



UPORABA DIGITALNE KAMERE PRI POUKU PODJETNIŠTVA

A USE OF DIGITAL CAMERA IN CLASS

Monika Lotrič

Srednja šola Jesenice

Ulica bratov Rupar 2, 4270 Jesenice

monika_lotric@yahoo.com

Povzetek

Na smeri strojni tehnik že četrto leto poučujem predmet osnove podjetništva. Ker se bodo v bližnji prihodnosti vsi dijaki soočili z iskanjem službe, veliko pozornosti namenjam zaposlitvenim razgovorom, ki v razredu potekajo s pomočjo igre vlog. Dijake razdelim v pare, eden prevzame vlogo direktorja podjetja, drugi pa odigra kandidata za razpisano delovno mesto. V preteklih letih se je za veliko pomanjkljivost izkazalo, da dijaki niso mogli videti svojega nastopa in se posledično iz svojih napak nekaj naučiti. Letos sem v ta namen pridobila njihovo soglasje, da vse nastope posnamemo z digitalno kamero in jih nato skupaj pokomentiramo in ocenimo. Že samo snemanje je močno vplivalo na kakovost nastopov dijakov, še pomembnejša pa je bila evalvacija igre vlog pri ogledu posnetkov. Predvsem smo se osredotočili na neverbalno govorico dijakov, pomena katere se dijaki sami ne zavedajo dovolj. Pred sabo smo imeli šolske primere neprimernih gest, ki ne sodijo na zaposlitveni razgovor, zelo praktično nam je uspelo tudi pokazati, kako neprijetno je zamujanje. Na drugi strani pa smo lahko videli dijake, ki so bili s svojimi nastopi zgled sošolcem. Vsak zase so lahko ugotovili, kaj delajo prav in kaj narobe. Skupaj nam je uspelo pokazati, kako že zelo enostavna uporaba digitalne kamere močno poveča učinkovitost uporabljene oblike pouka.

Abstract

I have been teaching business economics in the engineering course for four years. We pay a lot of attention to job interviews. We do this by role-play. Students do pair work where one of the students plays the role of a company manager and the other one of the job applicant. In the past we found that it was a great disadvantage that the students could not see their performance and in that way learn from their mistakes. This year we agreed to record our interviews with a digital camera. We analyze the recordings. The fact that we record the performance had a great impact on the quality of students' performance; though even more important was the evaluation of the role-play in the recordings. Above all we paid attention to the use of body language. Students are unaware of their body language. We could see examples of inappropriate gestures and we could show how



MINISTRSTVO ZA ŠOLSTVO IN ŠPORT





unpleasant it can be if you are late for the interview. On the other hand, some students performed very well and could be set as role models to their schoolmates. They were able to find out themselves what they are doing right or wrong. Together we were able to demonstrate how immensely a simple use of digital camera improves the efficiency of classical teaching methods.