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interaktivno učno e-okolje

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Prispevek je nastal v okviru projekta *Slovenščina na dlani* (JR-ESS-PROŽNE OBLIKE UČENJA).
Naložbo sofinancirata Republika Slovenija in Evropska unija iz Evropskega socialnega sklada.



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Different – Attractive (Innovative Didactic Approaches to Teaching and Learning Slovene)

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Slovenščina na dlani je interaktivno učno e-okolje,
namenjeno bogatitvi pouka slovenščine v osnovnih in srednjih šolah.
Zasnovano je na orodjih za avtomatsko tvorjenje in pregledovanje vaj, ki
so podprta s korpusom besedil, slovarskimi opisi frazemov in pregovorov
ter bazo znanja.



VEJICO STRESEM
IZ ROKAVA



SLOVNICA V
MALEM PRSTU



VEČ ZNAŠ,
VEČ VELJAŠ



IZ MALEGA
ZRASTE VELIKO



VSAK ZAKAJ
IMA SVOJ ZATO

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***Slovene in the palm of your hand** is an interactive learning e-environment, intended for enriching Slovene lessons in elementary and secondary schools. It is based on tools for automatic creation and review of exercises supported by the corpus of texts, dictionary descriptions of phrases and prefaces and knowledge base.*



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Inovative Didactic Approaches

The focus is on teaching methods and pedagogical practice, focusing on:

- individualization or adaption to the abilities and needs of the learners,
- on spontaneous learning,
- problem approach,
- critical and creative, and analytical-synthetic thinking,
- problem solving,
- the integration of new technologies with the possibility of continuing access to learning resources.



Formative Learning

- An effective tool that leads to a better quality of learning and teaching.
- Pupils are encouraged to take responsibility for their own learning.
- The process of learning and the pupil are in focus of the learning process.
- It encourages commitment and motivation for learning.
- It is highly sensitive to individual differences between learners (taking into account prior knowledge).
- Develops evaluation consistent with goals and standards (with high emphasis on formative feedback).
- Improves learning achievements.



Key Elements of Formative Monitoring

- Formative monitoring is based on the involvement of learners (and parents) in planning of learning → higher responsibility for the results.
- Pupils with teacher's help plan their personal goal, and are through feedback able to achieve the goal.
- Implementation of individualization and differentiation (taking into account the abilities of the pupil).
- Formative monitoring → enables achieving the set goals and progress according to pupil's abilities.
- In the process of learning we constantly monitor: the pupil's knowledge, the pupil's orientation towards the goal and the plans for pupil's steps of further learning.

Advantages of Formative Monitoring



- Such an approach is highly appropriate because:
- it is based on the pupil's previous knowledge;
 - helps developing pupil's strong areas;
 - it encourages pupil's weak areas;
 - pupils are able to co-create the learning process;
 - enables higher motivation and autonomy;
 - allows pupils to increase their activity;
 - enables pupils to participate in learning planning;
 - provides higher responsibility for the results;
 - develops a critical and responsible young person.



Authentic forms of work/learning

- Authentic forms of work and tasks → the use of knowledge and skills to solve real problems (taking into account the development level of the learner).
- Basic features of authentic tasks:
 - they are realistic;
 - require reflection on the subject matter;
 - encourage innovation;
 - demand critical pupil thinking about one's own work (discovering strong and weak areas);
 - authentic challenges are similar to actual problem situations (therefore they are meaningful and worth the effort);
 - the main question to design authentic tasks is:
How would a particular problem look like in real life?.



Typical Authentic Tasks

- Simulations: e. g. role plays and dramatization (for example, an oral apology for a homework not previously done).
- Performs in front of different audiences: e. g. TV broadcasts, conferences ... (e. g. debates on excursion).
- Expression in different text types: e. g. readers' letters, diary entries, articles, reportages ... (for example, diary entry on excursion).
- Writing a resume, application form ...



Typical Authentic Tasks

- Research (e. g. of dialect vocabulary for work tools in pupil's dialect).
- Discussions, round tables, debates ... (e. g. on school nutrition).
- Teaching younger pupils, advising e. g. as a tourist guide ... (for example, to guide pupils according to the cultural sights in pupils' home town).
- Creating products, plans, e. g. in the role of carpenters, architects ...



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Typical Pupils' Roles

- Journalist, advertiser, reporter, columnist ...,
- editor,
- writer, poet,
- dramaturg,
- critic,
- player,
- researcher,
- everyday users of various forms (e. g. bank forms, postal forms, menu ...).



Typical Pupils' Roles

- Member of the editorial board,
- the everyday roles that we encounter in our lives (e. g. parents, non-professional cook, witness to the event, sales manager ...),
- traveler,
- tourist guide,
- lecturer,
- TV show host,
- textbooks, learning materials author.



