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ALTERNATIVE AND / OR TRADITIONAL WAY OF TEACHING AND EVALUATION IN THE 4th GRADE OF NINE-YEAR PRIMARY SCHOOL

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A b s t r a c t

Various authors in their works point to the fact that, despite the increasing emergence of new technologies and media that are close to the present-day young generation, who lives in a media culture that every day literally "bombs" them with various novelties such as the computer and the internet at every step, MP3 and MP4 players, etc., in kindergarten, elementary school, middle school, and even at university, the traditional way of teaching, verification and validation is still dominating. This traditional way under the skin of the educators, primary and secondary level teachers and teachers who would otherwise think they are modern educators, but still give their interpretation of the subject as the sole source of information, from which students can learn something. As some of the authors say, such lectures are good, but only if used in the right way and in suitable quantities. In other cases, it causes a gap between the participants in the educational process, which for the moment being can be reduced with the introduction of new ways and forms of teaching providing an open dialogue between everyone present in the classroom, the cooperation between the different minded, team work as a way of learning from each other and more democratic way of decision-making, expression of ideas, beliefs, ... The paper presents a cross curricular connection of two subjects in the fourth grade of the nine–year elementary school (Science and technology and the Slovene language), cross curricular connections based on alternative forms of work such as research through a variety of books and the Internet, making posters using the knowledge acquired in the first triad, writing the test paper with the help of literature, making a portfolio, etc., which allow learners to maximize their involvement in the learning process, while maintaining the teacher's interpretation of the traditional form of work which enables pupils' easier, better and faster understanding of difficult concepts and management through a variety of activities included in the lesson.

Key words: *alternative way of teaching, verification and validation, traditional way of teaching, verification and validation, cross curricular connection, portfolio, learning, the activity of learners, interpretation*

Learning

The word learning mostly reminds us of the primary and secondary school and university, when we spent hours and hours sitting by the book or notebook feeling great strain, boredom, fear etc. But what the word learning actually means and whether it really is limited only to the period of individuals' schooling, can be concluded from the below definitions of learning by various authors.

Formal and technical definition of learning, which was produced by UNESCO in 1993, says: "*Learning is any change in behaviour, information, knowledge, understanding, attitudes, skills or abilities, which is permanent and that can not be attributed to natural growth or development of legacy behavioural patterns*."(UNESCO / ISCED 1993, according to Marentič Požarnik, 2000, page 10)

Rozman believes that learning is "*a relatively permanent change in knowledge and behaviour of individuals which is a result of experience.*" (Rozman, 2000, after Mrzlikar Nataša, 2006, page 3)

Russell is convinced that learning is a "*conscious and unconscious process that takes place in the brain, and the interaction of internal and external world. It is the perception of the problem, before which we find ourselves. It is the search for solutions to it and it is thinking about him. Learning is also experimenting. It is the perception (with senses) of everything that is happening outside us, in our environment.*" (Russell, 1990, after Mrzlikar Nataša, 2006, page 3)

Pograjc Debevec defines the concept of learning as "*changing the activity under the influence of experience with the relatively permanent effect. It does not include only school education and vocational training, but also the formation of emotions, acquiring interests and views, perceptions, and even mental disorders.*" (Pograjc Debevec, 2003 by Karner Škulj Irena, 2008, page 5)

Lipičnik defines learning as "*the process of establishing associative relationships that affect the changing of activities with a relatively permanent effect of the revised behaviour*." (Lipičnik, 2006, after Karner Škulj Irena, 2008, page 5)

Marentič Požarnik states that learning is a "*process of progressive, lasting change of an individual based on experiences, where the existing knowledge and views, expectations and feelings of the individual and his social environment have a significant impact on what will be taught and how. A person who is learning, therefore, is getting a more active, important role.* "(Marentič Požarnik, 1987, page 64)

If we summarize, we can say that learning is a process, which requires individuals to remember certain information, but in a way that motivates students to receive new information and enables them to store it in their minds, where they will use it again with the methods which are close to them.

Methods which enable easier memorization

From the pyramids (Figure 1) of learning that shows how much a student remembers using different methods, we find that the student learns most when he is *actively involved* in the process. Forms that encourage student involvement in the process are, as can be seen from the table of components, *group work* with which the learner interacts with other students and with various literature and resources, where the learner is looking for some information, *practical work*, where the student tests something, makes something (...) and *learning from others*, where the student teaches his peers and learns from them.

