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# Prepletenost rezilientnosti in inkluzivnih kompetenc bodočih učiteljev

Prejeto 18.08.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 37.011.33-051

**KLJUČNE BESEDE:** inkluzija, rezilientnost, kompetence, začetno izobraževanje, bodoči učitelji

**POVZETEK** – Inkluzivni vzgojno-izobraževalni sistemi so povezani z ustvarjanjem edukacijskih praks, usmerjenih v posameznika, ki temeljijo na znanstveno preverjenih smernicah, a so hkrati povsem personificirane in zato povezane s pedagoškim raziskovanjem. Inkluzija je proces, ki se z vsakim posameznikom edinstveno zasnjuje, pri čemer se sooča z neznanim. Zahteva optimistično naravnost, spodbudno in podporno okolje ter proaktivno delovanje. Na tej premisi smo postavili tezo, da študenti, bodoči učitelji, medem ko izgrajujejo inkluzivne kompetence, posredno izgrajujejo tudi svojo rezilientnost. V študiju primera smo vključili 13 študentov Pedagoške fakultete Univerze na Primorskem in izvedli fokusne intervjuje. Pridobljene podatke smo besedno analizirali in nato uporabili analizo so-pojavnosti pojmov. Prepoznali smo 43 pojmov, 29 se jih je nanašalo na dejavnike rezilientnosti, 14 pa na dejavnike inkluzivnih kompetenc v izgrajevanju. Pojme rezilientnosti smo združili v tri kategorije, pojme inkluzivnih kompetenc v izgrajevanju pa v štiri kategorije. Ugotovili smo, da se pojmi kategorij rezilientnosti prepletajo s pojmi kategorij inkluzivnih kompetenc. Praktično pedagoško usposabljanje prispeva k izgrajevanju rezilientnosti študentov ob hkratnem razvijanju inkluzivnih kompetenc.

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Scientific paper

UDC 37.011.33-051

**KEYWORDS:** inclusion, resilience, competencies, initial teacher education, future teachers

**ABSTRACT** – Inclusive educational systems are related to the creation of individual-oriented educational practices based on scientifically proved guidelines, but at the same time they are completely personified and thus related to pedagogical research. Inclusion is a process that is uniquely conceived with each individual and is associated with facing the unknown. It requires an optimistic attitude, a stimulating and supportive environment, and proactive action. On this premise, we put forward the hypothesis that while building inclusive competencies, students, future teachers, also indirectly build their resilience. We included 13 students of the Faculty of Education, University of Primorska, in the case study and conducted focus interviews. The data were analysed verbally, and the analysis of the co-occurrence of concepts was used. We identified 43 concepts, 29 related to resilience factors and 14 to inclusive competencies factors in formation. The concepts of resilience were grouped into three categories, and the concepts of inclusive competencies in formation into four categories. We found that the categories of resilience intertwine with the categories of inclusive competencies. Practical pedagogical training contributes to building students' resilience while developing inclusive competencies.

## 1 Uvod

Sleherno začetno izobraževanje mora biti usmerjeno v prihodnost in osredotočeno v ustvarjanje priložnosti za razvijanje aktivne vloge študenta, njegove zmožnosti etičnega presojanja ter zavzemanja za humanost v družbi (Resolucija o Nacionalnem programu visokega šolstva 2011–2020, 2011). Na tak način lahko študenti razvijejo kompetence, s katerimi bodo v prihodnje pripomogli k razvoju družbenokritičnega okolja, kar bo nadalje vplivalo na družbenoekonomski in socialni položaj celotne družbe (Resolucija o Nacionalnem programu visokega šolstva 2011–2020, 2011). V sodobni družbi znanje

# Okolju prijazno vedenje bodočih učiteljev razrednega pouka

Prejeto 28.03.2021 / Sprejeto 20.09.2021

Znanstveni članek

UDK 502.131.1:37.011.3-051

**KLJUČNE BESEDE:** trajnostni razvoj, okoljska vzgoja, bodoči učitelji razrednega pouka, okoljska pismenost, okolju prijazno vedenje

**POVZETEK** – Okolju prijazno vedenje je kompleksna sestavina človekovega praktičnega delovanja v okolju, ko se človek ne le zaveda okoljskih problemov in izraža pripravljenost za aktivno ukrepanje, temveč se obnaša skladno z zahtevami naravnega okolja. V prispevku je predstavljena empirična raziskava, ki proučuje stopnjo okoljskega vedenja bodočih učiteljev razrednega pouka, ki so v študijskem letu 2019/20 obiskovali 4. letnik (1. stopnje) ali 1. letnik (2. stopnje) ene izmed treh slovenskih pedagoških fakultet. Raziskava ugotavlja, da anketiranci ocenjujejo pomembnost varovanja in ohranjanja okolja kot pomembno ali zelo pomembno. Njihova stopnja okoljskega vedenja je dokaj povprečna ( $\bar{x} = 3,23$ ) in povezana z oceno pomembnosti ohranjanja in varovanja okolja: višja kot je ocena pomembnosti varovanja in ohranjanja okolja, višja je stopnja okoljskega vedenja; ne pojavljajo pa se razlike v stopnji okoljskega vedenja glede na univerzo, ki jo vprašani obiskujejo. Nadaljnja analiza je pokazala, da večina vprašanih meni, da pedagoška fakulteta, na kateri se šolajo, ni imela vpliva na njihovo okoljsko vedenje.

