interruption of internet connection,
- subject scope in one school period was smaller (to reduce stress of student).

We also compared the realization of laboratory practice at school and at home. The purpose of this laboratory practice was to weigh one mole of three selected compounds and compare their masses and volumes. Realization of this laboratory practice at home was harder to perform, comparing to realization at school laboratory, because students didn't have equal options. It also required more time (students needed one school period more for accomplishment and preparation of report). It's difficult to provide assistance to students during realization of laboratory exercise at home and to check the comprehension of students of the topic. Despite the difficulties mentioned above, the realization of this laboratory practice at home is encouraging students to think critically and to be innovative and creative. It also allows development of different kinds of competences (e. g. mathematical and science technology, digital, self-initiative), comparing with realization in school laboratory.

Key Words: amount of substance, Avogadro's constant, number of particles, weighing, laboratory practice

## **SPODBUJANJE MOTIVACIJE ZA ŠOLSKO DELO NA DALJAVO V 1. RAZREDU**

Povzetek: Tako učitelji kot tudi učenci in njihovi starši so se v Sloveniji zaradi epidemije novega korona virusa in posledično zaprtja vseh šol marca, aprila in deloma tudi maja leta 2020 prvič spopadli s šolanjem na daljavo. Učitelji so se morali tako rekoč čez noč prilagoditi novemu načinu poučevanja – preko računalnikov, od doma. Vloga staršev in učiteljev v primeru karantene je pri prvošolcih, ki še niso samostojni, ki večinoma še ne berejo sami, ki se šele spoznavajo z različnimi tipi nalog in s samim računalnikom, brez dvoma velikega pomena. V prezentaciji se spopadamo z izzivom, kako pripraviti naloge za delo na daljavo najmlajšim učencem, da jim bodo v prvi vrsti razumljive, zanimive, morda celo zabavne. Predstavljen je konkretni pristop poučevanja na daljavo v 1. razredu, ki temelji na konceptu manj je več - kratka, jasna, slikovita in zanimiva navodila za delo, ki naj bi otrokom predstavljala izziv in ne odpora. Naloge naj bi bile strukturirane tako, da otroke navajajo na samostojno delo, samostojno preverjanje rešitev in tudi nagrajevanje za dobro opravljeno delo in trud. Med dejavnosti, ki od učencev zahtevajo veliko mero koncentracije in mirnega sedenja, je obvezno tudi vključevanje gibalnih odmorov, razvedrila in sprostitve. Slej ko prej po začetni vnemi pri posameznih učencih pride do padca motivacije za šolsko delo, kar za starše, ki morajo prevzeti vlogo učiteljevih pomočnikov, predstavlja še dodatni stres in skrbi. V prezentaciji je predstavljenih nekaj idej, kako lahko učitelji otroke spodbujajo na daljavo, kako jim približajo delo, da se ga po padcu motivacije zopet lotijo z zagonom in voljo, kako pridobijo sodelovanje in odzive vseh staršev in njihovih otrok. Podani so konkretni primeri, kako pridobiti otrokovo željo po ustvarjanju, branju in reševanju nalog. Ob primerih so podane prednosti in slabosti predstavljenega načina dela ter ponujene tudi boljše rešitve za samostojno delo prvošolcev v primeru ponovnega šolanja na daljavo.

Ključne besede: motivacija, navodila za delo, šolanje na daljavo, 1. razred

## **ENHANCEMENT OF MOTIVATION FOR DISTANCE LEARNING IN FIRST GRADE OF PRIMARY SCHOOL**

Abstract: Due to the novel coronavirus epidemic and the consequent closure of all schools in Slovenia in March, April and partly in May 2020, both teachers and pupils along with their parents faced distance learning for the first time. Teachers had to adapt to the new way of teaching almost overnight - via computers, from home. In the case of quarantine, the role of parents and teachers is undoubtedly of great importance for the first grade pupils who are not yet independent, most of whom cannot read independently and who are just getting to know different types of tasks and how computer works.

This presentation deals with the challenge of how to prepare distance learning tasks for the youngest pupils to make them understandable, interesting, and possibly even fun. An actual approach to distance learning in first grade of primary school, based on the »less is more« concept, has been presented here - short, clear, colourful and interesting instructions for work, which would represent a challenge for children and not result in their reluctance. The tasks should be structured in a way to encourage the pupils to independent work, independent checking of performed tasks and also rewarding for effort and work well done. Between the activities that require strong focusing and quiet sitting from the pupils, it is mandatory to include physical exercise breaks, entertainment and relaxation. After the initial zeal, sooner or later it comes to a drop in the motivation in individual pupils for school work, which represents additional stress and worries for the parents who have to take on the role of teacher's assistants. The presentation gives some ideas on how teachers can encourage children from a distance and how to bring the work closer to them so that they can, after the motivation drop, resume to it with enthusiasm and will, as well as how to gain the cooperation and feedback from all parents and their children. Actual examples have been given of how to achieve a child's desire to create, read and solve tasks. Additionally, advantages and disadvantages of the presented way of teaching are given, as well as better solutions for independent work of first grade pupils in case the introduction of distance learning is necessary again in the future.

Key Words: motivation, distance learning, instructions for school work, first grade of primary school



## **DELOVANJE V ČASU EPIDEMIJE NA DALJAVO IN V ŠOLI – 1. RAZRED**

Povzetek: OŠ Radlje ob Dravi in vrtec pri OŠ izvajamo prakso, da ima vzgojiteljica dve leti otroke v vrtcu, tretje leto gre z njimi v šolo. Učiteljica pa te otroke spremlja – uči do tretjega razreda). Tako smo vrtec in 1. triada še kako povezani. Z načini dela in dnevno rutino ki smo je bili vajeni v vrtcu, sva z učiteljico nadaljevali v 1. razredu, tako je bil prehod iz vrtca v šolo veliko lažji. Dan preden smo zares ostali doma (12. 3. 2020), sva z učiteljico otrokom pripravili mape za delo doma. V mapah je bilo dela za teden dni, saj si nihče ni predstavljal, da se bomo učili in delali od doma vse do 18. 5. 2020. Nato sva starše usposobili delovanja v Teamsu in v OneNotu. Da je bilo za otroke delo od doma zanimivejše in spodbudnejše, sva z učiteljico vsaki dan ure po urniku posneli in jim poslali kot video ure. Kot sem v uvodu omenila, smo obdržali načine dela iz vrtca v šoli. Le to se je pri delu na daljavo izkazalo za zelo dobro prakso, saj sem pri podajanju nove snovi ali naloge otrokom preprosto rekla v videoposnetku: «Otroci, to vi že obvladate, to znate, saj smo to počeli že v vrtcu – zaupam vam.» In oni so to naredili, kot so bili vajeni in so znali iz vrtca in 1. razreda. Tako sva z učiteljico ob evalvaciji in refleksiji prišli do spoznanja, da je nenehno ponavljanje in utečena rutina še kako pomembna v predšolskem obdobju in nato v nadaljevanju predvsem v prvi triadi v šoli. Ko smo se vrnil v mesecu maju v šolo, smo en razred razdelili na dve skupini. Učiteljica je izvajala pouk matematike, spoznavanja okolja in slovenščine, jaz pa sem izvajala likovno vzgojo, športno vzgojo in glasbeno vzgojo. Izkoristila sem priložnost, za učenje in igro na prostem, saj se to veliko pojavlja v teoriji, v praksi pa je še vedno težko izvedljivo. V tem času smo dosegli vse cilje in še več in kar je najpomembnejše – otroci so bili v naravi, na svežem zraku in se učili skozi gibanje in igro. V tem vidim zares velik plus korona virusa in epidemije, ki nas je prisilila in nam dala priložnost za nove oblike dela in nova razmišljanja. Po evalvaciji in refleksiji sva z učiteljico prišli do zaključka, da čez tri leta, ko pridem z otroki v šolo, katere prevzamem v mesecu septembru obdrživa način oz. obliko dela, kot sva ga po povratku meseca maja v šolo – otroci bodo preživeli veliko več časa na prostem, se skozi gibanje in igro v manjših skupinah učili in zaznavali svet okoli sebe.

Ključne besede: šola, vrtec, načini dela, igra, učenje

## **FUNCTIONING DURING THE EPIDEMIC IN THE FIRST GRADE: LEARNING AT DISTANCE AND IN SCHOOL**

Abstract: The Primary School Radlje ob Dravi and its kindergarten have a special system of transferring from kindergarten to school. The preschool teacher teaches the children for the last two years in the kindergarten and goes to school with them, where he or she works as a teacher assistant during their first year. This makes the kindergarten and the first triad of primary school very connected. To make the transfer into school easier for the children, the main teacher and I, who have been with the children for two years already, have developed a teaching system, similar to the one we had in the kindergarten. The day before we stayed home (the 12th of March 2020) we had prepared a distance learning folder for each child. The folders had a week's worth work, for we never thought that we would be working and learning from home up until May 18, 2020. Next, we had to show the parents how to work in Teams and OneNote. To make the school work more interesting and motivating, we recorded the lessons and thus created video lessons. As I already mentioned, we kept the teaching system from our kindergarten. This was very helpful because while I was making a video and explaining something to the children, I simply told them: "Dear children, you already know this, we already did this in kindergarten and I trust you." Thus, the lessons were no problem and they managed to do everything, as the methods and materials were similar to what they did during their kindergarten years and the first year in school. The teacher and I concluded that constant repetition and routine are essential not only in preschool, but also later in the first triad in school. Upon coming back to school in May, we divided the class into two groups. The teacher taught three subjects: Maths, Science and Slovene, while I taught Arts, PE and Music. I took the advantage and had lessons outside. Having lessons outside is often recommended in theory, but still hard to carry out in practice. Nevertheless, we managed to fulfill all the goals we set, and what is more important, the children were outside, in fresh air, learning through movement and playing. For me, that is a big plus of the Coronavirus crisis. It made us rethink our work and gave us an opportunity to work and think differently. After closely reflecting upon our work and reevaluating the year, the teacher and I have concluded that in three years, when I will be coming back to school, we will keep the newly found way of work. This will enable the children to spend more time outside, learn through movement and playing in smaller groups and sense the world around them.

Key Words: School, kindergarten, working method, playing, learning



## **KOMUNIKACIJA S STARŠI IN UČENCI V 1. RAZREDU V ČASU EPIDEMIJE Z NAMENOM, DA BI BILO DELO DOMA UČINKOVITO OPRAVLJENO**

Povzetek: Čas, ki ga otroci preživijo s starši, je dragocen in ob natrpanem delovniku omejen, zato načrtujem pouk tako, da učenci večino dela opravijo v šoli. V času epidemije pa to ni bilo mogoče, zato je bil moj cilj organizirati učinkovit pouk na daljavo. Za uspešno komunikacijo je bilo potrebno vzpostaviti elektronsko povezavo, ugotoviti, ali imajo vsi računalniško opremo, jim pri tem nuditi podporo, jih voditi pri vzpostavljanju povezave, odpreti oglasno desko in kanal na e-Assistentu, seznaniti starše, da opravljene naloge svojih otrok fotografirajo in dnevno pošiljajo učiteljici vpogled ter jim pojasniti namen diferenciranih nalog. Starši so navodila za delo prejeli na e-naslov in na oglasno desko večer prej z namenom, da so si lahko organizirali svoj čas in delo glede na družinsko dinamiko. Z učenci sem komunicirala v šolskem kanalu in preko videokonference ter bila dnevno v kontaktu z njimi. Posebno pozornost sem namenila sprotni in učinkoviti povratni informaciji ter pohvali. Navodila za delo sem čim bolj poenostavila, zapisala z velikimi tiskanimi črkami, da so jih učenci bralci lahko sami prebrali, jih osmislila in obogatila s piktogrami, slikami, elektronskimi povezavami do interaktivnih vsebin, predvidela potreben čas za delo ter diferencirala in individualizirala naloge zaradi različnih potreb učencev. Učinkovitost pouka na daljavo se je povečala z oblikovanjem videoposnetkov, ki sem jih objavila na YouTubu, kar je pripomoglo k temu, da so do njih lahko dostopali vsi starši, učenci pa so bili zaradi stika z učiteljico bolj motivirani za delo, predvsem pa samostojnejši. Izkazalo se je, da je bil takšen način pouka na daljavo primer dobre prakse. Zaradi dobro zastavljene komunikacije so bili vsi odzivni, učenci pa uspešni. Ključne besede: 1. razred, pouk na daljavo, komunikacija, učinkovitost

## **COMMUNICATION WITH PARENTS AND PUPILS IN 1ST GRADE DURING AN EPIDEMIC IN ORDER TO MAKE HOME SCHOOLING EFFECTIVE**

Abstract: The time children spend with their parents is precious. During an average workday time spent with children is limited since the workday is busy, that is why I usually plan the lessons at school in order that pupils do most of the work at school. At the time of the epidemic, however, this was not possible, so my goal was to prepare effective distance learning process. For successful communication with my pupils, it was necessary to establish an electronic connection, I had to find out if everyone has the appropriate computer equipment, I had to provide them with support, guide them in establishing a connection, and open a bulletin board and our private school channel on e-Assistant. Furthermore, I had to engage parents to cooperate, they were asked to take photos of their children's work and send it back to me, so that I had an insight of my pupils' work on a daily basis. Another challenge was to explain the parents the purpose of differentiated tasks.

Parents received work instructions at their e-mail address, the instructions were posted on the class's e-notice board the night before in order to be able to organize their time and work according to their family dynamics. I communicated with my pupils through the school channel and via videoconference and was in daily contact with them. Prompt and effective feedback is extremely important so my pupils were given a positive feedback and encouragement on a daily basis. I simplified the work instructions as much as possible, I used capital letters so that my pupils could read the instructions themselves, I also sent them pictograms, pictures, electronic links to interactive content. The pupils' work was carefully planned they were able to carry out differentiated and individualized tasks due to different needs of pupils. The effectiveness of distance learning has increased with the creation of videos that I posted on YouTube, which helped make it accessible to all parents, and my pupils were more motivated to work and, above all, more independent to be in touch with the teacher. This way of distance learning turned out to be an example of good practice. Thanks to the well-established communication, everyone was responsive and the pupils were successful at learning.

Key Words: 1st grade, distance learning, communication, efficiency

## **POUČEVANJE TUJEGA JEZIKA NA DALJAVO V 2. RAZREDU**

Povzetek: Pri poučevanju/učenju angleščine v 2. razredu osnovne šole razvijamo jezikovni spretnosti poslušanja in govora. Pri pouku na daljavo sem dala prednost ohranjanju znanja tujega jezika pred učenjem novih struktur tujega jezika. Pouk na daljavo je temeljil na več pristopih k poučevanju/učenju tujega jezika. Sodobne študije s področja stalnosti učenja tujega jezika potrjujejo, da prekinitev poučevanja/učenja tujega jezika negativno vpliva na stopnjo pozabljanja tujega jezika in zmožnost priklica tujega jezika. Stalnost učenja tujega jezika, pogosta raba in izpostavljenost tuje-jezikovni kopeli, zlasti v okolju, kjer ta jezik ni naravno prisoten so temeljne predpostavke za uspešno učenje tujega jezika. Pozitivne učinke pogostosti rabe angleščine in utrjevanja sem uporabila tudi pri pouku na daljavo. Učenci se v prvi triadi najbolj učinkovito učijo s poslušanjem, ponavljanjem besed (tudi s petjem in rimami) in govorom. V razredu to poteka s pomočjo gibanja in iger, podprto z vsakdanjimi predmeti, jezikovnimi karticami in kratkimi video posnetki s spleta. Učinkovito smo uporabljali različna digitalna gradiva, ki so nam na voljo. Na spletu sem v tem času našla veliko različnih aplikacij in idej, na kakšne načine vzpostaviti uspešno komunikacijo z učenci. Že osvojeno znanje smo si priklicali/utrjevali s pomočjo padlet-a. Padlet je spletna e-storitev, ki omogoča skupno rabo. Kreirala sem tablo/zid. Za ustvarjanje po tabli je potrebna internetna povezava. Naložila sem slušno gradivo, ki smo ga uporabili že pri pouku v šoli in dodala nove (z enako vsebino). Povezavo sem posredovala učencem, ki so jo nato tudi soustvarjali: pisali, delili slike in posnetke z drugimi. Vse kar ustvarimo lahko vidijo vsi, ki so pri tem sodelovali. Razumevanje so učenci preverili z interaktivnimi vajami. Rešitve smo komentirali v video srečanju ali na šolskem kanalu. Izkazalo se je kot učinkovito, inovativno, zabavno in prijazno učenje angleščine.

Gljučne besede: 2. razred, osnovna šola, angleščina, padlet

## **DISTANCE LEARNING OF A FOREIGN LANGUAGE IN 2ND GRADE**

Abstract: When teaching/learning English in 2nd grade of primary school, language skills are developed by listening and speaking. In distance learning I gave priority to maintain already known foreign language skills over learning new foreign language structures. Distance learning was based on several approaches to teaching/learning a foreign language. Modern studies in the continuity of foreign language learning confirm that an interruption of foreign language teaching/learning has a negative effect in forgetting the foreign language gradually and in the ability to recall the foreign language. Continuity of foreign language learning, frequent use and exposure to continuous hearing of the language, especially in an environment where this language is not naturally used, are fundamental prerequisites for successful foreign language learning.

The positive effects of the frequent use of English and its consolidation were used also in distance learning. During the first triad students learned very efficiently by listening, repeating words (including singing and rhyming) and speaking. In the classroom, this is done through movement and games, supported by everyday objects, language cards and short videos from the web. We used the various digital materials available to us effectively. During this time I discovered many different applications and ideas online on how to establish a successful communication with students. The knowledge previously acquired was recalled/consolidated with the help of Padlet. Padlet is an online e-sharing service. I created a canvas/page. An internet connection was required to be able to create on the canvas. I uploaded listening material that we had already used in class at school and added then new material (with similar content). I passed the link on to the students, who then also helped to co-create the page: to write or share pictures and recordings with others. Everything we created could be seen by everyone who participated in it. Students could test their understanding through interactive exercises. We commented on the solutions in a video meeting or on the school channel. It has proven to be an effective, innovative, fun-giving and friendly way of learning English.

Key Words: 2nd grade, primary school, English, Padlet

## **PRVOŠOLCI IN POSLEDICE »SOCIALNE IZOLACIJE« V ČASU EPIDEMIJE**

Povzetek: Šolsko leto 2019/20 je bilo za lanskoletne prvošolce zelo posebno, kajti začenjali in uvajali so se v šolsko leto kar dvakrat. Na začetku šolskega leta so se uvajali v prvi razred in se srečevali z okoliščinami, ki jih v vrtcu niso poznali. Sredi maja pa smo se navajali na nove razmere, ko je bilo potrebno upoštevati primerno razdaljo in vse dejavnosti temu prilagoditi. Praviloma je otrokom v šoli veliko bolj všeč, kot jim je bilo v vrtcu. Sami poudarjajo, da so jim všeč zadolžitve in naloge, ki jih dobijo in jih radi delajo. Kljub vsemu je uvajanje v šolo za vse precejšnja sprememba. Prva dva meseca pouka sta kar naporna. Otroci imajo v današnjem času vse premalo druženja. Ker imajo popoldneve zasedene z različnimi dejavnostmi, zmanjka časa za vrstnike. Drugi razlog je samo mestno okolje. Manjka jim gibalnih in ustvarjalnih iger na prostem, pri katerih si z lastno domišljijo in preprostimi pripomočki pričarajo domišljijjski svet. Posledica je, do se pojavlja preveč konfliktov in celo agresije, ker se ne znajo prilagajati in postavljajo sebe v ospredje. Že tako podhranjeni osebnih socialnih stikov so morali dva meseca ostati doma zaradi epidemije. Ko sem bila v času epidemije v stiku s starši, so mi sporočali, da otroci zelo pogrešajo šolo in vse povezano z njo. Starši so večinoma delali od doma in se niso mogli toliko ukvarjati z otroki in pomanjkanje druženja z vrstniki sta to željo še povečevala. Ker mestni otroci živijo v stolpnica, so se morali starši in otroci kar potruditi, da so šli lahko na svež zrak. Vse to je povzročilo, da so bili veliko v stanovanjih. Ne samo pomanjkanje gibanja na svežem zraku, ampak tudi prevlelika podvrženost modri svetlobi je pustila na otrocih posledice, ki so se izrazito pokazale, ko so se učenci vrnili v šolo. V prispevku bom predstavila posledice, ki so se pojavljale, ko smo se ponovno vrnili v šolo. Pojavljale so se vzgojne in učne težave, pretiran strah, pomanjkanje osebnega prostora. Izredno malo je bilo pozitivnih stvari kot posledice učenja na daljavo.

Ključne besede: prvošolci, uvajanje, težave, posledice, pomanjkanje socialnih stikov

## **PRIMARY SCHOOL STUDENTS AND CONSEQUENCES OF "SOCIAL ISOLATION" DURING THE EPIDEMIC**

Abstract: The 2019/20 school year was very special for first grade primary school students as they started and were introduced to the school twice. At the beginning of the school year they were introduced to first grade and encountered circumstances they were unfamiliar with in kindergarten. In mid-May we experienced the new situation, when it was necessary to take into account the appropriate distance and adjust all activities accordingly. Children like being in school much more than kindergarten. They themselves emphasize that they like the school work and tasks they get and like to do them. Nevertheless, school work is a significant change for them. The first two months of school are quite tiring. Children have too little socializing. Because they have their afternoons busy with various activities they run out of time for their classmates. The second reason is the urban environment itself. They lack physical activities and creative outdoor games to use and strengthen their imagination. Therefore there are too many conflicts and even aggression because they do not know how to adapt and put themselves in the forefront. Besides lack of personal social contacts they had to stay at home for two months due to epidemic. When I was in contact with their parents during the epidemic, I was told that the children had missed school and everything related to it. Parents mostly worked from home and could not deal so much with their children. Also lack of socializing with classmates further increased their desire to go back to school. Since the city children mostly live in block of flats, parents and children had to put some effort to go out into the fresh air. All of this caused them to be in flats a lot. Not only the lack of movement in the fresh air but also the excessive exposure to blue light caused by electronic devices left consequences on the children. This was obvious when the students returned to school. In this article I will present the consequences that occurred after we returned to school. There were educational and learning difficulties, excessive fear, lack of personal space. There were very few positive things as a result of distance learning.

Key Words: first graders, introduction, problems, consequences, lack of social contacts

## **USTVARJALNO POUČEVANJE ANGLEŠČINE V 1., 2. IN 3. RAZREDU OSNOVNE ŠOLE**

Povzetek: Na konferenci bom predstavila primer poučevanja angleščine na daljavo v 1., 2. in 3. razredu osnovne šole. Razčlenila bom svoj proces dela. Kaj je bilo za način mojega dela pomembno, kaj ne, kaj je delovalo, kaj bi lahko spremenila in kaj lahko v prihodnje ponovno uporabim. Kako sem vse dosedanje izkušnje in znanje prepletla z novim ter s tem prišla do svojega edinstvenega poučevanja na daljavo. Najprej sem analizirala svoje obstoječe delo, oblike in metode, ki jih uporabljam v razredu. Temu bi lahko rekla tudi soočenje s svojimi dosedanjim delom. Kaj od tega, kar je dobro in deluje v razredu, lahko ponudim tudi na daljavo? S katerimi metodami, oblikami in tehnikami dela lahko nadaljujem ter katere bom morala preoblikovati? Nato je bilo potrebno najti znanje, ki bo podprlo moje ideje ter pridobiti nove veščine. Naslednja naloga je bila, da se postavim v vlogo učenca. Kaj bi bilo zanimivo zanje? Kaj bi jih motiviralo, da bi se lotili pouka angleščine? Kako pouk peljati tako, da bodo pri tem učenci čim bolj samostojni? V kakšnih okoljih živijo, kaj jim le-ta omogočajo oz. ne omogočajo? Kakšni so cilji poučevanja in kaj pričakujem od učencev? Ko so bila vsa ta vprašanja odgovorjena, je bila vizija mojega dela na daljavo ustvarjena. Glavno vodilo pri ustvarjanju pouka je bilo, da na kreativen način predstavim snov, ob tem pa dodam še ščepec humorja. Temelj mojega poučevanja so bili posnetki. Z njimi sem želela vzpostaviti virtualen stik z učenci. Pomembno mi je bilo tudi to, da so si učenci uro angleščine lahko pogledali večkrat. Hkrati tudi to, da so si glede na njihove dnevne šolske obveznosti lahko sami izbrali dan in uro, ko bodo posnetek pogledali. Preko snemanj svojega petja, plesa, uporabe lutk, lasulj, slikovnih kartic in drugih pripomočkov sem lahko učencem predstavila, da je lahko tudi pouk na daljavo zanimivo. Hkrati pa sem želela stresno situacijo časa v katerem smo bili, s svojim načinom razmišljanja in dela prenesti tudi v pouk. Največja potrditev dobrega dela pa je prišla s strani odzivov učencev in njihovih staršev. Posnetke so radi pogledali tako učenci kot njihovi starši. Način podajanja snovi jih je motiviral za učenje. Vsekakor je bila pot poučevanja na daljavo polna izzivov, stisk, stresa, ustvarjalnosti, nespečnosti, izvirnosti in na koncu tudi osebnega zadovoljstva.

Ključne besede: proces poučevanja, posnetki, ustvarjalnost, humor, dostopnost, analiza

## **CREATIVE LANGUAGE TEACHING IN FIRST, SECOND AND THIRD GRADE**

Abstract: My presentation is going to talk about my experience of online language teaching during lockdown due to the pandemic. I teach English in 1st, 2nd and 3rd grade. I am going to analyze my work strategies. What was important for me and my teaching, what did and did not work? What would I change and what would I use again in the future? How I combined my old and new skills to achieve my creative way of teaching? First I analyzed my work so far, my teaching methods and strategies. I call it confrontation time. What kind of methods that work in-person could also be successfully used for online teaching? What methods and techniques could I use and which ones could I transform into something new? After answering all these questions I had to find resources to learn new skills and then of course, learn them. This new knowledge and skills were a necessity in order to bring my ideas to life. Then I stepped into my student's shoes. What would students be interested in? What would motivate them to do the school work? In what way could I support their independence? I also had to think about the variety of social backgrounds that students come from. What are my teaching aims and what do I expect of my students? When I answered all of these questions my vision for my e-teaching was born. My main guidance was creativity with humor to spice it up. The basis of my online teaching were video classes. They were my way to virtually connect to my students. The thing that was important to me was that the videos were accessible. And that students could look at them again and again, if they wanted. In videos I sang, danced, acted, used a puppet and played with different didactical materials. The aim of this diversity was to make online teaching fun and interesting. My aim throughout my work was also that my classes would help to reduce a little bit of stress for my students during a difficult time of the lockdown. Students and also their parents were thrilled with lessons. Students were motivated to work and the responses I have got encouraged me to continue with my work. The online teaching was certainly a mixture of challenges, distress, stress, creativity, sleeplessness and originality. I have learned a lot from it.

Key Words: process, videos, creativity, humour, accessibility, analysis

## **SPODBUDE IN DELO S PRVOŠOLČKI V ČASU EPIDEMIJE**

Povzetek: Marca sem se znašla pred novimi izzivi. V začetku sem v dobri veri staršem pošiljala številne naloge in dejavnosti za otroke. Po povratni informaciji staršev je bila količina prevelika. Sledil je nov izziv, kako staršem in otrokom olajšati delo in ne izgubiti na kvaliteti. Kako razbremeniti starše otrok, ki sami ne znajo vstopiti v spletno učilnico, si prebrati navodil ali sodelovati v video klicu. Edina rešitev, ki sem jo takrat videla je bila spodbuda staršem, da začnejo pri otroku razvijati samostojnost, zaupanje in jih navajati na odgovornost za opravljene naloge. Nekateri starši so z otrokom sedeli in delali tudi več ur in se tako soočali z novimi izzivi. Svetovala sem, da otroku preberejo navodila, reševanje nalog prepustijo otroku samemu. Starši so se izkazali za sodelujoče. Proti koncu je motivacija za delo upadla. Starši so poročali, da je bilo šolanje na daljavo za njih velika obremenitev. Ker sem se od vsega začetka zavedala, da brez pomoči staršev ne bo napredka, sem jih v začetku tedna spodbudila k delu s kratkim motivacijskim sestavkom. Največ spodbude sem namenila urjenju branja. Na daljavo smo spoznali drugo polovico črk, sledila je faza urjenja branja, za katero je značilno, da po uvodnem navdušenju nad črkami, motivacija upade. Ker sem lahko učence spodbujala le na daljavo, sem staršem sporočila, da je tokrat največja odgovornost preložena na njih. Spodbujala sem jih k potrpežljivosti, vztrajnosti in k pripravljenosti, da otroku pomagajo. V ta namen sem v učilnici objavljala bralne učne liste. Za avdio posnetke branja, ki so mi jih pošiljali prostovoljno, sem pošiljala povratno informacijo z namigi za napredek. Znašla sem se pred izzivom, saj je bilo za pisanje le-te obremenjenim staršem in otrokom, potrebnega veliko sočutja. S skupnimi močmi nam je uspelo predelati načrtovano. Učenci so napredovali po svojih sposobnostih. Delo na daljavo je bila poučna izkušnja, ki ima veliko pomanjkljivosti, saj osebni stik in poučevanje v učilnici pretehtata vse prednosti sodobne tehnologije.

Ključne besede: spodbuda, prvošolčki, starši, izziv, sodelovanje

## **ENCOURAGEMENT AND WORK WITH PRIMARY SCHOOL STUDENTS DURING THE EPIDEMIC**

Abstract: In the month of March, I had to face new challenges. At the beginning of the distant learning period, I sent many tasks and activities for the children to the parents. According to the feedback and comments, parents sent me afterward, the amount of tasks and activities children were supposed to do, was too high. Thus, I realized I had to find the balance between the quality and the quantity of the tasks on one hand and help the parents of those children who do not know how to enter the online classroom, read the instructions or participate in a video call on the other hand. The only solution I saw at that time was to encourage parents to start developing the child's independence, self-reliance and the sense of responsibility. Some parents reported they spent hours sitting with their child helping them to do all the schoolwork. I advised all the parents to only read the instructions to the child and let the child do the rest of the work without any further assistance. The parents were very cooperative. Towards the end of the distant learning period, the motivation for schoolwork rapidly declined. Parents reported that distance learning was a big burden for them. Since I was aware from the very beginning that there would be no learning progress without the help of the parents, I started each new working week with an encouragement letter for them. In teaching, I focused mostly on developing and practicing reading skills. Half of the letters from the Slovene alphabet were introduced to children from distance. As an experienced teacher, I was aware of the fact that after the initial enthusiasm children start losing interest in learning letters. Once again, the parents had to take an important role in motivating and encouraging their children in order to successfully teach them how to read and write letters properly. I addressed parents to be patient, persistent and motivated in order to help the children. For this purpose, I posted reading comprehension worksheets in virtual classroom. Parents optionally sent me audio recordings of reading and I instantly sent them my feedback. I was aware that both, parents and children, needed compassion and encouragement. Today I can say that we managed to do all the planned work. The students progressed according to their abilities. Distant learning was an interesting experience with not only benefits but also many drawbacks. Lack of personal contact is definitely one of them and it cannot be replaced with all the advances of modern technology. Key Words: encouragement, first graders, parents, challenge, cooperation



## IZKUŠNJE IN IZZIVI POUČEVANJA NA DALJAVO V 2. RAZREDU

Povzetek: Pandemija Covid-19 in ukrepi, ki jih je sprejemala vlada, so vplivali na vse nas, še posebej na najbolj ranljive skupine: otroke s posebnimi potrebami, etnične manjšine in otroke iz družin z nižjim ekonomskim statusom. To še zlasti velja za izobraževalne ustanove, kjer se je odvijalo učenje na daljavo, s katerim se je spopadal vsak učitelj na svoj način. Ob začetku epidemije smo se morali učitelji, učenci in starši hitro prilagoditi na nov način šolanja. Enotnih navodil učitelji nismo prejeli. Nekatere šole so začele s poučevanjem na daljavo takoj, druge pa komaj po enem tednu, saj so imele svoj »krizni teden«. Ta neenotnost je hitro povzročila nezaupanje v sistem. Učencem se je nov način učenja sprva zdel zanimiv, zabaven in ustvarjalen. Veseli so bili, da so si lahko šolsko delo razporedili sami. Kasneje so začeli pogrešati razlago učiteljev in socialne stike. Raziskava zavoda za šolstvo o izobraževanju v času epidemije je pokazala, da je polovica učencev pouk na daljavo označila kot zahtevnejšega od tistega v razredu, kar sem ugotovila tudi pri svojih drugošolcih. Učenci v drugem razredu so še precej nesamostojni, zato je bila pomoč staršev v tem obdobju izjemnega pomena. Pri tem se pojavijo seveda pomisleki v kolikšni meri lahko obremenimo starše in koliko so ti starši usposobljeni za pomoč pri šolskem delu. Posledično se pojavi tudi vprašanje, koliko se bodo razlike med učenci zaradi tega povečale. Začetek učenja na daljavo je privedel tudi do kvantitete materialov, ki so jih pripravljali učitelji, namesto kvalitete. Učenje na daljavo je bilo še posebej težavno za učenca tujca, saj njegovi starši nimajo znanja slovenščine, da bi mu lahko doma nudili pomoč. Z njimi je komunikacija potekala na dnevni ravni, saj so potrebovali sprotno dodatno razlago. Ob vrnitvi v šolo se je izkazalo, da ima pri slovenščini primanjkljaj v znanju v primerjavi z vrstniki, medtem ko pri matematiki večjih razlik v znanju ni bilo zaznati. Dodaten izziv so predstavljali učenci Romi, ki doma niso imeli računalnika, interneta, možnosti sodelovanja. Njim je na pomoč priskočila šola z donacijo računalnikov ter Center za socialno delo, ki jim je tedensko predajal gradiva, ki smo jih učiteljice pripravile posebej zanje. Njihov odziv ni bil takšen kot smo si želele. Naloge so bile rešene površno, znanja ob povratku v šolo ni bilo. Pouk na daljavo pri njih žal ni bil uspešen, saj doma nimajo spodbudnega okolja za učenje. Večina drugih učencev je bila zelo odzivna, navadili so se novega načina dela, spoznavali so se z novimi tehnologijami, reševali dopolnilne in dodatne naloge ter snemali video posnetke. Kljub vsemu so komaj čakali povratek v šolo in pristne stike z učitelji in sošolci. Pojavlja se vprašanje tudi o učiteljevih delovnih pogojih doma, tehničnih zmožnosti in znanju za vodenje pouka na daljavo. Samoumevno je, da obvladamo vse in imamo doma vsa sredstva na razpolago tudi za potrebe službe. Veliko ur smo posvetili samoizobraževanju z različnimi orodji za poučevanje na daljavo, sestavljanju navodil in razlage, oblikovanju dodatnih in dopolnilnih nalog, pregledovanju nalog, pisanju povratnih informacij, snemanju videov za boljše razumevanje snovi in videokonferencam s sodelavci, učenci ter starši. S pedagoškega vidika je zelo pomembno dejstvo, da se je v tem obdobju med učitelji okrepilo timsko delo saj smo si med seboj pomagali, delili izkušnje, znanja in gradiva. Okrepilo se je tudi zavedanje, da šola ni samo vzgojno-izobraževalna ustanova, ampak skupnost učencev in učiteljev, ki vsem skupaj omogoča rast, razvijanje potencialov in na splošno napredek v socialnem in moralnem smislu. Ključne besede: učenje na daljavo, pandemija, timsko delo, učenec tujec, Romi, izkušnje, izzivi

## EXPERIENCES AND CHALLENGES OF DISTANCE LEARNING IN 2ND GRADE

Abstract: The current COVID-19 pandemic and measures taken in response by government have an impact on us all. However, some individuals are more affected than others are and the crisis is hitting the most vulnerable groups the hardest: children with special needs, ethnic minorities and children from families with lower economic status. This is especially true in education institutions where staff have to experiment with remote teaching. At the start of the epidemic, teachers, students and parents had to adapt quickly to the new way of schooling. Teachers did not receive specific instructions. Some schools started teaching at a distance immediately, while others barely after one week, as they had their "crisis week". This disunity quickly led to mistrust in the education system. At first, the students found the new way of learning interesting, fun and creative. They were happy to be able to schedule schoolwork on their own. Later, they began to miss teachers' explanations and social contacts. The Institute of Education's research on education during the epidemic showed that half of the students described distance learning as more demanding than in the classroom, which I also found in my second-graders. Pupils in the second grade are still quite dependent, so the help of parents during this period was extremely important. There are, of course, concerns about this; firstly, to what extent we can burden parents. Secondly how much these parents are able to help with schoolwork. As a result, the question also arises as to how much the differences between students will increase as a result. The beginning of distance learning thus led to quantity instead of quality.

Distance learning was particularly difficult for foreign student where parents may not have the Slovene lan-



guage skills to provide help. Communication with them took place on a daily basis, as they needed further explanation. Returning to school, it turned out that he had a deficit in knowledge in Slovene compared to his peers, while in mathematics there were no significant differences in knowledge.

An additional challenge was also by Roma students who did not have a computer, internet or opportunities to participate at home. School helped them with a computer donation. The Center for Social Work also handed them weekly materials that the teachers had prepared especially for them. Their response was not what we wanted. They solved tasks superficially and there was no knowledge on the way back to school. Unfortunately, distance learning has not been successful for them, as they do not have a stimulating learning environment at home. Most of the other students were very responsive, they got used to the new way of working and they were acquainted with new technologies, solved supplementary and additional tasks and recorded videos. Nevertheless, they could hardly wait to return to school and have genuine contact with teachers and classmates.

The question also arises about the teacher's working conditions at home, technical abilities and knowledge for conducting distance learning. It is understood that we manage everything and have all the resources available at home for the needs of the service as well. We devoted many hours to self-education with various tools for distance learning, compiling instructions and explanations, creating additional and supplementary tasks, reviewing tasks, writing feedback, recording videos for a better understanding of the material and video conferencing with co-workers, students and parents. From a pedagogical point of view, it is a very important fact that during this period, teachers strengthened the teamwork as they helped each other shared experiences, knowledge and materials. Other people are also now aware that the school is not just an educational institution, but also a community of students and teachers that together enables all to grow, develop potentials, progress in social and moral terms.

Key Words: distance learning, pandemic, teamwork, foreign student, Roma, experiences, challenges

## **DELOVNO VZDUŠJE NA DOMU PRVOŠOLCEV**

Povzetek: Prvošolci so se ravno dobro navadili na šolsko delo, usvojili različne metode in oblike dela, sprejeli učiteljico in se spoprijateljili med seboj, ko so hočeš nočeš morali ostati doma. Učitelji smo bili postavljeni pred nove izzive, spremeniti smo morali način dela, razmišljanja. Tudi starše smo postavili v nezavidljiv položaj. Prvošolci so še posebej odvisni od svojih staršev oz. skrbnikov, saj nimajo dovolj znanja o IKT tehnologiji, so slabi bralci, se težje sami organizirajo. Kvaliteta in količina izobraževanja na domu je bila tako v veliki meri odvisna od tega, kako resno so na vso stvar gledali starši in koliko je bilo v njihovi moči. Zato so bili ključ do vs-ega prav oni. In tako kot imam v razredu skupino popolnoma različnih otrok, imam na drugi strani še dvakrat toliko različnih staršev. Staršev, s katerimi sem si želela dobro sodelovati. Na začetku smo sodelovali po emailu, potem pa sem si želela iz prve roke izvedeti kako jim gre. Prvo Zoom srečanje je bilo zelo zanimivo, saj smo se vsi učili. Imeli smo kar precej tehničnih težav. Občutek sem imela, da se pogovarjam sama s sabo, učencem je bilo nerodno, nekateri se sploh niso hoteli pogovarjati. Na koncu pogovora sem bila izmučena in razočarana. Ker ni bilo takšnega odziva, kot bi pričakovala sem začela v tedenskih nalogah dajati naloge, katere so mi morali poslati. Tako sem vsaj enkrat na teden stopila v kontakt z njimi. Odzivi so bili zelo različni. Nekateri so mi pridno pošiljali vse naloge, mi sporočali kako jim gre, spet drugi so bili kratki in jedrnat. Ker starši niso bili najbolj odzivni, sem poskusila drugače. Vsakemu učencu posebej sem napisala osebno pismo in v zadevi emaila napisala njegovo ime. Odzivi so bili krasni. Učenci so mi sami odgovarjali na email, ena učenka mi je celo po navadni pošti poslala prijazno pismo z risbico. Dlje kot je trajalo izobraževanje na domu, bolj smo postajali povezani. Učenci so mi pošiljali svoje fotografije, pisali zgodbe kako jim gre, risali risbice...Z nekaterimi smo lažje komunicirali po telefonu. Zadnjega Zoom srečanja so se udeležili vsi starši in otroci. Pogovor je bil sproščen, videl si nasmejane obraze, ki so komaj čakali, da se vidimo v živo. Odziv staršev o delu na daljavo je bil zelo pozitiven. S skupnimi močmi nam je uspelo!

Ključne besede: prvošolci, sodelovanje s starši, izobraževanje na domu, odziv, IKT tehnologija, uspešnost pri delu

## **WORKING ATMOSPHERE AT HOME OF FIRST GRADER STUDENTS**

Abstract: First graders just started and got used to the school work, teachers, classmates and teaching methods when they suddenly had to stay at home. We as teachers were exposed to new challenges, how to change the method of teaching and the way how we work. Similar situation happened also to the parents. From the point of IK technology, first graders specially depend on their parents, because they do not have enough knowledge and organisation skills to work alone. Therefore, parents were mostly responsible for effect and quality of the education of first graders at home. Parents cooperation was the key of success in this situation. However, as we know how many different children we have, we have also double number of different parents. At first, I wanted a good cooperation using e-mail, but later we improved that and got more personal using application Zoom. First Zoom meeting was despite technical problems very interesting, because it was the first time for all of us. But on the end of the meeting I was exhausted and a little disappointed, because some students didn't wanted to talk, they were awkward. I had a feeling I was talking with myself. Because of bad experience I started with weekly tasks, which had to be send back to me. In this way I was individually in contact with them. The responses was very different. Some were very accurate and sent to me in detail all homework and then again, some were very short and retained. Again, I started a new method with them and I wrote to each student personal letters including their name. The result was great, students replayed regularly and personally, also with regards drawings. The longer lasted educating at home, more and more we were connected. Students start to send me also personal photos, drawings and their daily stories. With some, we also regularly spoke by the phone. In last Zoom meeting participated all student and their parents. Conversation was relaxed with smiling faces. They all wanted we can see each other also personally in live. On the end, the response of parents was positive. We managed with joint efforts!

Key Words: first grader, parents cooperation, educating at home, IKT technology, educating success.

## ANGLEŠČINA V PRVEM TRILETJU NA DALJAVO

**Povzetek:** Namen prispevka je predstavitev dela v času, ki je potekal kot delo od doma zaradi Covid-19 karantene. Petek, 13. marec, je dan, ko je padla odločitev, da se šole zaprejo za namene pouka, v živo v razredih. Naslednji teden je naše delo potekalo doma po navodilu ravnateljice. Navodila za delo, ki sem jih želela podati učencem, sem 1. teden pošiljala računalničarju, ki jih je nalagal na spletni strani šole. Zaradi njegove velike obremenitve, sem se odločila za uporabo spletnega orodja Padlet. Ustvarila sem si podlago, na katero sem enkrat tedensko nalagala navodila za učence. Ločila sem jih po razredih, saj sem poučevala NIP TJA v 1. razredu in TJA v 2., 3. in 4. razredu. Enkrat tedensko sem učencem podala navodila za dve šolski uri, ki bi ju drugače izvedla v razredu. Moje delo učiteljice angleščine v 1. triletju temelji predvsem na gibanju, petju, didaktičnih igrar, raznih spletnih filmih in risankah. Delo je razgibano, saj imam na prvem mestu cilj, da učenci vzljubijo jezik, da ob koncu šolskega leta v 1. in 2. razredu predvsem razumejo povedano besedilo v angleščini in znajo, do določene mere, v angleščini komunicirati. V 3. razredu pa v drugem delu šolskega leta delam predvsem na bralnem razumevanju preprostih besedil v angleščini. Pri sestavljanju navodil sem imela pred sabo učence in v mislih z njimi brala navodila. Prav tako sem razmišljala o starših, ki so čez noč postali učitelji svojih otrok. Poskušala sem biti čim bolj razumljiva in s tem uporabljala preproste izraze. Velikokrat sem posamezno predstavitev posnela v obliki kratkega filma ter jo naložila na splet. Največ časa mi je vzelo iskanje primernih posnetkov na spletu, ki bi bili učencem primerni za utrjevanje naučenega in predvsem za stik z angleščino. Ob vrnitvi v šolo in ob stiku z učenci v živo pa sem dojela, prav tako veliko mojih sodelavcev, da je delo od doma obrodilo sadove, vendar v manjši količini in obsegu kot smo pričakovali in upali.

**Ključne besede:** Covid-19, spletno orodje Padlet, tedenska navodila, didaktične metode in oblike

## REMOTE ENGLISH LESSONS IN THE FIRST TRIAD

**Abstract:** Aim of the paper is presentation of work in a period of remote lessons due to COVID-19 quarantine. Decision for closing schools was made on Friday 13th of March. The next week our work was performed from home according to our principal's instructions. I sent instructions for work intended for pupils to a computer scientist who uploaded them on the school web page. After one week I realised that he was too busy, and decided to use online tool Padlet. I created a platform where I uploaded instructions for pupils once a week. I separated instructions by classes. Namely, in the first class I taught English as optional elective subject, while in the second, third and fourth class English was a regular subject. Once a week I gave instructions for two classes which would be otherwise performed in school. Above all, my work of English teacher in the first triad is based on movement, singing, didactic games, various online films and cartoons. My work is diversified, because my primary goal is motivating pupils to get to like the language. By the end of school year in the first and second class they should understand narrated English texts and be able to communicate in English to a certain extent. Later, in the second half of school year in the third class I am focused on reading comprehension of simple English texts. In composing instructions I imagined that I read instructions together with pupils. I also kept in mind their parents who were forced to become their teachers. I strived to be as understandable as possible using clear words. I created many presentations in a form of short video shots which I uploaded online. The most time-consuming was searching of suitable online video shots, which would serve to consolidation of pupils' knowledge and keeping their contact with English.

