



Opis postopka opremljanja celotne šole z računalniško opremo v skladu s cilji šole in načrtovanja e-izobraževanja učiteljev

The process of holistic introduction of IT infrastructure in a school unit regarding educational goals and e-education of the teachers

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Povzetek

Prispevek predstavlja in obravnava vprašanje postopnega celovitega opremljanja splošne gimnazije s strojno in programsko opremo, upošteva zaželeno cilje šole ter rezultate in posledice celotnega postopka na primeru Gimnazije Bežigrad. Cilj celotnega projekta je postaviti stabilno infrastrukturo, ki jo lahko ves čas razvijamo, vzdržujemo, hkrati pa izobražujemo uporabnike in s tem olajšamo delo med poukom, izboljšamo kakovost pouka, poenotimo delo učitelja in celotne administracije. V skladu s sodobnimi pedagoškimi smernicami in glede na naraščajočo prisotnost e-izobraževanja na višješolski ter predvsem visokošolski ravni je tudi v Sloveniji vedno več srednjih šol, ki se zavedajo, da je treba začeti načrtno uvajati računalniško opremo v okviru cele šole. Prispevek predstavlja opis postopkov različnih faz opremljanja, napak, ki so se zgodile, ker ni bilo predhodnih izkušenj, problemov, ki nepričakovano nastopijo pri nakupih opreme, in iskanje skupnega jezika med računalniškimi strokovnjaki, učitelji in šolskimi potrebami. Učitelji pa morajo pridobiti zaupanje v moderno IKT-opremo, ki mora podpirati njihovo delo v razredu.

Abstract

The article presents and discusses the problem of gradual but holistic introduction of IT infrastructure according to the aims and goals of the school education programme describing the results and consequences in the case of Gimnazija Bežigrad general gymnasium high school programme. The main goal of the project is to establish a stable IT infrastructure which can be improved, refreshed and regularly maintained. At the same time the users



are being educated, thus the work in class is easier, the quality of lessons better and the work of teacher and entire administration is made uniform. Contemporary pedagogic guidelines and the increasing presence of e-learning in university programmes challenge more and more high schools to integrate e-learning into their courses on all program levels. It cannot be achieved without a proper system of IT infrastructure and support. The article presents a description of the phases of the process in which the school is equipped. It also reveals mistakes resulting from absence of beforehand experiences, problems occurring when buying IT infrastructure that can be avoided. Moreover it appeals to seeking common language among IT professionals, teachers and school needs. However, teachers need to build trust in modern IT technology if it is to become their tool in the classroom.