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Scientific paper

UDC 502.131.1:37.011.3-051

**KEYWORDS:** sustainable development, environmental education, pre-service elementary teachers, environmental awareness, environmentally friendly behaviour

**ABSTRACT** – Environmentally friendly behaviour is a complex component of human practical action in the environment, when a person is not only aware of environmental problems and expresses a willingness to take active action, but also behaves in accordance with the requirements of the natural environment. The paper presents an empirical research that examines the level of environmental behaviour of future elementary school teachers who attended the 4<sup>th</sup> year (1<sup>st</sup> cycle) or 1<sup>st</sup> year (2<sup>nd</sup> cycle) of one of the three Slovenian faculties of education in the 2019/20 academic year. The survey finds that respondents rate the importance of protecting and preserving the environment as important or very important. Their level of environmental behaviour is fairly average ( $\bar{x} = 3.23$ ) and is related to the assessment of the importance of protecting and preserving the environment: the higher the assessment of the importance of protecting and preserving the environment, the higher the level of environmental behaviour; however, there are no differences in the level of environmental behaviour according to the faculty the respondents attend. Further analysis showed that the majority of respondents believe that the faculty of education at which they study did not have an impact on their environmental behaviour.

## 1 Uvod

Naš planet pretresajo velike spremembe, kot so upad populacije rastlinskih in živalskih vrst, rast emisij in toplogrednih plinov, dvig povprečnih globalnih temperatur, preobsežna uporaba neobnovljivih virov, degradacija tal, urbanizacija, onesnaževanje, ustvarjanje “mrtvih območij” itd. (Gabrovšek, 2010; IUCN, Foresta Institute for Ocean and Mountain Studies, US, UNESCO, 1970). Slednje je posledica človekovega vpliva na okolje in vse to negativno vpliva na kakovost življenja na Zemlji in prihodnost bo-

# Self-Reflection as Basis of a Teacher's Work

Prejeto 15.06.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 373.3.091:37.011.3-051

**KLJUČNE BESEDE:** učitelj, učenec, samorefleksija, vprašalnik, metode samorefleksije

**POVZETEK** – Reforme izobraževalnih sistemov, inovacije v vsebini izobraževanja in poudarek na kakovosti izobraževanja učiteljev so področja, ki jim je treba nameniti posebno pozornost. Učitelji imajo še posebej odgovorno vlogo. Uporabiti morajo samorefleksijo, ki je osnova za izboljšanje učiteljevega dela, in s tem tudi sredstvo, ki vodi do učinkovitosti izobraževanja. V raziskavi proučujemo odnos učiteljev do izbranih področij samorefleksije. V ospredju je pogostost samorefleksije učitelja in pozornost vodstva šole, na kaj se učitelji osredotočajo in katere metode samorefleksije uporabljajo. Pomembno je, kako učitelji dojemajo vpliv samorefleksije o izobraževanju ali ovirah za bolj dosledno in sistematično poučevanje. Raziskavo smo izvedli na slovaških osnovnih šolah z učitelji osnovnih šol leta 2020.

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Scientific paper

UDC 373.3.091:37.011.3-051

**KEYWORDS:** teacher; pupil, self-reflection, questionnaire, methods of self-reflection

**ABSTRACT** – Reforms of education systems, innovation in the content of education, and emphasis on the quality of teacher education are areas that receive special attention. Teachers have a particularly responsible role to play. They need to use self-reflection, which is the basis for teacher improvement and thus also a means leading to the effectiveness of education. Based on the research, the article describes the attitudes of teachers to selected areas of self-reflection. These relate to the frequency of self-reflection on the part of the teacher, the attention paid by the school management, what teachers focus on, and what methods of self-reflection they use. It is important to know how teachers perceive the influence of self-reflection on education, or barriers to more consistent and systematic teaching. The research was conducted at Slovak primary schools with primary school teachers in 2020.

## 1 Introduction

Of the many youth education strategies, attention was paid to developing the professional potential of teachers, including reflecting on their own performance (Brown and Race, 1995; Fullan, 2012; Muchacka, Kaleta-Witusiak and Walasek-Jarosz, 2013). Reflectivity in the educational process is basically as old as school itself (Dróžka, 2006; Razdevšek Pučko, 1996; Zupančič and Krajncan, 2019). In the current era of modernization and increasingly demanding knowledge requirements, it is becoming an integral part of education and extremely important for the new rationality of thinking and acting (Kohútová 2018; Meyer, 2009; Seyfried, Seel and Huber, 2006; Holcar Brunauer, Deutsch and Cankar, 2017).

### *What is self-reflection?*

Reflection in pedagogy means thinking about the past pedagogical situation from the teacher's point of view, which is then illuminated and re-examined from all sides

# Reflective Practice towards Professional Development of Teachers

Prejeto 28.08.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 37.091.321

**KLJUČNE BESEDE:** aktivnost, refleksija, sodelovanje, strokovni razvoj, učitelji razrednega pouka

**POVZETEK** – Strokovni razvoj učiteljev razrednega pouka je sestavni del zasnove šolskega učnega načrta. Spremenjene oblike strokovnega razvoja so postale nujne zaradi hitrih sprememb v znanosti in tehnologiji ter novih spoznanj o načinih učenja učencev in njihovih potrebah. Refleksivna praksa kot sodobna oblika strokovnega izpopolnjevanja učiteljev si prizadeva za preoblikovanje znanja, ki se zgodi, če so udeleženci aktivni, uporabljajo dialog in sodelujejo v timu strokovnjakov. Namen raziskave je bil preučiti mnenja in stališča učiteljev razrednega pouka o refleksivni praksi kot sestavnem delu strokovnega razvoja in vseživljenjskega učenja. Udeleženci raziskave so bili učitelji razrednega pouka iz Republike Hrvaške, ki so se med seboj razlikovali po delovnih izkušnjah in statusu v stroki ter napredovanju. Rezultati kažejo, da je refleksivna praksa priložnost za izboljšanje tradicionalnih oblik strokovnega razvoja učiteljev, ki jih lahko spodbudi k novim načinom vseživljenjskega učenja in bogatenja šolskega učnega načrta.

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Scientific paper

UDC 37.091.321

**KEYWORDS:** activity, reflection, cooperation, primary school teachers

**ABSTRACT** – The professional development of primary school teachers is an integral part of the school curriculum design. Changed forms of professional development appear as a necessity due to the rapid changes in science and technology, and the new knowledge about how students learn and about their needs. Reflective practice as a modern form of teachers' professional development strives for the transformation of knowledge that occurs if participants are active, use dialogue, and cooperate in a team of experts. The aim of the research was to examine the opinions and attitudes of primary school teachers about reflective practice as an integral part of professional development and lifelong learning. The participants in the research were primary school teachers from the Republic of Croatia, with different work experience, and status and promotion in the profession. The results indicate that reflective practice is an opportunity to improve the traditional forms of professional development of teachers and can encourage them in new ways of lifelong learning and enrichment of the school curriculum.