After return to school and meeting pupils face to face I realised like majority of my colleagues, that work from home brought some results, but to a smaller extent than we expected and hoped.

**Key Words:** COVID-19, online tool Padlet, weekly instructions, didactic methods and forms

## IZKUŠNJE IZOBRAŽEVANJA IN IZZIVI VZGOJE V ČASU EPIDEMIJE V TRETJEM RAZREDU OSNOVNE ŠOLE

Povzetek: Novica, o zaprtju vseh vzgojno-izobraževalnih ustanov v Sloveniji, je priletela kot strela z jasnega. Popolni preobrat. Hitra organizacija in zbiranje informacij na vseh koncih s pomočjo vseh možnih IKT kanalov in dobra medsebojna komunikacija nam je omogočila zagon pouka na daljavo. S starši prve triade smo najbolj uspešno komunicirali s pomočjo e-pošte. Povezava z njimi je bila dnevna. Z učenci smo se v živo dobivali preko Zoom-a 1-krat do 2-krat tedensko popoldne. Ta srečanja so bila predvsem namenjena pogovoru o tem, kako so preživeli dan. Lahko so tudi predstavili svoje hobije, zastavljali vprašanja, se pogovarjali o svojem počutju itd. Z nekaterimi učenci sem se dobila individualno, ker smo skupaj s starši ugotovili, da so v veliki osebni stiski. Prek Zoom-a smo izvedli tudi ustno spraševanje matematike (3.razred OŠ). Vse je zahtevalo kar dobro logistiko in ustvarjanje pozitivne klime, da so bili učenci sproščeni in motivirani za sodelovanje.

Z anketo smo ugotovili, koliko so učenci in starši obremenjeni, kje še pogrešajo bolj podrobna navodila in kje imajo težave s tehnologijo. Pisnim navodilom smo dodali še zvočne posnetke. Moj delovni dan se je v presledkih razpotegnil čez ves dan. V prihodnosti moram biti do sebe bolj prizanesljiva, ker sem bila na robu izgorelosti. Po osmih tednih se je 1. triada vrnila nazaj v šole. Po prihodu otrok v šolo sem zelo pazila na njihovo duševno zdravje. Ukrepi so jim preprečili vrstniško druženje, igro in učenje. Šolski prostor ne omogoča otrokom samo pridobivanja znanj in strategij za učenje, ampak je tudi prostor medsebojne interakcije z drugimi udeleženci (medosebni odnosi, pripadnost, opazovanje in posnemanje vedenjskih vzorcev). V pouk smo vpletali zelo veliko fizičnih aktivnosti (kratke vadbe, ples,...). Če je le bilo možno, smo imeli pouk na prostem. Na šoli smo se strogo držali navodil z ministrstva. Držanje varnostne razdalje in dotika med učenci pa je bila samo pobožna želja oz. ukrep, ki ga je bilo nemogoče izvajati. Kaj je meni epidemija prinesla dobrega? Jutranje sprehode v naravi. Še večjo povezanost s starši mojih učencev, s sodelavci, nova znanja IKT in spoznanje, da poučevanje otrok spada v šolski prostor.

Ključne besede: IKT, komunikacija med deležniki in IKT kanali, ocenjevanje, vrnitev v šolo, duševno zdravje otrok, prednosti epidemije

## EDUCATIONAL EXPERIENCES AND UPBRINGING CHALLENGES DURING THE EPIDEMIC IN THE THIRD GRADE OF PRIMARY SCHOOL

Abstract: News about the closure of all educational institutions in Slovenia came out suddenly. Complete reversal. Quick organization and collecting informations everywhere with all possible ICT channels and good mutual communication enable start online learning. Communication between us and parents was most effective via e-mail. We were in contact daily. We had meetings with students via Zoom once or twice a week in the afternoon. These meetings were meant to discuss how they spent their days. They could present their hobbies, ask questions, express their feelings etc. I had individual meetings with some students because their parents and I found out that they were in great distress. We made oral assessment in Maths via Zoom (third grade of primary school). All these activities demanded quite good logistic, creating a positive atmosphere – what made students relaxed and motivated for cooperation. With questionnaire we found out how much are students and parents overloaded, where do they miss more detailed instructions and where do they have problems with technology. We added audio recordings to the written instructions. My work day was extended through whole day with a few breaks. In future I have to be more lenient because I was on the verge of burning out. After eight weeks first, second and third grade returned to school. When students came back to school I took great care of their mental health. The measures prevented students from hanging out with friends, playing and learning with them. School place doesn't enable just education and learning strategies but is also place for mutual interaction with other participants (mutual relationships, belonging, observation and imitation of behavioural patterns). During lessons we had a lot of physical activities like short exercises, dancing etc. We often had lessons outside. At school we strictly followed the instructions from the ministry of Education. We couldn't prevent students to keep safety distance or to touch each other.

What epidemic brought to me? Morning walks in nature. Much better connection with students' parents and colleagues, more knowledge of ICT and finding out that children belong in school place.

Key Words: ICT, communication between stakeholders and ICT, channels, assesment, return to school, mental health of children, benefits of epidemic

## **POUČEVANJE V TRETJEM RAZREDU V ČASU EPIDEMIJE**

Povzetek: Poučujem tretji razred in pouk na daljavo je za vse nas nova in posebna izkušnja. Učitelji smo se v času pouka na daljavo morali dodatno izobraževati, saj je ta oblika dela od nas zahtevala nova znanja. Udeleževali smo se različnih video delavnic, kjer smo pridobivali nova znanja s področja didaktike, pedagogike, psihologije in tehnologije na daljavo. Moji tretješolci so najbolj pogrešali osebni stik z učiteljico. Po začetnem navdušenju, da ni pouka in da gre za počitnice, pa so učenci hitro ugotovili, da gre v resnici za čisto pravo šolo, za mnoge celo zahtevnejšo in napornejšo kot sicer. Največ težav pri pouku na daljavo jim je predstavljal stres, ki je največkrat posledica konfliktov v družini in kopičenja dela. Čeprav naj bi delo na daljavo pripomoglo h krepitvi družinskih stikov, se je v praksi velikokrat pokazalo ravno nasprotno. Pri delu na daljavo se še bolj kot v organizacijah briše meja med delom in prostim časom. Verjamem, da je pouk na daljavo le začasna rešitev, katere se poslužujemo v primeru izrednih razmer, sicer pa menim, da nihče med učitelji ne bi zamenjal te oblike dela z delom v prijaznem in prijetnem šolskem okolju, kjer imamo osebni stik z učenci, sodelavci in ostalim osebjem, ki nam polepša marsikateri delovnik. Pouk na daljavo ima, tako kot vse stvari, prednosti kot slabosti. Ključne besede: naloge, pouk na daljavo, učitelji in učenci.

## **TEACHING IN THE THIRD GRADE DURING AN EPIDEMIC**

Abstract: I teach third grade and distance learning is a new and special experience for all of us. Teachers had to receive additional education during distance learning, as this form of work required new knowledge from us. We participated in various video workshops, where we acquired new knowledge in the field of didactics, pedagogy, psychology and distance technology. My third graders missed personal contact with the teacher the most. After the initial enthusiasm that there were no lessons and that it was a holiday, the students quickly realized that it was in fact a real school, for many even more demanding and strenuous than usual. Most of the problems in distance learning were stress, which is most often the result of conflicts in the family and the accumulation of work. Although teleworking is supposed to help strengthen family contacts, in practice it has often turned out to be just the opposite. When working remotely, the line between work and leisure is blurred even more than in organizations. I believe that distance learning is only a temporary solution, which we use in case of emergency, otherwise I think that none of the teachers would replace this form of work with work in a friendly and pleasant school environment, where we have personal contact with students, colleagues and other staff, which brightens up many of our workdays. Distance learning, like all things, has advantages as well as disadvantages.

Key Words: assignments, distance learning, teachers and students.

## **POMOČ DEČKU S TEŽAVAMI NA PODROČJU ZAČETNEGA OPISMENJEVANJA NA DALJAVO**

Povzetek: Otroci s posebnimi potrebami imajo različne potrebe v vzgojno-izobraževalnem procesu, zato potrebujejo različne metode in pristope dela v procesu pridobivanja in ocenjevanja znanja. Ena od značilnosti nekaterih otrok s težavami pri učenju je tudi govorno jezikovni primanjkljaj in slabše razvita grafomotorika, kar se odraža tudi pri pisanju. Kadar je ta motnja potrjena tudi z vidika diagnostične ocene kliničnega psihologa, pomeni primanjkljaj organsko oškodovanost pri otroku in otrok se, na podlagi Zahteve za usmeritev, lahko usmeri v izobraževalni program s prilagojenim izvajanjem in dodatno strokovno pomočjo.

Govorno jezikovno področje, predvsem težave na področju artikulacije in fonološkega zavedanja ter razvitost grafomotorike, imata velik vpliv pri začetnem opismenjevanju. Otroci s težavami na področju glasovnega zavedanja potrebujejo zelo veliko vaje in drugačnih načinov pri razvijanju tehnike branja. Prav tako otroci s težavami pri drži pisala in pri oblikovanju črk ter z upočasnjenim tempom pisanja potrebujejo veliko vaje, da izboljšajo grafomotorične spretnosti, ter običajno tudi pripomočke in prilagoditve pri pouku ter pri pisnem ocenjevanju. Ob časovnih pritiskih ne zmorejo slediti, pridobivati in izkazovati vsebin tako hitro kot njihovi vrstniki. Običajno so njihovi zapiski pomanjkljivi in težje berljivi. V tem primeru otroku ponudimo različne načine, s katerimi lahko sledijo učnemu procesu in mu tako olajšamo pot do znanja. Izbira strategij pomoči, vrste pripomočkov ter prilagoditve so odvisne od vrste in stopnje težav na določenih področjih. V obdobju dela na daljavo zaradi izrednih razmer v Sloveniji, ki jih je povzročila epidemija, je učno delo potekalo preko računalnika in telefona.

Ključne besede: otroci s posebnimi potrebami, govorno jezikovni primanjkljaj, grafomotorika, prilagojene oblike dela, strategije pomoči, vrste pripomočkov ter prilagoditve.

## **HELPING A BOY WITH INITIAL LITERACY PROBLEMS**

Abstract: Due to the fact that special needs children have different needs in the educational process, they require various teaching methods and approaches in the process of testing and assessing their knowledge. One of the characteristics of some of the children with learning difficulties is the speech deficit and a poorly developed graphomotorics, which can also be observed in written assignments. In the cases, where the disorder is confirmed by a diagnostic evaluation from a clinical psychologist, the deficit points to an organic defect in a child. Based on the placement request form, a child may be placed into an adapted programme with additional professional support. The fields of speech and language, especially difficulties in articulation and phonemic awareness as well as the development of graphomotorics, have a great impact on the initial literacy education. Children who have difficulties with phonemic awareness require a lot of practice and various methods in developing their reading technique. Similarly, children who have difficulties with the correct way of holding a pen, forming letters, and a slackened writing tempo, need a lot of exercise to improve their graphomotor skills and often other technical accessories and adjustments in class and during written examination. Under time pressure, they find it difficult to follow, gain, and display knowledge as quickly as their peers. Their notes are often incomplete and illegible. In cases like these, we can offer the child various methods in which they can follow the learning process and ease their way to knowledge. The selection of help strategies, types of accessories, and adjustments depends on the type and level of difficulties in certain fields. During distance learning due to the emergency situation in Slovenia, caused by the epidemic, the learning process was carried out via computer and telephone.

Key Words: children with special needs, speech and language deficit, graphomotorics, differentiated methods of teaching, help strategies, types of accessories and adjustments



## IZZIVI POUKA SLOVENŠČINE NA DALJAVO V TRETJI TRIADI OŠ

Povzetek: Začetek izobraževanja na daljavo v mesecu marcu 2020 kot eden izmed ukrepov za preprečevanje širjenja epidemije koronavirusa je prinesel izziv vsem udeleženi, tako ravnatelj in učiteljem kot tudi učencem in staršem. Šolsko delo, ritem in navade so se popolnoma spremenili. Učitelji smo se trudili vzpostaviti kontakt z vsemi učenci, vstopiti v interakcijo na daljavo z njimi in njihovimi starši, vzpostaviti stabilno učno okolje, ki bo enostavno, razumljivo in dosegljivo vsem ter iskali načine, kako pridobivati povratne informacije. Na naši šoli smo se odločili za poenoten sistem dnevnih objav zaposlitev in gradiv na šolski spletni strani, za uporabo spletnih učilnic in programa za videokonference. Kljub temu pa je bilo na začetku veliko negotovosti, v ospredju je bila posameznikova iznajdljivost, samoiniciativnost, veliko prednost je predstavljalo dobro poznavanje in obvladovanje sodobne informacijsko komunikacijske tehnologije. K novemu načinu dela sem pristopila motivirano in pozitivno, vsakodnevno sem iskala nove načine in oblike učenja in sodelovanja. Velik pomen je imelo predvsem motiviranje učencev, pripravljanje drugačnih oblik dela in gradiv ter vsakodnevne, sprotno, kvalitetne povratne informacije. V predavanju bom predstavila in pokazala najrazličnejša orodja, ki sem jih uporabljala pri poučevanju slovenščine na daljavo v 6., 7., 8. in 9. razredih osnovne šole, ogledali si bomo gradiva, ki sem jih pripravila in so se izkazala za dobra ter primere različnih aktivnosti, z uporabo aplikacij, ki so prosto dostopne na spletu. Spregovorila bom tudi o težavah, na katere sem naletela kot učiteljica in o težavah, zagatah, s katerimi so se srečevali učenci in starši ter iskanje načinov, kako le te premagati, preseči. Predstavila bom tudi medpredmetno sodelovanje, načine preverjanja in ocenjevanja znanja ter na koncu vse skupaj evalvirala s pomočjo vprašalnika o delu na daljavo, ki so ga izpolnjevali tako učenci naše šole kot tudi njihovi starši.

Ključne besede: izobraževanje na daljavo, pouk slovenščine, e-učna okolja, e-gradiva

## CHALLENGES OF DISTANCE LEARNING SLOVENIAN IN THE THIRD TRIAD OF PRIMARY SCHOOL

Abstract: The beginning of distance learning in March 2020, as one of the measures to prevent the spread of the coronavirus epidemic, presented a challenge to all involved, principals and teachers as well as pupils and parents. School work, rhythm and habits completely changed. Teachers tried to establish contact with all students, to interact with them and their parents, to establish a stable learning environment that would be simple, understandable and accessible to all, and to look for ways to obtain feedback. At our school, we opted for a unified system of daily job postings and materials on the school website, for the use of online classrooms and a video conferencing program. Nevertheless, at the beginning there was a lot of uncertainty, in the forefront was individual's ingenuity, self-initiative, a big advantage for a teacher was knowledge and mastery of modern information and communication technology. I approached the new way of working motivated and positive, I was looking for new ways and forms of learning and cooperation every day. Motivating the students, preparation of different forms of learning and materials, as well as daily and quality feedback was of great importance. In my lecture I will present and show the various tools that I used in teaching Slovene at a distance in 6th, 7th, 8th and 9th grade of primary school. We will take a look at the materials I prepared and proved to be effective and examples of different activities, using applications that are available online for free. I will also talk about the problems I encountered as a teacher and the problems, dilemmas that students and parents faced, and finding ways to overcome them. I will also present cross-curricular cooperation, methods of checking and assessing knowledge, and at the end I will evaluate everything with the help of a questionnaire on distance learning, which was filled out by both students of our school and their parents.

Key Words: distance learning, Slovene lessons, e-learning environment, e-materials

## **K(O)RONIKA POUČEVANJA SLOVENŠČINE V ČASU EPIDEMIJE**

Povzetek: Ministrstvo za izobraževanje, znanost in šport je bilo preteklo šolsko leto postavljeno pred velik izziv, saj se je čez noč spremenilo učno okolje, ki je pomenilo veliko spremembo za učence, dijake, učitelje, ravnatelje ter starše. Šole so se morale čez noč organizirati in ob upoštevanju različnih tehničnih zmožnosti za izobraževanje na daljavo vzpostaviti stik z vsemi učenci in dijaki. Vsak učenec potrebuje dobro premišljena navodila in usmeritve za samostojno delo. Učenje na daljavo namreč poveča tveganje osipa za ranljive učence, zato je bil pravi izziv, kako tem učencem podati pisna navodila. Najbolj odzivni so bili učenci od 7. do 9. razreda, kar je bila posledica večje samostojnosti. Učenci 6. razredov so potrebovali več spodbude. Velik izziv so predstavljali tudi učenci, ki so že v šoli potrebovali dodatno razlago. Izkazalo se je, da je situacija na daljavo podobna kot v šoli. Višje motivirani učenci sprašujejo, nižje motivirani ne. Velik izziv so bili tudi učenci z odločbami. Z nekaterimi sem imela dodatne ure (v soglasju s starši), vendar so bile krajše in snov razdelana na manjše enote, saj jih nisem želela še dodatno obremeniti. Te ure so se pokazale v dobro usvojenem znanju. V procesu izobraževanja na daljavo sem ugotovila, da morajo biti navodila kratka, jedrnata, preprosta, in če je le mogoče, da se novo snov pelje na podlagi učenčevega predznanja ali vsaj delnih izkušenj iz njegovega življenja. Prišla sem do spoznanja, da je potrebno delati počasi. Kljub temu sem realizirala skoraj vse cilje učnega načrta. Nekaj ciljev je sicer ostalo neusvojenih zaradi težnje po tem, da se ob povratku v šolo zamujene vsebine utrjujejo in pri učencih ugotovi primanjkljaje. Zagotovo drži, da je pri nekaterih učencih manko znanja večji, nekateri pa so naredili in usvojili vse in še več. Pri nadgrajevanju nove snovi v naslednjem šolskem letu mi bo to predstavljalo tudi največji izziv.

Ključne besede: slovenščina, izziv, epidemija, učenec, ocenjevanje

## **THE CH(O)RONICLE'S IDEAS FOR TEACHING SLOVENIAN DURING THE PANDEMIC**

Abstract: The Ministry of Education, Science and Sport was faced with a major challenge at the end of last school year as the learning environment changed overnight, which meant a big change for pupils, students, teachers, principals and parents. Schools had to organize themselves overnight and made contact with all pupils taking into account the different technical capabilities of distance education. Every pupil needs well-thought-out instructions and guidelines for independent work. Since the distance learning increases dropout risk for vulnerable learners it was a real challenge giving written instructions to these learners. The most responsive were pupils from 7th to 9th grade which was a result of greater independence. 6th graders needed more encouragement. A big challenge was also work with pupils who had already needed additional explanation at school. It turned out that distance learning is similar to that at school meaning high level motivated pupils ask, low level motivated do not. Working with special needs pupils were also a big challenge. Additional lessons with them were shorter and materials were divided into smaller units. These lessons were very well accepted. During the distance learning process I quickly realized that instructions should be short, concise, simple, and if possible the new substance to be introduced on the basis of their prior knowledge or at least partial experience from their lives. I also realised that it was necessary to slow down the learning process. Nevertheless, I achieved almost all curriculum goals. A few goals remained unreached due to the tendency to consolidate the missed content until returning to school and identify pupil's deficits. It is certainly true that some pupils have a greater lack of knowledge and some of them have done and conquered everything and even more. Upgrading the new material will be my biggest challenge in the next school year.

Key Words: Slovene language, challenge, pandemia, pupil, assessment

## **MOTIVACIJA ZA DELO UČENCEV PRI POUKU SLOVENŠČINE**

**Povzetek:** V sodobnem času je učence vedno težje motivirati za branje in pisanje. Slovenščina na splošno velja za manj priljubljen predmet med osnovnošolci. Zato učitelji iščemo vedno nove načine in oblike dela, s katerimi bi dosegli boljši učinek. Motivacijo želimo izboljšati tudi z upoštevanjem posebnosti posameznikov in prilagajanjem načina dela raznolikim učencem v razredu. To zahteva od učitelja veliko inovativnosti že v normalnih razmerah pri pouku v šoli. V času epidemije je bilo to še težje. Učitelji smo se morali znajti v novih razmerah in poskrbeti, da bodo učenci tudi v času pouka na daljavo dosegli temeljne standarde znanja, opredeljene v učnih načrtih. Pouk na daljavo je od učitelja zahteval prilagajanje načina in organizacije dela. Za uspešno nadaljevanje pouka slovenščine na daljavo v 6. razredu sem najprej prerazporedila učno snov (od lažjega k težjemu), popestrila učne vsebine s slikovnim gradivom, glasbo, uporabnimi povezavami na spletu, jih vključila v nekatere ostale predmete (korelacija), učencem nudila možnost izbire med različnimi nalogami, prilagajala vsebine posameznikom (učenci s primanjkljaji na posameznih področjih učenja in učenci tujci), prilagodila izpeljavo bralne značke in domačega branja. Pri obravnavi zahtevnejših učnih vsebin sem začela z izvajanjem pouka v obliki videokonference preko aplikacije Zoom. Zadovoljstvo je bilo obojestransko. Preko videokonference sem izvajala tudi dopolnilni pouk. Povratne informacije sem vedno pošiljala sproti, za vsako poslano zadevo. Trudila sem se, da so bile napisane jasno, konkretno in razumljivo ter namenjene učencu osebno. Poseben napor je bilo potrebno vložiti, da smo k delu pritegnili nekaj posameznikov. Vsak začetek je težak, tako je bilo tudi pri pouku na daljavo. Navaditi smo se morali tako učitelji kot učenci. Zelo sem bila vesela in ponosna, ko sem po treh tednih poučevanja na daljavo dosegla odziv prav vseh 78 šestošolcev. Vsa sprotna preverjanja so pokazala, da je bilo stanje med poukom na daljavo podobno situaciji v razredu. Peščica učencev v vsakem oddelku, ki je z delom in znanjem izstopala navzgor, peščica, ki je delala minimalno in usvajala minimalne standarde znanja in večina v povprečju. Še bolj sem bila zadovoljna ob vrnitvi v šolske prostore, ko sem ugotovila, da učenci izkazujejo dobro raven znanja tudi iz obdobja pouka na daljavo.

**Ključne besede:** pouk na daljavo, motivacija, prilagajanje, različni načini, odziv učencev, zadovoljstvo

## **MOTIVATION FOR PUPILS' WORK DURING SLOVENE LANGUAGE LESSONS**

**Abstract:** In modern times, it is getting harder and harder to motivate pupils for reading and writing. Slovene language lessons are generally deemed as one of less favourite subjects among primary school pupils. Consequently, we as teachers are always searching for new methods and forms of work to achieve a better effect. We want to improve the motivation by considering specific characteristics of individuals and by adapting the method of work according to diversity of pupils in a classroom. This requires a large amount of inventiveness from the teacher already in normal circumstances during classes in school. During the epidemic, this was even more difficult. We as teachers had to adapt to the new circumstances and take care that pupils attained fundamental standards of knowledge, defined in curricula also during distance classes. Distance classes demanded from the teacher to adapt the method and organization of work. For successful continuation of distance Slovene language classes in sixth grade, I first re-distributed learning content (from easier to more difficult), added variety to learning content with pictorial material, music, useful links on the internet, included them in some other school subjects (correlation), offered the option to pupils of choosing between different tasks, adapted content to each individual (pupils with shortcomings on individual areas of learning and pupils-foreigners), adapted the implementation of reading badge and home reading. When teaching more demanding learning content, I started by conducting lessons in the form of video conference via application Zoom. Satisfaction was mutual. I also conducted remedial lessons via video conference. I always sent back feedback shortly after receiving each item. I strived for the feedback to be written clearly, concretely and understandably and intended for each pupil individually. Special effort had to go into engaging some individuals. Each beginning is difficult; the same also applies for distance classes. Both teachers and pupils had to get used to it. I was very happy and proud after I elicited response from all 78 of sixth-grade primary school pupils after three weeks of distance teaching. All concurrent knowledge testing showed that situation during distance classes was similar to the situation in the classroom. Handful of pupils in each class stood out with work and knowledge in a positive way, handful of pupils worked with minimum amount of effort and achieved minimal standards of knowledge and the majority was average. I was even more satisfied upon returning to the classrooms, because I found out that pupils showed a good level of knowledge obtained during the period of distance classes.

**Key Words:** distance classes, motivation, adjustments, different methods, pupils' response, satisfaction

## VLOGA UČITELJA SLOVENŠČINE PRI POUČEVANJU NA DALJAVO

Povzetek: Kar je novo, je običajno sprejeto z zadržkom, a smo le-te vsi skupaj hitro umaknili stran in se uspešno lotili novih metod poučevanja na daljavo. Kot učiteljica slovenščine na osnovni šoli in izbirnega predmeta Vzgoja za medije sem bila postavljena pred nove izzive, ki jih prinaša poučevanje na daljavo - komuniciranje, organizacija časa, spletne učilnice, različna interaktivna gradiva, video vsebine ... Čeprav sem večča v uporabljanju informacijske tehnologije, sem se z veseljem lotila učenja novih orodij, predvsem pri pripravi kvizov in videoposnetkov. Z novo prakso poučevanja pa smo stopili korak naprej k sodobnejšemu načinu poučevanja in k dobri praksi tovrstnega poučevanja sodi tudi meni na kožo pisan ustvarjalen način dela. Prednost tovrstnega poučevanja je večja samostojnost, aktivnost in odgovornost učencev ter doseganje večje bralne in računalniške pismenosti. Ta način dela je za višje razrede osnovne šole že primeren, saj so dovolj veliki, da sami nadzirajo svoje dejavnosti in postanejo dobri organizatorji časa. Kot učiteljica, ki svoj poklic jemlje kot poslanstvo, lahko rečem, da je delo na daljavo zahtevalo veliko organizacije, vztrajnosti, veliko več medsebojne komunikacije znotraj aktiva. Vsebino in obseg dela smo slovenistke usklajevale vsakodnevno, pri tem smo si delo razporedile po razredih. Seveda smo snov prilagodile drugačnemu načinu dela. Pri tem pa smo se posluževale različnih oblik dela. Upoštevale smo tudi načelo »manj je več«. Tako smo zahtevnejšo vsebino prihranile za čas, ko smo se vrnili v šolske klopi in tako dovršen del namenile utrjevanju snovi. Učenci pa so že vsaj dan prej dobili gradivo (naloge, povezave, napotke) za nemoteno delo po urniku, naknadno tudi rešitve. Nekateri učenci so se odzvali tudi s fotografijami predelane snovi. Čeprav smo v nadaljevanju poučevanja na daljavo vpeljali tudi video konference, se zavedam, da bi bilo potrebno iti še korak naprej, predvsem glede dvosmerne komunikacije učencev - učitelj, želela bi si povratno informacijo vseh učencev.

Glede ciljev pa sem kot učiteljica na predmetni stopnji pazila, da učencem ne naložim preveč obveznosti, za razliko od razrednega učitelja, ki delo razporeja za vse predmete. Trudila sem se dati jasna in kratka navodila. Učenje pa popestriti z različnimi dodatki - animacijami, kvizi, interaktivnimi vajami, filmi, predstavami ... Navdušena sem bila nad založbami, ki so odprla vsa elektronska učna gradiva. Prav tako smo si ogledali izvrstne gledališke/lutkovne predstave, ki so bile ta čas na voljo. V pomoč so mi bili tudi učitelji, ki so objavljali svoje posnetke učnih ur. Združila sem prijetno s koristnim in tako sem na primer kvaliteten film posredovala učencem za domačo nalogo v ogled in oceno filma, kar je v skladu z vsebino učnega načrta. Vse zahtevane naloge so učenci poslali v pregled in moja naloga je bila, da jim posredujem povratno informacijo. Želela sem se izogniti ocenjevanju znanja s pisnimi preizkusi. Gledala sem, da je ocenjevanje dela na daljavo le merilo za zaključevanje ocen navzgor. Pri tem sem razmišljala, kako z najmanj stresa zaključiti šolsko leto.

Nobena videokonferenca in spletna učilnica na daljavo ne more nadomestiti pristnega stika s svojimi učenci v živo, pa vendar smo bili zelo veseli tedenskega srečevanja preko ZOOMA. To uro smo namenili razlagi snovi, lektorskim vprašanjem, željam, občutkom ... Pomembno mi je bilo, da so učenci in starši čutili, da niso sami, da sem jim na razpolago za morebitna vprašanja in razprave. Šola ni samo poučevanje, je tudi preplet vseh odnosov in tako se je izkazalo, da smo učitelji - vodstvo - učenci - starši nepogrešljiv tim v teh časih.

Ključne besede: izzivi, delo na daljavo, prednosti, cilji, video konference, povezanost.

## ROLE OF THE SLOVENE LANGUAGE TEACHER IN REMOTE EDUCATION

Abstract: New things are usually accepted with reservations, but we all quickly got over such reservations together and successfully implemented new methods of distance education. As a teacher for the Slovene Language at a primary school and for the elective Media Education, I faced new challenges arising from distance education - communication, time organisation, online classrooms, various interactive material, video content, etc. Although I am skilled in the use of information technology, I was happy to start learning new tools, especially in the preparation of quizzes and videos. With the new practice of teaching, we have taken a step forward towards a more modern way of teaching, and the best practices of such work include the creative manner of work, which particularly suits me. The advantages of this type of teaching include greater independence, activity and responsibility of students, and achievement of higher reading and computer literacy. This method of work is already suitable for the higher grades in primary school, as they are responsible enough to monitor their own activities and become adept at organising their time. As a teacher who views her profession as a calling, I can say that teleworking required a lot of organisation, perseverance, a lot more mutual communication within the workgroup. The content and scope of work was coordinated by Slovene language teachers on a daily basis, with work was divided into classes. Of course, we adapted the material to the different manner of work. In doing so, we used various forms of work. We also followed the "less is more" principle. We saved more demanding content for when we returned to school and thus devoted a good portion of our time to consolidation. Students received their material at least one day in advance (assignments, links, instructions) to insure

uninterrupted work according to the schedule, and later also received the solutions. Some students responded with photographs of their material studied.

Although we also introduced video conferencing later in the distance education process, I am aware that we would have to go a step further, especially regarding two-way student-teacher communication, as I would like feedback from all students.

Regarding the goals, as a subject teacher, I was careful not to impose too many obligations on the students, unlike a class teacher who allocated work for all subjects. I tried to give clear and concise instructions, and to make learning more interesting using various devices – animations, quizzes, interactive exercises, movies, shows, etc.

I was impressed with the publishers who made available all the e-learning materials. We also saw some great theatre and puppet shows available at the time. Teachers who posted recordings of their lessons were also helpful. I combined the pleasant with the useful and thus, for example, sent a quality movie to students for homework, to watch and evaluate the movie, which is in line with the content of the curriculum. Students submitted all their homework for review, and it was my task to provide feedback. I wanted to avoid assessing knowledge using written tests. I considered distance learning assessment as a criteria for rounding the grades higher. In doing so, I thought about how to end the school year with the least stress.

No video conferencing and online classroom can replace genuine in-person contact with students, and yet we were very excited to meet weekly via ZOOM. This hour was dedicated to explanations of the material, proof-reading questions, wishes, feelings, etc.

It was important to me that students and parents felt that they were not alone, that I was available for any questions and discussions. School is not only about education; it is also an intertwining of all relationships and – as it turned out – teachers, administration, students and parents are an indispensable team in these times.  
Key Words: challenges, teleworking, advantages, goals, video conferences, connectedness

## **PRIMER DOBRE PRAKSE: S KNJIGO V SVET**

Povzetek: Letošnje šolsko leto sem poučevala v 3. razredu slovenščino in spoznavanje okolja ter bila zaradi zdravstvenih težav 4 ure v bolniškem staležu. Mesec marec me je zaznamoval za vse življenje. Kar naenkrat sem se morala soočiti s tehnologijo, ki mi ni ravno najbolj blizu. Seveda za pouk naredim vse, kar je potrebno. Ampak sedaj, kako bom? Da bi brskala po portalih za gradivom, sama snemala učne razlage in navodila, učencem približala učno snov tako, da jo bodo razumeli? To pa ne vem, kako bo šlo, zdravstveno stanje mi tega ne dopušča. Cel dan za računalnikom? Nemogoče. Neskončen strah me je prevzel in takoj sem zbolela. K sreči imam moža, ki je tudi učitelj in prepustila sem se njegovemu prijaznemu in potrpežljivemu vodenju in se od njega marsikaj naučila glede uporabe različnih tehnologij in posredovanja učne snovi na daljavo. Moj cilj - kljub fizični oddaljenosti zagotoviti razumljivo in zanimivo podajanje učne snovi, ohraniti povezanost razreda ter imeti pregled nad delom in znanjem učencev, je bil dosežen.

Ključne besede: dan dejavnosti na daljavo, video posnetki, e - knjiga, spletni naslov, jasna navodila, povratna informacija

## **EXAMPLE OF GOOD PRACTICE: WITH BOOK INTO THE WORLD**

Abstract: This school year I taught Slovene, natural sciences and sociology in the 3rd grade. Due to my medical condition I was working only half time, the other half I was on sick leave. This March marked me for the rest of my life. All of a sudden I had to deal with technology I am not very familiar with. In normal circumstances I still manage to do everything that is required of me, but now I felt a bit lost. I could not imagine spending many hours browsing different on-line portals for the right material I would send, or record my explanations and instructions on my own in order to make the subjects more understandable to my students. I was sceptical about how this might work since my health condition does not allow me this kind of work. Spending all day behind computer? Impossible. I fell into panic and I immediately got ill. Luckily, I have a teacher for a husband and I indulged in his kind and patient guidance. He taught me a lot about using modern technology and teleworking. My goal – to, despite physical distance to my students, provide understandable and interesting contents of the subjects, to maintain the connectedness of the class and to keep an overview of the students' work and learning process - was achieved.

Key Words: teleworking, video recordings, e-book, web address, clear instructions, feedback



## **POUČEVANJE SLOVENŠČINE ZA PRISELJENCE MED ŠOLANJEM NA DALJAVO**

Povzetek: V tem šolskem letu sem kot učiteljica slovenščine na osnovni šoli v Borovnici izvajala ure slovenščine za štiri prvošolke priseljenke. Učne ure na daljavo sem izvajala tako, da sem učno gradivo z navodili pošiljala staršem učenk po elektronski pošti. V vseh primerih so z menoj komunicirale matere. Njihovo znanje slovenščine je bilo pomanjkljivo, a zadostno za posredovanje sporočil. Vse mame so se zahvalile za ponujeno pomoč in poslano gradivo, a so hkrati napisale, da pri učenju ne zmorejo pomagati svojim otrokom. Ena od učenk je bila povsem nedosegljiva, tako po telefonu kot po e-pošti, zato sem ji gradivo poslala po pošti. S to učenko med karanteno nisem mogla vzpostaviti nobenega stika. Čeprav so bile med šolanjem na daljavo metode poučevanja omejene, sem pri oblikovanju gradiva upoštevala razvoj vseh štirih sporazumevalnih spretnosti, tj. poslušanja, govorjenja, branja in pisanja. Najbolj okrnjen vidik učenja je bilo govorjenje, saj z učenkami nisem imela možnosti ustnega sporazumevanja. Ena od učenk se je posnela s kamero in mi poslala svoje ustne odgovore. Iz odgovorov in izdelkov učenk je bilo razvidno, da so učenke, razen ene, posredovane naloge večinoma uspešno opravile, pri tem so izražale precej obsežen besednjak, več težav pa so imele s slovnico. Vseh nalog niso opravile in mi jih niso posredovale nazaj, saj so njihove mame večkrat navajale, da imajo težave s prejemanjem in pošiljanjem e-pošte. Njihove izdelke sem sproti pregledala in jim posredovala najpomembnejše popravke. Moj odziv je temeljil spodbudi in motivaciji za nadaljnje učenje. Po vrnitvi v šolo sem opazila, da je znanje ene od deklic, s katero iz socialnih družinskih razmer med karanteno nisem mogla izvajati pouka na daljavo, zelo nazadovalo (ni poznala več niti črk). Z njo sem vse nadaljnje ure v šoli namenila ponovnemu opismenjevanju. Pouk na daljavo z učenci priseljenci se je izkazal za poseben izziv zlasti zaradi teh dejavnikov: starši priseljenci zaradi neznanja jezika le s težavo pomagajo svojim otrokom pri učenju, pomanjkljiva informacijska pismenost teh družin ter majhna samostojnost prvošolk pri učenju. Sklenem lahko, da je pri evalvaciji uspešnosti poučevanja na daljavo treba biti pozoren na skupine učencev, ki so v danem družbenem in jezikovnem okolju še posebej ranljive.

Ključne besede: šolanje na daljavo, učenci priseljenci, jezikovna nekompetentnost staršev, informacijska nekompetentnost, ranljiva skupina učencev

## **TEACHING SLOVENE FOR IMMIGRANTS DURING DISTANCE LEARNING**

Abstract: As a teacher of Slovene language at the Borovnica elementary school, I implemented Slovene lessons for four immigrant first graders during the past school year. I implemented the distance learning lessons by sending the study materials to the pupil's parents by e-mail. In all cases I communicated with the mothers of the students. Their Slovene knowledge was lacking, but still enough for delivering my messages. All the mothers were thankful for the help I offered and for the materials I sent them, but at the same time informed me that they are unable to help their children study. One of my students was completely unreachable – by phone as well as by e-mail, so I sent her the materials by regular mail. I couldn't develop any real contact with this student during the quarantine period. Even though the methods of teaching were limited during the distance learning period, I took into respects all four communication skills: listening, speaking, reading and writing. The aspect that suffered the most was speaking, since I had no possibilities of talking with my students. One of my students tried filming herself with a camera and sent me the answers. From their answers I could deduct that all but one of my students had successfully completed the tasks I sent them – they even presented a rich vocabulary but had more trouble with the grammar. They didn't complete all of the tasks and sent them to me, their mother reported troubles with sending and receiving e-mails. I inspected their work consistently and gave them my feedback and important corrections. My feedback was incentive based and was meant to motivate them for further learning. Upon our return to live lessons, I noticed that the knowledge of the student that had not participated in the distance learning during quarantine (due to her family's social issues), had regressed (she barely recognized letters). All the further lessons with her were dedicated to literacy. Distance learning with immigrant students proved to be quite the challenge, especially for this three reasons: the parents are unable to help their children because their own lack of Slovene knowledge, the lacking IT knowledge of the families, and the low level of independent learning capabilities of first graders. I can conclude that while evaluating the success of distance learning we have to take into consideration the social groups that are highly vulnerable in regards to social and language barriers.

Key Words: distance learning, immigrant pupils, language incompetence of parents, IT-incompetence, vulnerable groups of children

## POZOR! NADARJENI ...

Povzetek: Koncept dela z nadarjenimi učenci je stopil v veljavo leta 1999. Na naši šoli smo izziv takoj sprejeli in veliko časa namenili iskanju oblik dela z identificiranimi nadarjenimi učenci (v nadaljevanju nadarjeni učenci). Pred tremi leti smo način dela z nadarjenimi na šoli preoblikovali, da bi učence spodbudili k večji samoiniciativnosti in odgovornosti. Preoblikovali smo tudi načrt dela za nadarjene učence in ga zastavili tako, da otrokom ponudimo do pet sklopov aktivnosti, ki zajemajo različna področja in kjer se v pripravi projekta poveže več različnih učiteljev. Vsako leto je med ponujenimi projekti tudi noč branja. Program izvedbe noči branja pripravi tim učiteljev. Jedro tima so knjižničarka, svetovalna delavka, učitelj športa ter učiteljica zgodovine in geografije, občasno pa se pridružijo še drugi profili. Tim najprej izbere osrednjo temo noči branja, kjer izhaja iz aktualnih dogodkov, obeležij. Vsako temo poveže tudi z lokalnim okoljem. Glede na vsebino projekta poišče zunanje sodelavce. Termin noči branja je vedno načrtovan v času vseslovenske noči branja. Na šoli se noč branja začne s petkovim popoldnevom in zaključi s sobotnim opoldnevom. Učenci se na noč branja prijavijo v mesecu septembru. Tudi v tem šolskem letu smo načrtovali noč branja in izbrali aktualno temo: Japonska in olimpijske igre. Prijavljenih je bilo 20 učencev od 7. do 9. razreda. Tim je že zastavil dejavnosti in se povezal z zunanjimi sodelavci, ko je načrte prekrizala pandemija in so se šolska vrata zaprla. Zaradi izrednih razmer je bila noč branja izpeljana na daljavo. Glede na razmere je bila tema spremenjena. Noč branja je potekala pod naslovom »Rad/a bi vam prebral/a ...«. Preko aplikacije Teams smo povabili nadarjene učence, ki so se na noč branja že na začetku šolskega leta prijavili ter nekaj novo identificiranih nadarjenih učencev. Sodelovalo je 17 učencev od 6. do 9. razreda. Število smo omejili zaradi specifičnega načina izvedbe. Učenci so bili ponovno povabljeni k sodelovanju preko maila s posebnim vabilom in navodili za delo.

Ključne besede: noč branja, nadarjeni učenci, spodbujanje sodelovanja med nadarjenimi učenci, delo na daljavo, timsko delo, šolska svetovalna delavka

## ATTENTION! THE GIFTED ...

Abstract: The concept of working with gifted students entered into force in 1999. At our school we immediately accepted the challenge and spent a lot of our time searching for various forms of working with students who were identified as gifted (hereinafter: gifted students). Three years ago, we redesigned the way of working with gifted students in order to increase their sense of initiative and responsibility. We have also redesigned the plan of working with gifted students and therefore offered the students five sets of activities, which now cover different fields and include several different teachers in the preparation of the project. The Reading night is also included in the project every year. A team of teachers is responsible for preparing the program of the Reading night. The heart of the team are the librarian, school counsellor, PE teacher, history and geography teacher and occasionally also the teachers of others school subjects. First, the team chooses a theme of the Reading night, which always derives from current events, commemorations. Every year, the team incorporates the local environment into the theme. According to the project's content, the team finds external collaborators. The date of the Reading night is always planned during the time of the Slovenian Book night event. At school, the Reading night starts on a Friday afternoon and ends on a Saturday, around noon. The students have to apply for the Reading night in September. This school year, we have also planned the Reading night and we have chosen a highly topical theme: Japan and Olympic games. Twenty students from 7th to 9th grade have applied. The team has already set up the activities and liaised with external collaborators when the plans were thwarted by the pandemic and the school doors were closed. Due to the exceptional circumstances, the Reading night was carried out at a distance. Because of the situation, the theme was changed. The Reading night was carried out under the title: "I would like to read to you..." We used the Teams app to invite those talented students, who have applied to the Reading night at the beginning of the school year and some of those, who were recently identified as talented, to join the project. Seventeen students from 6th to 9th grade cooperated in the project. The number of participants was limited, due to the specific way of the implementation. The students received a special invitation to cooperate and instructions for participation via email.

Key Words: reading night, gifted students, encouragement of active collaboration among gifted students, work at a distance, team work, school counsellor

## NA NOČI BRANJA

Povzetek: Letošnja noč branja je na OŠ Petrovče zaradi izrednih razmer (epidemije) potekala malo drugače. Izpeljana je bila na daljavo, in sicer 23. aprila, v času vseslovenske noči branja. Prijavljeni učenci in mentorji so se povezali preko aplikacije Teams ob 21. uri, pri čemer so po elektronski pošti pred tem prejeli navodila in izzive. Dva takšna izziva sta bila:

1. Dress code (ali kodeks oblačenja): času in okolju primerno: PIŽAMA

2. Accessories (ali dodatki): čaj, vroča čokolada, kokice, piškoti ...

Vsi so upoštevali navodila, še posebej dobro pa so opravili oba izziva.

Vsak udeleženec (učenci in mentorji) je pripravil del besedila v obsegu desetih povedi. Učenci so si izbrali poezijo, pustolovske knjige, slikanice, romane ..., nato pa je vsak svoj prispevek prebral. Učiteljica je izžrebala nekoga, ki je za prebrano besedilo poiskal izvirni naslov.

Kasneje so udeleženci iz teh besed pripravili nov sestavek in ga naslovili. Vsak udeleženec je bil izžreban za eno od besed in vsak je moral prispevati smiselno nadaljevanje zgodbe. V živo je nastajala zgodba, ki je dobila naslov »Galebje sanje«. Ob koncu so učenci dobili še izziv, da sami doma iz istih besed napišejo novo zgodbo. Ena učenka se je izzivu odzvala in pripravila svojo zgodbo. Spletno druženje je trajalo dobri dve uri. Učenci in mentorji so bili z izpeljanim projektom zelo zadovoljni. Učenci so se na noč branja dobro in izvirno pripravili po navodilih in tudi aktivno sodelovali. Ob koncu je vsak udeleženec opisal svoje občutke in na kratko ocenil noč branja na daljavo. Vsi so bili zelo navdušeni in zadovoljni, da so imeli priložnost sodelovati. Mentorji so po zaključku analizirali izpeljano noč branja. V prihodnje velja izkoristiti nekatere možnosti, ki se odpirajo s tako obliko dela. V novem šolskem letu bo projekt dopolnjen z mesečnimi srečanji preko Teamsov, ki bodo namenjena pripravi na noč branja. Na ta način se bodo različno stari otroci z različnimi interesi še bolj povezali in spoznali, urili računalniške veščine in predvsem še več brali. Na teh srečanjih pa bo lahko sodelovalo še več zunanjih sodelavcev.

Ključne besede: noč branja, nadarjeni učenci, spodbujanje branja, delo na daljavo, timsko delo, šolska knjižnica

## THE READING NIGHT

Abstract: This years' Reading night at Primary School Petrovče was carried out a little differently, due to extraordinary circumstances. It was carried out at a distance, on April 23, during the Slovenian Book night. The applied students and the mentors connected via Teams app at 9 in the evening. Prior to this, the students received an email with instructions and challenges. Two of the challenges were the following:

1. DRESS CODE: time and space appropriate: PYJAMAS

2. ACCESSORIES : tea, hot chocolate, popcorn, biscuits...

They all followed the instructions, and were especially good at completing the challenges.

