



UPORABA E-UČNIH GRADIV PRI OBRAVNAVI OSNOVNIH GEOMETRIJSKIH POJMOV

USE OF E-LEARNING MATERIALS IN TEACHING GEOMETRIC CONCEPTS

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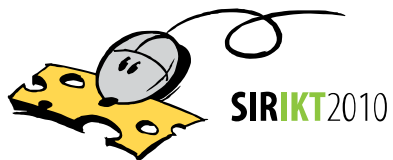
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Povzetek

V prispevku predstavimo obliko kombiniranega (e-)izobraževanja, pri katerem se tradicionalne oblike in metode prepletajo z e-učenjem in smiselno uporabo druge IKT. Opišemo potek kombiniranega (e-)izobraževanja pri obravnavi osnovnih geometrijskih pojmov, ki je bil zasnovan kot manjši eksperiment v dveh oddelkih učencev 6. razreda kot primerjalnih skupinah. Glavna cilja eksperimenta, ki je trajal 2 tedna (10 ur matematike), sta bila ugotoviti vpliv uporabe interaktivnih e-gradiv na učne dosežke učencev ter raziskati, kakšna so stališča učencev do uporabe interaktivnih e-gradiv po izvedenem eksperimentu. Empirični rezultati so pokazali, da obstaja tendenca, da so rezultati učencev eksperimentalne skupine boljši od rezultatov učencev kontrolne skupine. Obenem se je pokazalo, da imajo učenci, pri katerih je pouk matematike v času trajanju eksperimenta potekal ob uporabi interaktivnih e-gradiv, izredno pozitivno stališče do novega načina poučevanja in učenja.

Abstract

Blended (e-)learning with an emphasis on application in math teaching is presented as an approach in which traditional forms and methods are combined with e-learning and other meaningful use of ICT. Course structure of blended (e-)learning, addressing the basic geometric concepts, which has been designed as a small experiment in two 6th grade classes, is described. The main goal of the experiment, which lasted for 2 weeks (10 hours of mathematics), was to determine the impact of interactive e-learning materials on students' achievements and to examine students' views of the new teaching approach after the experiment. The empirical results indicated the



tendency that the results of experimental group students are better than the results of the control group students. Further, it has been showed that students, who were during the experiment treatment taught mathematics by using e-materials, expressed extraordinarily positive attitudes towards new teaching approach.