## 1 Introduction

Primary school teachers in the Republic of Croatia have the obligation of continuing their professional development in accordance with the curriculum issued by the Ministry of Science and Education (Education in Primary and Secondary Schools Act, 2020). Professional development of teachers means learning to improve educational work (State Pedagogical Standard of the Primary Education System, 2008). Promotion to the title (mentor, advisor) is regulated by the Ordinance on the Promotion of Teachers, Professional Associates and Principals in Primary and Secondary Schools and Dormitories (2021).

Traditional forms of professional development, which are usually implemented, include the occasional participation of teachers in workshops, seminars, professional

# (Meta)kognitivno-kritično šolsko branje književnosti

Prejeto 20.01.2021 / Sprejeto 20.09.2021

Znanstveni članek

UDK 028.5:82:373

**KLJUČNE BESEDE:** (meta)kognitivno-kritično šolsko branje književnosti, problemsko-ustvarjalni pouk, metoda obrnjenega učenja, formativno preverjanje in ocenjevanje

**POVZETEK** – Šolsko branje literarnih del stremi k doseganju ciljev pouka književnosti, zlasti k usvajanju sistemskega in sistematičnega književnega znanja, razvijanju literarne zmožnosti (prim. Žbogar, 2019), književne kulture in splošne razgledanosti. Ker se tako (meta)kognitivno kakor kritično branje leposlovja pri pouku književnosti pomensko ne prekrivata povsem, pa vendar najpogosteje nastopata tesno skupaj, ga imenujemo (meta)kognitivno-kritično šolsko branje književnosti. Udejanja se preko problemsko-ustvarjalnega pouka književnosti. Glede na specifične in časovne omejitve dela v šoli priporočamo, da se kombinira z metodo obrnjenega učenja. Preverjanje in ocenjevanje znanja, pridobljenega preko problemsko-ustvarjalnega pouka, naj poteka v skladu s priporočili formativnega spremljanja, kar pomeni, da je pouk individualiziran, preverjanje pa temelji na pravočasnih, primerno pogostih, razumljivih, jasnih povratnih informacijah, povezanih z nameni učenja (učnimi cilji) in kriteriji odličnosti. Izhodišče, cilj in namen učenja/branja je znanje (in ne ocene).

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Scientific paper

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**KEYWORDS:** (meta)cognitive-critical school reading of literature, literature class, problem-based learning, flipped learning, formative evaluation and assessment

**ABSTRACT** – School reading in literature class aims to achieve the objectives of literature instruction, in particular to acquire systemic and systematic literary knowledge; to develop literary competence (cf. Žbogar, 2019), cultural competence, and general cultural knowledge. Since (meta)cognitive and critical reading of fiction do not completely overlap in literature lessons, and yet they often appear closely together, I called it (meta)cognitive-critical school reading of literature. It is implemented through the problem-creative teaching of literature. Given the specifics and time constraints of work at school, it is recommended to combine it with flipped learning. The examination and assessment of knowledge obtained through problem-creative literature class should be carried out in accordance with the recommendations of formative evaluation and assessment. Instructions are individualized and the examination is based on prompt, regular, appropriately frequent, comprehensible, clear feedback related to the purposes of learning (learning objectives) and the criteria of excellence. The starting point, goal, and purpose of learning/reading is knowledge (not grading).

## 1 Uvod

Branje književnih besedil pri pouku slovenščine mora v skladu z Zakonom o organizaciji in financiranju vzgoje in izobraževanja omogočati splošno izobrazbo in pridobitev poklica vsemu prebivalstvu, čim višjo raven izobrazbe čim večjemu deležu prebivalstva ob ohranjanju že dosežene ravni zahtevnosti ter omogočati razvoj in doseganje čim višje ravni ustvarjalnosti čim večjemu deležu prebivalstva. Šolsko branje književnosti se od pristočnega loči tudi po “sistematičnosti in organiziranosti bralnega procesa, v prizadevanjih, da bi bralci dojeli čim več relevantnih sestavin literarnih besedil, pridobili potrebno bralno izkušnost in razumevanje ter bralne strategije”

# Pouk likovne umetnosti v angleščini pri tretješolcih

Prejeto 13.05.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 37.015.31:7:373.3.046-021.64

KLJUČNE BESEDE: CLIL, likovna umetnost, tuji jezik, raziskovalni instrument, poučevanje

POVZETEK – V prispevku predstavljamo rezultate študije primera, ki vključuje analizo stališč tretješolcev ( $N = 24$ ) in njihovih učiteljev, v procesu uveljavljanja pristopa CLIL v slovenski vzgojno-izobraževalni prostor. S poglobljeno kvalitativno analizo stališč učencev in učiteljev smo ovrednotili potencial pristopa CLIL, ki zadeva izkušnje z izvajanjem pouka likovne umetnosti, podane v tujem jeziku na razredni stopnji. Za pridobitev empiričnih podatkov je bil razvit instrumentarij (v obliki učne priprave). Rezultati kažejo, da so tretješolci pristop CLIL sprejeli pozitivno, bili so notranje motivirani za takšen načina dela in tudi sami izražali željo po nadaljnjem učenju po pristopu CLIL. Z različnimi vizualnimi pripomočki in demonstracijami so v večini dosegli zastavljene učne cilje likovne umetnosti in tujega jezika.