Each participant (students and mentors) prepared a text in the scope of ten sentences. The students chose poetry, adventure books, picture books, novels, etc. and everyone got a turn to read their article. Then, the teacher chose a student by lot and that student had to choose a creative title for the text. Later on, the participants created a new text out of those words and chose a title for it. Each participant was chosen by lot and had to use one of the words and sensibly continue the story. The story, which was later entitled "Galebje sanje" (English translation: "Seagull's dream"), was created during a live video conference. At the end, the children were challenged to individually write a new story, using the same words. One of the students accepted the challenge and wrote her own story. The on-line meeting lasted more than two hours. The students, as well as the mentors, were very satisfied with the project. The students were well prepared for the Reading night, creatively followed the instructions and were actively participating. At the end, each participant shared their feelings and briefly evaluated the online Reading night. Everyone was very excited and happy to be able to participate. Upon completion, the mentors analysed the executed Reading night. In the future, it is worth taking advantage of some of the opportunities that open up with this form of work. In the new school year, the project will be complemented by monthly meetings via the Teams app, which will serve as a preparation for the Reading night. That way, the student of different age and different interests will be able to connect and get to know each other, practise their computer skills and most importantly, read more. Furthermore, several external collaborators will be able to participate in these meetings.

Key Words: reading night, gifted students, encouragement of reading, work at a distance, team work, school library

## **IZZIVI POUČEVANJA SLOVENŠČINE NA DALJAVO**

**Povzetek:** Zaradi epidemije koronavirusa so slovenske šole začasno zaprle svoja vrata in pouk se je pričel izvajati na daljavo. Šole ob tej veliki spremembi niso imele enotnega načrta niti enoznačnih navodil; veliko je bilo prepuščeno vodstvom šol oziroma učiteljem samim. V prispevku je predstavljen primer dobre prakse poučevanja slovenščine na daljavo. Na osnovni šoli, na kateri poučujem slovenščino, se ne uporablja e-dnevnikov niti spletnih učilnic, zato smo se na šoli dogovorili za pouk na daljavo s pomočjo elektronske pošte. Še preden smo ostali doma, smo z učenci ustvarili neformalno Snapchat skupino. To se je izkazalo za dobro idejo, saj učenci Snapchat poznajo in redno uporabljajo; tako smo ohranjali dober stik in lažje reševali morebitne težave. Pouk smo sprva izvajali preko e-pošte, že po prvem tednu pa smo ga prenesli v Googlovo spletno učilnico, ki so se je učenci hitro navadili. Naloge sem objavljala po dogovorjenem urniku, učencem sem določila roke za oddajo nalog in jim povedala, kdaj lahko pričakujejo mojo povratno informacijo. Pri pisnih navodilih sem bila pozorna na jasnost in jedrnatost, a se je kljub temu dogajalo, da učenci navodil niso razumeli. Tu se je v praksi pokazal pomen bralne pismenosti. Razlago nekaterih snovi sem posnela, kar je bilo učencem zelo všeč. Za preverjanje znanja sem uporabila Google obrazce, ki so preprosti za uporabo in omogočajo enostavno analizo preverjanja, a imajo (vsaj za preverjanje slovenščine) tudi precej pomanjkljivosti. Ocen v tem času nismo pridobivali, saj so nekateri učenci v drugem ocenjevalnem obdobju ocene že imeli, nekateri pa so jih pridobili, ko smo se – po dveh mesecih in pol – znova vrnili v šolo. Dosedanje izkušnje pri poučevanju slovenščine na daljavo kažejo, katere vsebine bi veljalo obravnavati v šoli in katere bi lahko vključili v pouk na daljavo. V prispevku je predstavljen tudi model poučevanja slovenščine na daljavo v kombinaciji s poukom v šoli, kar bi lahko bil eden izmed načinov poučevanja v prihodnje.

**Ključne besede:** covid-19, epidemija, koronavirus, osnovna šola, poučevanje na daljavo, spletna učilnica

## **CHALLENGES OF TEACHING SLOVENE REMOTELY**

**Abstract:** Due to the coronavirus epidemic, Slovenian schools temporarily closed their doors and classes began to be conducted remotely. Schools did not have a unified plan or unambiguous instructions at the time of this great change; much was left to the school management or to the teachers themselves. The article presents an example of good practice of teaching Slovene remotely. E-diaries and online classrooms are not used at the primary school where I teach Slovene, so we agreed on distance learning at the school via e-mail. Even before we stayed home, we created an informal Snapchat group with the students. This turned out to be a good idea, because students are familiar with Snapchat and use it regularly; so we stayed in touch and solved any problems more easily. We initially started the lesson via e-mail, but after the first week we began using Google's online classroom, which the students quickly got used to. I posted assignments according to an agreed schedule, set deadlines for students to submit assignments, and told them when they could expect my feedback. I paid attention to clarity and conciseness in the written instructions, but it still happened that the students did not understand the instructions. Here, the importance of reading literacy has been demonstrated in practice. I recorded some lessons and the students really liked it. To test students knowledge, I used Google forms, which are easy to use and allow quick analysis of the test, but they also have a lot of shortcomings. We did not obtain grades during this time, as some students already had grades in the second assessment period, and some obtained them when we returned to school – after two and a half months. Experience in teaching Slovene at a distance shows which topics should be taught at school and which could be the subject of distance learning. The article also presents a model of teaching Slovene remotely in combination with school lessons, which could be one of the ways of teaching in the future.

**Key Words:** covid-19, epidemic, coronavirus, primary school, remote learning, online classroom

## MATERINŠČINA NA DALJAVO

**Povzetek:** Pouk se v procesu izobraževanja definira kot sistematično podajanje učne snovi v okviru organiziranih izobraževalnih ustanov, kar načeloma pomeni, da pouk poteka v šoli, v razredu. V tem šolskem letu pa smo tako učitelji kot tudi učenci in dijaki prvič v zgodovini slovenskega izobraževanja doživeli, da se je 16. marca 2020 zaradi razglašene epidemije celotni šolski sistem poučevanja nepričakovano in dobesedno čez noč spremenil v t. i. e-izobraževanje oziroma pouk na daljavo. Na II. gimnaziji Maribor poučujem slovenščino v oddelkih nacionalnega programa gimnazija, tudi v športnem oddelku, ter materinščino v programu mednarodne mature. Glede na to, da se dijaki (razen maturantov nacionalnega programa) od zaprtja šol oziroma vzpostavitve pouka na daljavo do samega konca pouka več niso vrnili v šolske klopi in k pouku, ki smo ga sicer vajeni, je namen mojega prispevka predstaviti izzive in težave, s katerimi smo se srečevali ter se sprijemali tako jaz kot tudi moji dijaki pri pouku slovenščine oz. materinščine na daljavo v vseh programih oziroma oddelkih, v katerih poučujem. Prispevek izpostavi zlasti naslednje dejavnosti: priprave na maturo ter »online« izvedba ustnega dela mature v programu mednarodne mature, obravnava kompleksnejših učnih vsebin jezikovnega pouka v športnem oddelku, učno delo na daljavo z dijakom s posebnimi potrebami, preverjanje in ocenjevanje znanja dijakov ter opravljanje vloge »razredničarke na daljavo«. Prav tako so navedeni nekateri splošni vtisi in mnenja dijakov glede izvajanja pouka slovenščine oz. materinščine na daljavo. Sklepne misli pa gredo v smeri evalvacije oziroma ugotovitve, da je pouk, ki se v celoti izvaja samo na daljavo, tako za dijake kot tudi za učitelje ne samo zahtevnejši, ampak tudi dolgoročno zagotovo manj kvaliteten in učinkovit od pouka v razredu ter da si ga nihče izmed nas, udeležencev vzgojno-izobraževalnega procesa, pravzaprav ne želi nikoli več. Ključne besede: epidemija, pouk na daljavo, gimnazija, materinščina, slovenščina

## DISTANCE LEARNING OF MOTHER TONGUE

**Abstract:** In the process of education, teaching is defined as the systematic presentation of content within organized educational institutions, which in principle means that teaching takes place in school, in the classroom. In this school year, for the first time in the history of Slovene education, teachers as well as primary and secondary school students experienced that on 16th March 2020, due to the declared epidemic, the entire school teaching system unexpectedly and literally changed overnight into so-called e-learning or distance learning. At II. gimnazija I teach Slovene in the department of the national grammar school programme, also in the sports department, and mother tongue in the international Matura programme. Given that students (except for graduates of the national program) did not return to school from the closure of schools or the establishment of distance learning until the very end of classes and to the lessons we are otherwise accustomed to, the purpose of my article is to present challenges and problems with which we met and dealt with both me and my students in the distance learning of Slovene. The article highlights the following activities: preparation for the Matura and online implementation of the oral part of the Matura in the international Matura programme, learning of more complex learning contents of language lessons in the sports department, distance learning with students with special needs, testing and assessment of students and performing the role of a distance class teacher. Some general impressions and opinions of students regarding the implementation of Slovene language lessons/mother tongue at a distance are also presented. The concluding thoughts go in the direction of evaluation or the conclusion that the lessons, which are entirely carried out only at a distance, are not only more demanding for both students and teachers, but also in the long run less quality and effective than the lessons in the classroom, therefore none of us, participants in the educational process, actually ever want them.

**Key Words:** epidemic, distance learning, grammar school, mother tongue, Slovene



## **OBRAVNAVA DOMAČEGA BRANJA NA DALJAVO V 3. LETNIKU GIMNAZIJE V ČASU EPIDEMIJE**

Povzetek: Domače branje je sistematično uvajanje dijakov v svet književnosti; bogati doživljajski svet, brusi estetsko komponento, krepi moralne vrednote. Književnost pomaga širiti bralni interes, razvijati dobro samopodobo, zmožnost vživljanja v druge osebe, s tem pa dosega spremembe na čustvenem, vedenjskem in socialnem področju. V slovenskem izobraževalnem sistemu strokovnjaki branje umeščajo v komunikacijski model učenja jezika, kar pomeni, da je poleg poslušanja, pisanja in govorjenja osnovna komunikacijska dejavnost. Zaradi epidemije smo morali spremeniti način poučevanja, kar je za domače branje in pouk književnost velik izziv. Prispevek predstavlja primer obravnave domačega branja na daljavo v 3. letniku gimnazije v času epidemije in primerja tovrstni način s klasičnim poukom. Ugotovili smo, da so sodobna komunikacijska orodja nepogrešljiv element poučevanja na daljavo in pomagajo pri učnem procesu, ampak nikakor ne morejo nadomestiti klasične oblike pouka. Pri domačem branju so najpomembnejše strategije motivacija pred branjem, pogovor o doživljanju, razumevanju, vrednotenju, aktualizaciji ..., kar pouk na daljavo zelo otežuje, saj virtualna učilnica oz. virtualni pouk preko videoaplikacij zahteva druga pravila sodelovanja, ki komunikacijskemu modelu učenja nikakor ne ustreza. Dijaki ne morejo sodelovati z dvigom rok ali takoj odgovoriti na učiteljeva vprašanja, saj bi nastala zmeda, prav tako ne morejo sproti zastavljati vprašanja, če so jim stvari nejasne. Na daljavo se ne more razviti prava debata o določeni temi, kar zelo okrne širino interpretacije in omeji razumevanje. V 3. letniku smo pri obravnavi romana Alberta Camusa *Tujec* in novele Franza Kafke *Preobrazba* skušali najti ustrezen model, ki nam bi olajšal analizo in interpretacijo, obenem pa bi bili dijaki aktivnejši in ne bi samo poslušali učiteljevega predavanja. Za uspešen način vključevanja dijakov v obravnavo se je izkazala bralna veriga, saj je vsak prišel na vrsto in je po branju tudi povedal svoje mnenje.

Ključne besede: domače branje, gimnazija, slovenščina, književnost, pouk na daljavo

## **HOME READING AT A DISTANCE IN THE 3RD YEAR OF GRAMMAR SCHOOL AT THE TIME OF THE EPIDEMIC**

Abstract: Home reading is the systematic introduction of primary school students into the world of literature; it enriches the experiential world, sharpens the aesthetic component, strengthens moral values. Literature helps to spread reading interest, develop a good self-image, the ability to empathize with other people, and thus achieve changes in the emotional, behavioral and social fields. In the Slovene education system, experts place reading in the communication model of language learning, which means that in addition to listening, writing and speaking, it is a basic communication activity. Due to the epidemic, we had to change the way we teach, which is a big challenge for home reading and literature. The article presents an example of home reading at a distance in the 3rd year of grammar school during the epidemic and compares this method with classical lessons. We have discovered that modern communication tools are an indispensable element of distance learning and help in the learning process, but they can in no way replace the classical form of teaching. In home reading, the most important strategies are motivation before reading, conversation about experiencing, understanding, evaluating, updating ..., which make distance learning very difficult, because the virtual classroom requires other rules of participation, which do not correspond to the communication model of learning. Students cannot participate by raising their hands or answering the teacher's questions immediately, as confusion would arise, nor can they ask questions if things are unclear to them. At a distance, a real debate on a particular topic cannot be developed, which greatly reduces the breadth of interpretation and limits understanding. In the 3rd year, when reading Albert Camus's novel *The Stranger* and Franz Kafka's novella *The Metamorphosis*, we tried to find a suitable model that would facilitate our analysis and interpretation, while students would be more active and not just listen to the teacher's lecture. The reading chain proved to be a successful way of involving students in reading, as everyone came in turn and also expressed their opinion after reading.

Key Words: home reading, grammar school, Slovene, literature, distance learning



## **METODE POUČEVANJA ŠPORTA NA DALJAVO**

Povzetek: Epidemija s Covid 19 je tudi pri meni kot učiteljici športa povzročila začetno zmedo, zaskrbljenost in strah pred neznanim. Za nov, nepoznan način dela smo pravzaprav izvedeli iz danes na jutri. Tako se mi je porajalo ogromno vprašanj, na katera pa žal nihče ni imel točnih odgovorov. Podane so nam bile splošne smerice in nekateri okvirji, znotraj katerih so na površje prišli avtonomija, iznajdljivost, znanje, izkušnje, izvirnost ter mobilnost vsakega posameznega učitelja. Lahko bi rekla, da je šlo za proces hkratnega učenja in podajanja znanja, ki je zahteval ogromno časa, potrpežljivosti, novih, zanimivih metod poučevanja in iznajdljivosti iz strani učiteljev. Meni osebno je stanje predstavljalo izziv, da se znotraj dane situacije kar najbolje odrežem v smislu podajanja, preverjanja in ocenjevanja znanja iz športa. Hkrati pa sem ves čas iskala ravnotežje in pravo razmerje med zahtevnostjo, zanimivostjo, raznolikostjo poučevanja in se trudila ohraniti visoko stopnjo učenceve motivacije. Tako sem iskala različne načine in metode poučevanja na daljavo, sodelovala z ostalimi učitelji športa in se udeleževala študijskih skupin na daljavo. Velik pomen sem dajala tudi učencevim povratnim informacijam, saj so bile pomembno vodilo skozi ves proces. V članku bom predstavila svoj program in različne metode dela pri športu, odzive učencev in analizirala stanje po koncu epidemije in ponovnem srečanju v šoli. Ključne besede: učenje, šport, metode, na daljavo, izkušnje, izzivi.

## **DISTANCE TEACHING METHODS IN SPORTS EDUCATION**

Abstract: The Covid 19 crisis also caused me initial confusion, anxiety, and fear of the unknown. We actually learned about the new, unknown way of working from today to tomorrow. So I had a lot of questions, but unfortunately no one had the right answers. We were given general guidelines and some frameworks within which the autonomy, ingenuity, knowledge, experience, originality and mobility of each individual teacher came to the surface. I could say that it was a process of simultaneous learning and imparting knowledge, which required a lot of time, patience, new, interesting teaching methods and ingenuity on the part of teachers. For me personally, the situation was a challenge to do my best within a given situation in terms of passing, checking and assessing knowledge from sports. At the same time, I was constantly looking for the right balance between the complexity, curiosity, diversity of teaching and tried to maintain a high level of student motivation. So I looked for different ways and methods of distance learning, collaborated with other sports teachers and attended distance learning groups. I also attached great importance to student feedback, as they were an important guide throughout the process. In the article, I will present my program and various methods of working in sports, student responses, and analyze the situation after the end of the epidemic and the reunion at school. Key Words: learning, sport, methods, distance, experience, challenges.

## ŠPORTNI DAN NA DALJAVO

Povzetek: Poučevanje na daljavo je bilo za učitelje in učence zahtevno, ker nanj nismo bili pripravljene, vendar smo hitro spremenili način razmišljanja in s tem poučevanja. V nov način dela so bili vključeni tudi starši. V prvih tednih dela od doma, smo učitelji učence zasuli z delom in nalogami. Po nekaj tednih pošiljanja nalog, teoretičnih vsebin, posnetkov smo začutili, da so učenci utrujeni, naveličani, preobremenjeni in zdolgočaseni, starši preobremenjeni. Opazili smo, da nov način šolskega dela učencem vzame veliko časa, ki ga preživijo pred zasloni. V aktivu šport smo razmišljali, kako bi učence sprostili, popestrili delovni dan in jih odmaknili od računalnika. Odločili smo se, da učencem organiziramo športni dan na daljavo. Športni dan mora biti zanimiv, dovolj aktiven in zabaven. Naš cilj je bil, da se učenci odmaknejo od zaslonov in preživijo nekaj ur v naravi. Opozorili smo jih na upoštevanje navodil NIJZ-ja. Želeli smo, da učenci povabijo v naravo starše in skupaj izvedejo zastavljene naloge. Izvedli so ga lahko kadarkoli tekom tedna, ko je imela celotna družina čas. Kraj oziroma prostor za izvedbo so si izbrali sami. Vsebina športnega dne je obsegala hojo in tek v naravi, vaje za moč in raztezne vaje. Za zaključek smo jim ponudili še izziv. Skupaj so lahko izdelali lok ali zadevanje cilja s storži. Izbira rekvizitov je bila prepuščena njihovi domišljiji. V načrtu smo jim ponudili le nekaj predlogov. Ocenili smo, da je bila odločitev za izvedbo športnega dne na daljavo zelo dobra. Prejeli smo številne pozitivne odzive. Največ se jih je nanašalo na dobrodošlo spremembo vsakodnevnega šolskega dela in ritma. Številni starši so bili zadovoljni, ker so preživeli čas v naravi skupaj z otroki in bili s tem tudi sami spodbujeni k telesni dejavnosti. Učenci so pošiljali izvirne in ustvarjalne fotografije in poročila o poteku športnega dne. Menimo, da bo v primeru dela na daljavo potrebno več športnih dejavnosti izvesti v naravi.

Ključne besede: poučevanje na daljavo, športni dan, učenec, aktivnost, narava

## SPORT'S DAY ONLINE

Abstract: Teaching online was a challenge for students as well as for teachers because we were not prepared but we were quickly capable to change the way of thinking and teaching. Parents were also involved in the new way of teaching. The first weeks online we gave the children too much of schoolwork. After some weeks we got the feeling that the pupils were overloaded with schoolwork, less engaged even bored. The schoolwork caused stress also for parents. New way of learning online takes more time in front of the monitors and is time consuming. During the meeting for sports teachers we decided to relax the pupils and make their day enjoyable away from the computers. Therefore we decided to organise a sport's day outside. It had to be more attractive and interesting and exciting for them and above all without the work on computer but in nature for a couple of hours. They had to follow the instructions of NIJZ. We wanted that also parents join them and make the same exercises. They could decide for the time depending on the family's weekly schedule. They could choose the place by themselves. The assignment was to run in the nature, exercises for the power or stretching exercises. There was a challenge at the end of the assignment to make an arch by themselves or they could throw cones into the target. They could choose any equipment they could imagine. What they got from us were just some ideas. We found out that the decision for that sort of sport's day online was a good and appropriate one because we got many positive reflexions from the pupils. Because they long for a change they needed to be away from computer work. The parents were satisfied because they could be with their children in nature and they were also engaged in physical exercising. Pupils sent us many creative photos and reports about the sports day. We think there will be a lot more of such kind of sports day online in the future.

Key Words: teaching online, sports day, pupils, activities, nature

## **ŠPORT NA DALJAVO**

Povzetek: Epidemija je presenetila tako učence in učitelje kot tudi vodstvo šol in ministrstvo za izobraževanje, šolstvo in šport. Na njene posledice nismo bili pripravljeni. Področje športa je predstavljalo poseben izziv. Nova situacija je zahtevala prilagoditve čez noč. Pri predmetu šport ni učbenikov in delovnih zvezkov, veliko učiteljev nima spletnih učilnic. Spoznati je bilo treba nova orodja za komunikacijo z učenci. Pripraviti je bilo potrebno vsebine, ki bi jih učenci v danih razmerah lahko samostojno in varno opravili. Razmišljati je bilo potrebno o metodah za spodbujanje učencev in preverjanje njihovega dela. Marsikaj je bilo opravljeno zelo dobro, nekatere stvari pa bo potrebno ob morebitni ponovitvi situacije spremeniti ali izboljšati. Treba bo izboljšati načine komunikacije tako z učenci kot s starši, dobro načrtovati in usklajevati delo učiteljev istega oddelka ter vse učence opolnomočiti za uporabo ustrezne informacijsko-komunikacijske opreme. Vsi učenci namreč nimajo ustrezne opreme za izvajanje pouka na daljavo. Nekateri, ki so opremo v času šolanja na daljavo dobili, je niso znali uporabljati. Težave so se pojavljale pri uporabi različnih digitalnih orodij za komunikacijo učiteljev z učenci in s starši, pri posredovanju gradiv ter pri preverjanju in ocenjevanju znanja. Pri mlajših učencih so bili ti problemi večji kot pri starejših. Pogosto tudi starši niso bili opolnomočeni z znanjem o teh orodjih, da bi otrokom lahko pomagali. Z drugačnim načinom dela se je, vsaj na področju športa, spremenilo veliko. Potrebno je bilo upoštevati, da vsi učenci nimajo primernih prostorskih pogojev za varno vadbo, nimajo rekvizitov in orodij, nimajo nekoga, ki bi jih lahko ustrezno varoval pri izvedbi določenih elementov. Poleg tega je bilo potrebno upoštevati tudi trenutno veljavna priporočila pristojnih služb glede omejevanje širjenja okužbe (zadrževanje v notranjosti, prepoved druženja ...).

Ključne besede: izzivi, osnovna šola, pouk na daljavo, spletna orodja, šport

## **DISTANCE PHYSICAL EDUCATION LESSONS**

Abstract: The epidemic was a surprise for students, teachers and also for school management and the ministry of education, science and sport. We were not prepared for consequences that followed. The field of sport was a particular challenge. The new situation claimed adjustments. There are no textbooks or workbooks for the subject of sports and many teachers do not have online classrooms which made things even more difficult. New tools for communicating with students had to be learned. It was necessary to prepare content that students could do independently and safely in the given situation. New methods and ways to encourage students and check their work had to be thought about. Many things have been done very well, and some things will need to be changed or improved if the situation repeats. It will be necessary to improve the ways of communication with students as well as with parents. This will require good planning among teachers of the same class. It will also be very important to empower all students to use appropriate information and communication equipment. It turned out that not all students have the appropriate equipment to conduct distance learning. Some students who received the equipment during distance learning did not know how to use it. Problems also arose with the use of various digital tools used by teachers in communicating with students and parents, at sharing teaching materials and checking and assessing knowledge. Younger pupils had more problems with this than the older ones. Even parents were often not equipped with knowledge of these tools and were unable to help their children. With a different way of teaching, at least in the field of sports, a lot has changed. It was necessary to take into account that not all students have suitable space conditions for safe practice, they do not have props and tools, they do not have someone who could adequately protect them in the implementation of certain elements. In addition, it was necessary to take into account the current recommendations of the competent services regarding the restriction of the spread of infection (staying inside, restrictions of gathering ...).  
Key Words: challenges, primary school, distance learning, online tools, sports

## **IZZIV POUČEVANJA NA DALJAVO**

Povzetek: Pouk na daljavo je za vse nas zagotovo nova in prav posebna izkušnja, za mnoge izziv. Delo učitelja seveda poteka drugače kot v šoli, vendar so se že v začetku bili učitelji pripravljene spoprijeti z vsemi novostmi. V prvem tednu so učitelji verjetno še lovili pravi ritem, ugotavljali kaj bi bilo dobro, razumljivo, zanimivo za učence. Na drugi starani je bil pouk na daljavo velik izziv tudi za učence, saj so se z učno snovjo, nalogami in problemi srečevali sami, nekje daleč izven učilnice. V času pouka na daljavo je izjemno pomembno, da so učitelji, starši in učenci ves čas v stiku, za kar uporabljajo poleg elektronske pošte tudi različne aplikacije in tako delijo izkušnje tudi prek fotografij in video posnetkov. V prispevku želimo izpostaviti prednosti in slabosti poučevanja na daljavo.

Ključne besede: pouk na daljavo, izziv, učitelji in učenci, naloge, prednosti in slabosti poučevanja na daljavo

## **THE CHALLENGE OF DISTANCE LEARNING**

Abstract: Distance learning is certainly a new and very special experience for all of us, a challenge for many. The work of a teacher, of course, takes place differently than in school, but from the very beginning the teachers were ready to deal with all the innovations. In the first week, the teachers were probably still chasing the right rhythm, figuring out what would be good, understandable, interesting for the students. On the other hand, distance learning was also a great challenge for students, as they encountered the material, tasks and problems on their own, somewhere far outside the classroom. During distance learning, it is extremely important that teachers, parents and students are in constant contact, for which they use various applications in addition to e-mail and thus share experiences through photos and videos. In this article, we want to highlight the advantages and disadvantages of distance learning.

Key Words: distance learning, challenge, teachers and students, assignments, advantages and disadvantages of distance learning

## **AKTIVNI ŠPORTNIK JE AKTIVNI UČENEC**

Povzetek: Pouk športa je potrebno organizirati tako, da vzbudi učenčevo zanimanje za telesni napor z metodami, ki bodo vzpodbudile in trajnostno narekemale potrebo po aktivnosti. V času izvajanja pouka na daljavo je bilo potrebno učence še dodatno motivirati, da je delo tudi doma potekalo korektno in tehnično sprejemljivo. V času epidemije smo si v aktivu športa določili en sam cilj, da otroci v tem času ne bi nazadovali v telesni pripravljenosti. Kriterij je bil učenčev osebni karton motoričnih sposobnosti in njegovi rezultati doseženi lani v enakem obdobju. Učence je bilo potrebno, iz danes na jutri, navaditi na samostojnost, ki jih bo v času pouka na daljavo, pa tudi kasneje, ko se bodo srečevali s takšnimi in drugačnimi ovirami, vodila do odgovorov na vprašanja, ki si jih v zvezi s telesnim naporom postavljajo. Naloga nas učiteljev je primarno voditi, poučevati in motivirati za delo, tudi v času epidemije, a le z namenom pomagati učencem, da se znajdejo tudi takrat, ko nas ni zraven. V tem času so dobivali različne naloge na njihove e - naslove, s katerimi so obdržali, nekateri celo zvišali nivo telesne pripravljenosti, kar je pokazala tudi interna analiza osebnega kartona, ki smo ga letos delali na daljavo. V času epidemije so učenci bili primorani izvajati delo od doma, v krogu družine. Po vrnitvi v šolske klopi so bile pri nekaterih razlike večje kot pred epidemijo, pri drugih pa spet manjše. Razlike so se pojavile zaradi socialnih, osebnostnih vplivov na mladostnike, ter materialnih pogojev. Mnogi so bili pri tem izpostavljeni določenim stresnim situacijam, ki so bile za njih in za nas učitelje nove. Športno nadarjeni učenci so se z namenom povečanja razgledanosti v športu potrudili izpeljati uro na daljavo; nekaj primerov dobre prakse bo predstavljenih. Učenci ugotavljajo, da se po aktivnosti predvsem "počutijo bolje", izboljša se njihovo samozaupanje in samopodoba, povečuje pa se tudi njihovo samovrednotenje in samospoštovanje, kar je neprecenljive vrednosti.

Ključne besede: šport, epidemija, pouk na daljavo, samostojnost, primeri iz prakse

## **AN ACTIVE ATHLETE IS AN ACTIVE PUPIL**

Abstract: Physical education should be organised in a way to spark pupils' interest for physical strain with methods which encourage and continually dictate the need for activities. In the time of distance learning, pupils needed additional motivation for the work at home to be correct and technically acceptable. During the epidemic, sports teachers had one goal, that children would not regress in physical condition. The criteria were pupils' personal charts and the results from the same period last year. Overnight, pupils had to be prepared to be independent which would, in the time of distance learning, lead them to answers to the questions they have about physical strain and later lead them when they will face different kinds of obstacles. Primarily, we teachers guide, teach, and motivate, also in the time of the epidemic, but solely with the purpose to help pupils be resourceful when we are not there. During this time, they were sent different tasks to their e-mail addresses with which we maintained, and even increased the level of physical condition, which was shown in an internal analysis of personal charts we filled out remotely this year. During the epidemic, the pupils were obliged to work from home, surrounded by family. After returning to school, some showed bigger differences than others. The differences occurred due to social and personal influences on adolescents, and material circumstances. Many were exposed to certain stressful situations, which were new to them and to us teachers. Physically talented pupils tried to carry out distance lessons to expand their knowledge on sports; some examples of good practice will be presented. Pupils found they "felt better" after activities, their self-reliance and self-image improved, but also their self-valuation and self-respect increased and that is invaluable.

Key Words: sports, epidemic, distance learning, independence, examples of practice

## »RAZGIBAJMO« UČENJE ZA RAČUNALNIKOM

Povzetek: Nevroznanost dokazuje, da so možgani zaradi gibanja precej bolj učinkoviti kot med mirnim sedenjem. V splošnem pa tudi velja, da kar je dobro za srce, je dobro tudi za možgane. Telesna aktivnost izboljšuje miselne sposobnosti, daljša koncentracijo in poveča pomnjenje. Otroci današnje dobe ne zmorejo biti dalj časa pri miru, veliko je hiperaktivnih in veliko takih z motnjo pozornostjo. Zavedanje vsega tega me je pripeljalo do razmišljanj, kako pomagati učencem pri pouku, ko morajo nekaj dalj časa delati mirno in individualno. Na hodniku in po avli sem jim z rekviziti iz telovadnice začela postavljati poligone, čez čas pa sem oblikovala motorično pot, ki je označena z znaki na tleh in na stenah. Na gibalno pot gre otrok med individualnim delom, ko začuti potrebo po gibanju. Kako pa zagotoviti gibanje med poukom na daljavo, ko učenci veliko časa presedijo za računalnikom ali za pisalno mizo? Učencem sem med poslane naloge za SLJ, MAT in SPO vključevala gibalne aktivnosti (npr. učenec je izračunal nekaj računov, nato pa je bila naslednja vaja gibalna – npr. 10 počepov; reševal je nalogo o gibanju živali, nato pa je sledila naloga - plazi se kot kača od kopalnice do dnevne sobe; s pisanimi črkami je prepisal besedilo, nato je bilo navodilo - zapleši ob danem posnetku; rešil je tri besedilne naloge in sledila je naloga – ritensko pojdi do kuhinje, vzemi eno sladkarijo, jo pojej in se po vseh štirih vrni itd.). Ko so se učenci vrnili v šolo, so mi povedali, da so se teh gibalnih nalog veselili, da so jim bile le-te zabavne in da zaradi njih učenje ni bilo tako enolično. Staršem sem med poukom na daljavo poslala anketo, znotraj katere so bila tudi vprašanja povezana z gibalnimi odmori. Rezultati so pokazali, da je večina otrok te naloge izvajala (razen tistih, ki jim gibanje že sicer ni blizu), da so se jih veselili in da jih je zanimalo, kakšna gibalna naloga bo tokrat ter da so imeli občutek, da so otroci zaradi teh gibalnih aktivnosti potem delali lažje, bili bolj motivirani za delo in bolj skoncentrirani.

Ključne besede: pouk na daljavo, učenje za računalnikom, gibalni odmor, vpliv gibalne aktivnosti na kognitivno učinkovitost, sproščanje

## LET'S GET ACTIVE BY USING COMPUTERS

Abstract: Neuroscience proves that our brain is more effective if we move instead of sit still for a long time during our work. It is generally accepted that what is good for the heart is also good for the brain. Physical activity improves mental abilities, extends concentration and increases memorizing. Children find it very hard to sit still for a long time, lots of them are hyperactive and many of them have an attention disorder. All that leads to my thinking, how to help children during learning when they have to sit still and work individually. First I started to form different polygons in a school hallway. After some time I have formed a sensory (movement) path. Marks that lead a child through the path are on the floor and also on the walls. A child can use the sensory path during an individual work every time he or she feels the need to move. But how to provide physical activities during a distance learning when children spend a lot of time sitting in front of a desk and a computer? It seems that the easiest way is to implement different kinds of activities directly into a learning process. For example: do one math exercise than do 10 squats. Learn about animal movement than slither like a snake to the bathroom and the living room. Do three reading exercises than go backwards to the kitchen, take a candy, eat it and hop back. When children returned to school they said that those exercises were very fun and that learning wasn't so monotonous. Their parents took the survey about the distance learning that also included questions about movement activities during a learning process. The results of the survey have shown that a great majority of children was doing suggested activities. They were curious about a next exercise and they were doing them with joy. Children were more concentrated and more motivated for learning and they worked easier.

Key Words: distance learning, relaxation, learning in front of a computer, physical activity breaks, the influence of physical activity on cognitive efficiency



## **RAZVOJ TRENINGOV IN ŠPORTNEGA NAPREDKA DIJAKOV ŠPORTNIKOV V ŠPORTNIH ODDELKIH V ČASU EPIDEMIJE**

Povzetek: Epidemija koronavirusa je celotno šolstvo prisilila k drugačnemu, nam še neznanemu načinu poučevanja. Veliko energije in dela je bilo treba vložiti v drugačno izvajanje pouka, na hitro se je bilo treba prilagoditi in usvojiti nove oblike in metode poučevanja. Tudi pri urah športne vzgoje smo morali izbrati učinkovit in motivacijski način dela na daljavo. Dijaki so v tem času pokazali veliko inovativnosti in sprejeli izbran način dela, odzvali so se zelo pozitivno. Izbran model izvajanja ur športne vzgoje se je glede na povratne informacije in analizo, izvedeno po koncu epidemije, izkazal za zelo dober in primeren tudi za uporabo ob morebitni ponovitvi epidemije. Vprašanje, kako učinkovito realizirati ure športne vzgoje, ki temeljijo na praktičnem izvajanju, je predstavljalo izziv za celoten aktiv ŠVZ. Na spletnem sestanku smo postavili smernice, ki so se izkazale kot učinkovite. Naš cilj je bil oblikovati aktivnega dijaka, ki z lastnim doprinosom in razmišljanjem razvija potencial in željo po napredku, hkrati pa lahko razvija tudi področja, za katera meni, da jih mora izboljšati. Dijaki so v začetku tedna na svoje elektronske naslove prejeli evalvacijo svojega dela prejšnjega tedna (opažanja profesorjev), navodila za tekoči teden in ostale informacije. V športnih oddelkih so dijaki tako na tedenski ravni sestavljali lastne treninge (ki so bili za njihovo športno panogo najbolj primerni) ali realizirali treninge svojih trenerjev. Treninge, ki so jih dijaki napisali sami, smo pregledali in ocenili količino in intenzivnost. Dijaki so svoje treninge tedensko izpopolnjevali; napredek, dosežen s treningi, ki so jih načrtovali sami, pa jih je motiviral za nadaljnje aktivno sodelovanje. Dijaki so poročilo (slikovno gradivo in načrtovane treninge) ob koncu tedna oddali v virtualno učilnico (Google Classroom), mi pa smo oddano gradivo pregledali in dijakom podali povratno informacijo o njihovem delu. Poudariti moramo, da so dijaki v svojih zapisih izpovedali mnogo iskrenih občutkov in doživljanj, zato smo tudi v povratnih informacijah zapisali veliko pozitivnih besed in spodbude za nadaljnje delo. Model se je izkazal za zelo učinkovitega in je bil tudi na spletnem srečanju športnih koordinatorjev prepoznan kot primer dobre prakse.

Ključne besede: delo na daljavo, izobraževanje, motivacija, primer dobre prakse, športna vzgoja

## **THE DEVELOPMENT OF TRAINING PROGRAMMES AND THE SPORTS PROGRESS OF ATHLETE PUPILS IN SPORTS CLASSES DURING THE EPIDEMIC**

Abstract: The »Corona« virus epidemic forced the entire educational system into a different, previously unknown way of thinking. It was necessary to invest a great deal of energy and work into new and different ways of conducting classes. It was fundamental to adapt quickly and to master new forms of teaching. In classes of physical education, it was also necessary to do the work through distance learning, while it also had to be successful and motivationally effective. During this time, the pupils showed great innovation and responded highly positively to the manner of work that was chosen. Based on the analysis and feedback at the end of the epidemic, the chosen manner of work proved to be a very good model of conducting classes of physical education and an example of good practice to be used again in the case of another epidemic. The unknown of how to efficiently realize physical education, which is based on practical implementation, was a challenge for the entire physical education working group. At a joint meeting held on the internet, we established guidelines that proved to be efficient. The goal was to achieve an active pupil who develops their potential and their desire for progress through their own contribution and thinking, while at the same time, developing in areas they believe they should improve in, thus reaching a higher level. At the start of the week, the pupils received an email with a short abstract on their joint work from the previous week (observations from the professors), instructions for the current week, and other information. Thus, in sports classes, the pupils prepared their training programmes weekly (most appropriate for their field of sports) or realized training programmes that were sent by their coaches. If they wrote their training programmes themselves, we revised them and assessed them critically based on the quantity and intensity. Through the weeks, the pupils greatly improved their programmes, so that their visible progress with the programme they designed motivated them for active participation in the future. At the end of the week, they handed their work analysis (pictures and planned training sessions) into the Google classroom, where we revised each of them and gave a short reply based on what we had read. It is imperative to emphasise that they wrote numerous sincere feelings and experiences, which is why the feedback was very positive and encouraging for the future. The model proved to be highly efficient, since at a gathering of sports coordinators, it was recognized as an example of good practice during the time of telework.

Key Words: telework, education, motivation, example of good practice, physical education

## USTVARJALNOST NA DALJAVO

Povzetek: S poukom na daljavo smo na OŠ Metlika aktivno začeli 23. marca letos. Vsak teden smo se tako slovenistke naše šole »dobivale« preko video klicev in usklajevale snov, naloge in preverjanja. Prva dva tedna so naša navodila bila bolj preprosta, saj smo vsi pričakovali, da bo pouk na daljavo obsegal le štirinajst dni. Ko smo spremljale navodila Ministrstva in ravnateljice, smo ugotovile, da temu ne bo tako. Naše priprave so zahtevale še vedno preprosta navodila, ki bodo razumljiva učencem, a hkrati smo lahko snov podajale na več načinov – kvizi, stripi, miselni vzorci, slušne naloge ipd. Največji izziv nam je bil, kako preveriti, če so učenci snov razumeli in opravili zadane naloge. V osmem razredu obravnavamo Visoško kroniko Ivana Tavčarja. Učenci so morali najprej prebrati odlomke dela v delovnem zvezku. Potem smo se dobili sredi tedna preko video klica, kjer sem jim še malce razložila o avtorju in grobo obnovo celotnega dela. Skupaj smo rešili naloge v delovnem zvezku, in sicer tako, da so učenci prebrali vprašanje, poskušali oblikovati odgovor in potem je en učenec narekoval odgovor, ostali so si zapisovali. Pri tem delu sem pazila, da je vsak učenec v skupini prišel na vrsto vsaj enkrat. Nato sem učencem razložila, da bomo skupaj ustvarili križanko in izhodišče bo obravnavano delo. Prvo zahtevano besedo bom dala jaz v mrežo za križanko, jo poslala prvemu učencu po abecedi v učni skupini, ta bo križanko dopolnil in jo poslal naslednjemu učencu in tako dalje do zadnjega učenca do petka, ki pa bo križanko vrnil meni, jaz pa jo bom potem poslala vsem. Rešeno so jo morali vrniti nazaj meni do ponedeljka zvečer. Če je kdo kakšno geslo rešil napačno, sem ga opozorila, da ga je popravil. Tako sem preverila njihovo utrjeno znanje na daljavo. Učencem je bilo takšno delo všeč, saj imajo radi takšne metode dela, kjer ne gre zgolj za frontalno razlago in odgovarjanje na vprašanja. Te ustvarjalne naloge sem bom sigurno lotila tudi z naslednjimi generacijami učencev, saj si učenci snov na igriv način bolj zapomnijo.

Ključne besede: video klici, Visoška kronika, križanka, utrjevanje, preverjanje

## CREATIVITY IN DISTANCE LEARNING

Abstract: Metlika Primary School started distance learning on 23rd March 2020. Teachers of Slovenian communicated to each other through video calls on weekly basis. We collaborated on subject matter, homework and revision tests. Our instructions were straightforward in the first couple of weeks because we were certain distance learning will not last long. As we were following instructions given by the Ministries and our principal, we realised the situation is going to continue. Our class preparations still included clear instructions, understandable for students. At the same time, we introduced subject matter in different ways (quizzes, comics, mind maps, listening comprehension etc.). Our greatest challenge was how to check if our students understood the subject matter and did their tasks and homework. In the 8th grade we read Visoška kronika by Ivan Tavčar. Students had to read particular extracts from the book in their notebooks. We arranged a date of our class meeting through video call in the middle of the week. I gave students additional information about the author and a short book summary. We did exercises in their workbooks together. Students read a question and tried to form an answer. In the end, only one student dictated the answer while others wrote down answers. Each student had their turn to dictate their answer. I explained that we will create a crossword together with our starting point being the book itself. I filled in the first required word in the crossword puzzle and sent it to the student who came first in the alphabetical order. The student's task was to further fill in the crossword and send it to the next student. This was done until each student had their turn. The last student had to send me the solved crossword until Friday. I sent the crossword to all students. Students had to turn in solved crosswords by Monday evening. If there were any wrong answers, I pointed out the mistakes. In this way, I checked their knowledge in distance learning. Students liked this kind of learning. They like teaching methods, which do not include only frontal teaching or answering questions. I will surely include this creative activity with future generations. Students learn and remember the subject matter much better in a playful way.

Key Words: video calls, Visoška kronika, crossword, practice, revision

## **GLASBENO–GIBALNA UMETNOST IN USTVARJALNOST NA DALJAVO**

Povzetek: Umetnost je živa le, če jo posameznik občuti. Za glasbeno umetnost na splošno je pomembno, da si mora prizadevati za to, da bi spodbujala in razvijala glasbeno ustvarjalnost. V obdobju dela na daljavo je bilo potrebno na hitro postaviti nove sisteme, ureditev dela ter spremembe v poučevanju, ki omogočajo stik z učencem in oddajo naloge na isto elektronsko mesto. To so omogočile spletne učilnice, v katerih se je bilo potrebno naučiti osnovnih korakov. Dokler jih niso usvojili vsi, tako učenci kot učitelji, je bilo delo vezano še na preostale komunikacijske poti in kanale. Naučiti se je bilo potrebno uporabe elektronske pošte in aplikacij. Veliko vlogo je imela tudi dobra uvodna predstavitev korakov uporabe predstavljenih aplikacij in spletne učilnice. Vse skupaj je zahtevalo utrjevanje, dokler se delo in uporaba spletnih učilnic in aplikacij ni usvojila. Učno sodelovanje je bilo izpeljano tudi preko video konferenc (Zoom, Teams). Učenci so jih radi uporabljali, saj so se v njih videvali in navsezadnje tudi komunicirali ter klepetali. Hkrati so se pokazale vrzeli, ki so nenadomestljive v nebesedni komunikaciji med vključenimi v pedagoškem procesu. Virus je bil izvrsten učitelj: prilagajal se je učencu! Izbrati takšno doživljajsko nalogo, ki jo mladostnik izvede brez predhodne razlage učitelja, je bila detektivski tedenski izziv v vseh tednih poučevanja na daljavo. Učenci so z veseljem izvajali pevske, gibalne, izvajalske ter poslušalske primere. Novi pristopi so v njih vzpodbudili pozitiven odnos do glasbeno–gibalnega izvajanja. Z njimi so odkrivali, da je igranje na virtualni klavir lahko zabavno in tudi zahtevno. Lastno telo kot telesno tolkalo je izvajalo ob različnih gibih tudi različne zvoke. »Body percussion« so učenci izvajali sami, ali pa so v skupno igro topotanja, ploskanja, tleskanja, udarjanja in plesnih korakov povabili svoje domače. Posameznike, ki niso bili dovolj aktivni, je bilo potrebno vzpodbuditi z uporabo pozitivnih stališč, navad in načinov ravnanja v tutorstvu. Proti koncu individualnega tutorskega programa je bilo opaziti vse več osebne predanosti.

Ključne besede : glasbena umetnost, delo na daljavo, spletne učilnice, aplikacije, video konference, pedagoški proces, tutorstvo

## **MUSIC-MOVEMENT ART AND CREATIVITY THROUGH TELEWORKING**

Abstract: Art can only live if the individual can actually feel it. As far as the art of music is concerned it is important that it strives to encourage and develop musical creativity. During the period of teleworking it was necessary to quickly set up new systems, work arrangements and changes in teaching methods in the ways that enable contact with students and the submission of the assignments to the same electronic place. This was made possible by on-line classrooms where basic steps had to be learned. Until they were mastered by everyone, both students and teachers, the work was tied to the remaining communication paths and channels. It was necessary to learn to use e-mail and applications. A good introductory presentation explaining the steps of using the presented applications and the on-line classroom also played an important role. It all required consolidation until the work and use of on-line classrooms and applications was mastered. Learning cooperation was also carried out through video conferencing (Zoom, Teams). The students loved to use them because they saw themselves in them and ultimately also communicated and chatted among each other. At the same time, gaps have emerged that are irreplaceable in nonverbal communication between those involved in the pedagogical process. The virus was an excellent teacher: it adapted to the student! Choosing such an experiential task to be performed by an adolescent without prior teacher's explanation was a real challenge in all weeks of teleworking. The students were happy to perform singing, movement, performance and listening examples. New approaches have encouraged a positive attitude to music-movement performance. With them, they discovered that playing a virtual piano can be fun and also challenging. Their own bodies, used as a body percussions, also performed different sounds with different movements. "Body percussion" was performed by the students themselves, or they invited their family members to a joint game of stomping, clapping, clapping, hitting and dancing steps. Individuals who were not active enough needed to be encouraged to use positive attitudes, habits, and behaviors in tutoring. Towards the end of the individual tutoring program, more and more personal commitment was observed.

