



PREVERJANJE ZNANJA PRI SLOVENŠČINI Z GLASOVALNIMI NAPRAVAMI

TRACKING STUDENTS' PERFORMANCE IN SLOVENE LESSONS WITH INTERACTIVE RESPONSE SYSTEM

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Povzetek

S spremenjeno vlogo učitelja, ki se v sodobnem, dobro osmišljenem pouku spreminja v dobrega organizatorja, koordinatorja, usklajevalca in spremljevalca pouka, ter učenca, ki se vse bolj navaja na različne načine iskanja podatkov, je potrebno spremeniti tudi pristop k boljšemu opazovanju in spremljanju napredka posameznega učenca. Slednje je možno le v primeru, če učitelj razvije tudi učinkovito metodo beleženja, tj. ugotavljanja in spremljanja napredka posameznega učenca, ugotavljanja doseganja posameznih ciljev, stopnje dosegov in tempa napredovanja. S tovrstnim doslednim spremljanjem tako nastaja portfolio, ki daje tako učitelju kot učencu in staršem celovito informacijo o učenčevem delu.

Prispevek prikazuje model uporabe glasovalnih naprav pri diagnostičnem, sprotnem in kumulativnem preverjanju znanja na primeru obravnave literarnega obdobja moderna, ki učitelju omogoči večji nadzor nad napredkom in posledično med učenci sproži povečan interes za učenje.

Abstract



In modern teaching the role of the teacher had changed in a way that he became good organizer, coordinator and supervisor; on the other hand pupil is accustoming to different ways of searching data. Therefore it is necessary to change approach to better observation and tracking of pupils' progress. That is possible only if the teacher improves his tracking methods of pupils' learning, in order to become more efficient and sensible of pupils' progress, goal achievements, level of knowledge and tempo of progress. With such tracking methods teacher can create portfolio for every pupil, which represents the source of feedback for teacher as well as for pupil and his parents.

This paper represents a model for integration of interactive response system in diagnostic, simultaneous and cumulative tracking students' performance in the discussion about certain Slovene literary period at the beginning of 20th century. This model enables better control over pupils' progress and consequently enforces increased learning motivation.