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Scientific paper

UDC 37.015.31:7:373.3.046-021.64

KEYWORDS: CLIL, fine arts, foreign language, research instrument, teaching

ABSTRACT – The paper presents the results of a case study, which includes an analysis of the attitudes of eight-year-old students ( $N = 24$ ) and their teachers, in the process of implementing the CLIL approach in the Slovenian educational practice. With a qualitative analysis of the attitudes of students and their teachers, the potential of the CLIL approach was evaluated concerning the in-class experience of fine arts lessons taught in a foreign language. Instruments (in the form of lesson plans) were developed to obtain the empirical data. The results showed that eight-year-old students accepted the CLIL approach positively, were internally motivated, and expressed their desire to continue learning using the CLIL approach. With various visual aids and demonstrations, most of them achieved the set learning outcomes of fine arts and a foreign language.

## 1 Uvod

Globalno in evropsko izobraževalno okolje spodbuja učitelje tujih jezikov k iskanju sodobnih učnih pristopov, ki bodo v 21. stoletju izboljšali in nadgradili obstoječe tujejezikovne kompetence učencev in jih usposobili za aktivno komunikacijo v različnih kontekstih.

Eden izmed takšnih učnih pristopov je CLIL (angl. *Content and Language Integrated Learning*): vsebinsko in jezikovno integrirano učenje, ki omogoča doseganje ciljev jezikovnih in nejezikovnih učnih vsebin (Barwell, 2005, str. 143).

Pristop CLIL je poznan pod različnimi izvedbenimi različicami. V zadnjem času se pojavljata tudi termina “trdi” (angl. hard) in “mehki” (angl. soft) CLIL (Ball, 2009; Lipavac Oštir in Lipovec, 2019), pri čemer so pri “hard” različici učni cilji osredotočeni izključno na vsebino predmeta, ki se poučuje v tujem jeziku, pri mehkejši različici CLIL-a pa je vsebina podrejena jezikovnim ciljem (Dalton-Puffer, 2011). *Različice spodbujajo izkustven* in problemsko zasnovan pouk na višjih ravneh mišljenja, razvijajo tujejezikovne komunikacijske veščine, krepijo strokovno pismenost (Brumen, Kolbl Ivanjšič



# E-learning in Music Education

Prejeto 12.05.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 37.018.43:004:78

**KLJUČNE BESEDE:** e-učenje, glasbeno izobraževanje, modeli učenja, teorije učenja

**POVZETEK** – Pouk na daljavo se je prvič pojavil v 18. stoletju, in sicer kot pouk, namenjen manjšemu številu učencev, ki niso mogli obiskovati rednega pouka. Danes je učenje na daljavo podprto z visoko razvito tehnologijo, z njim se zaradi trenutnih epidemioloških razmer srečuje večina učencev po vsem svetu. Pouk, ki temelji na e-učenju, predvideva učenje in poučevanje na daljavo s pomočjo elektronskih medijev z možnostjo učenja na sinhroni in asinhroni način. Tako kot ostali načini učenja tudi e-učenje temelji na pedagoških teorijah in modelih učenja, kot so biheviorizem, kognitivizem, konstruktivizem in konektivizem. Tehnološki napredek je glasbenemu izobraževanju omogočil dostopnost tehnologije za učenje glasbe. Pa vendar se zdi, da neformalno glasbeno izobraževanje v primerjavi s formalnim hitreje in bolj uspešno vključuje tehnologijo za izboljšanje učnega procesa in učenja. Prispevek postavlja e-učenje v okvir pedagoških teorij in modelov in poskuša razložiti, katera področja vključujejo e-učenje pri pouku glasbe. Izpostavlja prednosti in pomanjkljivosti vstopa tehnologije v glasbeno izobraževanje.

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UDC 37.018.43:004:78

**KEYWORDS:** e-learning, music education, learning models, learning theories

**ABSTRACT** – Distance learning first came into practice in the 18<sup>th</sup> century as a way of teaching intended for a smaller number of students who could not attend regular classes. Today, distance learning, assisted by highly developed technology, is intended for most students worldwide due to the current epidemiological situation. Teaching based on e-learning involves distance learning and teaching using electronic media with the possibility of learning in synchronous and asynchronous ways. Like other forms of education, e-learning finds its foundations in pedagogical theories and learning models such as behaviourism, cognitivism, constructivism, and connectivism. In the field of music education, the changes caused by technological advances have made the technology intended for learning music accessible. However, it seems that non-formal music education uses the benefits of technology to improve the teaching and learning process in a faster and more successful way than the formal music education. In this paper, e-learning will be placed in the framework of pedagogical theories and models together with an attempt to explain what e-learning includes in music teaching. The advantages as well as the disadvantages of technology implementation in music education will be highlighted.

## 1 Introduction

Due to changes caused by the coronavirus (COVID-19) pandemic, we are witnessing that the question “How much technology is (should be) used in teaching?” is now being replaced by the question “How to effectively apply technology in teaching?”. Can we imagine teaching at any level of education today without the use of technology? Moreover, when exactly did that turning point happen? Although the greater demand and use of information and communication technology (ICT) for educational purposes has been influenced by recent events, the entry of technology into teaching has not happened overnight, and the need for this type of teaching has always existed. The begin-

# Emocionalna ekspresivnost glasbe – percepcija študentov

Prejeto 10.10.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 37.012:78-057.875

**KLJUČNE BESEDE:** izvajalska ekspresivnost, emocionalna izraznost, glasbeno izobraževanje, študentje glasbe, optimalna izkušnja, zanos

**POVZETEK** – Čustvena ekspresivnost pri izvajanju glasbe je eden najpomembnejših dejavnikov, ki vplivajo na kakovost in vrednost glasbenega izvajanja. S pomočjo prilagojenega vprašalnika (Lindström idr., 2003) smo preučevali koncept ekspresivnosti študentov glasbe, izraznost v njihovi vsakdanji praksi in pri študiju glasbe ter povezavo med izraznim nastopom in navdušenjem. Rezultati raziskave kažejo, da večina študentov ekspresivnost povezuje s čustvi, ceni izraznost in poskuša zavestno izražati čustva pri izvajanju glasbe. Čeprav njihovi učitelji posvečajo dovolj časa vadbi izraznosti pri pouku, študentje dajejo večji poudarek vadbi tehničnih veščin. Ugotovili smo, da obstaja povezava med časom, ki ga je učitelj porabil za poučevanje izraznega izvajanja, in časom, ki so ga študentje porabili za vadbo izraznosti, ter pozitivna korelacija med navdušenjem in ekspresivnim izvajanjem glasbe. Za nadaljnji razvoj in razumevanje tako teorije kot glasbeno-pedagoške prakse se od učiteljev kot metodikov pričakuje, da poznajo obstoječe načine ter da najdejo nove načine prenašanja in spodbujanja čustvene izraznosti pri izvajanju glasbe pri študentih.