Key Words: music art, teleworking, on-line classrooms, applications, video conferences, pedagogical process, tutoring

## **POUČEVANJE GLASBE V ČASU KORONAVIRUSA**

Povzetek: Čas koronavirusa je učitelje čez noč postavil v situacijo šolanja na daljavo. Vsak učitelj se je na svoj način trudil, da bi učencem posredoval čim bolj zanimive vsebine, ki bi omogočale čim bolj samostojno delo. V prispevku je prikazano, kako se je spreminjalo posredovanje snovi učencem. Spremembe, oz. razvoj potrebnih kompetenc in ustreznih znanj, ki jih bilo potrebno razviti za poučevanje in kakšne spremembe je to povzročilo pri učencih. Pozornost je osredotočena na obravnavo glasbene oblike rondo. V prvih urah šolanja na daljavo je bil poudarek na zapisu čim bolj postopne, nazorne, razumljive razlage snovi. Otroci so navodilo za delo dobivali preko spletne oglasne deske Padlet. Povratne informacije so pokazale, da je branje z razumevanjem za mnoge (četrtšolce) tako zahtevno opravilo, da se na tak način težko naučijo novih vsebin. Poučevanje je bilo potrebno spremeniti oz. izboljšati. Ideje za spremembe je bilo mogoče črpati iz znanj pridobljenih v preteklosti, idej znotraj aktiva, preko srečanj učiteljev Predmetne skupine za glasbeno vzgojo na nivoju Zavoda RS za šolstvo. Za hitro preverjanje znanja je bila uporabljena aplikacija Mentimeter, utrjevanje znanja pa je bilo izpeljano s pomočjo posnete razlage. Snemanje razlage je omogočila aplikacija ScreencastOMatic, potem pa je bilo potrebno poskrbeti, da je posnetek preko YouTube prišel do učencev. Motivacija učencev za delo se je pri novem načinu dela izboljšala. Pri ocenjevanju znanja izvedenega preko video klica je bilo zaznati, da je večina učencev uspešno usvojila nove obravnavane vsebine. Šolanje na daljavo je prineslo nove izzive za učence in učitelje. Spremenjen način poučevanja je povzročil nekaj lukenj v znanju učencev. Delo učencev je bilo odvisno od domačih razmer, tehničnih možnosti, predvsem pa posameznikove samodiscipline in vestnosti. Vsem pa je omogočilo razvoj drugačnih veščin. Za učitelje je bilo pomembno, da so z novimi pristopi učencem omogočili samostojno delo na daljavo.

Ključne besede: učenje na daljavo, ustrezne aplikacije, samostojno delo učencev, pridobljene veščine, izboljšanje motivacije za delo

## **TEACHING MUSIC IN THE TIME OF THE CORONAVIRUS**

Abstract: The time of the coronavirus put teachers in a remote learning situation overnight. Each teacher tried in his own way to provide students with the most interesting content that would allow them to work as independently as possible. The paper shows how the distribution of contents to students has changed. The changes, the development of the necessary competencies and relevant knowledge that needed to be developed for teaching and what changes this has caused in students. The focus is on dealing with the musical form of the rondo. In the first hours of remote learning, the emphasis was on recording the most gradual, vivid, understandable explanation of the material. The children were instructed to work through the online bulletin board Padlet. Feedback has shown that reading comprehension is such a challenging task for many (fourth graders) that it is difficult to learn new content in this way. Teaching had to be changed and improved. Ideas for change could be drawn from knowledge acquired in the past, ideas within the teachers' group, through meetings of the Subject Group for Music Education at the level of the Institute of the Republic of Slovenia for Education. The Mentimeter application was used to quickly test the knowledge, and the consolidation of knowledge was carried out with the help of a recorded explanation. The recording of the explanation was made possible by the ScreencastOMatic app, and then it was necessary to make sure that the recording reached the students via YouTube. Students' work motivation has improved with the new way of working. When assessing the knowledge using the video call, it was perceived that most students successfully mastered the new content discussed. Remote learning has brought new challenges for students and teachers. The changed way of teaching has caused some gaps in students' knowledge. The work of the students depended on the home situation, technical possibilities, and above all, the individual's self-discipline and diligence. However, it enabled everyone to develop different skills. It was important for teachers to enable students to work independently at a distance with new approaches.

Key Words: remote learning, relevant applications, independent work of students, acquired skills, improving work motivation

## VEDNO DOSTOPNA UMETNOSTNA ZGODOVINA

Povzetek: Pri predmetu priprave na maturo iz umetnostne zgodovine v četrtem letniku umetniške gimnazije – likovna smer se je smiselna in učinkovita raba digitalnega orodja pokazala kot najučinkovitejša za inovativno obliko pouka, vključno s projektnimi nalogami, vrednotenjem in ocenjevanjem znanja. Predmet umetnostna zgodovina za pouk nima predpisanega učbenika, dijakom je v pomoč le zbirka Umetnostna zgodovina: slikovna zbirka za splošno maturo, ki je dostopna le v knjižnicah. Njena vsebina s slikovnim gradivom pa je temeljna za uspešno pripravo na maturo. Tako sem s pomočjo zbirke pripravila učno gradivo in ga po posameznih zgodovinsko-umetnostnih obdobjih oz. sklopih naložila v spletno učilnico. Ob tem sem pripravila tudi zvočno posnete razlage, opremljene s pisnim in slikovnim gradivom. Vsebine sem najprej razložila na videokonferencah, nato pa gradivo shranila v spletno učilnico. Posnete razlage so vsebovale vsebinske in oblikovne analize umetnostnih spomenikov po posameznih obdobjih in stilih, povzetih iz slikovne zbirke. Razlage so bile dijakom v spletni učilnici vedno dostopne za ponavljanje in utrjevanje znanja. Z videokonferencami smo ves čas ohranjali stik, skupaj smo prevzemali odgovornost za znanje in se dogovorili o načinu pridobivanja ocen. Po dogovoru sem dijakom vsak teden v spletni učilnici pripravila sklop vprašanj in nalog. Ti so ob natančnih navodilih morali samostojno in do določenega roka v elektronski obliki oddati skenirane ali fotografirane ročno zapisane odgovore in ugotovitve. Pettedenske naloge iz petih enakovrednih sklopov vprašanj in nalog so bile ovrednotene in ocenjene po kriterijih, ki so bili objavljeni v e-učilnici in v pravilniku o preverjanju in ocenjevanju znanja na spletni strani Gimnazije Celje - Center, kjer poučujem. Dijaki so lahko oceno pridobili tudi za sodelovanje. Izkazalo se je, da so bili zelo motivirani za tovrstno delo in da je opisana praksa, ki je (lahko) uporabna, tudi ko smo v šolskih klopeh, zagotovila trajnejše znanje.

Ključne besede: Umetnostna zgodovina, inovativna oblika pouka, spletna učilnica, videokonference, zvočno posnete zdrsnice, inovativna oblika ocenjevanja znanja.

## ALWAYS ACCESSIBLE ART HISTORY

Abstract: As part of the preparation for matura in art history for the senior year of the secondary art school - visual art, sensible and effective use of digital tools turned out to be the most effective form of innovative teaching, for including project work, evaluations and grading. There is no text book prescribed for the subject of art history. The students use only the "Umetnostna zgodovina: slikovna zbirka za splošno maturo" (Art History: Collection with Images for General Matura) collection which is only accessible in libraries. Its content with images is the basis for successfully preparing for matura. Thus, with the help of the collection, I prepared teaching materials and uploaded it to the online classroom by individual historical and art periods or sets. Besides the above, I also prepared audio recordings of explanations, accompanied by text and images. I first explained the content via videoconferences and then saved the materials in the online classroom. The recorded explanations contained analyses of the content and the form of art monuments by individual periods and styles taken from the collection of images. The explanations were always accessible to students in the online classroom, so they could use them in order to repeat and to strengthen their knowledge. Via videoconferences, we constantly kept in touch; we took common responsibility for the knowledge and agreed on the manner of receiving grades. We also agreed that every week I would prepare a set of questions and assignments in the online classroom for the students. Based on detailed instructions, the students had to submit scanned or photographed manually written answers and findings independently and before a certain deadline. Five-week assignments consisting of five equal sets of questions and assignments were evaluated and graded according to criteria published in the e-classroom and in the rules on assessing and evaluating knowledge, available at the website of the Grammar School Celje - Center where I teach. The students could also receive the grade by cooperating.

It turned out they were very motivated for such work and the described practice - that could also be applied in the real classroom - has ensured a more lasting knowledge.

Key Words: Art history, innovative form of teaching, online classroom, videoconferences, audio recorded slides, innovative form of grading knowledge



## UPORABA DIGITALNE TEHNOLOGIJE PRI POUKU GLASBE

Povzetek: Kurikularna prenova na srednješolskem (2008) in osnovnošolskem (2011) nivoju je prinesla vključitev oz. opis razvoja digitalne kompetence v okviru vseh učnih načrtov. Tako si sodobnega pouka glasbe ne znamo več predstavljati brez IKT. Cilji in vsebine učnega načrta za GUM v OŠ in glasbo v gimnazijah omogočajo veliko možnosti za smiselno rabo IKT pri pouku. V skoraj vsaki glasbeni učilnici je nameščen računalnik z različnimi izhodnimi enotami (npr. internetna povezava, projektor, interaktivna tabla, MP3/MP4 predvajalnik, MIDI klaviatura). Spodbuja se raba prenosnih, tabličnih računalnikov in pametnih telefonov. Delo z IKT spodbuja učenčvo samostojno delo, npr. iskanje, shranjevanje in obdelava podatkov, informacij, zvočnih in video posnetkov na spletu, uporabo interaktivnih e-gradiv, e-učbenikov, aplikacij, spletnih učilnic ter različne brezplačne programske opreme na spletu. Poučevanje na daljavo v času epidemije covid 19 prinaša nove izzive v poučevanju pouka glasbe. Na srečo so na spletu dostopni številni plačjivi in neplačjivi glasbeni programi in aplikacije, ki omogočajo dijakom samostojno delo od doma. V prispevku predstavljam preizkušene glasbene programe in aplikacije, ki vzpodbujajo praktično delo, s tem pa ustvarjalnost in na zabaven način približajo dijakom svet glasbe.

Glasbeni programi/aplikacije

Za obravnavo glasbene teorije: Sibelius / Flat / MuseScore

Za praktično glasbeno ustvarjanje dijakov: A capella Maker; Music Maker Jam; SFC KIDS

Spletne strani:

- <https://jamzone.littlekidsrock.org>
- <https://www.classicsforkids.com/games.html>
- <https://midnightmusic.com.au>
- <https://jamzone.littlekidsrock.org>
- <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- <http://muzikologija.ff.uni-lj.si/ptg/VadniceTrainers.html>

Ključne besede: Pouk glasbe, osebni računalnik, glasbena programska oprema, glasbene aplikacije, ustvarjal

## USE OF DIGITAL TECHNOLOGY IN TEACHING MUSIC

Abstract: Curricular renewal at the secondary (2008) and primary (2011) levels has brought inclusion or a description of the development of digital competence within all curricula. Thus, we can no longer imagine modern music lessons without IKT- Information-communication Technology. The goals and contents of the curriculum for GUM in primary schools and music in grammar schools provide many opportunities for the meaningful use of IKT in the classroom. Almost every music classroom has a computer with various output units (eg internet connection, projector, interactive whiteboard, MP3 / MP4 player, MIDI keyboard). The use of laptops, tablets and smartphones is also encouraged. Working with IKT encourages the student's independent work, e.g. search, storage and processing data, information, audio and video recordings online, usage of interactive e-materials, e-textbooks, applications, online classrooms and various free software online. Social distance during educating because of the covid 19 epidemic brings new challenges in teaching music lessons. Fortunately, there are a number of payable and free music programs and applications available online that allow students to work independently from home. In this article, I present reliable music programs and applications that encourage practical work. This can bring creativity the world of music closer to students in a fun way.

Music programs / applications

To discuss music theory: Sibelius / Flat / MuseScore, For practical musical creation of students: The capella Maker, Music Maker Jam, SFC KIDS

Websites

- <https://jamzone.littlekidsrock.org>
- <https://www.classicsforkids.com/games.html>
- <https://midnightmusic.com.au>
- <https://jamzone.littlekidsrock.org>
- <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- <http://muzikologija.ff.uni-lj.si/ptg/Trainers/.html>

Key Words: Music education, personal computer, music software, music applications, creativity



## POUČEVANJE ANGLEŠČINE V ČASU EPIDEMIJE

Povzetek: Znanja na področju IKT so se tekom šolanja na daljavo med karanteno zaradi epidemije covid-19 izkazala za izredno pomembna. Kakovost pouka na daljavo je odvisna od precej več dejavnikov kot pri klasičnem pouku: od starosti učencev, njihovega socialno-ekonomskega statusa, stopnje digitalne pismenosti, psihološke in čustvene podpore staršev itd. Posebej težavna je bila situacija za učence s posebnimi potrebami in priseljence. Pri angleščini smo se sprva poslužili asinhrono komunikacije: navodila za delo smo učencem posredovali preko različnih kanalov. Kasneje smo enkrat do dvakrat tedensko komunicirali preko videokonferenc, ki zaradi neposrednega stika z učenci pozitivno vplivajo na motivacijo in kakovost pouka. Za temeljito razlago in utrjevanje snovi je med videokonferencami zmanjkovalo časa, zato smo poskusili s t. i. obrnjenim učenjem. Učenci so se vnaprej pripravili na učno uro v živo: pregledali so poslano gradivo, razlage, posnetke. Med videokonferenco smo se posvetili vprašanju, utrjevanju in preverjanju znanja, vrstniški pomoči, sodelovalnemu učenju, pri čemer smo si pomagali s 5 spletnimi orodji. Tak način pouka od učenca zahteva več aktivnosti, samostojnosti in odgovornosti. Ker smo obseg snovi zmanjšali, smo zastavljene cilje z večino otrok zadovoljivo izpolnili. Cilje smo le delno izpolnili z učenci iz ranljivih skupin, prav tako smo redko posegli po ciljnih višjih taksonomskih stopenj z nadarjenimi učenci. Šolanje na daljavo bi bilo mogoče izboljšati. Učitelji bi se morali poenotiti pri uporabi komunikacijskih kanalov in omejiti število spletnih orodij. Učence bi bilo treba izobraziti vsaj glede najnujnejših digitalnih spretnosti ali pouk le-teh vključiti v obvezni predmetnik. Pristojno ministrstvo bi moralo oblikovati jasne smernice glede izvedbe pouka, učnih ciljev in ocenjevanja znanja. Kljub temu pouk na daljavo ne bo nikoli popolnoma nadomestil klasičnega, ker ne vsebuje za učence verjetno najpomembnejše, to je socialne komponente, in ker pogoji za vse učence ne bodo nikoli enaki.

Ključne besede: šolanje na daljavo, digitalni razkorak, digitalna pismenost, učno okolje, videokonference, spletna učna orodja, obrnjeno učenje

## TEACHING ENGLISH DURING THE COVID-19 EPIDEMIC LOCKDOWN

Abstract: Distance education during the covid-19 epidemic lockdown proved the crucial importance of ICT skills. Compared to traditional lessons, the quality of such schooling depends on many more factors: the students' age, their socio-economic background, the level of digital literacy, their parents' psycho-emotional support etc. The situation was especially demanding for students with special needs and immigrant students. In the beginning we communicated with students asynchronously: they were sent the instructions through various communication channels. Later we communicated directly via video conferencing once or twice a week, which was important in terms of students' motivation and lesson quality. However, thorough learning content presentations and revision were time-consuming. To avoid the shortage of time during video conferences we tried the so-called flipped learning approach. Students were assigned some materials or presentations to be viewed at home in advance, while video conferences were dedicated to students' questions, revising, testing, peer assistance and cooperative learning, mainly supported by 5 online learning tools. This approach demands more student activity, independence and responsibility. Since the learning contents were reduced, we managed to achieve the set goals satisfactorily with most students. Nevertheless, the goals were only partly achieved with vulnerable student groups, and there were rare occasions when we achieved higher level taxonomy objectives with talented students. There are many ways to improve distance education. Teachers within an institution should apply a single communication channel and a limited number of online tools. Students should be provided with an opportunity to acquire the most essential digital skills, and authorities should consider integrating them into the curriculum as a compulsory subject. They should also form clear guidelines defining lesson organisation, learning goals and assessment. In spite of that, distance education will never fully substitute for classroom education since it cannot ensure equal learning conditions for all students and it lacks the most important aspect of education for students, i. e. face-to-face socializing.

Key Words: distance education, digital divide, digital literacy, learning environment, video conferencing, online learning tools, flipped learning

## **IZZIV POUČEVANJA ANGLEŠČINE V ČASU EPIDEMIJE**

Povzetek: Sem razredna učiteljica z opravljenim študijskim programom za izpopolnjevanje iz zgodnjega poučevanja angleščine, pod kratico program PIAOŠ. Že 14 let poučujem angleščino v prvem in drugem triletju osnovne šole na centralni šoli ter dveh podružničnih šolah. Poučevanje angleščine je delo, ki ga opravljam z veseljem in se nanj pripravlam z vso strokovnostjo ter odgovornostjo. Rada se udeležujem seminarjev, delavnic, dodatnih izobraževanj, posvetov, mednarodnih konferenc, študijskih srečanj in aktivov, saj tako pridobivam dodatna strokovna znanja in ideje za delo v razredu. Sama ustvarjam dodatna strokovna gradiva (šolske delovne zvezke, zbirke nalog, priročnik za poučevanje učencev v prvi triadi, pravljičice v stripih), s katerimi želim motivirati učence za delo in popestriti pouk angleščine. Običajen pouk angleščine, ki poteka v učilnici, je raznolik, dinamičen in aktiven. Pri pouku angleščine morajo biti učenci ves čas aktivni, saj morajo sodelovati v različnih dejavnostih in igrah. Kako pa je potekal pouk angleščine v času epidemije COVID-19? Popolnoma drugače. Zelo hitro sem celotno situacijo sprejela kot izziv. Po dolgem času sem se počutila zopet kot učiteljica začetnica, ki veskozi išče nove ideje, rešitve, s katerimi bi rada učencem popestrila pouk, hkrati pa bi jim približala tuji jezik in jih navdušila za učenje. Učence sem za delo motivirala in jih spodbujala preko aplikacije ZOOM, kjer smo se srečevali enkrat tedensko in usvajali ter utrjevali naučeno snov. Prav tako sem za učence redno pripravljala svoje lastne izobraževalne posnetke, s katerimi sem podajala novo snov ali pa so jo utrjevali. Učenci so mi preko elektronske pošte pošiljali rešene domače naloge in učne liste, ki sem jih sproti popravila in jim pošiljala povratne informacije o opravljenih nalogah. Pridobila in naučila sem se veliko novega. Zavedam se, da sem bila tudi sama učenec in ne le učitelj.

Ključne besede: izziv, angleščina, posnetki, videoklic, gradiva, epidemija

## **THE CHALLENGE OF TEACHING ENGLISH DURING THE EPIDEMIC**

Abstract: I am a primary school teacher; I have also completed a study program in early English teaching (the PIAOŠ program). I have taught English for 14 years in the first and second triad of elementary school; I teach at three schools. I really enjoy teaching English and I always prepare for it professionally and responsibly. I like to attend seminars, workshops, additional training, consultations, international conferences, study meetings etc. that allow me to gain additional expertise and ideas for classroom work. I create additional study materials on my own (workbooks, assignment collections, a manual for teaching students in the first triad, fairy tales in comics) to motivate pupils and make English lessons more interesting. The usual English lessons taking place in the classroom are varied, dynamic and active. During the lessons, pupils must be active all the time as they participate in various activities and games.

How did English lessons continue during the covid-19 epidemic? Completely differently. I quickly accepted the whole situation as a challenge. I felt like a novice teacher all over again, constantly looking for new ideas and solutions to make the lessons more interesting for the pupils, and at the same time bring them closer to a foreign language and inspire them to learn. I encouraged them to work using the Zoom application, where we met once a week to study and consolidate the topics that had been learned. I also regularly recorded my own educational videos – to introduce new topics or for the pupils to revise the materials. They sent me their homework assignments and worksheets via e-mail, which I then corrected and gave them feedback on it. I gained a lot of new knowledge myself. I realize that I was both a student and a teacher.

Key Words: challenge, English, videos, video call, materials, epidemic

## UČENJE TUJEGA JEZIKA (ANGLEŠČINE IN NEMŠČINE) V ČASU EPIDEMIJE PRI UČENCIH DRUGEGA TRILETJA

Povzetek: Splošno znano dejstvo je, da mlajši kot so učenci, bolj so občutljivi na glasovno strukturo jezika oz. na njegovo izgovorjavo. V razredu oz. v neposrednem stiku z učenci ima učitelj na razpolago različne načine, da učencem ta vidik jezika približa. Prav tako lahko učencem takoj poda povratno informacijo glede njihove izgovorjave. Posebej občutljivo je to obdobje tudi za postopen prehod z nivoja besed na nivo enostavnih povedi oz. stavkov, kjer je zopet potrebna in zaželena učiteljeva stalna povratna informacija. Precej drugače je bilo seveda v času dela na daljavo, ko so bili učenci v glavnem prepuščeni sami sebi oz. pomoči njihovih staršev.

V referatu bom opisala, na kak način sem se lotila poučevanja angleščine (in nemščine kot neobveznega tujega jezika) v 2. triletju, posebej v 4. in 5. razredu, v času epidemije. Moje možnosti za uporabo videokonferenc z učenci so bile precej omejene, saj sem v tem času delala tudi s prvošolčkom s posebnimi potrebami, hkrati pa imela doma še vrtničkarja. Tako so moje priprave v večini lahko potekale zvečer oz. pozno v noč, kar je bil seveda še en svojevrsten izziv. Kljub temu so učenci od tega načina dela odnesli več, kot sem pričakovala, lahko rečem, da so me zelo pozitivno presenetili. Ob natančni določitvi kriterijev za uspešnost (ki smo jih dorekli skupaj na videokonferenci) so se na ocenjevanje, ki je sicer kasneje potekalo v živo, odlično pripravili.

Učencem sem v tem času pošiljala posnetke za dogovorjeno obravnavano snov, in sicer vsakič za temo oz. snov, ki je bila tisti dan na vrsti za obravnavo. To je pomenilo eden ali maksimalno dva posnetka za eno uro. Izognila sem se pošiljanju gradiva za več ur skupaj, saj menim, da si učenci sami snovi niso sposobni kvalitetno razporediti. Posnetke sem pogosto obogatila še s posnetki s spleta ali pa je bila to nadgradnja in razširjeno znanje. Občasno sem jim poslala še dodatna pojasnila v obliki Power Pointa, ki je vseboval tudi izgovorjavo.

Ključne besede: izgovorjava, povratna informacija, 2. triletje, kriteriji, posnetki

## HOW DID PUPILS OF THE SECOND TRIMESTER LEARN A FOREIGN LANGUAGE (ENGLISH AND GERMAN) DURING THE EPIDEMIC?

Abstract: It is a common fact that the younger the children the more sensitive they are to the vocal structure of a language, that is its pronunciation. Inside the classroom the teacher has different ways to bring this aspect of the language closer to the pupils. Also they can give instant feedback on the pupil's pronunciation. I also find this period particularly sensitive to a gradual transition from the level of words to the level of simple sentences, where the teacher's feedback is again necessary and wanted. All this was of course a lot different at the time of distance learning, where pupils were mainly left to themselves or their parents for help.

In my presentation I am going to describe how I went about teaching English (and German as an optional subject) in the second trimester, particularly in the 4th and 5th grades, during the epidemic. As a mother of a special needs child and a preschooler I was very limited in terms of using videoconferences. I did most of my preparations in the evening and at night, which of course was another special challenge for me. Nevertheless, pupils appeared to have learnt a lot more than I had expected, I can with no doubt say I was positively surprised. After a thorough definition of the success criteria (which we had agreed upon together in a videoconference) they did an excellent job in preparing for the assessment, which was later carried out in school. I would send the pupils audio recordings for the topic we would do that day, each time only for that particular lesson, which meant one or maximum two recordings for a lesson. I avoided sending material for several lessons together, since I am of the opinion it cannot be expected of such young pupils to organize their work themselves. I also used the web for additional material or to broaden the knowledge of the pupils. Occassionally I would send them Power Points with additional explanation and pronunciation.

Key Words: pronunciation, feedback, second trimester, success criteria, recordings

## POUČEVANJE ANGLEŠČINE MED EPIDEMIJO

Povzetek: Pedagoški poklic ni dolgočasen poklic, ampak pester, saj so ne samo pedagoške ure, ampak tudi dnevi in leta zelo raznoliki. Poučevanje ni nikoli suhoparno, saj se učenci razlikujejo po svojih izkušnjah, pridobljenih doma, vedoželjnosti in razgledanosti. Z učenci pridobivamo nove izkušnje tudi učitelji. Konec prejšnjega šolskega leta je bilo poučevanje za učitelje, drugačno, kot smo ga vajeni, saj je nastopilo obdobje epidemije. Že naš začetni dogovor, kako posredovati material učencem in njihovim staršem, je bil kasneje dopolnjen. Uporaba didaktičnih sredstev je bila raznolika, tako kot v šoli, ampak sem se osredotočila le na tista, za katera sem predvidevala, da bodo preprosta in lahka za uporabo vsem trem uporabnikom, učencem, njihovim staršem in učiteljici - meni. Delo se je prilagodilo učencem in staršem na eni strani preko e-pošte, hkrati pa niso na žalost bili prisotni v živo, po drugi strani pa z učenci preko kanala. Angleščina je tako razširjena, da se že material dobi kjerkoli na internetu, hkrati pa so nam veliko uslugo naredile tudi založbe z zastoj didaktičnim materialom. Ker je bila šola na daljavo prvič, so bili učni listi sestavljeni na drugačen način, kot so jih učenci vajeni. Po nagovoru učencev so bila zapisana navodila v slovenščini – tega sem se jaz kar držala, ker sem izhajala iz učencev samih. Želela sem jim poenostaviti, kar se je le dalo. Bistvo sem videla v razumevanju navodil. Na razpolago so imeli dva načina reševanja vaj – ali napišejo samo rešitve (predvidevala sem, da se še vrnemo v šolo in jim fotokopiram učne liste) ali pa jih natisnejo in zapišejo rešitve na učne liste. Naslednjo uro sem jim na začetku napisala rešitve – učenci so postali učitelji – pa spet učenci v nadaljevanju. Učni list sem kombinirala z učbenikom v e-obliki, zato sem učencem pripela tudi povezavo. Za razlago oz. utrjevanje (odvisno, ali je bila snov za uvodno motivacijo ali utrjevanje), sem jim pripela povezavo do YouTube, interaktivnih vaj ali zastoj zvočnih posnetkov. Material sem pošiljala staršem petošolcev in šestošolcev, medtem ko sem sedmošolcem, osmošolcem in devetošolcem pošiljala material po kanalu direktno njim. Z učenci sem komunicirala po kanalu, zame je bila pomembna povratna informacija, za otroke razredne stopnje so mi poročali starši. Poskušala sem razvijati vseh pet spretnosti: poslušanje, govorjenje, mediacijo, branje in pisanje. Največ je bilo vredno sodelovanje nas učiteljic znotraj aktiva – imele smo svoj kanal, v katerega smo pripenjale učne liste, izmenjavale izkušnje, sprti reševale težave in se dogovarjale o delu.

Gljučne besede: šola na daljavo, e-pošta, komunikacija, kanal, e-učbenik, zvočni posnetki, sodelovanje

## TEACHING ENGLISH DURING THE EPIDEMIC

Abstract: The teaching profession is not a boring profession, but a varied one, as not only lessons but the days and years are very diverse as well. Teaching is never boring as pupils differ in their experience, curiosity and education willingness gained at home. Not only pupils but teachers are gaining new experiences as well. It was the end of the previous school year when teaching suddenly changed for the teachers, due to epidemics. Already our initial agreement on how to pass the material to pupils and their parents was later updated. Teaching resources were varied, as in school, but I focused only on those that I anticipated would be simple and easy to use to all three participants, i.e. the pupils, their parents and teacher - to me. The work was adjusted to the pupils and parents on one hand using email, but unfortunately they were not present live, and with the pupils through the channel on the other hand. English is so widespread that the material can already be found anywhere on the Internet, and the publishing houses helped us with free didactic material as well. Since the distance education was held for the first time in this way, the worksheets were compiled in a different way the pupils are used to. According to the words initially intended for the pupils, instructions were written in Slovene - I had all the pupils in mind. I wanted to simplify for them what I could. I saw the point in understanding the instructions. They had two ways of solving the exercises - either writing the answers (I assumed we would go back to school and photocopy worksheets for them) or printing them out and writing the answers on the worksheets. The next lesson they received the keys to the answers at the top of the worksheets – the pupils became the teachers - and they became the pupils again in the second part, at the bottom of the worksheets. I combined the worksheets with the e- textbooks by attaching links to the pupils. For the explanation or consolidation (depending on whether the material was for introductory motivation or consolidation, links to YouTube, interactive exercises or free audio recordings were attached. I sent the material to the parents of the fifth-graders and sixth-graders, while I sent the material through the communication channel directly to the seventh-graders, eighth-graders and ninth-graders. I communicated with the sixth to the ninth- graders through the communication channel directly while I communicated with the fifth-graders ' parents only. The feedback was of an even greater importance to me than when we are in school. All five skills, i.e. listening, speaking, mediating, reading and writing, were developed. The most valuable was the cooperation of us, English teachers of our school - we had our own communication channel for attaching worksheets, exchanging our experience, solving problems on the spot and talking about our work.

Key Words: distance school, e-mail, communication, communication channel, e-textbook, sound recordings, cooperation

## **IZZIVI POUČEVANJA NA DALJAVO PRI ZGODNJEM POUČEVANJU TUJEGA JEZIKA**

Povzetek: 16. marca 2020 smo zaprli vrata šole v prepričanju, da se z učenci ne bomo videli le 14 dni in bomo pouk na daljavo izvajali krajši čas. Toda dva tedna sta se hitro obrnila v polnih osem tednov. V šoli smo uredili spletno učilnico preko Googlovih dokumentov. Pri učenju tujega jezika v 1. triadi ne uporabljamo učbenikov ali delovnih zvezkov, zato je poučevanje angleščine na tak način predstavljalo velik izziv. Otrokom sem pošiljala povezave do pesmic in interaktivnih učnih listov ter pričakovala povratno informacijo o opravljenem delu s strani staršev. Kmalu je šola opravila krajši anketni vprašalnik med starši o poučevanju na daljavo. Velika večina je sicer pohvalila moj način dela, le en starš je odkrito zapisal, da je povezav preveč in da se njegov otrok ne znajde najbolje. To mi je dalo vedeti, da je potrebno stvari postaviti na novo. Kar se je na začetku zdelo smiselno, se je kmalu izkazalo kot velika obremenitev za starše, učence in zame. Pod vprašaj se je postavilo učenčevo znanje, saj samo petje pesmic ne doprinese k večjemu napredku v besednem zakladu in razumevanju novih besed. Analizirala sem probleme in se stvari lotila na nov način. V veliko pomoč mi je bila tehnika – od telefona, s katerim sem snemala posnetke za objavljanje na YouTubu do različnih aplikacij, s katerimi se še doslej nisem srečala. Priprava prispevkov je postala projekt moje celotne družine. Učenci so dobivali jasna navodila in naloge na enem mestu. Nič več ni bilo preklapljanja iz strani na strani. Z učiteljicami razrednega pouka sem se medpredmetno povezovala; prav tako smo svoje izkušnje in težave delile z nekaterimi učiteljicami iz drugih šol. Ključnega pomena je bilo sodelovanje s starši in povratna informacija v obe smeri. Večji problem so bili neodzivni učenci. Na daljavo sem izpeljala ocenjevanje učencev, ki se je zelo razlikovalo od do sedaj ustaljenega načina pridobivanja ocen. Delo na daljavo ni bilo samo slabo, saj nam je pokazalo tudi pot do novih načinov pridobivanja znanja.

Ključne besede: angleščina, analiza, aplikacije, medpredmetno povezovanje, povratna informacija, neodzivnost, ocenjevanje

## **CHALLENGES OF DISTANCE LEARNING IN EARLY FOREIGN LANGUAGE TEACHING**

Abstract: On March 16, 2020, school doors were closed in a belief that we will see our students again in 14 days and that distance learning will be conducted for a shorter period of time. But the two weeks quickly turned in a full eight weeks. An online classroom was set up by our school using Google Docs. We do not use textbooks or workbooks when learning a foreign language in the 1st triad, so teaching English in this way was a big challenge. I sent links to my students, where they could look up for songs and interactive worksheets. I expected parents would send feedback on done work. Soon, the school conducted a short survey questionnaire among parents about distance learning. The vast majority praised my way of working, only one parent openly wrote that there were too many links and that his child was having some problems with them. This let me know that things needed to be set up anew. What seemed sensible at first soon proved to be a great burden for parents, students, and me. The student's knowledge has been called into question, as singing songs alone does not contribute to greater progress in vocabulary and comprehension of new words. I analyzed the problems and approached things in a new way. The technique was very helpful to me - from the phone, I used to record videos for posting on YouTube to various apps I had never encountered before. Preparing contributions has become a project for my whole family. Students were given clear instructions and assignments in one place. There was no more switching from page to page. I had cross-curricular connections with classroom teachers; we also shared our experiences and problems with some teachers from other schools. Cooperation with parents and feedback in both directions was crucial. The bigger problem was unresponsive students. At a distance, I conducted student assessment, which was very different from the hitherto established way of obtaining grades. Distance teaching was not only bad, it also showed us new ways of acquiring knowledge.

Key Words: English, analysis, applications, cross-curricular, feedback, non-responsiveness, assessment



## POUČEVANJE ANGLEŠČINE NA DALJAVO

Povzetek: Koronavirus, covid-19, epidemija....različna poimenovanja novega virusa, ki v začetku letošnjega marca požene strah v kosti, strah pred neznanim, marsikateremu odraslemu, staršu, mami, očetu ter tudi otrokom... Vsi čez noč ostanemo doma, tako učitelji, starši, kot tudi otroci, z mislijo, da samo za dva tedna. Moja prva misel je bila, da to bom pa že zmogla. Kot učiteljica angleščine in razredničarka 9. razreda dobim navodila od vodstva, da bomo snov podajali na daljavo, po ustaljenem urniku. Ob tem so se mi pričela porajati vprašanja: Ali mi bo uspelo? Kako bom razlagala novo slovnico? Kaj bo s pripravami na valetu?... V članku sem opisala nekaj pristopov, ki sem jih uporabljala in kako sem se na vse to pripravljala saj moram priznati, da z računalnikom nisva največja prijatelja. Podajanje snovi različnim starostnim stopnjam pa je predstavljalo poseben izziv. Ker poučujem angleščino od 4. do 9. razreda sem prve dni potrebovala veliko idej in iznajdljivosti kako nižji stopnji na zanimiv način predstaviti novo besedišče in fraze. Učencem na višji stopnji pa zagotoviti in preveriti ali so vsi razumeli učno snov. Še posebej so me skrbeli devetošolci saj ti odhajajo in kako bo sedaj z njimi v srednji šoli? Kaj naj naredim s snovjo, ki mi je ostala? Vedela sem, da vsega ne bom mogla izvesti tako kot bi v razredu zato sem snov prilagajala glede na njeno pomembnost oz. le tisto kar učni načrt zahteva. Ampak a bo to dovolj za bodoče gimnazijce? Tudi valeta je bila pomemben del razredništva, pripravljali smo se na njo in devetošolci so se veselili zaključka. A zaključek jim bo vsekakor ostal v spominu vendar ne tako, kot so si predstavljali, želeli. Bili smo potisnjeni v situacijo, ki se je spreminjala iz tedna v teden. Na mnoga vprašanja staršev devetošolcev nisem znala odgovoriti. Moram pa ponosno povedati, da nam je uspelo izvesti nekaj kar bo nam razrednikom, staršem in devetošolcem zagotovo ostalo v lepem spominu. Ob vsem tem delu sem morala poskrbeti še za dve hčerki. Starejša je že šoloobvezna. Mlajša zaključuje vrtec. V začetku je bilo potrebno uskladiti tehnološko podporo (računalnik, nove aplikacije, internet, e-pošta ipd.). Hkrati pa pomagati hčeri pri šolskem delu. Kljub temu, da so najlepši trenutki tisti, ki jih preživljaš z družino, pa lahko ob tem ritmu postane naporno, saj otroci v »normalnih časih« pridobijo znanje v šoli s strani učiteljev, doma ga pa le poglobijo. V času epidemije in šolanja doma, pa smo starši v določenih situacijah prevzeli vlogo njihovega učitelja, poleg svoje vloge zaposlenega, starša, partnerja ipd.

Ključne besede: razrednik, poučevanje angleščine, razredna stopnja, predmetna stopnja, devetošolci, računalniška tehnologija, vloga starša

## TEACHING ENGLISH ON LONG DISTANCE

Abstract: Coronavirus, covid-19, epidemic....different names for the new virus, which at the beginning of March in this year strikes the fear into our bones, the fear from unknown to many adults, parent, mother, father and also to a child... Overnight we all stay at home; teachers, parents and children all with the thought that it will last only for two weeks. My first thought was I could do this. As an English teacher and as a form teacher of the 9th grade on a primary school I get instructions from the principal that we will teach on distance on the previously set timetable. I started to question myself: How will I do this? How will I explain new grammar? What will happen with all those preparation for the prom?...In this article I have described some approaches that I have used and how I have prepared for all this. I have to admit I am not the biggest fan of technology. Lecturing a subject matter to different levels represented a special challenge. Because I teach English from 4th to 9th grade, I needed a lot of ideas and creativity for the first few days to find out how to present new vocabulary and phrases to the young learners. On the other side I had to ensure and check all the pupils in higher grades if they understood the subject matter that I have given. Especially I was worried about 9th graders because they are leaving and how will it be in high school for them? What shall I do with the subject matter that has been left? I knew that I won't be able to do everything as I would in classroom so I adjusted the topics by its importance and school curriculum. But will it be enough for the future pupils at a secondary school? Also the prom was important for us as form teachers. We have prepared on it and the 9th graders were looking forward to it. But the conclusion will stay in memory for them not as they imagined or wanted. We were pushed into a situation which was changing every week and as a form teacher I couldn't answer on many questions from the parents. But I have to say proudly that we managed to carry out something that will stay in fond memories to us - form teachers, parents and 9th graders. Beside all this work I had to take care for my two daughters. The older one is in school and the younger is finishing kindergarten. At the beginning we had to coordinate the all technological support (a computer, new applications, the internet, e-mails etc.). At the same time I had to help my daughter with school work. Although the most beautiful moments are those which you can spend with your family it can become very stressful with this work pace. Because children in "normal times" gain knowledge in schools from teachers and at home they only revise. But now in the time of pandemic and distance learning parents had to take a role of their teachers along with a role of employee, parent, partner etc.

Key Words: form teacher, learning English, lower grade, higher grade, 9th graders, computer technology, role of a parent



## **DELO NA DALJAVO PRI POUKU TJA V 2. IN 3. TRIADI V ČASU EPIDEMIJE**

Povzetek: Kot profesorica angleščine, ki poučujem v 2. in 3. triadi, sem v obdobju dela na daljavo zaradi Covid-19 naletela na številne izzive. S kolegoma, ki poučujeta na isti stopnji, smo si delo razdelili in vsak med nami je pripravljala gradivo za učence dveh razredov. Le-tega sva pregledala še druga dva in ga objavili na platformi Padlet. Iz interaktivnih virov in večjega obsega gradiva smo tekom obdobja dela na daljavo prešli na manjši in osnovni nabor, ker se je izkazalo, da večina učencev kljub izdatni podpori učiteljev ne zmore ali nima motivacije samostojno delati na enakem nivoju kot pri pouku. Prav tako so imeli nekateri učenci sprva težave z dostopanjem do interneta, pomanjkljivo programsko opremo in slabšo računalniško pismenostjo. Drugi k učenju na daljavo niso pristopili resno in so delo od doma zanemarjali. Neodzivne učence sem kontaktirala preko elektronske pošte in v primeru neuspešnosti poskusila še preko drugih kanalov: Facebook, Messenger in v končni fazi preko telefonskega klica (staršem). Učenci so uvodoma enostavnejšo nalogo rešili, poslivali in poslali po e-pošti, zato da smo preverili odzivnost. V prvem e-pismu sem odgovorila vsakemu učencu in se potrudila napisati kaj spodbudnih besed. Tudi v nadaljnjem obdobju dela na daljavo je osebni kontakt učencem veliko pomenil – najbolj so bili veseli, ko smo po cca. mesecu učenja na daljavo začeli z izvajanjem tedenskih videokonferenc. Namen le-teh pa je bila tudi obravnava oz. razlaga tekoče snovi ali nejasnih/zahtevnejših sklopov. Prav tako se je za uspešno komunikacijsko orodje izkazal Messenger, kjer sem ustvarila dve skupini za učence 8. in 9. razreda. V tem programu so lahko učenci individualno ali v skupini zastavili vprašanja - povezana z organizacijo, tekočo snovjo ali s čim, kar jim ni bilo jasno. Všeč jim je bilo tudi, ko s(m)o komentirali kaj v zvezi z njihovim osebnim življenjem, počutjem ali čim drugim, kar ni bilo v zvezi s poukom. Po potrebi smo preko tega kanala komunicirali tudi telefonsko ali v manjšem številu preko videa, saj je nekaj učencev imelo težave z nameščanjem aplikacije Zoom.

Ključne besede: pouk angleščine, poučevanje na daljavo, učenje na daljavo, Covid-19, epidemija, komunikacijska orodja

## **REMOTE TEACHING OF ENGLISH FOR THE 2ND AND 3RD TRIAD DURING THE EPIDEMIC**

Abstract: As a professor of English, teaching in the second and third triads of primary school in Slovenia, I encountered a number of challenges during the period of distance learning because of the Covid-19 epidemic. Me and my two colleagues, who teach at the same level, shared the work load by each of us preparing materials for pupils in only two grades. The content that one teacher prepared was revised by the other two and then published on the Padlet platform. From interactive sources and a larger volume of material, we switched to a smaller and basic set during the period of remote work, because it turned out that many pupils, despite the teacher's support, could not or did not have the motivation to work independently at the same level as in school. Furthermore, some pupils initially had difficulty accessing the Internet, did not have adequate software, or were poorly computer-literate. Others did not take distance learning seriously and neglected work from home. I contacted the unresponsive pupils via e-mail and if needed, other channels were used: Facebook, Messenger and ultimately a phone call (to the parents). At the beginning, the pupils carried out a simpler task, took a picture of the solutions and sent it by e-mail, so that the teacher could check attendance. In the first email, I responded to each pupil caringly and tried to write back some words of encouragement. In the following weeks, personal contact meant a lot to the pupils, as well – after about a month of distance learning, video conferences were held and it made pupils very happy to see their classmates and the teacher. The calls took place approximately once a week for each class and during the video lesson the subject matter of the week was discussed and additionally explained. The Messenger also proved to be a useful communication tool. I created two groups for 8th and 9th grade students, where pupils could individually or in a group ask questions related to organization, the current subject matter, or something that they did not understand. They also liked to talk about their personal lives, well-being or anything else that was not related to the lessons. If necessary, we also communicated on Messenger by phone or to a lesser extent via video, as some students had trouble installing the Zoom application.

Key Words: English lessons, distance teaching, distance learning, Covid-19, epidemic, communication tools

## **NEOBVEZNI IZBIRNI PREDMET ITALIJANŠČINA V 4. RAZREDIH: ŽELJA PO ZNANJU TUJEGA JEZIKA ZA DANES IN JUTRI**

Povzetek: Pri usvajanju maternega in učenju/drugega/tujega jezika je pomembno ločevati med spontanim pridobivanjem jezika in zavestnim procesom učenja. Možnost izbire neobveznega izbirnega predmeta italijanščine v 4. razredu pripomore k medkulturnemu pouku in je na našem območju pomembna zaradi bližine meje z Italijo, predstavlja pa tudi dobro popotnico za nadaljnje izobraževanje in poklicno pot. Dokazano je, da kljub dodatni obremenitvi spodbudno vpliva na učenje drugih predmetov in dolgoročno prinaša prednosti pri slušnem razumevanju in govoru v višjih razredih. Učenec je v tem starostnem obdobju vedoželjen in spontan, zato je za boljše pomnjenje potrebno uporabiti celostni pristop k poučevanju. V času epidemije je bilo zaradi hitre spremembe potrebno reorganizirati način dela. Učinkovit pouk na daljavo je zahteval tehnično brezhiben in didaktično prilagojen pristop. Komunikacija z učenci je stekla preko elektronske pošte, navodila in gradiva za delo pa so dobili v spletni učilnici. V prvih tednih je bilo na ta način težko oblikovati naloge, ki bi spodbujale razvijanje proceduralnega znanja in s tem pripomogle k doseganju višjih taksonomskih ciljev. Je bilo pa nujno z različnimi oblikami in metodami dela v čim širši obliki ohraniti celostni način poučevanja, čeprav je tak način ostal le na nivoju razvijanja deklarativnega znanja. Učenci so se v tem času različno odzivali, so pa učinkovitost izbranih metod dokazovali s sprotnim pošiljanjem nalog v pregled. Učiteljeva povratna informacija s pohvalo je bila ključnega pomena, da so učenci ostali motivirani in vztrajali z učenjem vse do ponovnega odprtja šole. Čas pouka na daljavo je bil izziv, ki nas je prisilil k aktivni uporabi informacijske in komunikacijske tehnologije ter spodbudil k iskanju alternativnih načinov učenja in poučevanja. Že kmalu lahko tak pristop postane naša stalnica, zato je dodatno izobraževanje na tem področju nujno, če želimo danes ohraniti željo po znanju tudi za jutri.