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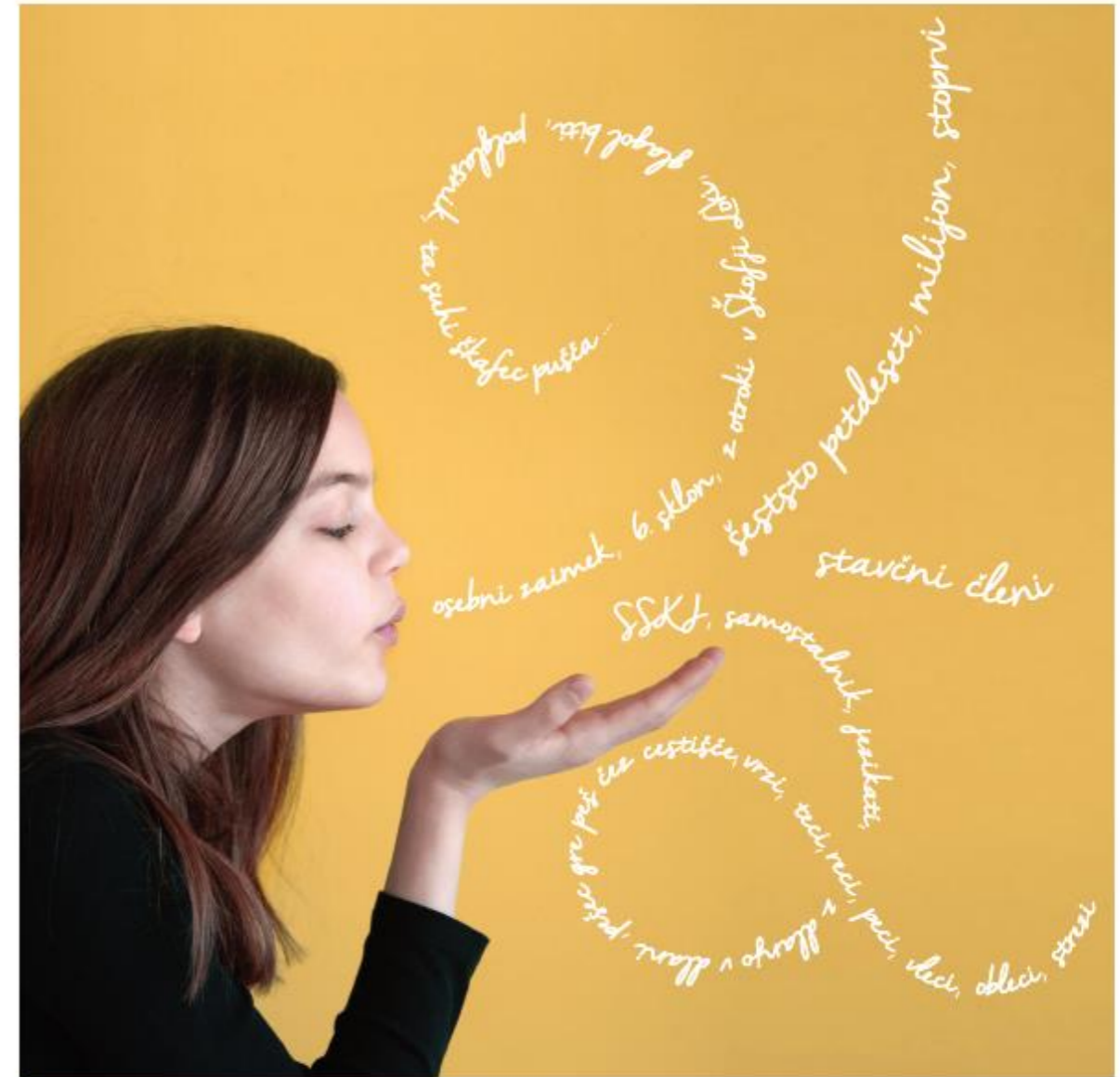
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Experiential Learning

The process in which knowledge is generated through transformation of experience. According to Kolb (2015), we take into account the four-stage model:

- concrete experience,
- reflective observation and reflection,
- creating abstract concepts and generalizations,
- testing these concepts under certain conditions.



Advantages of Experiential Learning

- Methods of experiential learning → active and direct involvement of pupils in the learning process (encourages motivation, increases commitment, increases empathy ...).
- Learner changes the established standpoints, connects previously separated aspects.
- Experiential learning enables the pupils to:
 - understanding of the learning material in depth;
 - expression of creativity;
 - developing diverse skills: **basic thinking skills** (comparing, grading, generalization, defining, deduction, analysis, research); **skills of critical thinking** (argument analysis, hypothesis verification, correct use of language); **communication skills** (listening, dialogue setting, expressing standpoints, opinions).



Advantages of Experiential Learning

- Experiential learning → achieving a wide range of educational goals (the field of cognitive and emotional development of an individual).
- With the help of teachers' instructions, guidelines independently, imaginatively and creatively, with thought processes present a given situation, create a discussion, solve arising problems, and achieve goals.
- During mental and intellectual processes → interweaving the emotional and imaginative activities.



Conclusion

- Innovative didactic approaches → specifically oriented teaching methods and pedagogical practice with emphasis on individualization and differentiation (adaptation to the abilities and needs of pupils, taking into account their specifics, developmental stage ...).
- Spontaneous learning, problem approach, problem solving.
- Critical and creative thinking, analytical-synthetic thinking.
- Integration of new technologies with the possibility of continuous access to learning resources.



Conclusion

- Encouraging the active involvement of pupils in the learning process and the use of flexible forms of learning → achieving the improvement of individuals' prospects for successful integration into society and the labor market.
- In planning the learning process, the teacher should consider:
 - individualization and differentiation,
 - possibilities of experiential learning,
 - integrating authentic forms and tasks of work;
 - possibilities of formal monitoring.



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Le kaj nam manka?



**RAZMIŠLJAJ
z nami**



**VEČ ZNAŠ,
VEČ VELJAŠ**

Ne vem, kje je problem!?



**SLOVNICA V
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**IZ MALEGA
ZRASTE VELIKO**



**REŠUJ PROBLEME
z nami**



V redu?



**naD nAPake
z nami**



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THANK YOU FOR YOUR ATTENTION.



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