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Scientific paper

UDC 37.012:78-057.875

**KEYWORDS:** expressivity, emotional expressiveness, music education, music students, flow, optimal experience, enthusiasm

**ABSTRACT** – Emotional expressiveness during music performance is one of the most important factors influencing the quality and value of musical performances. The customized questionnaire by Lindström et al. (2003) was used to examine students' conceptualization of expressivity, the expressivity in their daily practice and study of music, and the relationship between expressivity and flow experience. The results of the research indicate that the majority of students associate expressivity with emotions, and try to consciously express emotions while performing. Although their teachers devote enough time to expressiveness in class, they spend more time practicing technical skills. A correlation has been established between the time a teacher spent teaching expressive performance and the time the students spent practicing expressiveness. There is also a positive correlation between enthusiasm and expressive student performance. In order to further develop and understand both theory and music-pedagogical practice, teachers as methodologists are expected to know the existing ways of transmitting and encouraging students' expressivity during performance, and to find new ones.

## 1 Uvod

Većina glazbenika i glazbenih pedagoga ekspresivnost smatraju najvažnijim aspektom izvodačevih vještina (Lindström, Juslin, Bresin i Williamon, 2003; Laukka, 2004; Juslin, 2013; Juslin i Isaksson, 2014) koji za njih ujedno predstavlja i najveći izazov. Upravo je ekspresivnost glazbenika pri glazbenoj izvedbi ono je što određenu glazbenu izvedbu čini vrijednijom u odnosu na drugu i radi koje su slušatelji često spremni izdvojiti i vrijeme i novac kako bi ju čuli. Promatrajući ekspresivnost kao najvažniju karakteristiku izvedbe (Laukka, 2004; Woody, 2000), glazbeni pedagogi nastoje pronaći različite strategije u prenošenju te poticanju ove vrijednosti kod učenika i studenata glazbe.

# Popular Music in Young People's Social and Cultural Values Formation

Prejeto 06.06.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 784.66+17.022.1

**KLJUČNE BESEDE:** popularna glasba, družbeni vpliv, mladostniki, faktorska analiza

**POVZETEK** – Glasba ima pomembno vlogo v človeški komunikaciji in pri oblikovanju kulturnih konceptov. Cilj te študije je bil ugotoviti družbeni vpliv popularne glasbe na mladostnika in standardizirati instrument za kvantifikacijo tega vpliva. Vzorec je sestavljalo 361 srednješolcev, starih od 16 do 18 let. Začetna analiza je bila izvedena na podvzorcju 220 udeležencev. Sprva je bil vprašalnik sestavljen iz 35 postavk, na koncu pa smo jih obdržali le 12. Metrične značilnosti prečiščene vprašalnika smo preizkusili s potrditveno analizo na novooblikovanem vzorcu 141 anketirancev. Izdelan je bil vprašalnik z 12 postavkami z visoko veljavnostjo in zanesljivostjo. Izločili smo dve komponenti (dve neodvisni lestvici) – negativni in pozitivni družbeni vpliv glasbe. Primerjava skalarnih vrednosti med anketiranci različnega spola je pokazala, da ženske natančneje prepoznajo pozitivne in negativne vplive glasbe.

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Scientific paper

UDC 784.66+17.022.1

**KEYWORDS:** popular music, social impact, adolescents, factorial analysis

**ABSTRACT** – Music has an important role in human communication and formation of cultural concepts. This study aimed to identify the social impact of popular music on the adolescent, and standardize an instrument for the quantification of that impact. The sample involved 361 high school students aged 16–18. The initial analysis was conducted on a sub-sample of 220 participants. Initially, the questionnaire consisted of 35 claims/items, but finally only 12 of them were retained. The metric characteristics of this refined questionnaire were tested through confirmatory analysis on a newly formed sample of 141 participants. A 12-item questionnaire of high validity and reliability has been created. Two components (two independent scales) have been extracted – the negative and positive social impact of music. A comparison of the scalar values of the participants of different gender revealed that females identify the positive and negative impact of music more accurately.

## 1 Introduction

Music has an important role in human communication and formation of cultural concepts (Tarrant, North and Hargreaves, 2001a; Tarrant et al., 2001b; Tarrant, 2002). It contributes to erasing a number of differences – ethnic, psychological, physical and even age differences (Clarke, De Nora and Vuoskoski, 2015). Music causes emotional reactions of listeners, including rational and irrational ones. Imagination and empathy create a positive relation with the degree of sadness that one feels (Vuoskoski and Eerola, 2015), and can even contribute to the creation of a “virtual person” (Livingstone and Thompson, 2009; Watt and Ash, 1998). The life of a modern person is characterized by the global presence of music – from intimate listening to music (on one’s smartphone, for example) to experiencing public live events (Clarke, De Nora and Vuoskoski, 2015). Fast technological development has significantly contributed to this global presence of music. Even if it can be listened to on any occasion, music is consumed spontaneously and has a subordinate role in the pedagogical concept of a society (Sakai, 2013).