Ključne besede: materni/druzi/tuji jezik, neobvezni izbirni predmet, italijanščina, 4. razred, spletna učilnica, celostni pristop

## **ITALIAN AS A NON-COMPULSORY OPTIONAL SUBJECT IN 4TH GRADE: DESIRE TO LEARN A FOREIGN LANGUAGE FOR TODAY AND TOMORROW**

Abstract: For the development of native language proficiency and additional/foreign language learning, it is important to distinguish between spontaneous language acquisition and the conscious learning process. The possibility of choosing Italian as a non-compulsory optional subject in 4th grade contributes to intercultural education and is important in our area due to the close proximity of the border with Italy; it also represents a stepping stone for further education and career development. Evidence shows that, despite the additional workload, this has an encouraging effect on the learning of other subjects and brings long-term benefits to auditory comprehension and speech in upper grades. At this age, pupils are eager to learn and spontaneous, so a comprehensive approach to teaching is necessary for better memorization. During the epidemic, due to the rapid changes, it was necessary to reorganize the work methods. Effective distance learning required a technically-flawless and didactically-adapted approach. Communication with pupils was conducted via e-mail, while work instructions and materials were given in the online classroom. In the first weeks of applying this method, it was difficult to design tasks that encourage the development of procedural knowledge and thus help to achieve higher taxonomic goals. However, it was urgent to maintain a comprehensive approach to teaching with various forms and methods of work to the broadest extent possible, although this method only remained in use at the level of developing declarative knowledge. During this time, pupils reacted differently, but they proved the effectiveness of the selected methods by promptly sending in assignments for review. Teacher feedback providing praise was crucial to keeping pupils motivated and perseverant in learning until the reopening of school. The time of distance learning was a challenge that forced us to implement active use of information and communication technology and encouraged us to look for alternative ways of learning and teaching. Such an approach may soon become constant, so additional education in this area is urgent if we want to maintain the desire for knowledge for tomorrow too.

Key Words: native/additional/foreign language, non-compulsory optional subject, Italian, 4th grade, online classroom, comprehensive approach

## **RAZLIČNI PRISTOPI IN PRIPOMOČKI ZA SPODBUJANJE SODELOVANJA UČENCEV PRI TUJEM JEZIKU**

Povzetek: Prispevek govori o moji izkušnji pri šoli na daljavo, o težavah s katerimi sem se soočala in načinih ter metodah, ki sem jih uporabila, da sem pritegnila in motivirala čim več svoji učencev. V prispevek sem vključila nekaj praktičnih primerov, ki sem jih uporabila med poukom. Vrnitev v šolo pokazala realno stanje glede dela na daljavo, učenci, ki so tudi sicer prizadevni in jim tuji jezik ne povzroča težav, so tudi v času pouka na daljavo lepo napredovali, tudi zapiski so bili urejeni. Žal pa je dosti tudi takih, ki so vse skupaj vzeli malo z levo roko in je primanjkljaj kar velik, to pa bo izziv za prihajajoče šolsko leto. Z učenci smo v šoli izkoristili vse ure do konca, določeni so pridobili še zadnje ocene in večina jih je uspešno zaključila razred. Na podlagi te izkušnje lahko ocenim, da je ta način poučevanja bil verjetno edini smotrni v dani situaciji, vsekakor pa si želim letošnje šolsko leto začeti in končati skupaj z učenci v šoli.

Ključne besede: sodelovanje, tuji jezik, različni pristopi

## **DIFFERENT METHODS, AIDS AND APPROACHES TO ENCOURAGE ACTIVE PARTICIPATION OF THE PUPILS LEARNING ENGLISH**

Abstract: The article talks about my experience with online teaching, I mention the problems as well as the methods and activities I used to enhance pupils' participation. The article also includes some practical examples of exercises and activities I used for my lessons.

When we finally returned to school I was able to get the real idea/evaluation of online teaching. I noticed the following: pupils who love and excel at English were actually able to cooperate and progress despite not having traditional lessons while on the other side, quite a few of the pupils did not. Some of them did not even try, they were extremely passive and this will be quite a challenge for me to tend to during the upcoming school year. At school we worked hard till the end of the school year, some of the pupils got their final marks I did not mark them online. All in all most of them finished the school year without problems. Based on this experience I am able to conclude that online teaching was probably the most practical and necessary way given the situation, however, I honestly hope to start and finish the next school year back in school along with my pupils.

Key Words: cooperation, foreign language, different approaches

## **(P)OSTATI RAZUMEN ONLINE UČITELJ ANGLEŠČINE**

Povzetek: Ob nenadni spremembi poučevanja je bilo potrebno ohraniti precej zdravega razuma. Zlasti ob mnogih vprašanih dijakov in staršev, ko še sam učitelj ni vedel, kako bi najbolje izvajal pouk na daljavo. Prva dva, tri tedne smo komunicirali z dijaki preko spletne pošte. Nato smo na FB Messengerju ustanovili skupine posameznih razredov, sledilo pa je neverjetno usvajanje novih znanj vseh akterjev, vključenih v šolski proces. Izpostavila bi spletne aplikacije: Zoom, Youtube, Mteams, Facebook Messenger. V šoli na daljavo se je še enkrat več pokazalo, kako pomemben je dober odnos s sodelavci, ko smo si preko telefonskih pogovorov pomagali in se skupaj učili računalniških veščin, ki jih prej nikoli nismo potrebovali. Pokazali smo svojo človeško plat in tudi dijakom priznali, da smo tudi mi samo ljudje in se učimo, tako so nemalokrat tudi dijaki priskočili na pomoč z nasveti iz sveta računalništva. Najhitrejša komunikacija je bila preko FB messengerja, kjer takoj vidiš, če je dijak videl sporočilo. Poučevanje tujega jezika je specifično, saj dijaki razvijajo štiri jezikovne kompetence: slušno, govorno, bralno, pisno. Zato v času epidemije poučevanje, ki temelji na učbeniku, ni bilo dovolj. Na spletu sem poiskala ogromno video zgodb, tako na Facebook-u kot na Youtube-u. Najbolj všečna jim je bila resnična zgodba o ljubezni v karanteni. Tema ljubezni v času epidemije je odpirala nove teme: odnosi, uporaba moderne tehnologije, bolezni, prosti čas... Skratka, epidemija je spremenila naše vsakdanje življenje in dijaki so radi poslušali, brali, gledali pozitivne zgodbe. Priprave na take učne ure so terjale precej časa. Dotaknili smo se tudi potresa v Zagrebu in bolezni Covid-19. Razumen učitelj je imel tokrat priložnost, da se izogne balastu in uči za življenje.

Ključne besede: angleščina, epidemija, spletne aplikacije, video, jezikovne kompetence

## **HOW TO BECOME (AND STAY) A REASONABLE ENGLISH TEACHER**

Abstract: With the sudden change of teaching it was necessary to maintain a lot of common sense. Especially because of many questions from students and parents, when even a teacher himself did not know how to conduct distance learning in the best way. The first two, three weeks we communicated with the students via e-mail. Later we established Facebook Messenger group for each class, which was followed by unbelievable knowledge acquisition of all members included in education. I would like to expose most used web applications: Zoom, Youtube, Mteams, Facebook Messenger. Distance learning has once again shown the importance of a good relationship with co-workers, when we had conversations and helped each other over the telephone and together we were gaining computer skills that we had never needed before. We showed our human side and admitted to students that we are only human beings and we are still learning, therefore the students often helped us with advice from the world of computing. FB Messenger was the fastest way of communication because you can immediately see if the student sees the message. Foreign language teaching is specific because students develop four language skills: listening, speaking, reading, writing. Therefore, teaching during pandemic based on a student's book was not enough. I found many video stories on the Internet, especially on Facebook and Youtube. They were fond of the real story about love in quarantine. The love topic was leading to new topics: relationships, use of modern technology, diseases, free time, etc. So, epidemic affected our everyday lives and students liked to listen, read and watch positive stories. The preparation for online lessons took quite a lot of time. We also discussed the earthquake in Zagreb and coronavirus disease. Distance learning was a great opportunity for a reasonable teacher to avoid ballast and to teach for life.

Key Words: English, epidemic, web applications, video, language skills

## **EDMODO IN POUK ANGLEŠINE NA DALJAVO**

Povzetek: Zaprtje šol nas je vrglo v novo realnost. Dobesedno čez noč smo se učitelji morali odločiti, kako izpeljati pouk na daljavo, več ali manj prepuščeni samim sebi, lastni računalniški pismenosti in tehničnimi zmožnostim. Poučujem angleščino v programih ekonomski tehnik in vzgojitelj (SSI) ter v poklicnem programu trgovec. Pouk na daljavo sem izpeljala s pomočjo spletene učilnice Edmodo. Zakaj? Ker sem Edmodo vsaj v grobem spoznala pred leti in ker se mi je zdel dokaj enostaven, pregleden ter ker je omogočal veliko funkcij. Formiranje razredov in vključitev dijakov je preprosto (excelov seznam, dijaki dobijo vstopna gesla), a je kar nekaj dijakov vseeno potrebovalo dodatno pomoč. Bistvene razlike v stopnji računalniške pismenosti in samostojnosti sem opazila med dijaki poklicnega in strokovnega programa. Kljub isti starostni skupini, so sposobnosti posameznikov v poklicnem programu nižje, poleg tega so vstopna stran in kontrolni gumbi v angleščini, kar je bila dodatna težava, pogosto pa prav ti dijaki nimajo podpore doma. V nekaj dneh sem s pomočjo e-pošte in posnetkov zaslona, kako se prijaviti, le imela vse dijake. V izogib časovni zmedji in kopičenju snovi je naše delo je sledilo šolskemu urniku. Sprva so dijaki oddajali slike zapiskov in nalog v zvezku. To je bil za posameznike problem, ki smo ga rešili tako, da so si Edmodo aplikacijo namestili na telefon in tako sliko direktno naložili v učilnico. Edmodo omogoča delo z Office 365, kar je bilo posebej uporabno pri oddaji nalog v wordu, saj sem popravke in komentarje vnašala direktno v dokument brez prenašanja in pošiljanja nazaj. Dijakom 1. letnika, predvsem v SPI, je bilo nalaganje W-dokumenta zelo zahtevno, in so potrebovali navodila in posnetke zaslona, ki so jih vodili. V 3. letniku smo izpeljali tudi sodelovalno delo s PPT, tako da so v dvojicah dopolnili dele predstavitve, ki so jo nato v »Zoom« uri predstavili sošolcem. Spletna učilnica omogoča tudi diferenciacijo in možnost izbire. Dijakom sem lahko ponudila npr. spletne vaje različnih težavnostnih stopenj, v 3. letniku so si dijaki na podlagi ogleda 4 kratkih videov, izbrali, katero osebo bodo opisali za nalogo. Za preverjanje usvojenega znanja so dijaki reševali kvize v Edmodu. Ustvarjanje kviza je enostavno. Na razpolago so opcije: prav/narobe, več izbir-en odgovor, kratek odgovor, Še ena več izbir-več odgovorov, iskanje parov. Kviz je možno objaviti z zamikom in ga časovno omejiti. Po mojih izkušnjah pa ne more nadomestiti pisnega ocenjevanja znanja, ker ni možno preprečiti goljufanja. Še ena uporabna stran Edmoda je zbirnik vseh dijakovih aktivnosti v obliki tabele, kjer ima učitelj pregled nad celotnim razredom in tem, kaj je posamezen dijak opravil in česa ne, če je zamudil z oddajo, kako uspešen je bil pri kvizih. Hkrati pa se seštevata dosežen odstotek (previdnost, da imajo naloge smiselno visoko/nizko število možnih točk glede na druge naloge). Hkrati pa ima vsak dijak v svojem profilu vpogled v svoje rezultate. Zanimivo je, da doseženi procenti večine dijakov niso bistveno odstopali od ocen, ki so jih dosegli v šoli. Tu so bili nagrajeni tudi za svojo vestnost, ne le za znanje, kar jim je dvignilo oceno. Imela sem ogromno dela s pregledovanjem nalog in dajanjem povratnih informacij, sem pa hkrati dobila boljši vpogled v delo in napredek posameznika. Dijaki so bili zadovoljni z načinom dela, še posebej, ko smo dodali še videoklice (Zoom), kajti učenje jezika pač ne gre brez ustnega sporazumevanja in govornice telesa. Pokazala se je večplastnost učiteljskega poklica - ni le strokovnjak za svoje predmetno področje, ampak mora dobro poznati različna orodja, aplikacije, in zaznati stiske dijaka, čeprav ga ne vidi. Nujna je bila velika mera fleksibilnosti - za vprašanja in pomoč sem bila na voljo skoraj 24 ur na dan (e-mail. Viber, Edmodo..), prilagajala sem kanale in načine sodelovanja dijakov pri pouku in opravljanju nalog.

Ključne besede: računalniška pismenost, Edmodo, naloge, kviz, fleksibilnost.

## **EDMODO AND DISTANCE LEARNING OF ENGLISH**

Abstract: We were thrown into a new reality when schools were locked down. Teachers had to decide how to carry on their distance learning lessons literally over the night, relying on their own level of computer literacy and technical facilities. I teach English in secondary technical programs of economics and pre-school education and in vocational program shop-assistant. I carried out my lessons relying on e-classroom Edmodo. Why? Because I had been roughly familiar with it years ago and as I found it simple, transparent, and offering several features. Forming classes and including students was simple (Excel spread sheet, students got access codes), some students needed additional guidance, though. I noticed a crucial difference in the level of computer literacy and independence between students of technical and vocational programs. Despite the same age it is obvious individuals in vocational program have lower abilities, what is more, the entrance page and control buttons are in English, which caused additional problems, and often these students lack support at home. However, within a few days using e-mail and screenshot guidance I managed to include them all.

To avoid time confusion and piling learning content we followed the school timetable. At first, students submitted photos of their notes and exercises from the notebooks. Some individuals had a problem with submission, which we resolved by downloading the Edmodo app on their phones, so they could submit a photo directly from their phones. Edmodo enables work with Office 365, which was especially useful at submitting

assignments in Word as I could simply correct and comment in the documents without downloading and then sending them back to students. Submitting word files was quite a challenge for the 1st year students, especially in the vocational program, so they needed additional help supported by screenshots. With the 3rd year students we managed to do some cooperative learning based on PPT by putting students in pairs, each had to do part of the whole PPT, and they presented their part in "Zoom" to their classmates.

Differentiation and the possibility of choice is another feature of e-classroom. I offered my students web exercises of different levels; the 3rd-year students prepared a description of a person they chose among the personalities shown in 4 video clips.

For knowledge testing students had to do Edmodo quizzes. It is easy to create a quiz. There are various options of tasks to use: true/false, multiple choice, short answer, fill in the blanks, matching, multiple answer. You can schedule a quiz for a selected date and time, you can also set the time limit. However, in my experience it cannot be a substitute for written school test as it is not cheating proof.

Another advantage of Edmodo is the Progress page which is a sort of table where a teacher has an immediate overview of the whole class and which activities has an individual student done or not, late submissions are marked, quiz results are shown. It calculates the percentage of the carried out work (caution- each assignment should have appropriate points total vis-à-vis other assignment). Each student can access his progress from his profile. It is interesting, that students achieved similar percentage to their grades in regular tests at school. However, here they were awarded for their conscientiousness not just for their knowledge, which improved their grades. My workload was enormous as I corrected and commented students' assignments, but on the other hand I had a better insight in every student's work and progress. Students were satisfied with the method of work, especially when we included video calls (Zoom), as language learning cannot exist without oral communication and body language.

It became obvious how complex the job of a teacher is – not just an expert on his field of expertise, but needs to know different tools, apps, and detect student's distress, even if he cannot see him. It took a great deal of flexibility – I was available 24/7 to answer and help my students (e-mail, Viber, Edmodo), I adjusted channels and ways so students could participate and accomplish the tasks.

Key Words: computer literacy, Edmodo, assignments, quiz, flexibility.



## POUČEVANJE ANGLEŠČINE V ČASU EPIDEMIJE

Povzetek: Poučevanje tujega jezika v različnih programih, kjer imaš na eni strani dijake, ki angleško govorijo tekoče in na drugi strani dijake, kjer bi lahko začel praktično od začetka, je v današnjem času za učitelja velik izziv, še posebej, če želiš, da poteka na inovativen, praktičen način in ne samo teoretičen. Da pa je zadeva letos marca postala še bolj zanimiva, nam jo je zagodla Corona Covid-19. Učitelji smo se morali znajti praktično čez noč in z dijaki vzpostaviti pouk na daljavo na različne načine in z različnimi metodami. Sama sem se pri poučevanju že prej rada posluževala IKT (splet, socialni mediji, i- učbenik, razne aplikacije Padlet, Klikler, e-vsebine, spletni slovarji ter on-line kvizi), v času epidemije pa je to postalo nujno, pa vendar ne za vse dijake enako in ne ob vsaki priložnosti. V predavanju se nameravam dotakniti nekaj načinov oziroma metod, njihove prednosti in slabosti in zaključiti z lastnimi ugotovitvami. Tako sem na primer delala s klasičnim, papirnatim gradivom, ko sem dijakom posredovala navodila za delo preko elektronske pošte. Ker so nekateri dijaki pustili gradivo v šoli, sem pogosteje pripravljala delovne liste z razlago in vajami. Občasno sem jim posredovala povezave do spletnih strani, kjer so lahko vadili s pomočjo spletnih kvizov in tako utrjevali. Zelo pozitivno so se pokazale tudi video konference oziroma tako imenovane ure v živo preko Google Meet, kjer je komunikacija tekla v živo v obeh smereh in je bila njihova aktivnost najbolj učinkovita. Če sem želela preveriti njihovo znanje in razumevanje, sem se največkrat posluževala ravno tega načina. Ko pa nas je tehnika pustila na cedilu, sem uporabila tudi telefonski razgovor, tudi preko Vibra. Zelo dober odziv je bil tudi na kombinirano metodo dela doma s spletom in nato poročanja preko video ure, tako imenovane Reading/ Speaking skills vaje, ko so se morali dijaki doma pripraviti na 3 minutno govorno vajo na določeno temo in jo nato v živo predstaviti. Kot zadnjo pa bi omenila še projektno delo, ki smo ga sicer začeli še v šoli in zaključili doma. Šlo je za razvijanje podjetnosti oziroma ustvarjalnosti pri angleščini, kot del projekta Podvig. Metoda je združevala samostojno delo doma, v skupinah ter frontalno poročanje in evalviranje. In končno, prav vse metode so se pokazale v neki meri pomanjkljive, povsod smo nekaj pridobili in povsod nekaj izgubili. Dijaki imajo radi dinamične, zanimive ure, vendar pa tudi dobre in kvalitetne zapise snovi. Brez dobro načrtovanega dela in sprotnega nadzora ter posredovanja konkretnih in kvalitetnih povratnih informacij o njihovem napredku, ni rezultata. Ključne besede: pouk na daljavo, tekoče govoriti angleško, izziv, razvijanje podjetnosti oziroma ustvarjalnosti, kvalitetna povratna informacija

## TEACHING ENGLISH DURING THE COVID-19 PANDEMIC

Abstract: Teaching students of different educational programmes, with different levels a foreign language, has become a great challenge, especially if you want to use more practical and innovative approaches, not only theoretical ones. With Covid- 19 pandemic the situation got even more interesting. The teachers had to become experts overnight with no special training and effectively carry out online lessons and provide distance learning in many different ways. I have always been fond of using ICT (internet, social media, electronic books, several apps like Padlet and Clicker, online quizzes and dictionaries) in my lessons of English. During the pandemic this has become vital, but not equally for all students and not in every situation. In my lecture I tend to demonstrate some ways of distance teaching, their advantages and disadvantages and conclude with my own findings. One method which I will present I call a classic one, since I used the material we use in school (a book and a workbook New Headway) and sent instructions via e-mail. Secondly, I prepared working sheets which were also sent to my students on the day of the lesson. They liked them, especially those who forgot the books in school. Then there were the online pages with quizzes and exercises, which served as self-evaluation techniques. The method that I liked the most was online lecture with Google Meet, where the students had to be the most active. This was also the most effective way when I wanted to check their understanding or in case of evaluation. When we had connection troubles I simply used phone calls, sometimes even Viber. Furthermore, there was a method which I call Reading/Speaking skills, a combination of individual work at home (also using ICT) and online oral presentation, where the students had to do the research on a particular topic (World Issues) and prepare a 3-minute oral report or resume. And finally, I would also like to mention a project work that started in school and finished at home, the so-called Podvig project, with its main goal, to develop creativity in English learning. This method combined individual and team work at home with live presentation in school or online. In the conclusion, I would like to say that I found all the methods imperfect somehow, we always gained something but also lost something else. But one thing is sure; the students like and need interesting, dynamic lessons and good quality lectures or notes. Only effective lesson planning, regular control and positive meaningful feedback on student's success brings results.

Key Words: distance learning, speak English fluently, challenge, develop creativity in learning English, positive meaningful feedback

## **POUČEVANJE TUJIH JEZIKOV NA DALJAVO**

Povzetek: V prispevku so obravnavana aktualna vprašanja poučevanja in učenja na daljavo, prav tako pa tudi spremenjena vloga učitelja. Predstava o učitelju, ki učencem posreduje znanje, ni več ustrezna za izobraževanje v 21. stoletju. Učitelji moramo znova premisliti o svoji vlogi, kaj in kako poučevati, saj bodo spremembe, ki jih je povzročila epidemija, vplivale na našo poklicno pot v prihodnosti. Izobraževanje na daljavo bo del naše vsakodnevne rutine, saj smo spoznali njegove prednosti, po drugi strani pa se tudi ponovno zavedamo pomena socialne interakcije. Pri pouku tujih jezikov na daljavo smo uporabljali sodobne kanale komuniciranja, seznanili smo se s programi in aplikacijami, ki so nam omogočali izdelavo gradiv za učence. Za poučevanje tujih jezikov so se dobro izkazali Kahoot, Wordpad in Quizlet, ki so namenjeni utrjevanju snovi v obliki kvizov. Learning Apps je namenjen učenju preko miselnih iger in Liveworksheets izdelavi interaktivnih delovnih listov. Youtube kanal z ustreznimi vsebinami pomaga pri učenju izgovorjave. V prispevku se bom osredotočila na spletno platformo Liveworksheets, ki omogoča, da svoje običajne delovne liste za tiskanje (doc, pdf, jpg) spremenimo v interaktivne spletne vaje, pri katerih imajo učenci možnost samokorigiranja, kar je za njih motivacijsko, učiteljem prihrani čas in je prijazno do okolja. Poleg tega interaktivni delovni listi lahko vključujejo tudi zvok, videoposnetke, različne tipe vaj, uporabo mikrofona, torej zajemajo vse štiri osnovne veščine učenja jezika: branje, pisanje, poslušanje, govorjenje. Predstavila bom tudi primer ocenjevanja govornega nastopa na daljavo na določeno temo, navodila za pripravo, kriterije za ocenjevanje in evalvacijo. Kreativnost, humor, vzpodbujanje povezanosti v (spletni) učilnici predstavljajo motivacijo učencem in jih vzpodbujajo k aktivnemu učenju tudi na daljavo.

Ključne besede: poučevanje tujih jezikov<sup>1</sup>, vloga učitelja<sup>2</sup>, digitalna učna orodja<sup>3</sup>, govorni nastopi<sup>4</sup>, motivacijske strategije<sup>5</sup>.

## **DISTANCE FOREIGN LANGUAGE TEACHING**

Abstract: The paper addresses the current issues of distance teaching and learning and also a different role of a teacher. The notion of a teacher who imparts knowledge to the pupils is no longer appropriate for the education in the 21st century. Teachers have to rethink their role in terms of what and how to teach, since the changes caused by the epidemic will affect their professional path in the future. Distance learning will be part of our daily routine after experiencing the benefits, but on the other hand we have also learnt the importance of social interaction. Regarding distance foreign language teaching, teachers used modern channels of communication and got acquainted with the programs and applications that allowed us to create materials for the students. Kahoot, Wordpad and Quizlet, which are designed to consolidate materials in the form of quizzes, have proven to be good at teaching foreign languages. Learning Apps are designed for learning through mind games and Liveworksheets to create interactive worksheets. A Youtube channel with relevant content helps with pronunciation learning. In this paper I will focus on the Liveworksheets online platform which allows us to turn our usual print worksheets (doc, pdf, jpg) into interactive online self-correcting exercises, which is motivating for students, saves teachers' time and is also environmentally friendly. In addition, interactive worksheets may also include sounds, videos, different types of exercises, the use of a microphone, thus covering all four basic language learning skills: reading, writing, listening, speaking. I will also present an example of assessing and evaluating a distance oral presentation on a particular topic, preparation instructions and evaluation criteria. Creativity, humour, enhancing closeness in the (online) classroom motivate students and encourage them for active distance learning.

Key Words: teaching foreign languages<sup>1</sup>, teacher's role<sup>2</sup>, digital learning tools<sup>3</sup>, oral presentations<sup>4</sup>, motivational strategies<sup>5</sup>.

## OBRAVNAVA VIŠINSKE TOČKE V ČASU DELA NA DALJAVO

**Povzetek:** V času epidemije smo bili učitelji in učenci postavljeni pred nove izzive. Naučili smo se uporabljati elektronske medije in na ta način skušali premostiti težavo, da z učenci nismo skupaj v učilnici. Obravnavali smo višine in višinsko točko trikotnika. Učencem sem preko spletne učilnice posredovala izdelano predlogo učne snovi in posnetek, v katerem sem prikazala načrtovanje višinske točke v topokotnem trikotniku. Učno uro smo izvedli po videokonferenci. Za motivacijo sem uporabila dva animirana modela načrtovanja višin trikotniku. Ogleдали smo si posnetek in načrtali višinsko točko v topokotnem trikotniku. Nekateri učenci so ob konstruiranju potrebovali več opornih točk. Večina učencev je znala narisati in izmeriti dolžine vseh treh višin trikotnika ter določiti višinsko točko. V naslednji uri sem z učnim listom preverila usvojeno znanje. Pri izdelavi poprave sem učence usmerjala in spodbujala k pravilnemu načrtovanju. V nadaljevanju smo si ogledali načrtovanje trikotnika, če je med podatki podana višina trikotnika. Izdelala sem posnetek načrtovanja trikotnika z višino. Bolj nadarjeni učenci so načrtali trikotnik s podanima dvema višinama in stranico. Pri načrtovalnih nalogah sem učence navajala na sistematično risanje skic. Usmerjanje in motiviranje učencev je dalo dobre rezultate. Pouk na daljavo ne more zamenjati pouka v učilnici. To se je izkazalo pri delu z učenci s posebnimi potrebami in učenci z učnimi težavami. Na potek dela je vplivala tudi različna stopnja računalniške pismenosti učencev, staršev in učiteljev. Delo na daljavo je bilo potrebno uskladiti z delom staršev. Prilagoditi je bilo potrebno časovni termin videokonferenc, saj je v družinah več otrok, ki so se šolali na daljavo. Doseganje zahtevnejših standardov znanja je bilo zato težje. Večina učencev je razvila strategije geometrijskih konstrukcij in natančnost ter spretnost pri načrtovalnih nalogah. Pri delu na daljavo sem si prizadevala, da je vsak učenec pridobil največ. S spodbujanjem pri reševanju načrtovalnih nalog so učenci pridobili samozavest in občutek uspeha. Ključne besede: višina trikotnika, posnetek načrtovanja, videokonferenca, pregled nalog, občutek uspeha

## HEIGHT POINT TREATMENT DURING WORK FROM HOME

**Abstract:** During the epidemic, teachers and students were faced with new challenges. We learned to use electronic media and, in this way, tried to overcome the problem of not being together in the classroom with the students. We considered the heights and the height point of the triangle. Through the online classroom, I provided the students with a developed template of the learning material and a clip in which I showed the planning of the elevation point in an obtuse triangle. The lesson was conducted after a videoconference. For motivation, I used two animated models of triangle height planning. We looked at the image and planned the altitude point in the right triangle. Some students needed more anchor points when constructing. Most students were able to draw and measure the lengths of all three heights of a triangle and determine the height point. In the next hour, I checked the acquired knowledge with a worksheet. In making the correction, I guided and encouraged the students to plan properly. In the following, we looked at the design of a triangle if the height of the triangle is given among the data. I made a snapshot of the design of a triangle with height. More talented students designed a triangle with given two heights and a side. In planning assignments, I introduced students to the systematic drawing of sketches. Guiding and motivating students gave good results. Distance learning cannot replace classroom instruction. This has been demonstrated in working with students with special needs and students with learning difficulties. Work from home had to be coordinated with the work of parents. The timing of videoconferencing had to be adjusted, as there were more distance-learning children in the families. Achieving more demanding standards of knowledge was therefore more difficult. Most students developed strategies of geometric constructions and precision and skill in planning tasks. When working remotely, I strived to make the most of each student. By encouraging them to solve planning tasks, students gained confidence and a sense of success.

**Key Words:** triangle height, planning shot, videoconference, task overview, sense of success

## **PRIMER MEDPREDMETNE OBRAVNAVE UČNE ENOTE IN VKLJUČEVANJE ČUSTEV**

Povzetek: Predstavljen primer pedagoškega dela temelji na pristopu zadovoljevanja osnovnih fizioloških in bioloških potreb ter na krepitevi psiho-fizičnega stanja učencev. V tem šolskem letu sem velikokrat poskusil povezati nevroznanost s formativnim spremljanjem. Formativno spremljanje učenčevega napredka in vključevanje nevroznanosti sta mi omogočila napredek pri razumevanju otrokovih psiho-fizičnih in drugih razvojnih zmožnosti na različnih področjih. V prispevku predstavljam primer medpredmetnega povezovanja pouka v 3. razredu, ko so učenci prepoznavala svoja čustva in jih poskušala prikazati na različne načine. Pri pouku slovenščine smo obravnavali besedilo O človeku, ki je buljil v televizijo. Učenci so povezali buljenje v televizijo z buljenjem v računalniški ali telefonski zaslon. Pogovorili smo se o tem, katera čustva je čutil človek, ki je buljil v televizijo in kako so se oni na daljavo počutili, ko so morali buljiti oz. gledati v zaslon. Pri matematiki smo imeli reševanje problemov. Učenci so svoja čustva zapisovali in jih vpisovali v preglednico. Pri likovni umetnosti je vsak učenec moral narisati svoja čustva in jih potem ustno obrazložiti. Pred tem so sošolci ugotavljali, katero čustvo so čutili ter kako so se ob tem počutili. Učenci so prvi dan delali na temo Pokaži svoja čustva. Naslednji dan smo pri slovenščini nadaljevali z obravnavo iste teme. Učenci so tvorili povedi ter odgovarjali na vprašanja, npr.: Katere stvari so jih pri delu na daljavo spravili v jezo, žalost, veselje, vznemirjanje, ljubosumnost ali osamljenost. Nato so pisali nadaljevanje povedi. Nadaljevali smo s pomočjo delovnega zvezka, brali smo recepte in utrjevali branje z razumevanjem. V zvezke so zapisali naslov Moje najljubše jedi v času karantene (COVID-19). Moj namen je bil učencem prikazati vsebine, ki prispevajo k izboljševanju njihovega psiho-fizičnega stanja po učenju na daljavo in naučiti učence na stvari, ki so pomembe za njihovo prihodnost in krepi njihove zmožnosti na različnih področjih. Želeli smo tudi naučiti učence prepoznavati lastna čustva in njihovo trenutno čustveno stanje ter prepoznati in razumeti čustvene odzive drugih sošolcev in sošolk.

Ključne besede: formativno spremljanje, medpredmetno povezovanje, čustva, COVID 19

## **EXAMPLE OF CROSS-SUBJECT TREATMENT OF THE LEARNING UNIT AND INCLUSION OF EMOTIONS**

Abstract: The presented example of pedagogical work is based on the approach of satisfying basic physiological and biological needs and on strengthening the psycho-physical condition of students. During this school year, I have tried many times to link neuroscience with formative monitoring. Formative monitoring of student progress and the inclusion of neuroscience have allowed me to make progress in understanding the child's psycho-physical and other developmental abilities in a variety of areas. In this paper, I present an example of cross-curricular integration of lessons in the 3rd grade, when students recognized their emotions and tried to show them in different ways. In the Slovenian language class, we discussed the text About a Man Who Stared at the Television. Students associated staring at the television with staring at a computer or telephone screen. We talked about what emotions the man who was staring at the television felt and how they felt at a distance when they had to stare or look at the screen. In math, we had problem solving. Pupils wrote down their emotions and entered them in a spreadsheet. In fine arts, each student had to draw their own emotions and then explain them orally. Before that, classmates found out what emotion they felt and how they felt about it. The students worked on the topic of Show Your Emotions on the first day. The next day we continued to discuss the same topic in Slovenian. Students formed sentences and answered questions, such as: What things made them angry, sad, happy, upset, jealous, or lonely when working remotely. They then wrote a sequel to the sentence. We continued with the help of a workbook, reading recipes and consolidating reading comprehension. In the note books they wrote the title my favourite dishes during quarantine (COVID-19). My purpose was to show students the contents that contribute to the improvement of their psycho-physical condition after distance learning and to teach students the things that are important for their future and to strengthen their abilities in different areas. We also wanted to teach students to recognize their own emotions and their current emotional state, and to recognize and understand the emotional responses of other classmates.

Key Words: formative monitoring, cross - curricular integration, emotions, COVID 19

## **SKUPINSKO DELO PRI ZGODOVINI V ČASU EPIDEMIJE NA TEMO GRADBENIŠTVO SKOZI ZGODOVINO**

Povezetek: Epidemija nas je vse postavila na preizkušnjo. Tako učitelji kot učenci smo se morali znajti v popolnoma novi situaciji. Predmet zgodovina je za marsikoga naporen, saj je veliko učenja na pamet. Zato sem se odločila, da v pouk uvedem skupinsko delo. Po nekajletnih izkušnjah ugotavljam, da si učenci tako obravnavano snov zapomnijo lažje, hitreje in za dalj časa. Ko se je začelo delo na daljavo, sem razmišljala, na kakšen način bi otroke vseeno povezala med sabo, saj se mi zdi, da so socialni stiki zelo pomembni. Tako se je rodila ideja o skupinskem delu tudi v času epidemije. Začela sem načrtovati korake dela zase in za učence, vključujoč elemente formativnega spremljanja. Z učenci smo se najprej dobili preko aplikacije zoom. Dogovorili smo se, da bodo poleg gradbeništva na kratko predstavili tudi nekaj značilnosti posameznega obdobja v zgodovini (od prazgodovine do sedanjosti). Pogovorili smo se tudi o tem, da bodo v skupinah morali delati preko telefonov, saj moramo upoštevati pravila epidemije in karantene. Skupaj smo določili namene učenje ter kriterije uspešnosti, tudi glede govornega nastopa in izdelka. Delo smo pregledovali v manjših skupinah, poročali so o delu in težavah ter se vrstniško vrednotili in si svetovali. Na datum predstavitve so učenci imeli govorne nastope, pokazali so predstavitve ter izdelek. Na koncu je sledila samoevalvacija učencev. Pri tem delu so razvijali bralne zmožnosti, ročne spretnosti, medpredmetno smo se povezali s TIT. Razvijali so kreativnost, ustvarjalnost, samostojnost in timsko delo.. Slednje se mi zdi v današnjem življenju še kako pomembno. Seveda so morali upoštevati tudi zgodovinsko znanje, naučili smo se tudi izdelati PP. Tako delo je bilo učencem všeč, saj so bili zelo zadovoljni s končnimi izdelki in ponosni na svoje delo. Meni pa se zdi, da razvijam odgovornost učencev. Ključne besede: epidemija, zgodovina, skupinsko delo, gradbeništvo, formativno spremljanje

## **GROUP WORK IN HISTORY DURING THE EPIDEMIC ON THE TOPIC OF CONSTRUCTION THROUGH HISTORY**

Abstract: The epidemic has put us all to the test. Both teachers and pupils had to find a way in a whole new situation. Many people find the subject of history exhausting, as there is a lot of rote learning. This is why I decided to introduce group work into the lessons. After several years of experience I find that in this way pupils memorize the subject easier, faster and for a longer period of time. When remote work started, I thought about how to connect the children with each other, as I think social contacts are very important.

Thus was born the idea of group work even during the epidemic. I began to plan work steps for myself and for pupils, including elements of formative evaluation. I first got in touch with the pupils through the zoom app. We agreed that, in addition to construction, they would also briefly present some characteristics of each period in history (from prehistory to the present). We also talked about the fact that they would have to work in groups over the phones, as we had to follow the rules of the epidemic and quarantine. Together, we determined the learning objectives and performance criteria, including speech performance and product. We reviewed the work in small groups, reported work and problems, and peer-evaluated and counselled each other. On the date of the presentation, the pupils gave speeches, showed the presentations and the product. Finally, a self-evaluation of the pupils followed. They developed reading and manual skills through work, and we also established an interdisciplinary connection with technology. They developed creativity, independence and teamwork. I find the latter of huge importance nowadays. Of course, they also had to take into account historical knowledge, and they also learned how to make a PP. Such work was liked by the pupils as they were very satisfied with the finished products and proud of their work. And it also seems to me that I am developing pupils responsibility.

Key Words: epidemic, history, teamwork, construction, formative evaluation

## **UČENJE FOTOGRAFSKE TEHNIKE CIANOTIPIJA MED EPIDEMIJO**

Povzetek: V 4. razredu osnovne šole smo pri likovni umetnosti med epidemijo odkrivali staro fotografsko tehniko cianotipija. Ta tehnika je učence navdušila zaradi modre barve in so jo vedoželjno raziskovali. V učni načrt se mi zdi smiselno vključiti skoraj pozabljeni način fotografije, saj učenci spoznavajo enega izmed prvih fotografskih postopkov. Učenci so se seznanili s preteklostjo, s tem pa dobili občutek za današnjo tehnologijo, ki jo jemljejo za samoumevno. Spoznali smo Johna Herschela, ki je naredil trajno pozitivno sliko v različnih tonih modre barve. Ta proces smo raziskovali na različnih materialih, kot so papir, tiskanje na blago, na kamen in steklo. Z odkrivanjem različnih načinov so učenci širili pogled in ljubezen do fotografije. V času epidemije sem z učenci izvajala teoretičen del. Učenci so doma naredili skice in pripravili ideje za dokončno izvedbo cianotipije. Zaradi natančno določenega postopa smo končni del izvedbe cianotipije izvajali v šoli.  
Ključne besede: cianotipija, stari fotografski postopki, fotografija, ustvarjalnost, likovno delo.

## **LEARNING ABOUT THE PHOTOGRAPHIC TECHNIQUE CYANOTYPE DURING THE EPIDEMIC**

Abstract: At fine arts in the 4th grade of primary school we were learning during the epidemic about the old photographic technique cyanotype. This technique has impressed the students due to its blue color and they researched it eagerly. I think it is important to include an almost forgotten way of photography in the curriculum, as students learn about one of the first photographic procedures. Students got to know the past, and with that they got a feeling for today's technology, which they take for granted. We got to know John Herschel, who made a lasting positive image in different shades of blue. We researched this process on a variety of materials such as paper, printing on cloth, stone, and glass. By discovering different ways, students spread their view and love for photography. During the epidemic, I did the theoretical part with the students. Students made sketches at home and prepared ideas for the final implementation of the cyanotype. Due to a well-defined procedure, the final part of the cyanotype was performed at school.

Key Words: cyanotype, historical photographic processes, photography, creativity, artwork.



## **POUČEVANJE IN UČENJE S POMOČJO SPLETNE INFORMATIVNE TABLE**

Povzetek: Znanje tujih jezikov je v današnji družbi zelo pomembno. Številne raziskave kažejo pomen poučevanja in učenja tujega jezika v čim zgodnejšem obdobju, ki pripomore k boljšemu znanju jezika. Na območju Slovenije se osnovnošolci tako lahko učijo italijanščine kot drugi tuj jezik. Od 4. do 6. razreda je to neobvezni izbirni tuj jezik, od 7. do 9. pa obvezni izbirni. Učenci so za učenje italijanščine mnogo slabše motivirani kot za učenje angleščine. Pogosto se na izbirni predmet vpišejo, ker to od njih zahtevajo starši. Posledično na ure italijanščine ne želijo prihajati in jim je treba nuditi številne vzpodbude ter zanje pripravljati najrazličnejše dejavnosti, da jih spodbudimo k aktivnosti. Načrtovanje takega pouka zahteva od učitelja veliko priprave, saj mora biti vsaka dejavnost premišljeno izbrana. V preteklem šolskem letu je vse skupaj otežila še epidemija koronavirusa. Prispevek želi prikazati učinkovit sistem poučevanja in učenja italijanskega jezika na razredni stopnji v času pandemije. Z učenci smo v času trajanja pouka na daljavo vzpostavili spletno okolje, ki jim je bilo privlačno in zanimivo. Na spletni informativni tabli Padlet so učenci dnevno dobivali zadolžitve, video vodiče, filmčke z obravnavo snovi, projekcije z razlago snovi in delovne liste ter slikovno gradivo. Če česa niso razumeli, so lahko vedno postavili vprašanja in kar se da hitro dobili odgovore, saj portal to omogoča. Ob zaključku dela na daljavo, so učenci samostojno posneli vsak svoj filmček, s pomočjo katerega so predstavili vse znanje, ki so ga v tem času usvojili. Učenje tujega jezika na daljavo je pri učencih potekalo na igriv, interaktiven način, z dejavnostmi, ki jih imajo otroci radi. Tako je bilo znanje ob koncu šolskega leta, kljub izrednim razmeram, zelo dobro. Predvsem pa so imeli učenci čas poglobiti se v italijanščino, izbrati dejavnosti, ki so jim všeč, ki jih zanimajo in na tak način nevede vzbudili veselje do tega tujega jezika.

Ključne besede: italijanščina, pouk na daljavo, spletna informativna tabla, poučevanje, učenje

## **EDUCATION AND TEACHING WITH THE HELP OF ONLINE INTERACTIVE INFORMATION BOARDS**

Abstract: The knowledge of foreign languages is of immense importance in today's society. Various researches have shown that learning foreign languages in early age helps improve the language knowledge. In the coastal Slovenia the students learn Italian as a second language. From 4th and 6th grade it is an optional elective foreign language class, from 7th to 9th grade it is a mandatory elective foreign language class. The children are less motivated when it comes to learning Italian instead of English. In most cases they choose the optional language class because the parents are demanding it. As a result of this, they do not want to attend classes and need additional stimulation and activities, in order to find classes interesting. Planning these sorts of activities requires a considerable time, as the activity must be chosen correctly. In the last school year it was all worsened by the coronavirus epidemic. This article shows the teaching system of Italian language in classes in the time of the pandemic. In this period of school year we created an online environment that the children found interesting. Through Padlet online interactive information board the student were given daily assignments, videos, films about the subject, projections with explanations, worksheets and graphic material. If there were any questions to be answered about the subject, they would be given shortly, since the online portal enabled it.

At the end of the distance teaching, the students filmed themselves; in the short films they have shown what they learned in this period of time. Teaching the students from long distance was carried out playfully, in an interactive way, with activities that children love. The gained knowledge at the end of school year was excellent, despite the extraordinary circumstances. In the time being the students dipped in to the Italian language, they chose the activities they preferred, and as a result of this, they also subconsciously started to enjoy learning foreign languages.

Key Words: Italian, distance learning, online interactive information boards, education, teaching

## ČEBELE KOT OSREDNJA TEMA EKO DNEVA NA DALJAVO

Povzetek: Dnevi dejavnosti so del obveznega programa osnovne šole, katerih temeljni nameni in cilji so utrjevanje, povezovanje in uporaba znanja, praktično delo, samostojno kritično mišljenje, aktivne metode in tehnike dela ter medsebojno sodelovanje v bolj sproščenem in ustvarjalnem okolju. V prispevku se osredotočam na izvedbo eko dneva na temo čebele. Ker smo želeli poudariti pomen čebele za človeka, smo se o tem z učenci učili na daljavo, s tem pa tvorili mozaik znanja, povezanega z več učnimi predmeti. Naše izkušnje so pokazale, da lahko na daljavo izvedemo uspešen eko dan, se je pa potrebno zelo potruditi, da je program vsebinsko pester, medpredmetno načrtovan, raziskovalno motiviran in da so lahko pri njem aktivni vsi učenci. Kljub temu pa izkušnja, ki jih učenci pridobijo s pridobivanjem znanja v praksi, učenjem v drugih učnih okoljih, obiskom strokovnjaka in osebnim doživetjem, s še tako kvalitetno digitalno zamenjavo ne moremo nadomestiti.

Tudi vloga učitelja, ki na dan dejavnosti koordinira in usmerja delo, je težko nadomestljiva. Delno jo lahko prevzamejo starši ali starejši sorojenci, je pa to tudi odlična priložnost za medgeneracijsko pomoč, ki ji sicer namenimo premalo pozornosti. Pri izvedbi eko dneva na daljavo, kjer se težišče dela močno nagne na posameznika, zlahka dosežemo izobraževalne cilje. Več težav pa se pojavi pri doseganju funkcionalnih in vzgojnih ciljev, kot so na primer sodelovanje, druženje in medvrstniška pomoč, ki jih je težje prenesti v spletno učno okolje. Za boljše uresničevanje vseh ciljev eko dneva priporočam dobro predhodno organizacijo in razširitev dneva dejavnosti na več šolskih dni. Okrepiti moramo povezave med formalnim in neformalnim učenjem, najprej pa seveda poskrbeti za zadostno digitalno pismenost učiteljev in učencev.

Ključne besede: eko dan, čebele, medpredmetno povezovanje, izkustveno učenje, vloga učitelja

## BEES AS A CENTRAL TOPIC OF DISTANCE LEARNING ECO DAY

Abstract: The activity days are part of the compulsory primary school program, whose basic purposes and goals are consolidation, integration and use of knowledge, practical work, independent critical thinking, active methods and techniques of work and mutual cooperation in a more relaxed and creative environment. This paper is focused on the implementation of an eco day on the topic of bees. Because we wanted to emphasize the importance of bees for humans, we include them as a central topic of a distance learning eco day by creating a mosaic of knowledge related to several teaching classes. Our experience has shown that we can carry out a successful eco day at a distance, but it is necessary to make a great effort to ensure that the program is diverse, cross-curricular, research-motivated and that all students can be active in it. Nevertheless, the experience that students gain by gaining knowledge in practice, learning in other learning environments, visiting an expert and personal experience can not be replaced by even such a high-quality digital replacement. It has been also noted, that the role of the teacher, who coordinates and directs the work on the day of the activity, is difficult to replace. It can be partly taken over by parents or older siblings, but it is also a great opportunity for inter-generational help, to which we otherwise pay too little attention. When conducting a eco day at a distance, where the focus of the work is strongly on the individual, we easily achieve educational goals. However, more problems arise in achieving functional and educational goals that are more difficult to transfer to an online learning environment, such as collaboration, socializing, and peer support. To better achieve all the goals of the eco day, I recommend a good preliminary organization and extension of the day of activities to more school days. I also recommend adapting the learning content, strengthening the links between formal and non-formal learning, but first, to ensure adequate digital literacy of teachers and students.

Key Words: eco day, bees, cross-curricular integration, experiential learning, the role of the teacher

## IZZIV DOBRE PRAKSE: LETNI ČASI IN ČASOVNA KAPSULA

Povzetek: Zakaj letni časi in časovna kapsula? Po LDN-ju so učenci 6. razredov imeli planiran naravoslovni dan. Načrtovan je bil ogled Celja. Zaradi epidemije terenskega dela ni bilo mogoče izpeljati, čeprav je ostalo upanje, da bi se do meseca maja razmere umirile. Ko je bilo jasno, da bo pouk še naprej potekal na daljavo, sem spremenil vsebino in način dela dneva dejavnosti. Vsekakor je že to predstavljalo velik izziv. Na osnovi fleksibilnega urnika smo se odločili, da bosta dva oddelka 6. razreda izvedla kulturni dan, ki bo geografsko obarvan. Čas izrednih razmer se da izkoristiti še za kakšno zanimivo nalogo. Morda bo kdo čez 1000 let spoznaval, kako so ljudje živeli v času karantene v letu 2020. Za učence sem načrtoval tri naloge: (1) Predstavitev izbrane teme, (2) Izdelava makete gibanja Zemlje, (3)- Oblikovanje časovne kapsule

Kot učitelj izražam zadovoljstvo, da se je kljub časovni stiski v kratkem času uskladi načrt in potek nadomestnega dneva dejavnosti. Vloženega je bilo ogromno dela in časa pri iskanju gradiv, pripravam, pošiljanju obvestil učiteljem, staršem in učencem, vključno s pošiljanjem gradiva na njihove elektronske naslove in objavam v Spletni učilnici šole za izobraževanje na daljavo. Vzporedno s tem so tekale ure pouka v 11-ih oddelkih pri GEO in DKE. Glede na odzive staršev in otrok ugotavljam, da so bila navodila dovolj natančna in jasna. Ob tem nisem pozabil na učence s posebnimi potrebami, njim so pomoč ponudile izvajalke DSP-ja. Večina učencev ni imela težav z dostopom do računalnika oziroma interneta, razen redkih izjem, kjer je v družini več otrok in na razpolago samo en računalnik. Za učence Rome je šola poskrbela ob samem začetku pouka na daljavo. V romskem naselju se je izvajala strokovna pomoč pri uporabi tehnologije. Na dan dejavnosti sta le dva učenca zaprosila za dodatno razlago učitelja in informacije sta dobila preko videokonference. Po mojih pričakovanjih so najbolj odzivni učenci še isti dan poslali svoje izdelke. Naloge sem z veseljem pregledoval, izdelki so bili izvirni in lepo narejeni. Odgovor učitelja je dobil vsak z natančnimi utemeljitvami. Samo enemu staršu je bilo potrebno dodatno obrazložiti način vrednotenja. Povratne informacije sem pošiljal ves teden tekom celotnega dneva. Posledično se je čutila psihofizična utrujenost, zlasti so bile obremenjene oči. Delo na daljavo zahteva dodaten napor, veliko znanja in časa. Izziv je bil sprejet in lotil sem se ga po svojih najboljših zmožnostih. Skozi potek pouka na daljavo spoznaš ali/in odkriješ kaj novega. Marsičesa si se moral najprej naučiti, da si lahko prenašal naprej. Nikoli ne znam toliko, da bi lahko rekel: »Znam vse.« Ob dolgotrajnem sedenju se poslabša psihofizično stanje in postaneš utrujen. Ugotavljam, da nam lahko vsako izobraževanje olajša vzgojo in izobraževanje na daljavo. To potrebujemo. In pričakujem tovrstne seminarje za učitelje. Ključne besede: epidemija, tehnologija, maketa gibanja Zemlje, časovna kapsula, pouk na daljavo, povratne informacije

## A CHALLENGE OF GOOD PRACTICE: SEASONS AND THE TIME CAPSULE

Abstract: Why seasons and the time capsule? According to our yearly work plan, 6th graders had a science day planned. That would include the sightseeing of Celje. Due to the epidemic, we were not able to realize it, although there was hope that the situation would calm down by May. When it became clear that schools will have to continue with teleworking, I changed the content as well as the methods of my working. This alone was already a big challenge. Based on a flexible schedule, we decided that two 6th grade classes will have a cultural day with geographical content. But the state of epidemic can be used for another interesting task. Maybe in 1000 years someone will get to know how people lived during the quarantine period in 2020.

I planned three tasks for students: (1) Introduction of the selected subject, (2) Building the model of revolution of the Earth, (3) formation of the time capsule

As a teacher, I am pleased that, despite the time constraints, the plan and course of the alternate day of activities have been coordinated in a short period of time. A great deal of work and time has been invested in finding materials, preparations, sending notices to teachers, parents and students, including sending material to their email addresses and posting it in the on-line classroom. Parallel to that 11 school sections held classes of GEO and DKE. Based on responses from parents and students I conclude that my instructions were precise and clear enough. I did not forget about the students with special needs. They were offered additional help by professional assistants who specialize to work with students with special needs. Most students had no problem accessing a computer or the internet. However, there were rare exceptions, particularly in the families with several children and only one computer. The school also took a special care for students of Roma nationality. Professional assistance was organized in the Roma settlement to teach them the basic use of technology so the student would be able to communicate with their teachers. On the day when activities were planned, only two students asked for additional explanation from the teacher and received a feedback via video conference. According to my expectations, the most motivated and responsive students sent back their products the very same day. I gladly reviewed the assignments. The products expressed the originality and were made with a lot of care. Every student received my feedback and evaluation. Only one parent needed a further explanation considering

my method of evaluation. The students received my feedback during the whole day, every week. As a result to that I started feeling very tired and mentally exhausted. One of the things that suffered most were my eyes. Teleworking requires a lot of extra effort, a lot of knowledge and takes a lot of time. I accepted the challenge and I tackled it best to my abilities. During the course of teleworking you get to know and/or discover something new. Firstly you had to learn a lot to be able to carry on. I would never say: »I know everything.« Sitting long hours at your desk weakens your psychophysical condition and makes you tired. I believe that seminars about how to cope with teleworking would significantly make our job easier. That is what we need. And in case the epidemic will force us to continue to work via teleworking, I expect this kinds of seminars for teachers. Key Words: epidemic, technology, model of Earth's motion, time capsule, teleworking, feedback.

## VLOGA DIDAKTIČNIH IGER PRI ŠOLANJU NA DOMU

Povzetek: V razmerah, ko poteka učenje od doma, se lahko učenci učijo tudi s pomočjo didaktičnih iger. Didaktične igre kot metoda imajo velik motivacijski učinek, kajti povečujejo interes in pozornost, spodbujajo samostojnost, samokritičnost ter navajajo učence na upoštevanje navodil. Na eni strani so povezane z otrokovim interesom, na drugi strani pa tudi z naporom in z iznajdljivostjo. Didaktične igre so zelo uporabne takrat, ko učitelji želijo večjo pozornost učencev in jih pripraviti za nadaljnje delo. Omogočajo, da učitelji za učence z različnimi sposobnostmi pripravijo različne igre z različnimi težavnostnimi nalogami. Učitelji lahko celo v spontani, preprosti igri najdejo nalogo, ki jo podredijo določenim vzgojno-izobraževalnim ciljem. Didaktične igre pri učencu spodbujajo tudi razmišljanje in sproščeno reševanje problemov ter lahko razvijajo motorične kot tudi kognitivne sposobnosti. Te igre zahtevajo in razvijajo določene fizične, psihične funkcije ter sposobnosti. Z vključevanjem iger dobijo možnost tudi nekoliko slabši učenci, da se dokažejo pred drugimi. Didaktične igre spodbujajo pozitivne odnose med učenci in jim omogočajo izkušnje, ki so pomembne za njihov razvoj. Z uporabo različnih didaktičnih iger, se vsem učencem omogoča doživljanje pozitivnih izkušenj v sodelovanju z vrstniki, so motivirani za delo, krepijo svoja močna področja in odpravljajo morebitne primanjkljaje. Prispevek predstavlja primer dobre prakse vključevanja učenja na domu s pomočjo didaktičnih iger, ki je potekalo med otrokom in starši. Ker imajo starši delo od doma in s tem veliko obremenitev, hkrati pa bi svojemu otroku radi pomagali pri učenju, sem predstavila nekaj preprostih idej, kako skupaj z otrokom izdelati oziroma pripraviti igre, namenjene učenju in zabavi. Rezultati so pokazali, da so tako starši kot otroci sodelovali pri izdelavi in izvajanju iger. Takšen način učenja je bil bolj uspešen, znanje pa trajnejše. Učenci so razvijali tako motorične kot tudi kognitivne sposobnosti. Didaktične igre so bile prilagojene razvojni stopnji učencev in njihovim interesom.

Ključne besede: didaktične igre, učenje na domu, motivacija, socialni in kognitivni razvoj

## THE ROLE OF DIDACTIC GAMES IN HOME EDUCATION

Abstract: In situations where learning takes place from home, students can also learn through didactic games. Didactic games as a method have a great motivating effect, because they increase interest and attention, encourage independence, self-criticism and lead students to follow instructions. On the one hand, they are related to the child's interest, but on the other hand, they are also related to effort and ingenuity. Didactic games are very useful when teachers want more attention from students and prepare them for further work. They allow teachers to prepare different games with different difficulty tasks for students with different abilities. Teachers can even find a task in a spontaneous, simple game that they subordinate to certain educational goals. Didactic games also encourage students to think and solve problems in a relaxed way, and can develop motor as well as cognitive abilities. These games require and develop certain physical, mental functions and abilities. By including games, slightly inferior students also get a chance to prove themselves in front of others. Didactic games promote positive relationships between students and provide them with experiences that are important for their development. By using a variety of didactic games, all students are enabled to experience positive experiences in collaboration with peers, are motivated to work, strengthen their strengths and eliminate potential deficits. The paper is an example of good practice of integrating home learning through didactic games that took place between the child and the parents. Since parents have work from home and thus a lot of workload, and at the same time they would like to help their child with learning, I presented some simple ideas on how to make or prepare games for learning and fun together with the child. The results showed that both parents and children participated in the making and implementation of the games. This way of learning was more successful and the knowledge more lasting. Students developed both motor and cognitive abilities. Didactic games were adapted to the developmental stage of students and interests.

Key Words: didactic games, home learning, motivation, social and cognitive development

## INOVATIVNO POUČEVANJE UČITELJICE RAZREDNEGA POUKA MED IZOBRAŽEVANJEM NA DALJAVO

Povzetek: V članku želim predstaviti inovativno poučevanje, ki je potekalo v času izobraževanja na daljavo v četrtem razredu osnovne šole. Kot profesorica razrednega pouka, ki poučuje sedem različnih predmetov, sem bila čez noč vržena v drug svet. Zagrabila sem priložnost, se sama začela učiti in učencem ponudila inovativne metode poučevanja, kjer so učenci resnično pokazali svojo kreativnost in se ogromno naučili na področju tehnologije. Izpostavila bi tudi timsko vlogo med učitelji v našem aktivu, saj sem kolegicam prenašala svoje znanje, jih motivirala in jih seznanila z novimi metodami poučevanja. Od sredine marca 2020 dalje je slovensko šolstvo bilo nepripravljeno na ogromno preizkušnjo. Zgodil se je zloglasni koronavirus in učitelji smo morali začeti izobraževati na daljavo. V prvem tednu je naša šola takoj začela s tovrstnim poučevanjem in učencem sem pošiljala navodila za delo, ki so bila preobsežna in v številnih primerih le usmeritev, katero stran v delovnem zvezku naj učenci rešijo ali kaj naj si preberejo na določeni strani učbenika. Kmalu mi je postalo jasno, da tako ne bo šlo, saj je že meni bilo dolgočasno, kaj šele učencem. Ker je tudi tehnologija na začetku zatajila, sem v trenutku vsem staršem poslala osebni elektronski naslov in številko mobilnega telefona. Na aplikaciji Viber sem ustvarila skupino in vanjo so se vključili vsi učenci mojega razreda. Bilo jih je 21. Zavedala sem se, da tako dajem učencem, pa tudi staršem možnost dostopa 16 ur na dan. Čez nekaj tednov so mi starši za to izrazili posebno hvaležnost, saj jim je ogromno pomenilo, da so me otroci lahko kadarkoli kaj vprašali, samostojno pošiljali stvari in tako imeli izreden občutek varnosti. Ko sedaj gledam za nazaj, kako je potekal desettedenski proces, čutim izredno povezanost do učencev, zadovoljstvo s strani staršev in velik napredek na mojem področju poučevanja. Ker sem se toliko naučila, me ni strah morebitne vnovične ponovitve situacije, saj mi znanja ne more vzeti nihče. V prispevku bomo predstavili načine, kako lahko učiteljica razrednega pouka s pomočjo IKT izpelje šolanje na daljavo. Prikazali bomo primer povezovanja preko aplikacije Viber, videokonferenčno srečanje preko ZOOM-a, kviz na Google obrazcu, ustvarjanje videoposnetkov preko YouCut aplikacije na pametnem telefonu, reševanje kviza preko Kahoot aplikacije, nalaganje filmčkov na Youtube kanal, snemanjem razlage preko Loom aplikacije, ustvarjanje animiranih filmov preko Stop Motion studia in primer nareka preko preprostega snemalnika zvoka.

Ključne besede: inovativnost, razredni pouk, izobraževanje na daljavo, četrti razred, aplikacije.

## INNOVATIVE TEACHING OF A PRIMARY LEVEL SCHOOL TEACHER DURING REMOTE LEARNING

Abstract: I wish to show innovative teaching, as held during remote learning in 4th grade grammar school. As a primary school teacher, who teaches seven different subjects, I was thrown into a completely different world overnight. I seized the opportunity, began self-learning and offered my pupils innovative teaching methods, so they could express their creativity and learn heaps in the field of technology. I would also like to highlight the teamwork in our teacher group, i.e. a group of teachers teaching 4 and 5 graders at our school, as I passed on my knowledge to my colleagues, motivated them and introduced them to new teaching methods.

From mid-March 2020 onwards, Slovenian education faced a huge test, for which it was unprepared. The infamous corona virus happened and we teachers had to start educating at a distance. In the first week, our school immediately started with this type of teaching, and I sent the students work instructions that were too extensive and in many cases just guidelines as to which page in the workbook they should solve or what they should read at a particular page of the textbook. It soon became clear to me that this was not going to work, as it was already boring to me, let alone to the students. Since technology also failed at the beginning, I immediately sent my personal email address and mobile phone number to all the parents. I created a group on the Viber app and all the students in my class got involved. There were 21. I was aware that this gives students as well as parents the opportunity to contact me 16 hours a day. A few weeks later, my parents expressed their gratitude for doing this, as it meant a lot to them that the children could ask me anything anytime, send things on their own and thus have an extraordinary sense of security. Looking back at how the ten-week process went, I feel an extraordinary connection to the students, satisfaction from the parents' side, and great progress in my own field of teaching. Because I have learned so much, I am not afraid of a possible recurrence of the situation, as no one can take away my knowledge. In this article, we will talk about ways in which a classroom teacher can use ICT to conduct remote learning. We will show an example of connecting via Viber, video conferencing via ZOOM, quiz on Google form, creating videos via YouCut application on smartphone, doing a quiz via Kahoot application, uploading videos to Youtube channel, recording an explanation via Loom application, creating animated films via Stop Motion studio and an example of a dictation via a simple sound recorder.

Key Words: innovativity, primary school teaching, remote learning, fourth grade, applications.



## ČAS ZA PRAVLJICO

Povzetek: Delo z otroki v razredu je poseben izziv. Učitelji si moramo prizadevati, da v otrocih vidimo njihovo radovednost. Za učence v prvi triadi je značilno, da bolje, hitreje in z večjim navdušenjem usvajajo nove vsebine preko didaktičnih iger, slikovnega in drugega konkretnega materiala. V času epidemije in učenja na daljavo tega načina nismo mogli izvajati. Pred nas so bili postavljeni izzivi, kako kvalitetno, razumljivo in zanimivo otrokom predstaviti nove vsebine. Ko poučujeteš v razredu takoj vidiš odzive otrok, njihovo zainteresiranost ali nezanimanje. Pri pouku na daljavo tega ni bilo mogoče. Naloga učitelja je bila, da si je pridobil zaupanje staršev, še boljše je bilo, če je bilo zaupanje med starši in učenci že vzpostavljeno. Edina ovira ni bila samo v razpolaganju z različno tehnologijo, temveč kako otroke motivirati preko računalnika, jim omogočiti stik s pravljico in literarnimi junaki. Poleg objave na spletni strani šole, smo učencem prve triade naloge pošiljali preko elektronskega naslova staršev. Vedno sem zraven napisala še motivacijsko »pismo«, kjer sem otroke in starše poskušala navdušiti za nove vsebine. Posebno težka naloga se mi je zdela obravnava literarnih besedil tudi zato, ker učenci niso imeli na razpolago knjig iz knjižnice. V mesecu aprilu, ko praznujemo mednarodni dan knjig za otroke in Noč knjige, sem na drugačen način predstavila pravljico za lahko noč. Na večer Noči knjige sem staršem poslala naslov spletne povezave, kjer sem pripravila pravljico v ppt. izvedbi in jo zraven brala. V uvodu sem jih pospremila s prijetnim nagovorom. Predlagala sem jim, da naj si pripravijo posebno »pravljično« vzdušje. Sobo si lahko okrasijo z lučkami, lahko jo poslušajo na vrtu ali terasi v soju svečk, si naredijo »šotor« v sobi. Čeprav bo bral vsak v svojem kotičku, doma, kjer ti je najbolj prijetno, si lahko v mislih z drugimi, ki prav tako berejo.

Ključne besede: didaktične igre, motivacija, Noč knjige, pravljica, radovednost otrok, zaupanje staršev.

## TIME FOR FAIRY TALES

Abstract: Working with children is a special task. Teachers must strive to see the curiosity of children. Children in the first triad typically learn better, faster and with more enthusiasm through didactical games, graphic and other materials. During the epidemic we weren't able to use these materials and games. We were faced with challenges on how to present new content to the children in an understandable, interesting way and we still had to make sure that the way was good quality. When teaching children in a classroom you see their reactions to the content you're teaching, you see their interest or disinterest in some cases. This wasn't possible during distance learning. A teacher's task is to acquire a parent's trust, it's even better if the trust between students and parents is already there. The obstacle was not only in the disposal of different technologies, but how to motivate the children through the computer and how to enable them to get in touch with fairy tales and their heroes. Alongside posts on the school page we sent students tasks over their parent's email. I always wrote a quick motivational letter to these tasks, trying to get the parents and children motivated for new content. A lot of the students didn't have books from the library at their disposal so dealing with literary texts was also a very difficult task. We celebrate "International Children's Books Day" and "Night of Books" in April and I decided to present fairy tales in a different manner. On the night of "Book night" I sent the parents a link to a website where I prepared a PowerPoint presentation with the fairy tale and a recording of me reading the story. In the introduction I addressed them in a sweet and quiet manner. I suggested that the children create a special, mysterious "fairy tale" atmosphere. I suggested they decorate their rooms with fairy lights, or listen to the fairy tale in their garden or on their balconies with the candles lit. Even though they were going to read the fairy tale in their own rooms, in their own corners where they feel most comfortable, they would still keep in mind their classmates who are reading the story too.

Key Words: didactic games, motivation, Book night, fairy tale, children's curiosity, parent's trust.

## **POUČEVANJE UČENCEV PRISELJENCEV NA DALJAVO**

Povzetek: Slovenija postaja križišče številnih gospodarskih, ekonomskih, političnih in kulturnih tokov. Posledično se v slovenski vzgojno-izobraževalni sistem vsako leto vključujejo učenci, ki so otroci tujcev, beguncev. Za učence tujce in njihove starše je potrebna integracija. Če bodo otroci bolje integrirani v družbo, bodo tudi starši funkcionalen del družbe. Bolje integrirani starši lažje usmerjajo otroke v širšo družbo in tako širijo vrednote. Pri integraciji ima velik pomen jezik. Znanje slovenskega jezika je pogoj za uspešno vključitev učencev v šolo. Šola je tista, ki mora poskrbeti za otroke tujce, ki zaradi neznanja slovenščine potrebujejo pomoč, tako da jim ob vstopu v šolo organizira učenje in izpopolnjevanje slovenščine. Izobraževanje je ključnega pomena za proces integracije imigrantskih otrok v novo okolje.

V času pandemije mi je predstavljal velik izziv pripraviti strokovno in smiselno gradivo, ki bo učence motiviralo. Zavedati se je treba, da imajo pri učenju učenci tujci drugačne potrebe kot slovenski, saj se morajo jezika šele naučiti. Za cilj sem si zadala, da bi se učenci kontinuirano učili slovenščino, spoznavali in usvojili besedišče, brali in analizirali besedila v slovenskem jeziku, pisali in razmišljali v slovenščini, da bi utrdili že pridobljeno znanje in ga nadgradili z novim. Za učence tujce ni predpisanih učbenikov za učenje slovenščine kot tujega jezika, zato moramo učitelji slovenščine gradivo in vsebine za učenje slovenščine pripraviti sami. Pomagamo si z že uveljavljenimi priročniki. Pri poučevanju na daljavo sem sama tvorila različne naloge, uporabila sem ogromno slikovnega gradiva. Učence sem razdelila v 3 stopnje glede na starost in znanje jezika, da je lahko pouk preko Zooma potekal čim bolj redno. Naloge in navodila so učenci prejeli tedensko tudi za samostojno učenje. Učenci si v šoli pridobijo znanja in socialne vezi, ki so izrednega pomena za uspešno vključitev v družbo. V času pandemije so bile njihove socialne vezi pretrgane, kar pomeni ogromen primanjkljaj pri učenju jezika in še večji pomen učitelja in njegovih stikov s tujci. Soočala sem se tudi s pomanjkanjem računalniške opreme pri učencih priseljenic, ki pa jim jo je priskrbelo šola. Predvsem mlajši učenci niso bili vešč uporabe računalniške opreme, pošiljanja e-sporočil. Pri tem so jim bili v oporo starši in v veliki meri tudi učitelji.

Ključne besede: slovenščina, integracija, učenci priseljenici, tujci, pouk na daljavo

## **DISTANCE TEACHING OF IMMIGRANT STUDENTS**

Abstract: Slovenia is becoming a crossroads of many economic, political and cultural trends. As a consequence of that, every year, students who are children of foreigners and refugees join the Slovenian educational system. Therefore for foreign students and their parents integration is needed. If children are better integrated into society, also the parents will be a functional part of society. Better integrated parents easier direct their children to the wider society and thus spread values. Language is very important in proces of integration. Knowledge of the Slovenian language is a condition for the successful integration of students into school. School responsibility is to take care of foreign children who need help due to their lack of knowledge of Slovene, by organizing the learning and improvement of Slovene upon entering the school. Education is crucial key in the process of integrating immigrant children into the new environment. During the pandemic, it was a great challenge for me to prepare professional and meaningful material that would motivate students. We have to be aware that foreign students have different learning needs than Slovene students, as they have yet to learn the language. My goal for students was to continuously learn Slovene, learn and master vocabulary, read and analyze texts in Slovene, write and think in Slovene, in order to consolidate the already acquired knowledge and upgrade it with new ones. There are no prescribed textbooks for foreign students for learning Slovene as a foreign language, so we, Slovene teachers must prepare the material and content for learning Slovene by ourselves. We help ourselves with already established manuals. When teaching at a distance, I created various tasks by myself, I used a lot of pictorial material. I divided the students into 3 levels according to the age and knowledge of the language so that the lessons through Zoom could take place as regularly as possible. Students also received assignments and instructions on a weekly basis for independent learning. Students acquire knowledge and social ties at school, which are extremely important for successful integration into society. During the pandemic, their social ties were severed, which means a huge deficit in language learning and an even greater importance of the teacher and his contacts with foreigners. I also faced a lack of computer equipment among immigrant students, which was provided to them by the school. Younger students in particular were not skillful at using computer equipment, sending e-mails. Therefore, their parents and in a large scale, their teachers, were their support. Key Words: Slovenian language, integration, immigrant students, foreigners, distance learning

## DELO NA DALJAVO V PRIMERJAVI S STANDARDNIM POUČEVANJEM PREDMETA DKE

Povzetek: Pred karanteno je pouk DKE potekal po ustaljenih tirnicah. V času karantenskega obdobja smo bili zaradi zaprtja šol primorani izvajati pouk na daljavo, kar je didaktiko poučevanja obrnilo na glavo. Sprva smo dajali preveč zaposlitev in učenci so bili bolj ali manj prepuščeni sami sebi. Večinoma so morali prebrati snov iz učbenika ter odgovoriti na zastavljena vprašanja v obliki kvizov, ki smo jim jih pripravili preko spletnega orodja »Kahoot!«. Pozabljali smo na otroke s posebnimi potrebami. Po analizi smo ugotovili, da so vsi preveč obremenjeni, zato smo prilagodili količino snovi. V analizo se je poleg celotnega učiteljskega zbora vključila tudi inkluzivna pedagoginja, ki je pripravila prilagoditve za otroke ter nas opozorila na največje napake, ki smo jih pri tem delali. Pri učenju na daljavo so se bili učenci primorani spoznati z iskanjem informacij preko spleta, saj so bile knjižnice zaprte; prav tako so morali vključiti znanje iz uporabe računalniških programov, do katerih smo jih pripeljali v preteklem šolskem letu. To smo izkoristili za učenje kritičnega iskanja podatkov in primerjanja informacij med sabo. Naj izpostavim nekaj negativnih strani poučevanja na daljavo v primerjavi s klasičnim poučevanjem. Največja težava je bila videti odzivnost učencev pri delu na daljavo, razumevanje snovi in potek misli. Pri klasičnem pouku pri predmetu DKE se namreč veliko poslužujemo debate, saj s tem ugotovim, kakšen splošen pogled na temo imajo učenci. Pri delu na daljavo so učenci samo bili nekje na drugi strani monitorja, mehansko izpolnjevali zahtevano in z njihovo oddajo naloge ni bilo pravega pregleda na njihovo razumevanje. Druga negativna stran pouka na daljavo je bila neodzivnost nekaterih učencev. Pri klasičnem pouku lahko učence, ki morda ne razumejo snovi ali jim je tematika tuja, vidim med samim poukom. Ko vidim njihov odziv, lahko učence pravilno usmerim in motiviram. Pri delu na daljavo te informacije ni, tako, da je tudi motivacija popolnoma zgrešena.

Ključne besede: karantena, pouk, daljavo, primerjava, motivacija

## ON-LINE TEACHING COMPARED TO STANDARD DKE TEACHING

Before quarantine, DKE classes were held on regular tracks. During the quarantine period, due to the closure of schools, we were forced to conduct on-line learning, which turned the teaching upside down.

At first, we gave too much work and the pupils were more or less left to their own. For the most part, they had to read the material from the textbook and answer the questions in quizzes, which we prepared with the online tool "Kahoot!". We forgot about children with special needs. After analysis, we found that pupils were overloaded, so we adjusted the amount of work. In addition to the entire teaching staff, the analysis also included an inclusive pedagogue, who prepared adjustments for the children and reminded us of the biggest mistakes we made. In online learning, pupils were forced to become familiar with searching for information online as libraries were closed; they also had to incorporate knowledge from the use of computer programs that we brought to them in the past school year. We used this to learn to critically search for data and compare the information. Let me highlight a few negative aspects of on-line learning.

The biggest problem was seeing the pupils' responsiveness in on-line class, understanding the material, and the flow of thought. In the classical lessons, we use a lot of debate, because in this way I find out what general view the pupils have on the topic. When working remotely, they were just somewhere on the other side of the monitor, mechanically fulfilling the required and there was no real overview of their understanding.

The other downside of distance learning was the unresponsiveness of some students. In classical lessons, I can see pupils who may not understand the subject or are unfamiliar with the subject during the lesson itself. When I see their response, I can guide and motivate them properly. When working remotely, this information is not there, so the motivation is also completely ineffective.

Key Words: quarantine, lesson, distance, comparison, motivation

## TOKRATNA EPIDEMIJA KOT PRILOŽNOST ZA UČENJE O PRETEKLIH EPIDEMIJAH

Povzetek: Zaradi pandemije, ki je letos ohromila svet in zaradi posledične uvedbe poučevanja na daljavo, smo se učitelji znašli pred novimi poklicnimi izzivi. Učenje na daljavo terja drugačne pristope, obenem pa tehtno presojo, katerim učnim temam v stresni situaciji dati prednost. Bi obravnava katere izmed tem omogočila dijakom nove uvide in ponudila tudi kanček tolažbe in upanja? Ljudi namreč hromi strah pred boleznijo in posledicami pandemije. Svet je zdaj drugačen, nepredvidljiv, ne razumemo ga in to nas plaši. Strahu se lahko zoperstavljamo z znanjem. Potrebno se je torej oborožiti z verodostojnimi informacijami. Tokratna pandemija je lahko priložnost za učenje o preteklih pandemijah, obenem pa je znanje o preteklih pandemijah lahko orožje v boju proti tokratni pandemiji. In proti strahu. Človeštvo je ob koncu 1. svetovne vojne ohromila in prizadela velika pandemija španske gripe. Po podatkih večine študij je zbolela tretjina svetovnega prebivalstva. Umrlo je več ljudi kot v 1. svetovni vojni. Hitremu širjenju bolezni in visoki smrtnosti so botrovali vsesplošno pomanjkanje, izčrpanost in podhranjenost ljudi. Strokovnjaki še danes ne vedo, kje se je virus španske gripe prvič pojavil, zagotovo pa se ime zmotno povezuje s Španijo, saj je imela opraviti s to boleznijo prav toliko kot katerakoli druga država. Bolezen je sejala strah, rojevala nezaupanje med ljudmi, pandemija je povzročila velike gospodarske in socialne spremembe. Pri presojanju današnje situacije v luči pretekle epidemije moramo biti skrajno previdni. Če podatkov ne ovrednotimo in razložimo pravilno, lahko dosežemo obraten učinek od zaželenega. Strah se lahko še krepi, zato je zelo pomembno poudariti, da je svet danes drugačen in da vemo in znamo več. Tudi na področju medicine. Vsem neprijetnim in velikokrat nepredvidljivim dogodkom in pojavom, kot je epidemija koronavirusa, se žal ne moremo izogniti. Iz zgodovine pa se lahko naučimo, kako ravnati in jih preživeti s čim manj žrtvami. Baje je zgodovina učiteljica življenja.

Ključne besede: pandemija, epidemija, virus, koronavirus, španska gripa, karantena, smrtnost

## THE CURRENT EPIDEMICS AS AN OPPORTUNITY TO LEARN ABOUT THE PAST EPIDEMICS

Abstract: Due to the pandemics that has paralysed the world, and consequently introduced online teaching and learning, the teachers have been facing new professional challenges. Distant learning requires different approaches, and at the same time, re-evaluation of prioritised topics to be taught in such stressful times. Would some topics offer more insight to students, and rays of comfort and hope, than others? Namely, people have been getting paralysed by the fear of the disease and the epidemics consequences. The world is different, unpredictable and what we do not understand, scares us. The knowledge is the key to fight fear, hence, it is important to arm ourselves with credible data. This pandemics is an opportunity to learn about the past pandemics, which will help us understand this one and arm us with useful knowledge to fight the fear.

At the end of the Great War, Spanish flu pandemics paralysed the humankind. According to the data of most studies, the third of the world population got infected. The death toll was higher than of the 1st WW. The famine, exhaustion and poor living conditions helped to spread the virus and higher mortality rate. It is still not known where the Spanish flu originated from, but it cannot be claimed with certainty, it came from Spain, as Spain had had just as many casualties as any other country. The malady brought fear and mistrust among people, and the pandemic was followed by great social and economic changes.

Evaluating current situation through past events calls for extreme caution. If the data are not explained and evaluated correctly, they can have an opposite effect. We can reinforce the fear. It is important to stress the difference of the world today, compared to hundred years ago. We can do better and know more now, especially regarding medical science. Unfortunately, not all unpleasant and often unpredictable events and phenomena, such as the coronavirus epidemic, cannot be avoided. From history, however, we can learn how to handle and survive them with as few casualties as possible. After all – it is said that history is the tutor of life.

Key Words: pandemics, epidemics, virus, coronavirus, Spanish flu, quarantine, mortality rate

## **EKSPERIMENTALNO DELO NA DALJAVO PRI POUKU BIOLOGIJE V GIMNAZIJI: UPORABA KLOROFILNEGA MERILNIKA**

Povzetek: Ena od temeljnih postavk učnega načrta za biologijo v gimnaziji je, da morajo dijaki znati načrtovati in uporabiti metode opazovanja in eksperimentiranja ter zbirati kvalitativne in kvantitativne podatke. Najmanj 20% vseh ur naj bi bilo namenjeno laboratorijskemu in terenskemu delu (1). Cilj eksperimentalnega dela je, da dijaki osvajajo nove ali ponovijo že osvojene koncepte, sami načrtujejo poskuse, se srečajo z laboratorijsko opremo, z različnimi metodami in organizmi hkrati pa omogoča testiranje hipotez, reševanje problemov in intelektualno vzpodbudo (2). Epidemija s poukom na daljavo je postavila nove izzive za doseganje teh ciljev. Namen pričujočega primera je bil ugotoviti, ali lahko z uporabo naprave, kakršna je klorofilni merilnik, dosežemo vse ali vsaj nekatere cilje eksperimentalnega dela. S klorofilnim merilnikom lahko hitro in na preprost način izmerimo količino klorofila v rastlinskem listu in prav zato se je med epidemijo izkazal za učinkovito orodje pri izvedbi eksperimentalnega dela. Z njim je mogoče spremljati, kako na spreminjanje količine klorofila in s tem na potek fotosinteze vplivajo različni abiotični dejavniki (npr. količina svetlobe). Dijaki 2. letnikov so pri pouku na daljavo najprej dobili navodilo, da sami načrtujejo poskus, v katerem bi preverjali količino klorofila v sončnih in senčnih listih bršljana (*Hedera helix*). Zastaviti so si morali raziskovalno vprašanje, postaviti hipotezo ter opredeliti odvisne, neodvisne in nadzorovane spremenljivke. Vsak dijak je dobil povratno informacijo o ustreznosti načrta, nato pa so bile s strani učitelja pred kamero izvedene meritve klorofila, katerih rezultate so morali dijaki ustrezno statistično obdelati ter napisati poročilo. Metoda se je izkazala za izjemno učinkovito, saj so bili z njo doseženi temeljni cilji eksperimentalnega dela: dijaki so načrtovali poskus, se seznanili z inovativno in zanje do takrat neznano metodo merjenja ter na koncu imeli priložnost smiselno ovrednotiti rezultate meritev. Ključne besede: eksperimentalno delo, pouk na daljavo, biologija, fotosinteza, klorofilni merilec.

## **EXPERIMENTAL WORK AND DISTANCE EDUCATION AT HIGH SCHOOL BIOLOGY CLASSES: USE OF CHLOROPHYLL METER**

Abstract: One of the basic items of the high school biology curriculum is that students must be able to plan and use the methods of observation and experimentation, and able to collect the qualitative and quantitative data. At least 20% of all the classes should be devoted to the laboratory and field work (1). The goal of the experimental work is to learn new or repeat already known concepts, to plan the experiments independently, to get in contact with the laboratory equipment, different methods and organisms. At the same time the experimental work gives the opportunity for the hypothesis testing, problem solving and intellectual stimulation (2). The epidemic and the distance education has posed new challenges to achieving these goals. The purpose of this article was to determine whether all or at least some of the goals of the experimental work can be achieved by using a device such as a chlorophyll meter.

With a chlorophyll meter, we can quickly and easily measure the amount of chlorophyll in a plant leaf, which is why it proved to be an effective tool in carrying out the experimental work during the epidemic. It can be used to monitor how changes in the amount of chlorophyll and thus the photosynthesis are influenced by various abiotic factors (eg. the amount of light). Second-year students were first instructed to plan an experiment in which they would check the amount of chlorophyll in the sun and shade leaves of ivy (*Hedera helix*). They had to write a research question, a hypothesis, define dependent, independent and controlled variables. Each student received a feedback on the plan, and then chlorophyll measurements were performed by the teacher in front of the camera. The students had to process the data statistically and write a report. The method proved to be extremely effective, as it reached all the basic goals of the experimental work: students planned the experiment, met an innovative and unknown method, and finally had the opportunity to evaluate the results.

Key words: experimental work, distance education, biology, photosynthesis, chlorophyll meter

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## **POUČEVANJE NA DALJAVO NA PRIMERU STROKOVNEGA MODULA POSLOVNI PROJEKTI V PROGRAMU EKONOMSKI TEHNIK**

Povzetek: Z uvedbo izobraževanja na daljavo sem bila postavljena pred izziv, da vzpostavim sistem dela z dijaki, ki bo glede na dane okoliščine optimalen. V srednjem strokovnem izobraževanju, v programu ekonomski tehnik, poučujem modul poslovni projekti, ki se nanaša na učenje desetprstnega slepega tipkanja, učenje programov Microsoft Office (Word in PowerPoint) in izdelavo projektnih nalog ter IV. izpitne enote na poklicni maturi. Praktično delo dijakov v modulu je tesno povezano z informacijsko-komunikacijsko tehnologijo. Učitelj pa poleg klasične vloge prevzema tudi vlogo mentorja, ki dijake postavlja v aktivno vlogo, jim pri tem svetuje, jih vodi, usmerja in nadzira. Pri delu na daljavo sem ohranjala ustaljene poti komuniciranja preko e-pošte in gsm-ja, novost je bila predvsem uporaba videokonferenčne platforme Zoom. Dijake sem, kolikor je bilo mogoče, postavila v središče poučevanja. Zaradi želje po upoštevanju individualnih učnih in drugih razlik (predznanja, zmožnosti, motivacije, načina, časa učenja, želja glede doseganja rezultatov, različnih učnih stilov...) sem poučevanje individualizirala. Na ta način sem skušala v čim večji meri zagotoviti, da je bil način dela ustrezen za vsakega dijaka. V učni proces sem integrirala formativno spremljanje in sicer s smiselnim vključevanjem različnih elementov formativnega spremljanja (namene učenja in kriterije uspešnosti, dokaze o učenju, podajanje povratnih informacij, vprašanja v podporo učenju, samovrednotenje). Delo na daljavo je potekalo brez večjih težav. Glede na zavzeto delo dijakov, redno oddajanje nalog velike večine dijakov in na glede na uspešno pridobljene ocene dijakov ter v roku oddane in vsebinsko dobro strukturirane naloge za IV. izpitno enoto kažejo na to, da je bilo poučevanje in učenje vsebin modula uspešno zastavljeno in izvedeno. Kljub začetnim negotovostim glede novega načina dela, sem delo na daljavo v modulu poslovni projekti izvedla skladno z navodili pristojnega ministrstva in vodstva šole ter s pričakovanji in cilji, ki sem si jih zastavila sama. Ključne besede: izobraževanje na daljavo, modul poslovni projekti, mentorstvo, formativno spremljanje, individualizacija pouka.

## **REMOTE TEACHING ON THE EXAMPLE OF THE PROFESSIONAL MODULE BUSINESS PROJECTS IN THE ECONOMIST PROGRAM**

Abstract: With the introduction of remote teaching, I was faced with the challenge of establishing a system of working with students that would be optimal given the circumstances. In secondary vocational education, in the economist program, I teach the module business projects, which refers to learning ten-finger blind typing, learning Microsoft Office programs (Word and PowerPoint) and creating project assignments, and the examination unit IV at the vocational matura exam. The practical work of students in the module is closely related to information and communication technology. In addition to the classic role, the teacher also takes on the role of a mentor, who enables the students to be active while giving them advice, guiding and supervising them. When working remotely, I kept the established ways of communication via e-mail and mobile phone, the novelty was mainly the use of video conferencing platform Zoom. I put students at the center of teaching as much as possible. Due to the desire to take into account individual learning and other differences (prior knowledge, abilities, motivation, manner, learning time, desire to achieve results, different learning styles...), I individualized teaching. In this way, I tried to ensure as much as possible that the way of working was appropriate for each student. I integrated formative monitoring into the learning process by meaningfully including various elements of formative monitoring (learning purposes and performance criteria, evidence of learning, giving feedback, questions in support of learning, self-evaluation). All the remote work went on without major problems. Because the students performed a committed work, the vast majority of them was handing in the assignments regularly and was assessed successfully, and the timely prepared well-structured assignment for the examination unit IV, it can be assumed that the teaching and learning of the module contents has been successfully set up and implemented. Despite the initial uncertainties regarding the new way of working, I carried out my remote work for the business projects module in accordance with the instructions of the competent ministry and the school management and with the expectations and goals I had set for myself.

Key Words: remote education, business projects module, mentoring, formative monitoring, individualization of lessons.



## **SPREMLJANJE DELA, MOTIVACIJA IN OCENJEVANJE 234 UČENCEV HKRATI**

Povzetek: Kot učitelj fizike in tehnike in tehnologije poučujem na dveh zavodih. V času epidemije je to prineslo veliko izzivov, posebej, ko je bilo jasno, da bo potrebno pridobiti tudi ocene. Vsaka šola ima svoje pristope tako do učencev, kakor do staršev in med samimi sodelavci. Iskal sem način, ki bi bil v danem trenutku primeren za učence v smislu ponavljanja, utrjevanja, obravnave nove snovi in tudi ocenjevanja znanja. Hkrati je bilo potrebno slediti okrožnicam, obvestilom ravnateljev, sodelovati s sodelavci, starši, predvsem pa upoštevati različnost učencev, tako v sposobnostih učenja, kakor tudi tehničnih zmožnosti. Tako sem bil »prisiljen« uporabljati veliko konferenčnih orodij, orodij za sestavo kvizov ... Ob vsem tem pa je bilo potrebno izbrati pregledno osnovno orodje za pregled dela učencev, podajanje povratnih informacij in spremljanja njihovega dela.

Poleg vseh tehničnih omejitev so problem tudi sposobnosti uporabe tehničnih IKT sredstev, ki je močno povezana tudi z motivacijo. V naši družini sva dva učitelja in dva dijaka, ki smo potrebovali eno in drugo. Težave so se pojavljale tako s tehniko, kakor tudi z znanjem. Glede na izkušnje kolegov z internetnimi povezavami, številom otrok, računalnikov ... smo v družini imeli srečo. Oba moja otroka obiskujeta gimnazijo. S tem blagoslovom in prekletstvom izkušenj več kot 5 let dela z nekaterimi učenci preko okolja Moodle, zakonskih omejitev ... sem se v »obupu« prepustil nasvetom svojih otrok in se podal na nepoznano in pasti polno spoznavanje googlovih učilnic. V dani situaciji namreč Moodle ni bil izbira s katero bi bil problem optimalno rešljiv. Sicer sem se ponovno prijavil na izobraževanje Moodle, ki je potekalo »predolgo«, zato sem ga opustil.

Trenutno situacijo sem nekako prebrodil. Velikokrat z občutkom, kot da sem v vojni in izbiram manjše zlo. Rešitve, ki sem jih izbiral trenutno ocenjujem kot optimalne. V želji, da bi izbira bila preprosta, predstavljam dobre strani googlovih učilnic, v upanju, da jih bo mogoče vpeljati v Arnes Učilnice, ki jih v prihodnosti v slovenskem šolstvu vidim kot edino pravo izbiro.

Ključne besede: delo na daljavo, spremljanje dela, motivacija, ocenjevanje, Arnes Učilnice, Google Učilnice

## **MONITORING WORK, MOTIVATION AND ASSESSMENT OF 234 STUDENTS SIMULTANEOUSLY**

I teach at two institutes as a teacher of physics, technics and technology. At the time of the epidemic, this brought many challenges, especially when it became clear that grades would also need to be obtained. Each school has its own approaches to students as well as to parents and among co-workers. I was looking for a way that would be appropriate for students at a given time in terms of repetition, consolidation, treatment of new school material, and also assessment of knowledge. At the same time, it was necessary to follow the circulars, the notifications of the principals, to work with co-workers, parents, and above all to take into account the diversity of students, both in terms of learning abilities as well as technical abilities. So I was "forced" to use a lot of conference tools, quiz tools etc. Along with all this, it was necessary to choose a transparent basic tool for reviewing the work of students, giving feedback and monitoring their work. In addition to all the technical limitations, the problem is also the ability to use technical ICT tools, which is also strongly related to motivation. There are two teachers and two students in our family, and we needed all the above mentioned. Problems arose with both technology and knowledge. According to the experience of colleagues with internet connections, the number of children, computers, etc. we were lucky in our family. Both of my children attend secondary school. With the blessing and the curse of more than 5 years of experience working with some students through the Moodle environment, legal restrictions etc., I was "desperate" and decided to listen to my children's advice and set out on an unknown and trap-filled exploration of Google classrooms. In the given situation, Moodle was not the choice with which the problem could be optimally solved. I also re-applied for the Moodle training, which took "too long", so I dropped out. I somehow overcame the current situation. Many times with the feeling as if I am at war and choosing a lesser evil. I currently rate the solutions I have chosen as optimal. In order to make the choice simple, I present the good sides of Google classrooms, in the hope that it will be possible to introduce them in Arnes Classrooms, which I see in the future of Slovenian education as the only right choice.