# Experiences of Students with Cerebral Palsy in Regular Primary Schools

Prejeto 16.04.2021 / Sprejeto 20.09.2021

Znanstveni članek

UDK 159.922.76:616.831-009.11:373.3

**KLJUČNE BESEDE:** cerebralna paraliza, večinska osnovna šola, vključenost, učitelji, starši, učenci

**POVZETEK** – V prispevku se osredotočamo na izkušnje učencev s cerebralno paralizo v prvih petih razredih večinske osnovne šole, kot so jih zaznali učitelji ( $n = 27$ ) in starši ( $n = 23$ ) ter so jih zase opisali trije učenci s cerebralno paralizo. Starši in učitelji so izpolnili spletni vprašalnik, z učenci s cerebralno paralizo pa smo izvedli polstrukturirani intervjuju. Večina staršev in učiteljev ter vsi učenci so vključitev učencev v razred ocenili kot (zelo) dobro. Starši in učitelji so izpostavili pomembne predhodne (npr. informiranje drugih otrok in staršev o cerebralni paralizi) in aktualne dejavnike (npr. interakcije s sošolci), ki so prispevali k vključitvi otroka v razred, vsi učenci pa so kot pomembne za vključitev izpostavili medosebne odnose s sošolci. Največ težav pri šolskem delu so učitelji in učenci s cerebralno paralizo prepoznali na psiho-fizičnem, socialno-emocionalnem in verbalnem področju. Večina staršev, učiteljev in učencev je poročala o dobrem sodelovanju z drugimi strokovnjaki na šoli.

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Scientific paper

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**KEYWORDS:** cerebral palsy, regular primary school, inclusion, teachers, parents, students

**ABSTRACT** – The present study focuses on the experiences of students with cerebral palsy in the first five grades of regular primary schools, as perceived by teachers ( $n = 27$ ) and parents ( $n = 23$ ), and as described by three students themselves. The parents and teachers completed an online questionnaire, and semi-structured interviews were conducted with the students with cerebral palsy. Most of the parents and teachers, as well as all of the students, rated the student's involvement in the classroom as (very) good. The parents and teachers highlighted important past factors (e.g., informing other students and parents about cerebral palsy) and current factors (e.g., interactions with classmates) that contributed to the student's inclusion in the classroom, while all of the students highlighted their relationships with classmates. Most problems with schoolwork were identified by the teachers and the students with cerebral palsy in the psychophysical, socioemotional and verbal domains. Most of the parents, teachers and students reported good cooperation with other professionals in the school.

## 1 Introduction

Cerebral palsy is a movement and postural or coordination disorder that occurs as a result of non-progressive damage to the brain of a developing foetus or an infant (Sonček.org, n. d.). About two-thirds of people with cerebral palsy have speech, behavioural, visual and hearing impairments, while half of them have cognitive impairments ( $IQ < 70$ ). Learning and emotional difficulties are also common. In one-third of these children, cerebral palsy is associated with epilepsy (Brossard-Racine, 2012; Horber et al., 2000; Radšel and Jekovec Vrhovšek, 2014; Terzić et al., 2012). In some individuals, cerebral palsy may manifest itself in a very mild form, while in others it appears in a more severe form (Schenker, Coster and Parush, 2006). In Slovenia (Vrlič Danko, 2005) and worldwide (Sellier et al., 2016), the incidence of cerebral palsy is reported to be approximately 3 per 1000 live births.

# Methodological Approaches to the Inclusion of Students with Disabilities

*Prejeto 12.09.2021 / Sprejeto 01.12.2021*

*Znanstveni članek*

*UDK 376-057.875*

*KLJUČNE BESEDE: ustvarjalnost, invalidnost, inkluzija, visokošolsko poučevanje, pozitivna klima*

*POVZETEK – Skozi prizmo izobraževalnih pravic za vse in vključitve vseh udeležencev učnega procesa se kreativno visokošolsko poučevanje šteje za prevladujoče področje. O še vedno premalo ozaveščenem družbenem vidiku inkluzije priča tudi majhna udeležba študentov invalidov v visokoškolskem kontekstu. Koristi kreativnega poučevanja kažejo na posebne elemente inkluzije, ki jih je mogoče uporabiti v visokoškolskem poučevanju z uporabo kreativnih tehnik. Ta študija predstavlja primer visokošolskega poučevanja, ki bi lahko vodilo k doseganju predpogojev za popolno vključenost z vključevanjem humanističnega pristopa, kreativnih učnih metod, različnih vrst medijev, medsebojnega sporazumevanja ter pozitivnega in demokratičnega ozračja. Rezultati razkrivajo perspektivo univerzitetnih profesorjev, strokovnjakov s sedmih znanstvenih področij, in študentov pedagoških smeri o možnostih popolne inkluzije študentov s posebnimi potrebami v visokošolsko izobraževanje. Pri tem je poseben poudarek dan morebitnim omejitvam in spodbudam, ki lahko (ne) omogočijo ustvarjanje dodatnih predpogojev, pomembnih za doseganje opolnomočenja in vključevanje študentov s posebnimi potrebami.*

*Received 12.09.2021 / Accepted 01.12.2021*

*Scientific paper*

*UDC 376-057.875*

*KEYWORDS: creativity, disability, inclusion, university teaching, positive climate*

*ABSTRACT – Through the prism of educational rights for everybody and the inclusion of all participants in the teaching process, creative university teaching is considered to be the dominant field. Insufficient participation of students with disabilities in the university context also testifies to the still insufficiently recognized social aspect of inclusion. The benefits of creative teaching point to specific elements of inclusion that can be applied in university teaching through the use of creative techniques. This study provides an example of university teaching that would lead to the achievement of preconditions for full inclusion through the humanistic approach, creative teaching methods, different types of media, mutual communication, and a positive and democratic climate. The results reveal the perspective of university professors, experts from seven scientific fields, and students of the Teacher Education study program on the possibilities of full inclusion of students with disabilities in university teaching. In doing so, a particular emphasis is placed on the possible limitations and incentives that can make it (im)possible to create the additional preconditions important for the successful inclusion of students with disabilities.*