Key Words: distance working, work monitoring, motivation, assessment, Arnes Classrooms, Google Classrooms

## **VREDNOTENJE LIKOVNEGA IZDELKA PRI UČENJU NA DALJAVO**

Povzetek: Motiviranost učencev za učenje in aktivno udeležbo pri pouku na daljavo je gotovo med večjimi izzivi, s katerimi smo se srečali v času epidemije in s tem posledično dela od doma. Če temu dodam še preverjanje znanja na daljavo, je bila mera naših izzivov zvrhana. Učna orodja so morala biti preprosta, a hkrati učinkovita, hitra za pripravo, raznovrstna ter uporabna za pouk na daljavo. Učitelji smo morali biti precej iznajdljivi in hkrati dovolj zanimivi, da smo ohranili pripravljenost učencev za aktivno udeležbo in sodelovanje. Kako vključiti vse te elemente v proces učenja na daljavo in ohraniti določene metode dela, ki smo jih z učenci izvajali v učilnici? Na vrsti je bila vsebina GIBANJE. Učenci so po pisnih navodilih usvojili vsebino GIBANJE pri pouku spoznavanja okolja. Iskali so besede, ki so povezane z gibanjem, razmišljali o gibanju pri živalih, ljudeh in predmetih. Kako se gibljejo predmeti, če se sploh? Nekaj podatkov so našli na kratkih posnetkih. Sledile so raziskovalne naloge. Beležili so rezultate, jih primerjali in urejali. Ugotovili so, da se telesa premikajo zaradi sil, ki delujejo nanje. Spoznali so, da se nogometna žoga premakne zato, ker nanjo deluje sila noge, vetrnica se premika, ker nanjo deluje sila vetra, jabolko pade z drevesa, ker nanj deluje sila teže. Vse to znanje smo želeli prenesti na likovni izdelek, ki bo prikazoval vozilo v gibanju. Kako se bo vozilo gibalo in katera sila bo nanj delovala, pa je bila naloga za naslednjič. Učenci so izdelali vozilo iz odpadnega materiala in pripravili predstavitev za sošolce, ki bodo izdelek vrednotili. Pri pouku v učilnici so bili navajeni vrstniškega vrednotenja. Temu smo se poskušali približati tudi na daljavo. Pripravila sem videokonferenco v aplikaciji Webex, kjer so učenci predstavili svoje izdelke. Ugotovili smo, kako prav nam je prišlo znanje iz uporabe računalnika. Še več, v tem času so nekateri ugotovili, da njihov računalnik ni samo za igranje iger, ampak tudi za učenje. Ključne besede: gibanje, uporaba znanja, aktivne metode, formativno spremljanje, IKT.

## **EVALUATION OF AN ART PRODUCT IN DISTANCE LEARNING**

Abstract: The motivation of students to learn and actively participate in distance learning is certainly among the major challenges we faced during the epidemic and consequently work from home. If I add to this the distance knowledge test, the measure of our challenges was full. Learning tools had to be simple but at the same time effective, quick to prepare, versatile and useful for distance learning. We teachers had to be quite resourceful and at the same time interesting enough to keep the students ready for active participation and collaboration. How to incorporate all these elements into the distance learning process and maintain certain methods of work that we carried out with the students in the classroom? Our next topic was MOTION. Following the written instructions, the students mastered the content of MOTION in the lesson of learning about the environment. They searched for words related to motion, thinking about motion in animals, people and objects. How do objects move, if at all? They found some data on short recordings. Then the research assignments followed. They recorded, compared and edited the results. They found that bodies move due to forces acting on them. They realized that a soccer ball moves because the force of the foot acts on it, a windmill moves because the force of the wind acts on it, an apple falls from a tree because the force of gravity acts on it. We wanted to transfer all this knowledge to an art product that will show a vehicle in motion. However, how the vehicle will move and what force will act on it, was the task for the next time. The students made a vehicle from scrap material and prepared a presentation for classmates who will evaluate the product. In the classroom at school, they were accustomed to peer evaluation. We also tried to approach this remotely. I prepared a video conference in the Webex app where students presented their products. We found out exactly how the knowledge from using a computer came to us. Even more, during this time, some found that their computer wasn't just for playing games, but also for learning.

Key Words: motion, the use of knowledge, active methods, formative assessment, ICT.

## **OCENJEVANJE PRIPRAVE JEDI V 6. RAZREDU PRI PREDMETU GOSPODINJSTVO V ČASU EPIDEMIJE**

Povzetek: V strokovnem prispevku želimo predstaviti način ocenjevanja pripravljene jedi pri predmetu gospodinjstvo v šestem razredu osnovne šole v času epidemije, ko je pouk potekal na daljavo. Namen pripravljene učne aktivnosti je bil doseči šest operativnih učnih ciljev iz sklopa Mehanska in toplotna obdelava živil učnega načrta za gospodinjstvo, ki sicer predstavljajo več kot polovico vseh ciljev omenjenega sklopa. Na podlagi učnih ciljev: »znajo pri svojem delu uporabljati kuharske knjige, recepte; poznajo kuhalno in servirno posodo ter pribor; poznajo pripomočke in aparate za obdelavo živil in pripravo hrane«, smo pripravili delovni list, na katerem je bilo sedem nalog, s katerimi smo preverjali znanje o naštetih učnih ciljih. Učna aktivnost je zahtevala, da si učenci iz izbora treh različnih jedi izberejo eno, nato pa recept za izbrano jed samostojno poiščejo v kuharskih knjigah ali na spletu. Ker je na daljavo možno ustrezno ocenjevati pripravo jedi le na podlagi dokumentiranja s fotografijami, je bila dodatna naloga učne aktivnosti po elektronski pošti poslati pet različnih fotografij, ki so dokazovale naslednje cilje: »pri pripravi hrane organizirajo svoje delo po načelih higienskega minimuma; usvajajo spretnosti priprave in postrežbe hrane; pripravljajo pogrinjke za različne priložnosti.« Učenci pri doseganju določenih učnih ciljev niso imeli večjih težav, saj je bilo pred ocenjevanjem znanja opisane učne aktivnosti izvedeno že preverjanje znanja na podlagi enake aktivnosti, le s pripravo drugih jedi. Pripravljeni kriterij ocenjevanja je obsegal tako vrednotenje delovnega lista, kot tudi vrednotenje poslanih fotografij. Boljša oblika ocenjevanja znanja priprave jedi bi bila na podlagi video posnetka, saj bi učence lahko videli med samo učno aktivnostjo, vendar bi to, čeprav je pri tovrstnih učnih aktivnostih sodelovanje staršev zaradi varnosti nujno, pomenilo še dodatno obremenitev staršev. Ob pripravi tovrstnih učnih aktivnosti se moramo zavedati tudi različne stopnje računalniške oz. tehnološke pismenosti učencev in staršev, ki so jim v pomoč. Ključne besede: delovni list, epidemija, fotografije, gospodinjstvo, ocenjevanje, priprava jedi

## **ASSESSMENT OF THE DISH PREPARATION IN HOME ECONOMICS FOR THE 6TH GRADE DURING THE TIME OF EPIDEMIC**

Abstract: In this expert paper, we want to present a method of assessment of prepared dish at the subject home economics in the 6th grade of Elementary school during the time of epidemic when distance learning was established. The purpose of the educational activity was to reach six teaching objectives in the strand »Mechanical and thermal food processing« that was a part of the home economics curriculum. These objectives represent more than half of all objectives in the before mentioned strand. Based on the teaching objectives it is expected that pupils learn how to use cookbooks and recipes; they know kitchenware, serving ware and cutlery; they know kitchen utensils and appliances for food processing and preparation«. We prepared a special worksheet with seven tasks that served for knowledge assessment of the above-mentioned teaching objectives. The educational activity required that pupils choose one of the three given dishes and then find a recipe for the chosen dish in the cookbooks or on the internet. Because of distance learning, the assessment could only be made based on sent photographs. That is why pupils were asked to take 5 photos and send them by e-mail. The photos needed to prove the following objectives: Pupils were able to organize their kitchen workspace following minimum hygiene standards; pupils adopted skills of food preparation and serving; pupils could prepare table setting for different occasions. Pupils did not have any major problems achieving the required objectives, as they did a similar knowledge assessment before, only with different dishes. Prepared assessment criteria took into account both, worksheet and sent photos. A better way to assess the given task would be with a video recording, as it would be possible to see the whole procedure of the given task. The participation of parents at such educational activity is necessary, but in this case, that would mean just additional strain for them. When preparing similar educational activities it should also be taken into consideration that pupils and their parents have different levels of computer or technological literacy.

Key Words: worksheet, epidemic, photographs, Home Economics, assessment, food preparation

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## PREVERJANJE ALI OCENJEVANJE ZNANJA V ČASU EPIDEMIJE

Povzetek: Ocenjevanje- objektivnost – govorni nastopi – ustno ocenjevanje – pisno preverjanje. Ocenjevanje znanja je že v običajnih razmerah ena od najbolj občutljivih učnih dejavnosti, še toliko bolj pa to velja za čas, ko izobraževanje poteka na daljavo in v okoliščinah, ki pomembno vplivajo na organizacijsko in didaktično kakovost pouka. Ker smo pri vrednotenju znanja vezani na različne okoliščine, je bilo treba dobro razmisliti, kako bomo ocenjevali učence, da ne bodo samo reproducirali znanje. Učenci morajo biti natančno seznanjeni z načini preverjanja znanja, morajo imeti možnost sodelovati in učitelju predlagati, kateri izdelki bi lahko bili tudi ocenjeni, ker po njihovi presoji odražajo največjo mero usvojenega znanja. Izbrala sem nekaj oblik preverjanja in ocenjevanja. V mesecu maju smo začeli z ocenjevanji znanja. Izbrala sem obliko govornih nastopov (po priporočilih). Le te so učenci predstavljali in še predstavljajo na videokonferencah ali pa so se posneli in mi posnetke poslali prek različnih medijev. To se je izkazalo kot nadvse uspešna strategija. Dva učenca sem vprašala ustno prek Zoom-a, eden je želel popravljati ocene, eden pa še ni imel ustne ocene. Pri spraševanju prek zoom-a je največja težava objektivnost ocene. Prvi učenec je imel dve kameri, pokazal mi je celo sobo, sedel je oddaljen od računalnika, gledal je v kamero. Učenec ni goljufal. Pri drugem učencu pa sem imela dvom, da je imel kje kaj napisano. Vsem učencem sem povedala, da je njihova odločitev, ali bodo goljufali, ko smo pisali preverjanje prek spletne učilnice. Učencem sem napisala navodila za reševanje testa, jim ga vstavila v spletno učilnico ob točno dogovorjeni uri, imeli so dovolj časa, da rešijo in mi pošljejo preverjanja nazaj. Prisotna sem bila tudi na vibru in elektronski pošti, kjer sem jim pomagala pri težavah pri reševanju testa. Pet učencev (od vseh razredov) je imelo težave. Ena učenka si ni mogla naložiti testa s spletne učilnice, nekaj učencev ni razumelo navodil. Odločila sem se, da bom samo preverjala na ta način in ne ocenjevala, saj se mi zdi pomembno, da se učenci začnejo zavedati, da je znanje njihova odgovornost, da se učijo zase, da če prepisujejo, goljufajo samo sebe, da se slej ko prej pokaže njihovo znanje. Učenci pa so pisali tudi spise, mi so jih slikali in poslali v pregled. Te spise sem ocenila, sem pa povedala, če bom imela kje dvom v oceno, da se ta ocena ne bo štela. Dvom v oceno sem imela pri treh spisih. Popravljen spise sem slikala in poslala nazaj, učenci so imeli možnost popravljanja spisov, rekla bi, da je polovica učencev izboljševala spis, tako pravopisno, slovnično kot tudi slogovno. Po priporočilu ravnatelja, da naj se ne osredotočamo na ocenjevanje, se mi je zdelo dobro, da so učenci kljub temu resno vzeli preverjanje, da so pokazali solidno znanje, nekateri zelo zelo dobro znanje.

Ključne besede: preverjanje in ocenjevanje znanja, epidemija

## EVALUATING OR ASSESSING KNOWLEDGE DURING AN EPIDEMIC

Abstract: Assessment - objectivity - oral presentations - oral assessment - written examination. Assessment of knowledge is already one of the most sensitive learning activities in normal conditions, and even more so for the time when education takes place at a distance and in circumstances that significantly affect the organizational and didactic quality of teaching. Because we are tied to different circumstances when evaluating knowledge, it was necessary to think carefully about how we would evaluate students so that they would not solely reproduce their knowledge. Students must be thoroughly acquainted with the methods of how we assessing their knowledge and they must also be able to participate and suggest to the teacher which products should in their opinion be assessed on, because they reflect the greatest amount of acquired knowledge. Some of mine chosen forms of assessing and grading knowledge. In May, we started with knowledge assessments. I chose the form of oral performances (according to the recommendations). These were and still are presented by the students at video conferences, or they were recorded and sent to me via various media. This has proven to be a hugely successful strategy. I asked two students orally through Zoom, one wanted to correct their grades, and the other didn't have an oral grade yet. When asking through zoom, the biggest problem is the objectivity of the assessment. The first student had two cameras, he showed me the whole room, he was sitting away from the computer, he was looking at the camera and it was obvious there was no foul play involved. The student did not cheat. With another student, however, I doubted that he didn't have anything written somewhere. I told all the students that it was their decision whether they would cheat when we wrote the assessment through the online classroom. I wrote instructions to the students how to solve the test, inserted it into their online classroom at the exact agreed time, they had enough time to solve it and send it back. I was also present on Viber or via email where I helped them with problems solving the test. Five students (from all classes) had some problems. One student could not download the test from the online classroom, other students did not understand the instructions. I decided to just assess this way and not grade, as I find it important that students begin to realize that knowledge is their responsibility, that they learn for themselves and that if they cheat, they cheat only to themselves. Sooner or later that becomes apparent with their accumulated knowledge. The students also wrote the essays which they took pictures of and sent them to me for review. I evaluated these documents, but also told them that if I would any doubts about the originality of their products, the grade would not be valid. I had doubts in three cases. I corrected the essays and sent them back - the students had the opportunity to correct the writings. I would say that half of the students improved the writing, spelling-wise, grammatically and stylistically. Following the principal's recommendation that we should not focus on assessment, I found it good that the students nevertheless took the assessment seriously and that they showed solid knowledge, some even very very good knowledge.

## PRIDOBIVANJE OCEN NA DALJAVO

Povzetek: Kot piše Katja Bencak v svojem magistrskem delu Preverjanje in ocenjevanje znanja pri slovenščini v 3., 4., 5. razredu osnovne šole je vrednotenje znanja že samo po sebi zahtevnejše del poučevanja (Bencak, 2017). Gre za proces pridobivanja informacij, kako učenci dosegajo učne cilje. Ocenjevanje pa je dodeljevanje številčne vrednosti dosežkom učencev. Preverjanje, vrednotenje in ocenjevanje znanja je izjemnega pomena v izobraževanju, ki dovoljuje vsem deležnikom (učencem, učiteljem, staršem) vpogled v učni proces, kaj so se učenci že naučili in kaj se še morajo (Lieberman, Levin in Bazaldua, 2020). Pridobivanje ocen na daljavo obravnava težave pri pridobivanju ocen na daljavo, sploh pri mlajših učencih na razredni stopnji, ki še nimajo toliko razvitih veščin pri uporabljanju računalnika. Pri poučevanju angleščine na razredni stopnji (2., 3., 4. in 5. r) sem se soočila s težavo pri pridobivanju ocen na daljavo v času karantene zaradi epidemije koronavirusa. V vseh razredih sem morala pridobiti še eno oceno, kar se je izkazalo za izziv, sploh v nižjih razredih, kjer pouk angleščine temelji na govornem sporočanju in slušnem razumevanju in ne na bralnem razumevanju in pisnem sporočanju. Poleg tega učenci v 2., 3., 4. in tudi 5. r navadno še nimajo svojega e-naslova, ne znajo uporabljati e-pošte ali sploh računalnika. Zaradi omejitev pri preverjanju in ocenjevanju znanja na področju bralnega razumevanja in pisnega sporočanja in slabega znanja pri uporabljanju računalnika, sem se odločila za preverjanje in ocenjevanje znanja na podlagi formativnega spremljanja, interaktivnih testov, ki temeljijo na slušnem razumevanju in govornega nastopa.

Ključne besede: ocenjevanje znanja, učenci, starši, računalnik, ocene, govorni nastop, test

## ACQUIRING STUDENT GRADES DURING DISTANCE LEARNING

Abstract: As mentioned in her Master's thesis Bencak describes that knowledge assessment is one of the more complicated parts of teaching (Bencak, 2017). It is a process of gathering information about how a pupil is achieving the learning goals. Grading is assigning a numerical value for student achievements. Assessment of student learning is a crucial part of education, giving insight into the learning process to all stakeholders (students, teachers, and parents) on what is learnt and what needs to be learnt (Lieberman, Levin and Bazaldua, 2020). Acquiring student grades during distance learning deals with experience in acquiring student grades during distance learning, especially with younger students, who don't have the necessary skills in using IT. In teaching ESL in 2nd, 3rd, 4th and 5th grade I had the problem that I had to acquire student grades during the quarantine due to the coronavirus. I had to obtain one grade in all my classes, which was challenging, especially in lower classes, where ESL is based on listening comprehension and oral communication and not on reading or writing. In addition, students in 2nd, 3rd, 4th and also 5th normally don't have their own email, can't use e-mail or for that matter, the computer. Due to limitations in testing and assessing knowledge in reading comprehension and written communication and lack of skills in computer use, I decided to assess knowledge based on formative assessment, interactive tests, listening comprehension and presentations.

Key Words: knowledge assesment, students, parents, computer, grades, presentation, test

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## OCENJEVANJE DIJAKOV PROGRAMA SPLOŠNA GIMNAZIJA V ČASU IZVAJANJA POUKA NA DALJAVO

Povzetek: Širjenje virusa SARS-Cov2 je povzročilo, da smo se učitelji in dijaki 13. marca nepričakovano poslovili od šolskih klopi. Iskrene želje, da se kmalu spet kmalu srečamo v šoli, se niso uresničile. Poleg mnogih drugih izzivov, ki jih je epidemija postavila pred vse udeležence v vzgojnoizobraževalnem procesu, smo se učitelji kmalu soočili z dejstvom, da bomo najbrž morali dijake (in učence) ocenjevati na daljavo. Na koncu se je izkazalo, da smo morali na daljavo zaključiti tudi predmetne ocene. Zavedali smo se, da bo moral biti način ocenjevanja prilagojen razmeram, tako glede oblik ocenjevanja, obsega učne snovi, zahtevnosti ocenjevanja in upoštevanja pridobljenih ocen pri zaključevanju posameznih predmetov in končnem učnem uspehu. V prvi fazi smo preizkusili različne oblike ocenjevanja na daljavo: reševanje kvizov v spletni učilnici, reševanje kvizov v aplikaciji Quizizz, predstavitev referatov v video konferencah s pomočjo aplikacij kot sta Google meet in Zoom ter ustno spraševanje s pomočjo video konferenc. Ugotovili smo, da so pogoji za ocenjevanje precej bolj zahtevni, kot so pogoji za ocenjevanje v šoli. Rešitve, kako bi lahko pri pouku geografije in zgodovine učinkovito in pod enakimi pogoji izvedli pisno ocenjevanje na daljavo, nismo našli. Večina dijakov je ocene pridobila s predstavitvami referatov, s čimer smo zadostili prilagojenim standardom ocenjevanja, ki smo jih sprejeli v predmetnih aktivih. Ustno smo, ob video prisotnosti celotnega razreda, ocenili dijake, ki še niso imeli pridobljene nobene ustne ocene v tekočem šolskem letu, tiste, ki so bili med oceno ali so želeli oceno zvišati in tiste, ki so bili rajši ustno ocenjeni. Dijaki posameznih razredov so eno izmed ocen pridobili tudi s pomočjo reševanja kviza v aplikaciji Quizizz. Želimo si, da bi se na področju ocenjevanja pripravila še bolj učinkovita orodja in priporočila, ki bi učiteljem omogočila kar najbolj učinkovito in strokovno ocenjevanja znanja dijakov in učencev.

Ključne besede: pouk na daljavo, ocenjevanje na daljavo, ustno ocenjevanje na daljavo, pisno ocenjevanje na daljavo, spletna učilnica, Quizizz, Google meet, Zoom, video konferenca, referat, predstavitev.

## THE ROLE OF THE CLASS TEACHER DURING THE EPIDEMIC

Abstract: The spread of the SARS-Cov2 virus caused teachers and pupils to unexpectedly say goodbye to their school desks on March 13th. Our sincere wishes to meet again soon did not come true. In addition to the many other challenges that the epidemic posed to all participants in the educational process, we teachers were soon confronted with the fact that we would probably have to assess pupils (attending primary school and high school) remotely. In the end it turned out that we would also have to assign the final grades remotely.

We were aware that the method of assessment will have to be adapted to the situation, both in terms of forms of assessment, the scope of the subject matter, the complexity of assessment and taking into account the acquired grades in completing individual subjects and the educational attainment. In phase 1, we tested various forms of remote assessment: solving quizzes in the online classroom, solving quizzes in the Quizizz application, presenting papers in video conferences using applications such as Google meet and Zoom, and oral assessment using video conferencing. We found that the conditions for remote oral assessment are much more demanding than the conditions for assessment conducted in school. We have not found a solution to how we could carry out written tests effectively and under the same conditions when it comes to the geography and history subjects. Most of the students obtained their grades through presentations of seminar papers, which met the adjusted standards of assessment that we adopted for each single school subject. We orally assessed students who had not yet obtained any oral grade in the current school year, those who were in-between grades or wanted to increase their grade and those who preferred this way of assessment. This was conducted via a video call with the presence of the entire class. Students from individual classes also obtained one of the grades by solving a quiz in the Quizizz app. In the future, we want to prepare even more effective tools and recommendations in the field of assessment, which would enable teachers to assess the knowledge of students as effectively and professionally as possible.

Key Words: remote learning, remote assessment, remote oral assessment, remote written assessment, e-classroom, Quizizz, Google meet, Zoom, video conference, seminar paper, presentation.

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## **USTNO OCENJEVANJE ZNANJA NA DALJAVO V ČASU PANDEMIJE**

**Povzetek:** V času pandemije koronavirusa so morali učitelji delo z dijaki zelo spremeniti. Delo se je iz razredne situacije preneslo na splet. To je za seboj potegnilo vrsto izzivov, s katerimi smo se učitelji soočili prvič, večinoma brez zunanje podpore. Od nas so ti izzivi zahtevali veliko kreativnosti. Eden izmed njih je bil tudi ocenjevanje znanja na daljavo. Pisno ocenjevanje je na spletu bolj podvrženo možnosti goljufanja, zato se je avtorica odločila izpeljati ustno ocenjevanje znanja. A kako tudi pri tem načinu ocenjevanja zmanjšati možnosti goljufanja ter pridobiti čim bolj objektivno oceno? Avtorica v prispevku skozi osebno izkušnjo opiše svoje ideje. Rešitev je našla v tem, da je tehnologijo uporabila sebi v prid. Osnovni pogoji opisanega načina ocenjevanja znanja so bili naslednji: ocenjevanje je vedno potekalo v dvojicah in preko iste aplikacije. Opisan način ustnega ocenjevanja znanja je bil sprejet s soglasjem in strinjanjem vseh dijakov v razredu. Tako se je vsak vprašan dijak med ocenjevanjem prijavil preko iste aplikacije v dve napravi – mobilni telefon ter računalnik. Preko računalnika se je povezal z učiteljico in sošolcem ter odgovarjal na vprašanja. Hkrati je z mobitelom sočasno snemal svojo delovno mizo skupaj z računalniškim ekranom in s tem dokazal, da v bližini ter na ekranu ni nedovoljenih pripomočkov (zvezki, učbeniki, izročki, word dokumenti, spletne strani) med samim ocenjevanjem znanja. V nadaljevanju prispevka avtorica analizira prednosti in pomanjkljivosti tovrstnega načina ocenjevanja znanja. Ključne besede: ustno ocenjevanje znanja, ustno ocenjevanje znanja na daljavo, dijaki, pandemija koronavirusa

## **REMOTE ORAL EXAMS IN THE TIME OF PANDEMIC**

**Abstract:** During the coronavirus pandemic, teachers had to change their way of work with students to a great extent. The work was transferred from the classroom situation to the web. This led to a series of challenges that teachers had faced for the first time, mostly without external support. These challenges required a lot of creativity. One of them was remotely performing students oral exams. Written exams are more subject to the possibility of cheating online, so the author decided to conduct oral exams. But how to reduce the possibilities of cheating and obtain the most objective grade as possible? In the article, the author describes her ideas through personal experience. She found the solution in using the technology to her advantage. The basic conditions of the described examination were as follows: exams were always performed in pairs and through the same application. The described way of oral examination was adopted with the consent of all students in the class. During the exam each student logged in to two devices - a mobile phone and a computer. They connected with a teacher and a classmate via computer and answered questions. At the same time, a student used his mobile phone to record his desk together with the computer screen, thus proving that there are no forbidden devices (notebooks, textbooks, handouts, word documents, websites) nearby and on the screen during the exam. The author also analyzes the advantages and disadvantages of this method of oral examination.

**Key Words:** oral exam, remote oral exam, students, coronavirus pandemic

## **NAČIN UVAJANJA GOOGLE STORITEV V ČASU POUKA NA DALJAVO NA OŠ NEZNANIH TALCEV DRAVOGRAD**

Povzetek: V času epidemije so bile šole nenadoma postavljene pred nov in zahteven izziv. Pouk se je iz šolskih klopi za kar nekaj časa prestavil v pouk na daljavo, za katerega sta bili potrebni uporaba in znanje uporabe informacijsko komunikacijske tehnologije (IKT). Tradicionalno poučevanje in učenje je bilo potrebno spremeniti v elektronsko obliko, zaradi česar je bila pomoč in podpora računalnikarjev ključnega pomena. Na naši šoli smo imeli proces elektronskega komuniciranja do tega trenutka vzpostavljen le za zaposlene. Nenadna sprememba v načinu poučevanja pa je zahtevala, da takšno komuniciranje vzpostavimo tudi med učenci. Glede na to, da na šoli med zaposlenimi že uporabljamo elektronsko pošto ponudnika Google, boljše poznano kot Gmail, smo se odločili, da omenjeno elektronsko pošto uporabijo tudi naši učenci. Po uspešnem masovnem uvozu učencev smo učencem oz. njihovim staršem posredovali dokument z navodili o uporabi šolskega elektronskega naslova. Ker je dokument vseboval uporabniško geslo, ga je bilo potrebno ustrezno zaščititi. Uspešna vzpostavitev elektronske pošte za praktično vse učence (razen za 1. razred) je bila pomemben korak pri uporabi ostalih storitev. Te so med seboj namreč povezane, kar pomeni, da je za uporabo ostalih storitev (učilnice, videokonference ...) dovolj že prijava v elektronsko pošto. Da bi pouk na daljavo stekel kar najbolj enostavno, smo za učence pripravili enostavna navodila o uporabi Google storitev. Naredili smo tudi povezavo med našo spletno učilnico (Moodle) s šolsko elektronsko pošto, kar pomeni, da so se lahko učenci v spletno učilnico prijavili z enakimi uporabniškimi podatki, kot jih uporabljajo za elektronsko pošto. Pouk na daljavo smo na takšen način uspešno izpeljali s pomočjo Google storitev v kombinaciji z uporabo spletne učilnice. Ključne besede: IKT, Google storitve, Gmail, pouk na daljavo, spletna učilnica, videokonferenca

## **WAY OF INTRODUCING GOOGLE SERVICES DURING DISTANCE TEACHING AT THE NEZNANIH TALCEV ELEMENTARY SCHOOL DRAVOGRAD**

Abstract: At the time of the epidemic, schools were suddenly faced with a new and complex challenge. For quite some time classes were not carried out in schools but were implemented as distance teaching, which required the use and knowledge of the use of information communication technology (ICT). Traditional teaching and learning needed to be transformed into electronic form, and the help and support of computer experts was crucial. At our school, we had the electronic communication process up to this point established only for employees. However, a sudden change in teaching methods required that such communication be established also among pupils. Since our school employees already use Google's e-mail better known as Gmail, we have decided that our pupils use this e-mail as well. After a successful mass import of pupils, we provided pupils or their parents with a document with instructions on the use of the school e-mail address. As the document contained a user password, it was necessary to protect it properly. The successful establishment of e-mail for practically all pupils (except for 1st graders) was an important step in the use of other services. These are interconnected, which means that for the use of other services (e-classrooms, videoconferencing...) it is enough to log in to e-mail. To make distance teaching as easy as possible, we have provided simple instructions for pupils about using Google services. We also linked our online classroom (Moodle) to the school e-mail. This means that pupils could sign in to the online classroom with the same user data as they use for e-mail. In this way, distance teaching was successfully carried out with the help of Google services combined with the use of an online classroom.

Key Words: ICT, Google services, Gmail, distance teaching, online classroom, videoconferencing.

## **DNEVI DEJAVNOSTI NA DALJAVO**

Povzetek: 16. marca 2020 smo se vsi šolniki znašli pred dogodkom, ki se je zgodil prvič v zgodovini poučevanja; šole so zaradi pandemije koronavirusa zaprli, učni proces pa je stekel na daljavo. Vsi smo bili vrženi v neznano in iz vsega tega smo šolniki izšli zrelejši ter bogatejši za novo izkušnjo, za nova znanja. Del pedagoškega procesa so tudi dnevi dejavnosti. Njihova vsebina in okviren termin izvedbe sta zapisana v letnem delovnem načrtu šole, ki ga za tekoče šolsko leto sprejme svet šole v septembru. Od marca do junija je ostalo za realizirati kar nekaj dni dejavnosti, kjer so učenci močno vključeni s praktičnim delom. Uspelo nam je realizirati vse in to celo tako, da z izbranimi aktivnostmi nismo posegali v že zapisane vsebine teh dejavnosti. Sama, naravoslovka, sem želela ohraniti visoko aktivnost učencev ter praktično delo. Prav tako so morale biti izbrane dejavnosti učencem privlačne, zanimive. Na kratko bom predstavila dve dejavnosti, dva naravoslovna dneva. Oba sta vključevala delo z gradivom oz. spletnimi viri in praktično delo. Pri prvem sem vključila še medrazredno tekmovalstvo, pri drugem pa sem želela od njih dobiti razmišljanja na dane okoljske probleme. Prvi naravoslovni dan še ni zaključen. Zaključen bo v prvem tednu septembra. A kljub temu sem že v juniju od učencev dobila nekaj končnih izdelkov, ki so odlično narejeni. Pri obeh dnevih sem bila po elektronski pošti in po video-ovezavah na razpolago učencem za morebitna vprašanja. In evalvacija vsega skupaj: Rezultatov oz. končnih izdelkov žal niso oddali vsi učenci. Ampak ta delež ni velik (20 %). Pozitivno pa je, da sem z izbranimi dejavnostmi uspela dobiti končne izdelke od učencev, ki so bili pri pouku na daljavo še neodzivni. Učitelji moramo biti pri svojem delu zanimivi, ustvarjalni, igrivi. Učencem sem tudi sama pripravila različne aktivnosti, kar so učenci zelo dobro sprejeli. Radi so se lotevali česa novega, predstavljenega na drugačen način. In kot je nam učiteljem učenje na daljavo predstavljalo nov izziv, so učencem bile izziv drugačne aktivnosti, v katerih so se nekateri hitro znašli, drugi pa so raje počakali na novo, morda njim bližjo oz. lažjo aktivnost. Ključne besede: učenje na daljavo, dnevi dejavnosti, naravoslovni dnevi na daljavo, odzivnost učencev, aktivnosti učencev

## **DISTANCE ACTIVITIES DAYS**

Abstract: On the March 16th 2020 occurred an historical event in the teaching process. Due to the coronavirus pandemic the schools had to be closed and both the teachers and the pupils were faced with the challenge of learning at the distance. However, adapting to the novel situation also gave us the possibility to gain new experience and knowledge. A part of the pedagogical process are also activity days. The content and approximate date of performance are determined in the school's annual work plan that is approved for the current school year by the school council in September. As a science teacher I decided to maintain high performance and practical work of the pupils. Additionally, the selected activities had to be interesting and attractive for the pupils. I will briefly present two activity days – two nature days. Both included work and use of written material or online resources and practical work. For the first day I also incorporated a competition between the classes. For the second day I wished them to think about the given environmental problems. First nature day hasn't concluded yet and will be finished in the first week of September. Despite that, I received in June a few pupil's finished assignments, that were excellently made. The pupils could contact me for help or any questions via the e-mail and video links. The complete evaluation: not all the pupils submitted their assignments, with this share being only 20 %. It was positive, that I managed to receive the assignments of those pupils, who were still unresponsive in the distance learning. As teachers we have to be interesting, creative and playful at our work. I prepared various activities for pupils and they were very well received. They enjoyed the new topics that were presented in a quite new and different way. Just the way the teachers were challenged with learning at the distance, so were the pupils with new and differently presented activities. Some of them quickly adapted to new circumstances, while others preferred to wait for a new activity, perhaps easier for them.

Key Words: distance learning, activity days, distance science days, pupil responsiveness, pupil activities

## DNEVI DEJAVNOSTI V ČASU POUKA NA DALJAVO - 2. RAZRED

Povzetek: Namen pričujočega članka je osvetliti nekatere vidike novih strategij poučevanja, katere smo bili vsi deležniki šolskega procesa prisiljeni spoznati, jih usvojiti ter z njimi izpeljati šolsko leto 2019/2020. Gre za subjektivno predstavitev pogleda učiteljice 2.razreda, ki sem bila postavljena pred dejstvo, da svojih učencev ne morem popeljati v svet naravnih števil v obsegu do 100, preko konkretnih materialov, poskušati in odkrivati zakonitosti seštevanja in odštevanja prehodom čez desetico, ter izvesti še mnoge druge učne situacije pri vseh učnih predmetih ter izpeljati dneve dejavnosti. Izkazalo se je, da ima prav vsak predmet svojo specifiko na katero nismo tako zelo pozorni, kadar se pouk odvija v šolskem prostoru in kadar imamo na voljo didaktične pripomočke. Vse to je se izkazalo kot bistveno med samim izobraževanjem na daljavo, kot tudi v času po vrtni v šolo, ko smo bili omejeni pri uporabi didaktičnih sredstev, hkrati pa smo upoštevali priporočila NIJZ in Ministrstva za šolstvo glede izvajanja preventivnih ukrepov za širjenje okužb z virusom Covid 19. Ne gre za poskus opredeljevanja za ali proti izobraževanju na daljavo. V pričujočem članku želim osvetliti različne poglede na tovrstno izobraževanje ter podati nekaj lastnih primerov, ki naj bi služili kot primer prakse. Ne želim ponujati svojih primerov kot primere dobre prakse, ker verjamem, da ima vsak pristop možnost izboljšave in nadgradnje. Ob izmenjavi različnih praks s kolegi, ki sodelujejo na današnji konferenci želim razširiti svoje znanje in vedenje o izobraževanju na daljavo, spoznati nove pristope, modele in strategije, ki so jih uporabljali. Ob konstruktivnih debatah lahko pripeljemo stvari na višji nivo ter jih dodelamo in s tem naredimo bolj praktične ter uporabniku prijaznejše. Obstaja realna možnost, da bomo tovrstna znanja potrebovali že v naslednjih mesecih, vsekakor pa bodo razširila naša znanja ter nam dala nove kompetence, da se kar se da približamo profilu učitelja, katerega zahteva čas v katerem živimo.

Ključne besede: izobraževanje na daljavo, učenci, učitelji, starši, pristopi, učenje

## DAYS OF ACTIVITIES DURING DISTANCE LEARNING - 2ND GRADE

Abstract: The purpose of this article is to shed light on some aspects of the new teaching strategies, which all stakeholders in the school process were forced to learn about, adopt and use with them to carry out the 2019/2020 school year. It is a subjective presentation of the view of a 2nd grade teacher, who was confronted with the fact that I cannot take my students into the world of natural numbers up to 100, through concrete materials, try and discover the laws of addition and subtraction over ten, and perform many other learning situations in all subjects and conduct activity days. It turned out that each subject has its own specifics to which we do not pay so much attention when the lessons take place in the school space and when we have didactic aids available. All this proved to be essential during distance education itself, as well as in the time after returning to school, when we were limited in the use of teaching aids, and we followed the recommendations of the NIJZ and the Ministry of Education regarding the implementation of preventive measures for the spread of virus infections. Covid 19. This is not an attempt to define for or against distance education. In the present article, I would like to shed light on different views on this type of education and give some of my own examples that should serve as an example of practice. I do not want to offer my examples as examples of good practice because I believe that every approach has the potential for improvement and upgrading. While exchanging different practices with colleagues participating in today's conference, I want to expand my knowledge and understanding of distance education, learn about new approaches, models and strategies they have used. With constructive debates, we can take things to the next level and refine them, making them more practical and user-friendly. There is a real possibility that we will need this kind of knowledge in the coming months, but it will certainly expand our knowledge and give us new competencies to get as close as possible to the profile of the teacher required by the time in which we live.

Key Words: distance learning, students, teachers, parents, approach, learning

### Literatura:

Priporočila osnovnim in srednjim šolam za izvajanje izobraževanja na daljavo. Pridobljeno 29.7.2020 s spletne strani <https://www.gov.si/novice>

Za pripravo enotnih razlag učnih vsebin. Pridobljeno 29.7.2020 s spletne strani <https://sio.si/2020/06/23>

Med epidemijo mora biti otrokom dostopna pomoč. Pridobljeno 29.7.2020 s spletne strani <https://sio.si/2020/06/24/>

## PRIMERI ORGANIZACIJE DNI DEJAVNOSTI NA DALJAVO

Povzetek: V času epidemije sem organizirala več dni dejavnosti na daljavo, kar mi je predstavljalo velik izziv, saj sem želela, da učenci pridobijo znanje ne samo preko posnetkov in literature, temveč tudi preko aktivnosti, ki bi jih opravili čim bolj samostojno. Za vse učence šole sem načrtovala dan prve pomoči. S pomočjo programa s strani Rdečega križa Slovenije, vsebin s spleta in lastnih zvočnih posnetkov sem izdelala navodila za aktivnosti, ki so bile prilagojene starosti in predznanju otrok. Za učence 9. razredov sem organizirala Dan mikrobiologije in biotehnologije, v okviru katerega so si ogledali posnetek o bakterijah iz oddaje Ugriznimo znanost in uporabili glive kvasovke za peko kruha ali pice. Za učence 6. razredov sem pripravila navodila v obliki PPT-predstavitve, s pomočjo katerih so raziskovali rastlinstvo v okolici svojega doma. Po opravljenem samostojnem delu smo imeli video srečanje. Učenci 7. razredov so spoznavali živali preko posnetkov s spleta in iz odpadnih materialov izdelali modele žuželk. Dobila sem številne povratne informacije – fotografije izdelkov (kruha, modelov žuželk, »izkaznic« o živalih ...) in sporočila o opravljenih nalogah. Ko smo se vrnil v šolo, sem z učenci naredila evalvacijo opravljenih nalog, skupaj pa smo se odpravili na travnik in si tam še enkrat pogledali rastline, ponovili in poglobili znanje, ki so ga pridobili na daljavo. Menim, da sem z organizacijo dni dejavnosti dosegla zastavljene cilje, ki sem si jih zastavila za izvedbo na daljavo, vsekakor pa spoznavanje živali preko posnetkov, samostojno spoznavanje rastlin, urjenje v prvi pomoči in ostale dejavnosti niso enakovredne dejavnostim in načinom, ki bi jih izbrala v šoli, kjer bi učenci doživeli neposreden stik z živalmi, se praktično pod strokovnim vodstvom urili v prvi pomoči, mikroskopirali itd.

Ključne besede: dan dejavnosti, delo na daljavo, prva pomoč, živali, rastline, mikrobiologija in biotehnologija

## EXAMPLES OF ORGANIZING ACTIVITY DAYS AS REMOTE LEARNING

Abstract: During the epidemic, I organized several activity days as remote learning, which was a big challenge for me, because I wanted pupils to gain knowledge not only through recordings and literature, but also through activities which they would do as independently as possible. I planned a First Aid Day for all the pupils at our school. With the help of the Slovenian Red Cross programme, online content and my own sound recordings, I created instructions for activities that were adapted to the children's age and prior knowledge.

I organized a Microbiology and Biotechnology Day for 9th graders, during which they watched a video about bacteria from the educational programme Ugriznimo znanost and used yeast fungi to bake bread or pizza.

For 6th graders, I prepared instructions in the form of a PPT presentation with the help of which they explored the vegetation around their home. After they completed their independent task, we had a video meeting.

7th graders learned about animals through online videos and made models of insects from waste materials.

I received plenty of feedback – photos of their creations (bread, models of insects, "cards" about animals...) and messages about the tasks performed. When we returned to school, I evaluated the completed tasks with the pupils, and together we went to the meadow and had another look at the plants there, we reviewed and deepened the knowledge they had acquired remotely. I believe that by organizing these activity days I achieved the objectives which I had set for remote learning implementation, but in any case learning about animals through videos, individual learning about plants, first aid training and other activities were not equivalent to the activities and methods I would have chosen in the school environment where students would have been able to experience direct contact with animals, practice first aid, use the microscope, etc. under professional guidance.

Key Words: activity day, remote learning, first aid, animals, plants, microbiology and biotechnology

## NAČRTOVANJE IN IZVEDBA KULTURNEGA DNE NA DALJAVO

Povzetek: Načrtovanje in izvedba kulturnega dne jurjevanje predstavljata odlično timsko zasnovano dejavnost. 24. aprila 2019 je v Laškem potekalo 30. jurjevanje zapored. Učenci Osnovne šole Primoža Trubarja Laško so na ta dan pastirji in pastirice. Po ulicah Laškega v sprevedu vodijo Zelenega Jurija. Če ga gospodinje obdarujejo s »špehom«, z jajci ali denarjem, prinaša dobro letino. Dogodek se konča s prireditvijo na občinskem dvorišču s petjem in plesom ljudskih pesmi in plesov. Leto 2020 je šolanje na daljavo prineslo izzive pri načrtovanju in izvedbi kulturnega dne. Kako na daljavo uspešno sodelovati s krajem in ohranjati njegovo kulturno dediščino? Kako otroke motivirati za petje ljudskih pesmi, plesanje ljudski plesov, izdelovanje ljudskih glasbil? Kako nadomestiti zaključno prireditev?

Pri zelo uspešni izvedbi 31. jurjevanja na daljavo se zahvaljujem učencem in staršem, ki so bili pripravljeni sodelovati na drugačne načine kot doslej. Učenci so usvajali novo snov in utrjevali znanje pri pouku glasbene umetnosti na daljavo. Pouk je potekal kot učna ura s pomočjo spletne aplikacije Zoom, spletne učilnice in različnih spletnih kanalov. Ključnega pomena sta bila sprotne evalvacija dela in formativno spremljanje dosežkov vsakega učenca. Učenci so s pomočjo spletne pošte pošiljali zvočne posnetke, videoposnetke, fotografije in kot povratno informacijo prejeli moje spodbudne komentarje o uspešnosti dela. V osebni mapi sem shranjevala njihove prispevke. Za kulturni dan na daljavo 24. aprila 2020 smo vsak zase in hkrati vsi skupaj peli, plesali, trobili z balkonov in trat ter priklicali dobro letino v naš kraj. Nastali so čudoviti posnetki, ki smo jih objavljali na Facebookovi strani šole in predstavili v filmu Jurjevanje 2020 na daljavo, ki je bil objavljen v medijih. Verjamem, da smo se v posebnih razmerah znašli po svojih najboljših močeh. Tako učenci, starši in učiteljica smo napredovali pri uporabi sodobne tehnologije v učne namene in pridobivali mnogo medsebojne empatije in razumevanja. Naučili smo se osredotočati na pomembne stvari. Glasba nas je povezovala in razveseljevala. Pogrešali smo skupinsko muziciranje, najbolj pa drug drugega.

Ključne besede: kulturni dan, ohranjanje kulturne dediščine, ljudska glasba, šolanje na daljavo, povratna informacija, sodobna tehnologija, film Jurjevanje na daljavo 2020

## PLANNING AND PERFORMANCE OF THE CULTURE DAY ON LONG DISTANCE

Abstract: Planning and performance of the cultural day of St. George's day represents the perfect team design activity. On the 24th of April in 2019 was in Laško the 30th celebration of St. George's day in a row. Pupils of the primary school Primož Trubar Laško are that day shepherds and shepherdess. They lead St. George through the streets of Laško in the parade. If housewives give him fat, eggs or money then he brings them a rich harvest. The event ends with the ceremony on the community yard with singing and dancing the folk songs and dances. The year 2020 brings to the distance teaching challenges in planning and performance of the cultural day. How to participate successfully on distance with the town and keep its cultural legacy? How to motivate children for singing folk music, dancing folk dances, making folk musical instruments? How to substitute the final event? For the very successful performance of the 31st celebration on distance, I am thankful to pupils and parents which were willing to participate on different terms. At the subject Music pupils have learnt the new subject matter and revised the knowledge on distance. Lesson was proceeding as a school period with the help of the web application Zoom, web classrooms and different web channels. The main focus was on regular evaluation of their work and formative checking of achievements of each pupil. Pupils have with the help of e-mails sent sound records, video records, photos and as a feedback got my encouraging comments about their successful work. In personal maps I have saved their work. For the cultural day on distance on 24th April in 2020 we have each individually but at the same time all together sung, danced, honked from balconies and lawns and called for a rich harvest for our town. Beautiful records have been made which were published on Facebook of our school and in the movie "The celebration of St. George's day on distance" which was also shown in media. I believe that we have done our best in these special times. Pupils, parents and teacher have improved in usage of modern technology in learning purpose and gained a lot of mutual empathy and understandings. We have learnt to focus on the important things. Music has connected us and made us happy. We have missed playing music together but most of all we have missed each other.

Key Words: cultural day, keeping cultural heritage, folk music, distance learning, feedback information, modern technology, movie "The celebration of St' George's day 2020"



## **KULTURNI DAN MED ŠOLANJEM NA DALJAVO: RAZMISLEK O ODNOSU MED NAJSTNIKI IN STARŠI MED KARANTENO**

Povzetek: Šole so med karanteno izvajale tudi dneve dejavnosti na daljavo. Pri načrtovanju kulturnega dne za osmošolce sva s kolegico slovenistko upoštevali položaj, v katerem so se učenci znašli med karanteno. Člani družine so se v tem času na eni strani bolj povezali, na drugi strani pa vstopali v več nesoglasij. V obdobju mladostništva je zelo pomembna ravno socialna vrstniška skupina, za kar pa so bili mladostniki med karanteno v večji meri prikrajšani in so večino časa preživel s svojimi sarši. To je lahko vplivalo na večja nesoglasja med njimi in starši, npr. zaradi šolskega dela, stresa staršev med delom od doma, gospodinjskih opravil, načina preživljanja prostega časa itd.