## 1 Introduction

The global initiative, which has been promoting the principles of inclusive access at all levels of education for years (Milenović, 2011), is considered particularly important in the university context. Inclusive education has been supported by the global initiative to promote the right to education for everybody (UNESCO, 2005), thus making it a priority policy in higher education (Farnell and Kovač, 2010). Inclusive education is on its way to achieve the status of the basic paradigm of the modern educational system (Kovačević, 2010; Bouillet and Bukvić, 2015; Drobnič, 2018), or, as Dyson and Millward (2000) call it, a kind of “organizational paradigm”. Insufficient participation of students with disabilities in the university context also testifies to the still insufficiently

# Dojemanje kognitivne igre pri starejših med epidemijo covid-19

Prejeto 17.05.2021 / Sprejeto 01.12.2021

Znanstveni članek

UDK 37.015.31:793.7-053.9

**KLJUČNE BESEDE:** kognitivne igre, starejši, ohranjanje spomina, medgeneracijsko druženje, epidemija

**POVZETEK** – V zadnjih dveh desetletjih na področju raziskovanja kognitivnega staranja pridobivajo na pozornosti didaktične ali kognitivne igre kot vadbene intervencije za odpravo starostnih primanjkljajev. Ker manjkajo študije, ki bi s kvalitativnim in kvantitativnim pristopom merile percepcijo kognitivne igre v času epidemije covid-19 pri starejših, je bil cilj te študije ugotoviti, kako so starejši nad 70 let zadovoljni z igro in kakšna je učinkovitost in uspešnost igranja kognitivne igre pri ohranjanju spomina in medgeneracijskem druženju, zabavi in užitku v igranju v času epidemije covid-19. Rezultati so pokazali, da so bili starejši statistično značilno bolj zadovoljni z igro v drugem valu epidemije covid-19 kot v prvem. Višje izobraženi so bili bolj zadovoljni z igro. Udeleženci s simptomi blage do izrazite depresije so pri reševanju nalog imeli več težav v primerjavi s tistimi, ki niso imeli simptomov depresije, in bili so slabše motivirani za igranje igre. Največ zadovoljnih udeležencev je bilo med tistimi, ki so živeli sami ali s partnerjem.

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Scientific paper

UDC 37.015.31:793.7-053.9

**KEYWORDS:** cognitive games, the elderly, memory preservation, intergenerational socializing, epidemic

**ABSTRACT** – In the last two decades, didactic or cognitive games have gained attention in cognitive aging research as training interventions to address age-related deficits. In the absence of studies measuring older people's perceptions of games during the COVID-19 epidemic using a qualitative and quantitative approach, the aim of this study was to determine older people's satisfaction with games and the effectiveness and efficiency of playing cognitive games to maintain memory, intergenerational socializing, fun and enjoyment during the COVID-19 epidemic. The results showed that the elderly in the second wave were statistically significantly more satisfied with the games than in the first wave. Individuals with higher levels of education were more satisfied with the games. Participants with symptoms of mild to severe depression had greater difficulty completing the tasks, compared to those who did not have symptoms of depression, and were less motivated to play the game. The most satisfied participants either lived alone or with a partner.

## 1 Uvod

Število starejših na svetu hitro narašča. Demografske projekcije za Slovenijo kažejo, da se bo zlasti po letu 2025 začelo število starejših nad 80 let izredno hitro povečevati, v obdobju 15 let (2015–2030) se bo dvignilo kar za 43 %, kar pomeni, da se bo z leti povečevalo število incidenc starejših s kognitivnimi težavami (SURS, 2018). Predvideva se, da se bo v Evropi leta 2060 število starejših nad 65 let podvojilo in naraslo na 151 milijonov prebivalcev, še posebno v državah v razvoju (SURS, 2018). S staranjem namreč človeški organizem fizično in psihično upada, kar lahko privede do nenadnih sprememb zdravstvenega stanja. Starostniki so zaradi tega bolj dovzetni za bolezni in okužbe, kar posledično lahko privede do slabših izidov zdravljenja (Skela-Savič, 2017). V letu 2020 in 2021 se je zdravstvena situacija starejših zaradi pandemije covid-19 še poslabšala. Ker so starejši tudi bolj ranljivi za družbeno osamljenost, saj

# Influence of multidimensional cognitions on academic performance

Prejeto 19.03.2021 / Sprejeto 20.09.2021

Znanstveni članek

UDK 378:159.9-057.875

**KEYWORDS:** kognitivne adaptacije, kognitivne mo-tnje, učni dosežki, motivacija

**POVZETEK** – Pričujoča raziskava želi dokazati, da veliko različnih stvari, med drugim samozavest posameznika, način učenja, podajanje snovi, ocenjevanje znanja, tesnoba, izogibanje učenju zaradi morebitnih neuspehov ter dvoumen nadzor vplivajo na končni uspeh in vrednotenja znanja študentov. Raziskava je bila izvedena z metodo ankete, v kateri so študenti v vprašalnikih individualno in brez nadzora poročali o različnih preučevanih spremenljivkah pri svojih ocenah na fakulteti. Ciljna skupina raziskovanja je štela 200 študentov. Izbira preučevanega vzorca je delovala na principu metode dostopnosti. Raziskava je pokazala, da samozavest, osredotočenost na usvajanje znanja in visoko vrednotenje šolanja vplivajo pozitivno na učno udejstvovanje študentov, po drugi strani pa tesnoba, izogibanje učenju zaradi morebitnih neuspehov ter dvoumen nadzor vplivajo negativno. Študenti, ki so glede na vprašalnike pokazali višji nivo karakteristik kognitivnih adaptacij in prilagoditev, so tudi tisti, ki so imeli boljši učni uspeh in študijsko udejstvovanje, študenti z nižjim nivojem istih kognicij pa slabši uspeh in študijsko udejstvovanje.

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Scientific paper

UDC 378:159.9-057.875

**KEYWORDS:** Adaptive cognitions, impeding cognitions, school achievement, motivation

**ABSTRACT** – The present study aims to demonstrate that the effects of self-esteem, ways of learning, the evaluation of the school, anxiety, failure avoidance and insecure control all have either a positive or negative impact on grades in general and on students' final grade assessment, which is evaluated at the end of the academic year. The study was conducted using the survey method in which students provided self-report information on the variables under study in their classes at the faculty. The target group of the research included 200 students. The sample was selected according to the convenience method. Research has demonstrated that self-esteem, focused learning, and academic assessment positively influence student academic performance, while anxiety, failure avoidance, and insecure control negatively influence student academic performance. Students who have shown higher level in these characteristics (adaptive cognitions) in the survey are the students who have better academic performance and students with lower level in these characteristics have shown weaker academic performance on academic success.

## 1 Introduction

Motivation can be conceptualized as the energy and drive to learn and work effectively and achieve the required potential in school, while engagement is the behavior that follows from this energy and drive. Motivation is referred to as multi-dimensional: it measures impulsive and deliberate action; it has to do with intrinsic and extrinsic factors and observes causes of behavior.

Motivation is one of the key psychological concepts in education. Many researchers have demonstrated that motivation is linked to various educational outcomes, such as curiosity, persistence, learning and performance (Ryan and Deci, 2000). Therefore, the question why some students are motivated to achieve results in education while others



## NAVODILA AVTORJEM

Didactica Slovenica – Pedagoška obzorja, znanstvena revija za didaktiko in metodike, objavlja članke, ki so razvrščeni v kategoriji: znanstveni članek ali strokovni članek.

Kategorijo članka predlaga avtor, končno presojo pa na osnovi strokovnih recenzij opravi uredništvo oziroma odgovorni urednik. Objavljeni članki so recenzirani.

Avtorje prosimo, da pri pripravi znanstvenih in strokovnih člankov upoštevajo naslednja navodila:

1. Članke v tiskani obliki z vašimi podatki in povzetkom v skladu z navodili pošljete na naslov: Uredništvo revije Didactica Slovenica – Pedagoška obzorja, Na Loko 2, p.p. 124, SI-8000 Novo mesto, Slovenija. Članke sprejemamo tudi po elektronski pošti na elektronski naslov uredništva. Prejetega gradiva ne vračamo.
2. Članek s povzetkom priložite na ustreznem podatkovnem mediju. Ime datoteke članka naj bo priimek avtorja ali naslov članka – kar naj bo jasno označeno tudi na poslanem podatkovnem mediju. Članek naj bo napisan z urejevalnikom besedil Microsoft Word. V primeru, da nam članek posredujete izključno v elektronski obliki, nam poslani material posredujete tudi v PDF obliki.
3. Znanstveni članki lahko obsegajo do 30.000 znakov.
4. Vsak članek naj ima na posebnem listu naslovno stran, ki vsebuje ime in priimek avtorja, leto rojstva, domači naslov, telefonsko številko, naslov članka, akademski in strokovni naslov, naslov ustanove, kjer je zaposlen in elektronski naslov. V primeru, da je avtorjev več, se napišejo zahtevani podatki za vsakega avtorja posebej. Vodilni avtor mora biti med avtorji napisan na prvem mestu.
5. Znanstveni in strokovni članki morajo imeti povzetek v slovenskem (od 1.000 do 1.200 znakov s presledki) in v angleškem jeziku. Povzetek in ključne besede naj bodo napisani na začetku članka. Priložiti je treba tudi razširjeni povzetek (10.000 znakov s presledki) v angleškem jeziku.
6. Tabele in slike naj bodo v besedilu smiselno vključene. Slike naj bodo priložene tudi kot samostojne datoteke v ustreznem slikovnem (jpeg), oziroma vektorjem (eps, pdf, png) zapisu v ločljivosti vsaj 600 pik na palec. Slikovno gradivo, ki ne zadošča minimalnim zahtevam, bo v končni tehnični pripravi zaradi neustreznosti izpuščeno.
7. Pri citiranju, povzemanju in navajanju literature priporočamo upoštevanje standarda APA (American Psychological Association) in sicer na naslednji način:
  - Za knjige: priimek in ime avtorja, leto izdaje, naslov, kraj, založba. Primer: Novak, H. (2020). Projektno učno delo. Ljubljana: DZS.
  - Za članke v revijah: priimek in ime avtorja, leto objave, naslov revije, letnik, številka, strani. Primer: Strmčnik, F. in Kramar, M. (2017). Reševanje problemov kot posebna učna metoda. *Didactica Slovenica – Pedagoška obzorja*, 12(5), 3.
  - Za članke v zbornikih: priimek in ime avtorja, leto objave, naslov članka, podatki o knjigi ali zborniku, strani. Primer: Razdevšek Pučko, C. (2013). Usposabljanje učiteljev za uvajanje novosti. V: Tancer, M. (ur.). *Stoletnica rojstva Gustava Šiliha*. Maribor: Pedagoška fakulteta, 234–247.
8. Vključevanje reference v tekst: Če gre za točno navedbo, napišemo v oklepaj priimek avtorja, leto izdaje in stran (Kroflič, 2017, str. 15). Če pa gre za splošno navedbo, stran izpustimo (Kroflič, 2017).
9. V primeru spletnih referenc je obvezno navajanje točne spletne strani skupaj z imenom dokumenta ter datumom povzema informacije. Primer: Brcar, P. (2020). Kako poskrbeti za zdravje solarjev. Inštitut za varovanje zdravja RS. Dostopno na: <http://www.sigov.si/ivz/vsebine/zdravje.pdf> (pridobljeno 25.11.2021).

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2. The paper and the abstract should be submitted on the relevant data media. The file name should include the surname of the author or the title of the paper – which should also be clearly marked on the data media. The paper should be written with Microsoft Word text editor. If the paper is sent only in electronic form (not in printed form as well), it should also be sent in PDF format.
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9. In the case of online references, the exact website must be cited, together with the name of the document and the date on which the information was summarised. For example: Brcar, P. (2020). *How to take care of schoolchildren's health*. Institute for Health Protection of Slovenia. Available at: <http://www.sigov.si/ivz/vsebine/zdravje.pdf> (retrieved 25.11.2021).

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