Za izvedbo kulturnega dne sva s kolegico izbrali ogled predstave Vihar v glavi režiserja Primoža Ekarta na spletni strani Lutkovnega gledališča Ljubljana. Ta predstava je namreč za najstnike odlično izhodišče za razmišljanje o spremembah, ki se dogajajo v njih v tem razvojnem obdobju, o težavah, ki se pojavljajo v odnosu s starši, o njihovem čustvovanju in vedenju. Po ogledu predstave so osmošolci prejeli gradivo, ki je vsebovalo vprašanja, ob katerih so najstniki razmišljali o sebi, svojem ravnanju, svojih starših, pri tem pa so bili usmerjeni predvsem k pozitivnim značilnostim sebe in staršev. Iz njihovih odgovorov je razvidno, da so ozavestili pozitivne lastnosti sebe in staršev, razmišljali so o tem, kako se spoprijemajo s konflikti, kar jim bo morda v prihodnosti pomagalo pri razumevanju lastnega vedenja in vedenja svojih staršev. Na podlagi odziva osmošolcev na predstavo in na podlagi analize njihovih odgovorov ocenjujem izbiro predstave Vihar v glavi med karanteno kot zelo primerno, menim pa, da bi bilo dobro v prihodnje razmišljanje učencev še nadgraditi z vprašanji, ki bi najstnike usmerila v iskanje novih, še učinkovitejših strategij reševanja konfliktov, ki nastanejo zaradi razkoraka med vedenjem najstnikov in pričakovanji njihovih staršev.

Ključne besede: kulturni dan, karantena, odnos med najstniki in starši, iskanje pozitivnih lastnosti sebe in staršev

## **CULTURAL DAY DURING DISTANCE LEARNING: AN INSIGHT ABOUT THE PARENT-TEENAGER RELATIONSHIP DURING QUARANTINE**

Abstract: During the quarantine schools implemented daily activities – while distant learning. My colleague Slovene language teacher and I planned a Cultural day for the eighth graders, where we took into consideration the very special circumstances our students found themselves in during quarantine. It was a time when family members re-connected with each other on one side, but on the other side it was also a time of more disagreements. The social influence of their peers is a key element of the teenage years for young people, and this is exactly the factor that has been the most lacking for them during the quarantine - they spent the majority of their time with their parents. This had an impact on the disagreements between them, for example: due to school work, the parents' stress while working from home, household chores, spare time activities, etc.

My colleague and I chose a theater piece Vihar v glavi (Brainstorm) by the director Primož Ekart which was at that time available online from Lutkovno gledališče Ljubljana. The performance is a wonderful starting point for teenagers to start reflecting and thinking about the changes they are going through in this phase of their social and physical development, the troubles in the relationships with their parents, their emoting and behaviors. The students were given accompanying materials with questions to prompt them to start thinking about themselves, their actions, their parents. We tried to keep their focus on the positive characteristics of their parents and themselves. Their answers clearly indicated that they are aware of the positive characteristics – they thought about the ways they face conflicts, something that will be valuable to them when they will try to understand their own behavior and the behavior of their parents. The feedback we received from the students and upon analyzing their answers I think that the choice of the theater piece Vihar v glavi during quarantine was a very appropriate one. However, I feel that it would be very effective to stimulate the students further with questions to make them find new and better strategies to resolve conflicts that occur due to the gap between the teenager behavior and the expectations of their parents.

Key Words: cultural day, quarantine, teenager-parent relationship, finding positive characteristics of self and parents.

## PODALJŠANO BIVANJE DOMA – ISKANJE SKRITEGA ZAKLADA

Povzetek: Epidemija koronavirusa, zaradi katere je bil šolski pouk organiziran na daljavo, je popolnoma spremenila način podajanja učne snovi. Vsa navodila za učne aktivnosti in ostale dejavnosti smo učitelji posredovali prek spleta po različnih kanalih. V strokovnem prispevku bomo predstavili igro »iskanje skritega zaklada« kot eno od možnih dejavnosti učencev doma, po zaključku vseh šolskih obveznosti posameznega dne. Gre za miselno-gibalno igro, ki aktivira delovanje možganov, pospeši pomnjenje, zmanjšuje stres in blagodejno vpliva na celotno telo. Je ustvarjalna aktivnost, ki razvija vrsto sposobnosti in spretnosti. Ob igri so otrokova čustva maksimalno aktivna, otrok ima občutek svobode in je ves čas prisoten v tem trenutku. V igri otroci živijo svojo domišljijo, raziskujejo in preizkušajo različne možnosti, pri tem pa se tudi zabavajo. Učenci s pripravljeno igro, ki je predstavljena v tem strokovnem prispevku, utrjujejo računalniško poznavanje in pripravo hrane (napitka), krepijo miselne in ustvarjalne (likovne) sposobnosti. Učenci so pri igri tudi gibalno aktivni, kar vpliva na sproščanje serotonina, ki aktivira motorični korteks, kar vpliva na sproščanje telesa. Igra traja približno eno uro in je primerna za učence 4. in 5. razreda. Vloga staršev je, da pomagajo pri pripravi igre in nato spodbujajo otroke pri iskanju, nikakor pa ne, da namesto njih rešujejo pripravljene naloge, ki učence vodijo do skritega zaklada. Gradivo za igro je sestavljeno iz dveh delov, iz navodil za starše in navodil za učence. V navodilih za starše so navedene tudi vse potrebščine, ki jih starši potrebujejo za izvedbo igre. S predvidevanjem, da ima družina v povprečju enega otroka, starega 9 ali 10 let, je pripravljena igra namenjena samo enem otroku. Možne pa so različne modifikacije igre za dva ali več otrok. Prav tako je mogoče prilagoditi tudi tematiko igre glede na letni čas, praznike ali druge šolske aktivnosti. Ko učenci že večkrat sodelujejo v iskanju skritega zaklada, jim lahko predlagamo, naj sami poskusijo sestaviti igro za mlajšega brata ali sestro.

Ključne besede: dom, igra, kreativnost, podaljšano bivanje, skriti zaklad, zabava.

## AFTER-SCHOOL CLASS AT HOME - TREASURE HUNT

Abstract: Coronavirus epidemic completely changed teaching methods. Because of the epidemic, distance teaching was established. Teachers sent all the instructions for learning activities through various online channels. In the professional article, we are going to present a game »Treasure hunt« as one of the possible activities that pupils can do when they finish with all their regular school work. A treasure hunt is a game that activates brain function, improves memory, reduces stress and has an overall beneficial impact on the body. It is a creative activity that helps a child to develop a wide range of abilities and skills. During the activity child's emotions are maximally active, a child has a sense of freedom and stays mindful. Children bring their imagination into reality, they explore and try different options, but at the same time, they are having fun. The purpose of the game, explained in this article, is to help pupils to improve their computer literacy and dish preparation (a drink); they strengthen their mental and creative (artistic) skills. The game also requires physical activity that affects the release of serotonin. It activates a motor cortex that helps the body to relax. It takes around an hour to complete the game. It is suitable for the pupils of the 4th and 5th grade. The role of parents is to help to prepare the game and then to encourage the children to find a treasure, but not to solve the assignment instead of pupils. Materials for the game consist of two parts: instructions for parents and instructions for pupils. Instructions for parents also include the list of things, necessary to carry out the game. We assumed that a regular family has on average one child, aged 9 or 10, and that is why this version of the game was created for only one child. But it could also be modified for two or more children. It is also possible to modify the theme of the game considering seasons, holidays or other school activities. When pupils have participated in the Treasure hunt for several times, they can also try to create their version of the game that would be suitable for their younger brother or sister.

Key Words: home, game, creativity, after-school class, Treasure Hunt, fun.

## IZKUŠNJE IN IZZIVI V ODDELKU PODALJŠANEGA BIVANJA PO ČASU EPIDEMIJE

Povzetek: V strokovnem članku bom predstavila primer poteka dneva v oddelku podaljšanega bivanja, ki je potekal po uradnem zaključku epidemije zaradi širjenja virusa SARS-CoV-2 (koronavirusa). Vlada Republike Slovenije je namreč 15. maja preklicala epidemijo, ki jo je razglasila 12. marca, kar je pomenilo, da smo se učitelji, učenci ter ostali strokovni delavci vrnili v vzgojno-izobraževalne ustanove. V mojem oddelku podaljšanega bivanja so učenci 2. razreda. Do pričetka epidemije je bilo skupaj vpisanih 29 učencev – od tega 16 fantov in 9 deklic. Po zaključku epidemije so se spremenili normativi glede dovoljene številčnosti učencev v razredu, nenazadnje pa so tudi nekateri starši v izogib medvrstniškega druženja svoje otroke do konca šolskega leta izpisali. Posledično sem zato imela v oddelku podaljšanega bivanja od 15. 5. 2020 dalje 12 fantov in 3 dekleta. Celoten pedagoški pristop, ki sem ga izvajala do tedaj, se je postavil pod vprašaj, saj smo bili vsi, tako učitelji kot učenci, postavljeni pred neznano obzorje. Postavila so se mi različna vprašanja, kako se spopasti z novim načinom dela. Največjo stisko sem doživela pri razmišljanju, na kakšen način pristopiti do učencev, da bi kljub novemu, drugačnemu načinu izvajanja pedagoškega dela še vedno čutili, da smo še vedno, kljub novim okoliščinam, vsi ostali enaki. Pokazala se je potreba po tem, da je šolsko okolje še vedno učencem prijazno in domače. Nekaj učencev je prišlo v šolo z velikim strahom. Svojo stisko so nekateri odkrito pokazali, nekateri pa ne. Učitelji smo dobili nova navodila in priporočila, kako moramo izvajati pedagoško delo. Nekatera so bila za dane okoliščine smiselna, nekatera malo manj. Teorija je eno, v prakso prenešena teorija pa v nekaterih primerih zelo drugačna. V strokovnem članku bom podrobno opisala čas, ko imajo učenci kosilo, usmerjeno dejavnost ter popoldansko malico. Poleg osebne evalvacije bom predstavila tudi mnenja, misli in osebne stiske učencev.

Ključne besede: koronavirus, oddelek podaljšanega bivanja, umivanje in dezinfekcija rok, usmerjena dejavnost

## EXPERIENCES AND CHALLENGES IN AN AFTER-SCHOOL PROVISION CLASS AFTER THE EPIDEMIC

Abstract: The article presents an exemplary day in the after-school provision as it was developed after the official end of the SARS-CoV-2 (coronavirus) epidemic. On 15th May 2020 the Government of the Republic of Slovenia officially proclaimed the end of the coronavirus epidemic (lasting from 12th March 2020). Teachers, pupils and school staff could return to educational institutions. My class of after-school provision included pupils from 2nd grade. Before the epidemic my class had consisted of 29 pupils (16 boys and 9 girls). After the official end of the epidemic the safety regulation allowed less children in a class. Furthermore, some parents made a withdrawal of their children to avoid the risks of socializing. Finally, following the 15th May 2020, my class consisted of 12 boys and 3 girls. The whole pedagogical approach to children I had practiced before the epidemic was instantly brought into question. Both teachers and pupils were put into a completely new situation. Various questions entered my mind as I was dealing with the new way of working with children. My biggest concern was – how to approach pupils to enable the experience that, despite the changed pedagogical circumstances, we are still the same people. The necessity for a kind and home-like school environment was at the front of children's needs. Some pupils returned to school with fears. Some of them showed their distress openly, some did not. Teachers were given instructions and recommendations on how to execute pedagogical work. Some of the instructions were suitable for the changed circumstances, some were not. Theory is one thing, but putting theory into practice can be a completely different thing.

This article describes in detail the time when children have lunch, after-class pedagogical activities and afternoon snack. My personal evaluation is enhanced by the opinions, thoughts and personal issues of my pupils.

Key Words: coronavirus, after-class provision, hand washing and disinfection, after-class pedagogical activities

## UČNA POMOČ UČEN CEM NA DALJAVO UČITELJA PODALJŠANEGA BIVANJA

Povzetek: Šolanje na daljavo je nova in nepoznana oblika izobraževanja, ki nas je »doletela« iznenada. Šole so zaprle svoja vrata zaradi preprečevanja širjenja epidemije koronavirusne bolezni covid-19. Učitelji smo bili primorani načrtovati nove oblike in metode dela na hitro, iz danes na jutri. Nekateri učenci niso imeli računalnikov, nekateri niso bili računalniško pismeni, zato so imeli na začetku velike težave, kako rokovati s sodobno tehnologijo. Tudi nekateri učitelji so imeli težave in so potrebovali pomoč. Bil je izziv tako za učitelje kot tudi za učence in njihove starše. Pouk na daljavo je enakovreden običajnemu pouku, vendar z zmanjšanim obsegom učne snovi. V času epidemije so učenci usvajali le učno snov, ki je bila najbolj pomembna. Pomembna tako za tekoče šolsko leto, kot tudi za prihodnja šolska leta.

Moja izkušnja:

Kot učiteljica v podaljšanem bivanju nisem nudila pomoči pri pisanju domačih nalog, saj jih učenci navadno niso imeli. Nudila sem pomoč učencem, ki so imeli učne težave pri usvajanju ter utrjevanju učne snovi. Pomoč sem nudila tudi učencem, ki jih nisem poučevala. Skrbela sem za razvedrilne naloge, ki so bile namenjene učencem moje skupine OPB, vendar so bile na prostovoljni ravni. Velik izziv je predstavljala motivacija učencev za delo ter ohranjanje stika z njimi. Učencem sem največkrat nudila učno pomoč pri predmetu angleščina, preko Zoom srečanj, ki sem jih izvajala vsakodnevno. Srečanja sem prilagodila učencem, navadno dvakrat tedensko, odvisno od obsega snovi. Za dan in uro sem se dogovorila z učencem (višja stopnja) oz. starši (nižja stopnja). Učencem sem nudila dodatno razlago učne snovi, skupaj smo reševali učne liste, večkrat sem pripravila tudi naloge za utrjevanje obravnavane učne snovi. V tem primeru so mi poslali fotografije izdelkov, posnetke pesmic, opisov ipd. Izdelke sem pregledala ter jim tudi podala povratno informacijo. Z delom na daljavo lahko dosežemo zelo dobre rezultate, ampak samo v primeru, ko se učitelj redno sliši in vidi z učenci ter ima vpogled v njihovo delo. Redno jim mora podajati objektivne povratne informacije.

Ključne besede: šolanje na daljavo, učitelj podaljšanega bivanja, učna pomoč, utrjevanje, razlaga, zoom

## DISTANCE LEARNING: AFTER SCHOOL CARE TEACHER GIVING LEARNING ASSISTANCE TO THE PUPILS

Abstract: Distance learning is a new and unknown form of education that has suddenly affected us. Schools have closed their doors to prevent the spread of the covid-19 epidemic. Teachers were forced to plan new forms and methods of work very quickly, from today to tomorrow. Some students did not have computers, some were not computer literate, so they had great difficulty handling modern technology at first. Some teachers also had problems and needed help. This was a challenge for teachers as well as for students and their parents. Distance learning is the same as conventional teaching, but with a reduced amount of learning material. During the epidemic, students learned only the topics that were most important. Important for the current school year and also for future school years.

My experience:

As an after school care teacher, I did not offer help with writing homework because students did not usually have it. I offered help to students who had problems with learning. I help to the students I didn't teach before. Of course I took care also of the fun assignments that were meant for the students of my after school care class, but were on a voluntary level. The big challenge was to motivate students to work and keep in touch with them. I mostly offered students learning assistance in the English subject, through Zoom meetings that I conducted every day. I adapted the meetings to the students, usually twice a week, depending on the help they needed. I made agreements of the date and time of the meeting with the student (higher level) or parents (lower level). I offered students an additional explanation of the study material, we solved the worksheets together, and I also prepared several tasks for consolidating the study material. In this case, they sent me photos of the products, recordings of the songs, descriptions, etc. I reviewed the work and also sent them feedback. Very good results can be achieved by working remotely, but only if the teacher regularly meets with students online and has insight into their work. The teacher must provide them objective feedback on a regular basis.

Key Words: distance learning, after school teacher, learning assistance, zoom, explanation

## PODALJŠANO BIVANJE NA DALJAVO

Povzetek: Cilji PB se prepletajo in nadgrajujejo z vzgojno-izobraževalnimi cilji pouka. V času izobraževanja na daljavo so se vse te stvari spremenile. Vendar sem se v svojih tedenskih pripravah vseeno poskušala tega okvirja dejavnosti držati. Pri dejavnosti kosila sem jim ponudila recepte, ki bi jih lahko oni samostojno pripravili. Glede pisanja nalog sem jim napisala kakšno vzpodbudno besedilo. No, tukaj je bilo največje breme na starših in kar se mi zdi resnično pomembno je, da se je v času epidemije pokazalo, kako zelo pomembno je, da so učenci čim bolj samostojni. Nekatere družine so velike in tako starši kot otroci so se morali znajti vsak po svoje. Prav tako sem jih spodbujala, da naj vsak dan berejo, poleg branja pri rednem pouku, še vsaj deset minut dodatnega branja. Pri sprostitveni dejavnosti sem jim dajala navodila, npr. pojdi za 20 min na sprehod, ples s posnemanjem gibov (youtube), meditacija (internet) ... Pri ustvarjalnem preživljanju časa so dobivali različna navodila, npr. da narišejo nekaj različnih črt na A4 list in jih po črti izrežejo, da izdelajo gosenice iz papirja, packe in portret, različne aplikacije na internetu, kjer lahko učenci rišejo, ogled animiranega filma Mali princ ... Internet mi je bil v zelo veliko pomoč. Zelo pomembno se mi je zdelo to, da sem jih na koncu priprave vedno pozitivno nagovorila, npr. bravo, uspelo ti je, kar tako naprej ... Naj zaključim. V času pandemije je celoten svet zastal. Na vseh možnih področjih smo morali postati zelo hitro prilagodljivi in še bolj fleksibilni, kar učitelji smo. Vsak od nas se je spoprijel z novo situacijo, katere še nismo imeli. Tudi učitelji v podaljšanem bivanju smo želeli dati svoj prispevek. Zelo je pomagalo to, da smo si med seboj pomagali in si svetovali. Verjetno so bili v prednosti tisti, ki so bili računalniško bolj pismeni. Ampak z veliko volje smo tudi ostali svoje znanje nadgradili in se veliko novega naučili. Učiteljice smo se dvakrat tedensko pogovarjale in se usklajevale preko programa Skype. Učencem pa smo podajale navodilo za delo preko programa Padlet. Za vse je bila to velika izkušnja in preizkušnja. Za konec še en citat: Šola mora biti oboje. Prijetna in zanimiva. In zahtevna. Otroci svoje potenciale polno razvijajo šele takrat, ko so soočeni z zahtevnimi izzivi. In toliko bolje, kolikor bolj se to dogaja v spodbudnem in varnem okolju. (Musek Lešnik, 2011)

Ključne besede: podaljšano bivanje, samostojnost, izkušnje, izzivi, epidemija

## REMOTE AFTER SCHOOL CARE

Abstract: After school care objectives are intertwined and upgraded with educational aims in regular classes.

In the time of distance learning things changed. In my weekly lesson plans I tried to follow the regular activity routines. For lunch time activities, I prepared recipes for students, which they were able to prepare by themselves. For homework activities, I always wrote inspiring texts of encouragement. It was a severe burden put on parents' shoulders. Meanwhile, the pandemic period was the time that showed how important student independence is. Some families are big. Parents, along with students had to be resourceful. I also encouraged students to read for at least ten minutes alongside obligatory reading for regular class.

For sport activities, I instructed them to engage in walks (20 min), to dance by imitating movements (youtube), meditation. For activities, in which I encouraged them to be creative, they were given different instructions. For example: draw some lines on a piece of paper and cut them out; make a paper caterpillar; stains and portraits; use applications online for drawing; watch The Little Prince animated movie. The internet was very useful for my work. It seemed very important for me to greet my students cheerfully at the end of every lesson plan. For example: Well done! You did it! Keep up the good work! In the pandemic period the whole world stopped. We quickly had to become very flexible and adaptable in many different areas. This is something teachers are very familiar with. Everyone experienced various new situations, never encountered before. After school care teachers also wanted to make a contribution in the new global situation. Because teachers helped one another and gave each other advice, everything was much easier. It was probably simpler for those who are more computer-literate. Determined to improve, others upgraded their computer knowledge and learned plenty. Colleagues communicated and coordinated between each other through Skype. Students were given instructions through Padlet web application. It was a tremendous experience and ordeal for everyone.

I would like to end with a quote: School has to be both. Pleasant and interesting. And challenging. Children develop their potential once they are confronted with difficult challenges. It is far better if this is happening in a stimulating and safe environment. (Musek Lešnik, 2011)

Key Words: after school care, independence, experience, challenges, epidemic



## **ZGODOVINA – KOT JO PIŠE EPIDEMIJA**

Povzetek: Med epidemijo smo učitelji morali spremeniti načine in metode poučevanja ter vrednotenje in ocenjevanje znanja. Gimnazija Celje - Center, kjer poučujem, je vključena v projekt Inovativna pedagogika 1:1. Razvijanju IKT-kompetenc, ki so se ravno med epidemijo pokazale za izjemno pomembne, smiselni in učinkoviti rabi tehnologije smo veliko pozornosti namenjali že v preteklosti. Pri delu na daljavo smo imeli učitelji veliko podpore, predvsem pri usmerjanju in utemeljenih odločitvah o najprimernejšem digitalnem orodju. Ključne so bile tudi analize tedenskih anket med učitelji in dijaki, s pomočjo katerih smo ustvarili inovativni pouk, dijaki pa so postali aktivnejši in samostojnejši. Pri pouku zgodovine sta me vodila dva cilja: dijaki morajo biti deležni kakovostnega poučevanja, čim bližje realnosti; postati morajo odgovorni iskalci znanja. Pomembno je, da dijaki sodelujejo in delijo odgovornost za celoten proces od načrtovanja do rezultatov. To smo dosegli s prilagajanjem in novimi oblikami: od videokonferenc, projektnega dela, zvočnih razlag ob slikovnem gradivu s spletnimi povezavami idr. Učno gradivo so dijaki dobivali v spletno učilnico. Njihovo samostojnost sem krepila z domačimi nalogami, ki so od njih zahtevale raziskovanje, skupinsko in projektno delo, ustvarjalnost in inovativnost, povezano z različnimi vejami kulturno-umetnostne vzgoje, npr. s filmom, z glasbo idr. Po vnaprej znanih kriterijih so bile naloge ovrednotene in ocenjene. Izkazalo se je, da so dijaki zelo motivirani za tovrstno delo in da opisana praksa zagotavlja trajnejše, mestoma tudi bolj poglobljeno znanje. Ob tem pa smo ustvarjali svoje učno gradivo. Z brskanjem, iskanjem, izbiranjem podatkov in digitalnih vsebin, izdelovanjem vsebin, predvsem pa z vrednotenjem informacij smo se učili informacijske pismenosti. Z videokonferencami pa ohranjali stik in se pogovarjali o učnih poteh. Prevezemali smo odgovornost za svoje znanje, tudi izven učilnic. Epidemija se ne ozira na zgodovino, gotovo pa se lahko pouk/zgodovina prilagodi epidemiji. Ključne besede: aktivno učenje, samostojno učenje, inovativni pouk, IKT-tehnologija, informacijska pismenost.

## **HISTORY - AS WRITTEN BY THE EPIDEMIC**

Abstract: During the epidemic, the teachers had to change the ways and methods of teaching, evaluating and rating the pupils' knowledge. The Grammar School Celje - Center, where I teach, is a part of the Innovative Pedagogics 1:1 project. In the past, the school has already put a lot of emphasis on developing ICT competences (that during the epidemic have become extremely important) and on a reasonable and effective use of technology. When working remotely, the teachers had a lot of support, mainly when providing guidance and making reasoned decisions about the most appropriate digital tool. Analyses of weekly surveys of teachers and students were also key and served as a basis for creating innovative courses. The students became more active and more independent. When teaching history, I was guided by two goals: students have to be part of quality teaching that is as close to the reality as possible. They have to become responsible searchers for knowledge. It is important for the students to participate and share the responsibility for the entire process from planning to the results. We achieved this by adapting and with new forms of teaching: from videoconferences, project work, audio explanations of illustrations with web links and similar. The students were provided the learning materials in the online classroom. I strengthened their independence with homework that demanded researching, group and project work, creativity and innovation, related to various branches of cultural and art education, e.g. film, music and similar. Homework was evaluated and rated according to pre-defined criteria. It turned out that the students are very motivated for such work and that the described practice ensures a more sustainable, even more in-depth knowledge. Alongside this, we created our own learning materials. We learned information literacy by browsing, searching, collecting data and digital content, making content and, mainly, by evaluating information. And with videoconferences were kept in touch and discussed learning paths. We took responsibility for our knowledge, even outside the classroom. The epidemic pays no attention to history, but teaching/history can adapt to the epidemic.

Key Words: active learning, independent learning, innovative courses, ICT technology, information literacy.



## **IZZIVI ŠOLSKE KNJIŽNICE V ČASU DELA NA DALJAVO**

Povzetek: Na OŠ Frana Albrehta Kamnik so se zaradi potrjenega primera z okužbo z novim koronavirusom COVID-19 že dva dni pred ostalimi znašli v neznani in novi situaciji. Hitro so morali premisliti o danih možnostih in se lotiti dela na daljavo. Šolska knjižnica je delovala tudi v tem času, saj je knjižničarka za učence in učitelje pripravila veliko aktivnosti. Med drugim je s pomočjo orodja Microsoft Sway pripravila predstavitev različnih e-gradiv in navodila za dostop do e-knjižnice, zbrala informacije o tem, kdo vse pripoveduje pravljice na daljavo, razpisala literarni natečaj ob dnevu poezije in materinskem dnevu z naslovom Pesem o mami ali pomladi, pripovedovala pravljice na daljavo. Posnetki s pravljicami so bili podlaga za sodelovanje z učiteljicami prvega vzgojno-izobraževalnega obdobja, saj so tako na daljavo izvedli pouk knjižnično informacijskega znanja. Med drugim so učenci s pomočjo orodja Forms glasovali za Mojo naj knjigo. V aplikaciji Padlet so učenci na oglasno desko pisali na temo Kaj beremo doma. Aktivnosti za učence so imele lep odziv, saj je predstavitev Sway publikacije s pesmimi literarnega natečaja preseгла 200 ogledov, predstavitev Beremo od doma za vas pa 300. V času dela na daljavo se je učenje in branje preselilo na splet. Za uporabo novih orodij je bilo potrebno precej samostojnega učenja in raziskovanja. Knjižničarka se je sama naučila uporabljati nova orodja. Zelo je hvaležna tudi za vso pomoč drugih šolskih knjižničarjev in knjižničark, saj so si z objavami na družbenem omrežju FB in v spletni učilnici ZRSŠ za knjižnično dejavnost izmenjali primere dobrih praks. Za izvedbo novih aktivnosti je bil potreben tudi pogum, saj se vnaprej nikoli ne ve, kakšen bo odziv uporabnikov. Kljub vsemogoči IKT opremi in številnim novim orodjem, ki olajšajo delo, pa vseeno nič ne more nadomestiti stika v živo z uporabniki - učenci, ki z zvedavimi očmi v roke vzamejo knjigo, jo prelistajo in odnesejo domov. Ključne besede: šolska knjižnica, epidemija, Sway, Forms, literarni natečaj, knjižnično informacijsko znanje

## **CHALLENGES THE SCHOOL LIBRARY FACED DURING DISTANCE EDUCATION**

Abstract: Due to a positive Covid-19 test, Fran Albreht Primary School in Kamnik had to close two days prior to the majority, thus, we found ourselves in a new and unknown situation. It was imperative to reconsider our options on distance education. The school library was also active during this time by offering various activities for students and teachers. Using Microsoft Sway, we prepared a presentation of different e-materials, a tutorial on accessing e-library, a collection of distance story-telling sources, a literary competition titled 'Poems about Mothers or Spring' and we also participated in distance story-telling ourselves. The latter activity was the basis for the cooperation with Year 1 teachers, who were, thus, able to carry out classes on library and information knowledge. In addition, the students were able to vote for their favorite book through the Microsoft Forms tool, the application Padlet enabled the students to write on the topic 'What Do We Read at Home'. These activities showed positive feedback, as the Sway publication of the literary competition had over 200 views and the presentation 'Reading From Home For You' crossed the 300 views.

During distance education, learning and reading took place on the internet. Using new tools required a substantial amount of individual learning and research, for instance the school librarian taught herself to use two such tools. A great help proved to be other librarians who shared ideas and good practices on social media. To carry out new activities, one needs courage, as one can never be sure of the response. Despite all the existent and upcoming ICT tools, which make our work easier, nothing can replace the live contact with our users – students, who look at you with curious eyes as they take a book into their hand, flick through it and take it home. Key Words: school library, epidemic, Sway, Forms, literary competition, library and information knowledge

## IZZIVI ŠOLSKE KNJIŽNICE V ČASU EPIDEMIJE

Povzetek: Delovanje šolske knjižnice je pomemben integralni del izobraževalnega procesa, saj nudi storitve za učenje – omogoča dostop do knjig in drugih virov, ki omogočajo vsem članom šolske skupnosti, da postanejo kritični misleci in učinkoviti uporabniki informacij. Poleg tega je šolska knjižnica tudi prostor povezovanja, ustvarjanja in inovacij. Je varno zatočišče, ki odpira prosto pot domišljiji. V resnici je torej veliko več – je srce šole. V času epidemije, ki je globoko zarezala v naš način življenja, smo se vsi praktično čez noč morali spoprijeti z novo nastalimi okoliščinami. Epidemija je s seboj prinesla povsem neznano situacijo, s katero nimamo izkušenj, ker je niti mi niti naši starši nikoli nismo doživeli. Šolske knjižničarje je v času šolanja na daljavo doletelo ali čakanje na delo ali pa delo na daljavo. Izposoja fizično, torej v knjižnici, v času epidemije ni bila možna, zato se marsikomu poraja vprašanje, kaj lahko šolski knjižničar sploh dela, če ne izposoja knjig. Sploh lahko kaj počne? Delo šolskih knjižničarjev večina ljudi vidi kot »sedenje za računalnikom in izposojanje knjig bralcem«, v resnici pa zajema zelo širok spekter dela, ki se ga večina ljudi ne zaveda. V grobem gre za interno bibliotekarsko strokovno delo, bibliopedagoško delo, strokovno sodelovanje s strokovnimi delavci šole, strokovno izpopolnjevanje in izobraževanje ter druge naloge. Referat z naslovom Izzivi šolske knjižnice v času epidemije, ki ga bom predstavila na konferenci, bo predstavil izkušnje in izzive sicer dokaj neizkušene šolske knjižničarke ter odgovarjal na vprašanja, kaj od naštetega lahko na daljavo počne šolski knjižničar. Kaj torej lahko šolski knjižničarji storimo za svoje uporabnike, ko se vrata šolske knjižnice zapro čez noč? Kako ostati v stiku z učenci, izvesti ustaljene projekte kot so Bralna značka, Ekobranje za ekoživljenje ter Naša mala knjižnica in kako učence motivirati za branje – vemo, da je to že v »normalnih okoliščinah« izziv, v času epidemije pa postane skoraj misija nemogoče.

Ključne besede: šolska knjižnica, osnovna šola, izobraževanje na daljavo, epidemija, motivacija za branje, branje

## CHALLENGES OF A SCHOOL LIBRARY DURING EPIDEMIC

Abstract: Work of a school library is an important integral part of education process as it offers services for learning. It provides access to books and other resources which makes it possible for all members of school community to become critical thinkers and efficient users of information. Additionally, school library is also a place of collaboration, creation and innovation. It is a safe haven which opens a free path to imagination. Therefore it is much more – it is the heart of the school. In time of epidemic, which cut deeply in our way of life, we all had to tackle these new circumstances instantly. The epidemic created a completely unknown situation for which we had no experience as neither we nor our parents ever experienced it.

During the remote schooling school librarians either also worked remotely or were waiting for work at home. Circulation of books in the library in the time of epidemics was not possible so one can wonder what a school librarian can do, if not lending books. Can he or she do anything at all? Work of school librarians is perceived by the majority of outsiders as "sitting at a computer and lending books to readers". In reality it comprises of a very wide variety of work of which most people are not aware. Basically it is internal librarian work, expert cooperation with education staff, expert training and education and other tasks. The paper Challenges of a School Library during Epidemic, which I will present at the conference, will present experience and challenges of a relatively unexperienced school librarian and will answer the questions what of the above can a school librarian do remotely. What can school librarians do for our users, when the doors of the library close unexpectedly? How to stay in touch with pupils, how to implement standard projects such as The Reading Badge, Eco Reading for Eco Life and Our Little Library. And how to motivate pupils to read – as we know this is a challenge even in "normal circumstances", in the time of epidemics it has become almost mission impossible.

Key Words: school library, primary school, remote schooling, epidemic, motivation for reading, reading.

## **SVETOVANJE STARŠEM IN VZGOJA MLADOSTNIKOV NA DALJAVO V ČASU KARANTENE**

Povzetek: V stanovanjski skupini Črnuška Gmajna veliko časa namenjamo delu s starši, saj je večina težav mladostnikov povezanih z neustrezno ali pomanjkljivo vzgojo oziroma so razlogi povezani z neprimernim vzgojnim stilom. Vzrokov je lahko še veliko, najpogostejši pa so neprimerna komunikacija, nerealna pričakovanja, nespoštovanje, nejasne meje, pravice, dolžnosti, kritike in pohvale. Največkrat v kombinaciji z nedoslednostjo in neuskkljenostjo med staršema. Vse to privede do velikih nesporazumov, stisk, sporov in konfliktov. V naši stanovanjski skupini je osnovni cilj poleg učenja samostojnosti in šolskega dela tudi delo s starši, saj smo prepričani, da je to ena od najpomembnejših nalog v času, ko so mladostniki pri nas. Z različnimi delavnicami, terapevtskimi srečanji in ostalimi oblikami dela želimo staršem in mladostnikom pokazati primernejše načine komuniciranja in razreševanja konfliktov. Prav tako pa med temi srečanji razrešujemo zamere, ki jih imajo med sabo, in vse druge družinske težave zato včasih vključimo v srečanja tudi preostale družinske člane (brate, sestre, babice, dedke, tete, idr.), odvisno od družinske situacije, zato je bil čas karantene za nas nekaj novega in zelo težkega, saj se še nismo znašli v takšni situaciji, ko smo se morali odločiti ali naj mladostnike pošljemo domov kljub vzrokom zaradi katerih so bili nameščeni k nam. Ker nismo dobili nikakršnih navodil smo se odločili, da zaradi varovanja zdravja mladostnike pošljemo domov, kar se je v zelo kratkem času pokazalo za slabo odločitev, saj so se težave in spori doma nadaljevali na eni strani, ter slabo šolsko delo in nespodbudno okolje na drugi. Zato smo se že po 14ih dneh odločili, da mladostnike pokličemo nazaj v stanovanjsko skupino in jim tako omogočimo uspešno in varno okolje, kljub nevarnostim okužbe. Z reorganizacijo dela, urnikov in z veliko prilagajanja smo uspeli uspešno speljati šolsko leto do konca.

Ključne besede: neustrezna vzgoja, komunikacija, nejasne meje, dolžnosti, pravice, spori, karantena.

## **ADVISING PARENTS AND RAISING ADOLESCENTS REMOTELY DURING QUARANTINE**

Abstract: In the housing group Črnuška Gmajna we devote a lot of time to working with parents, as most of the problems of adolescents are related to inadequate or lack of education or the reasons are related to inappropriate educational style. There can be many more causes, but the most common are inappropriate communication, unrealistic expectations, disrespect, vague boundaries, rights, duties, criticism and praise. Most often combined with inconsistencies and mismatches between the parents. All of this leads to great misunderstandings, hardships, conflicts and conflicts. In our housing group, in addition to learning autonomy and school work, the primary goal is to work with parents, because we believe that this is one of the most important tasks at a time when adolescents are with us. With various workshops, therapeutic meetings and other forms of work, we want to show parents and adolescents more appropriate ways of communicating and resolving conflicts. We also resolve the resentment during these meetings, which they have with each other and all other family problems, therefore, sometimes we include the remaining family members (brothers, sisters, grandmothers, grandfathers, aunts, etc.), depending on the family situation, so the quarantine time was something new and very difficult for us, because we did not yet find ourselves in such a situation where we had to decide whether to send the youngsters home despite the reasons why they were placed with us. Since we were not given any instructions, we decided to send young people home to protect their health, which in a very short time proved to be a bad decision, as problems and disputes at home continued on the one hand, and poor school work and an unhelpful environment on the other. That is why, after 14 days, we have decided to call the youngsters back into the housing group to enable them to have a successful and safe environment, despite the dangers of infection. With the reorganization of work, schedules and with a lot of adaptation, we were able to successfully lead the school year to the end.

Key Words: inadequate education, communication, vague boundaries, duties, rights, disputes, quarantine.

## KORONAVIRUS V ŠOLI

Povzetek: Svetovna zdravstvena organizacija zdravje opredeljuje kot »... stanje popolnega telesnega, duševnega in socialnega blagostanja/ugodja in ne zgolj kot stanje odsotnosti bolezni ali betežnosti/nemoči«. Izhajajoč iz te definicije, lahko torej zaključimo, da je zdravje samo eno in da je ločevanje med telesnimi, duševnimi in socialnimi vidiki zdravja mogoče zgolj na teoretični ravni. Brez duševnega zdravja ni zdravja, brez zdravja ni kakovostnega življenja in brez kakovostnega življenja ni prave učinkovitosti v družbi. Ljudje moramo zato skrbeti za svoje zdravje celo življenje: z redno telesno aktivnostjo, z uravnoteženo prehrano, z dovolj spanca, s pozitivno naravnostjo in »dobrimi« medsebojnimi odnosi; začeni že v otroštvu - v vrtcu in šoli ter kasneje nadaljevati v mladosti (tu imajo pomembno vlogo starši) ter seveda tudi v odrasli dobi. Način življenja se je v zadnjih desetletjih z razvojem tehnologije, ki je posamezniku omogočila prijaznejše življenje in mu na mnogih področjih olajšala vsakodnevni napor, korenito spremenil. Že vsaj dvajset let strokovnjaki ugotavljajo, da je spontanega gibanja v otroštvu vse manj. Zato je športna dejavnost tista, ki je primerna za ohranjanje zdravja in primerne telesne kondicije. Športne dejavnosti imajo dokazano pozitivne učinke na otrokov celostni razvoj. Sodobni življenjski slog tako zahteva, da šport in gibanje postane del posameznikovega vsakdana tako z vidika psihomotoričnega razvoja kot tudi preventive za zdravje. Športna dejavnost v različnih oblikah je v otroštvu pomembna za zdravje in razvoj, pri odraslih pa potrebna za ohranjanje zdravja in vitalnost ter sprostitve. Tudi prehrana je tisti dejavnik, ki z vidika posameznika in naroda pomembno vpliva na zdravje. Z zdravim prehranjevanjem zdravje varujemo in sočasno preprečujemo številne dejavnike tveganja za nastanek kroničnih bolezni (zvišan krvni tlak, zvišan holesterol in zvišan sladkor v krvi, debelost) in bolezni same (srčnožilne bolezni, raka, sladkorno bolezen tipa II in druge). Še en dejavnik je pomemben za zdravje in sicer spanje, ki je biološka nuja, saj brez spanja ni življenja. Ne moremo niti mimo duševnega zdravja, ki je opredeljeno kot pozitiven odnos do sebe in drugih, uspešno soočanje z izzivi, pozitivna samopodoba, visoko samospoštovanje, občutek moči, optimizem in sposobnost soočanja s težavami. Dobro duševno zdravje, njegovo varovanje in krepitev ter preprečevanje nastanka duševnih težav so pomembni v vseh starostnih obdobjih, vse od rojstva naprej. Pozitivno duševno zdravje je stanje dobrega duševnega zdravja, za katerega so značilni prevladujoče doživljanje pozitivnih občutkov (sreče, zadovoljstva, navdušenja), pozitiven odnos do sebe, drugih in različnih dogodkov (optimizem, samoučinkovitost, empatija, odprtost za izkušnje) in pozitivno delovanje v življenju. Ključne besede: zdravje, koronavirus, šola, učenci, učitelji

## CORONAVIRUS IN SCHOOL

Abstract: The World Health Organization defines health as "... a state of complete physical, mental and social well-being / well-being and not merely a state of absence of disease or of burden / impotence". Based on this definition, we can therefore conclude that health is only one and that the distinction between physical, mental and social aspects of health is possible only on a theoretical level. Without mental health there is no health, without health there is no quality of life and without quality of life there is no real efficiency in society. People therefore need to take care of their health for the rest of their lives: with regular physical activity, a balanced diet, enough sleep, a positive attitude and "good" relationships; starting in childhood - in kindergarten and school and later in youth (parents play an important role here) and of course in adulthood. The way of life has changed radically in recent decades with the development of technology that has enabled the individual to live a friendlier life and facilitated his daily efforts in many areas. For at least twenty years, experts have found that spontaneous movement in childhood is declining. Therefore, sports activity is one that is suitable for maintaining health and fitness. Sports activities have been proven to have positive effects on children's holistic development. The modern lifestyle thus requires that sport and movement become part of an individual's everyday life, both in terms of psychomotor development and health prevention. Sports activity in various forms is important for health and development in childhood, and in adults it is necessary for maintaining health and vitality and relaxation. Nutrition is also a factor that has a significant impact on health from the point of view of the individual and the nation. Healthy eating protects health and at the same time prevents many risk factors for chronic diseases (high blood pressure, high cholesterol and high blood sugar, obesity) and the disease itself (cardiovascular disease, cancer, type II diabetes and others). We cannot even ignore mental health, which is defined as a positive attitude towards oneself and others, successful coping with challenges, positive self-esteem, high self-esteem, a sense of power, optimism and the ability to cope with problems. Good mental health, its protection and strengthening, and the prevention of mental health problems are important at all ages, from birth onwards. Positive mental health is a state of good mental health, which is characterized by the predominant experience of positive feelings (happiness, satisfaction, enthusiasm), a positive attitude towards oneself, others and various events (optimism, self-efficacy, empathy, openness to experience) and positive functioning in life.

Key Words: health, coronavirus, school, pupils, teachers

## ZGODNJE POUČEVANJE ANGLEŠČINE NA DALJAVO

Povzetek: Učitelji smo bili v času epidemije postavljeni pred veliko preizkušnjo, v kateri se nismo znašli nikoli poprej, na katero nismo bili pripravljene in za katero nismo bili izobraženi.

Kot učiteljica angleščine v prvem triletju, sem se znašla pred velikim izzivom, kako najmlajšim otrokom, kljub daljavi, približati tuji jezik. Otroci se namreč jezika učijo z vsemi čutili. Ni dovolj, da samo nekaj slišijo, jezik morajo tudi začutiti. Zato je še toliko bolj pomembno, da je delo z njimi pestro, da vsebuje veliko gibanja, igre, plesa, petja ter da ustreza vsem učnim stilom otrok, tako vidnemu, slušnemu kot tudi kinestetičnemu. Pri zgodnjem učenju tujega jezika je pomembna tudi jezikovna kopel, zato sem želela učence čimbolj pritegniti k delu preko raznolikih in zanimivih dejavnosti ter ob tem nezavedno otroke učiti novega angleškega besedišča. Kljub temu, da so bile naloge drugačne in prilagojene delu na daljavo, sem še vedno sledila učnemu načrtu in vzgojno-izobraževalnim ciljem predmeta. Socialni stik med učiteljem in učencem ter med samimi učenci, besedna komunikacija in telesna mimika zelo pripomorejo k napredku učenja jezika, kar je med izolacijo težko doseči. Pa vendar sem se temu skušala približati skozi zanimiva navodila, učne liste, video srečanja ter slušne in video posnetke, ki sem jih snemala za učence. Opazila sem, da so učenci svoje učitelje zelo pogrešali, zato so bili veseli, če jih je učitelj na nek način »obiskal« na domu. Preko povratnih informacij s strani staršev, sem izvedela, da so si posnetke otroci radi večkrat pogledali, se pogovarjali in odgovarjali učiteljici na drugi strani ekrana ter se ob tem veliko naučili, ne samo učenci temveč cela družina. Ugotovila sem, da je zelo pomembno, da kljub drugačni situaciji ohranimo svoj osebni stil poučevanja in podajanja navodil ter snovi, saj so učenci nanje najbolj navajeni. Čas epidemije je bil zame tudi čas učenja in osebne rasti. Potrebno je bilo veliko dela in odrekanja, največji izziv pa mi je predstavljalo usklajevanje med službo, v katero sem bila vpeta skozi celoten dan, ter samim družinskim življenjem.

Ključne besede: angleščina, prvo triletje, epidemija, učenje na daljavo, izziv.

## TEACHING ENGLISH AS A SECOND LANGUAGE IN PRIMARY SCHOOL THROUGH DISTANCE LEARNING

Abstract: The Covid-19 pandemic brought drastic changes. All teachers were under pressure, unprepared and not educated on how to cope with such scenario.

The distance learning approach was the only safe option. As a teacher of English, working with children attending the first three grades of primary school, I have found myself in front of a new challenge. My main concern was how to use the approach in my advantage and bring my lessons closer to my students. I focused on the fact that children learn and absorb the language with all their senses. My main goal was to include all three learning styles (auditory, visual and kinaesthetic). I used full immersion to engage children in unconscious learning of new vocabulary through versatile and stimulating activities, such as exercises, games, dancing and singing. Despite the fact that the tasks were modified, I managed to follow the curriculum goals and educational-learning objectives of the subject. I established the social contact between the student and the teacher and among students themselves, and promoted oral interaction and body language. I motivated my students by making them audio and video recordings, providing exciting instructions, work sheets and video meetings. I noticed that the students have missed their teachers and were very happy about the unusual "home visit" through the camera. The feedback from the parents revealed that the students loved the videos and watched them several times. Students talked about them with their families, who in the process obtained new knowledge, and then gladly answered to their teacher on the other side of the camera. I realized that it is important to stick to your own personal teaching style and preserve the way you give instructions and pass the knowledge. Well-established patterns offer children the much-needed feeling of safety and stability.

The times of epidemic marked my life as a period of personal growth and sacrifices. The biggest challenge was finding balance between time for family and time for work.

Key Words: English, primary school, pandemic, distance learning, challenge.