Pyramid, which represents the role of sensory channels in memorization (Figure 2), in conjunction with various forms of work, reveals that students remember much more, as much as 90%, when involved in a process of obtaining information covering all senses. Work types that allow the inclusion of all five senses, are precisely *group work, practical work* and *learning from others*.

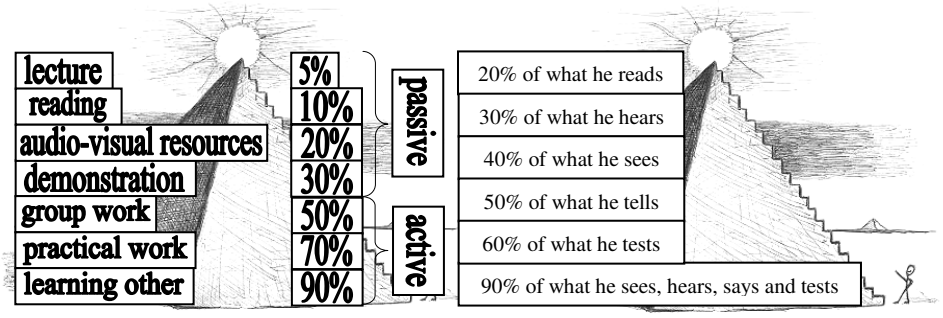


Figure 1: Learning Pyramid

Figure 2: Pyramid of the five senses

Relying on the former two pyramids, we can say that learning where the process of obtaining material includes two senses - hearing and vision or just one sense - hearing, is *passive learning*. An example of such learning is a *form of frontal part, where the teacher lectures and pupils simply listen and watch*. In contrast with this form of learning, the learning which includes all the senses – hearing, sight, touch, and smell – or nearly all, is called *active learning*. Examples are *forms of learning where the learner plays the main role, as he is always doing something actively*.

Different ways of teaching

I understand the substance if:
∗ I can put it in my own words,
∗ I can give my own examples,
∗ I recognize it in various contexts and forms,
∗ I can link it to other ideas, facts,
∗ I can use it in a variety of ways
∗ I can anticipate certain consequences
∗ I can find its opposite.

(John Holt, 1974)

There are different ways of teaching, but which is the one that actually provides the aforementioned? Let us get to two completely different ways of teaching and we will get the answer to the question.

The traditional way of teaching

The traditional way of teaching that involves the "*transfer of knowledge, which is often separated from the students' experiences and the concrete living conditions*" (Marentič Požarnik, 2000), is the oldest form of organized education - training activities and according to the research is still present in the classroom to a large extent. The reason for this is likely that this way of teaching is *economical* (while we are working with a large group and we do not need to prepare much of the material) and allows *to communicate with everyone in the class* (visually and verbally, as the teacher sees the whole class and all students see the teacher – thus allowing control over the entire group). These reasons clearly indicate the reasons why teachers are relying on such a method of teaching – *it facilitates their work*. How does this way of teaching affect a group of children, which is located in the class with such a teacher? Let us have a look.

The traditional way of teaching means for the group:

- acquiring information from a limited number of sources (only a teacher and textbook),
- difficult individualization ⇒ with the class teacher can operate only as to the alleged average, which does not exist, if the teacher is paying attention to one group or student, the others are passive,
- cursory checking of the performance and understanding of the mastering of the items ⇒ feedback is difficult because the teacher is satisfied with the response of one or two students,
- fewer opportunities for direct participation of the majority of pupils,
- impossible or difficult cooperation among students, because that, in view of the teacher, means causing unrest in the classroom,

- inability to develop independent critical thinking,
- lack of communicative competence,
- undeveloped need for lifelong education,
- dependency in learning,
- lack of respect for oneself and others,
- lack of responsibility for learning.

We can see that this method of teaching is not motivation oriented and inhibits the development and progress of pupils. But is this way of teaching, which has so many deficiencies, really that weak and inadequate as it may seem at first glance? This question will be answered later. First of all let us see, what the alternative way of teaching is to get a better perception of everything.

Alternative way of teaching

Alternative way of teaching is not new. Confucius already said: "*What I hear, I forget, what I see, I remember, what I do myself, I understand.*" (Yu Dan, 2006), Taylor (1949) has said the same thing in a slightly different way: "*Learning occurs through active student participation. It is important what the student is doing while learning, not the teacher.*" (Štefanc, 2005) What is the alternative way of teaching then? Starting from Confucius and Taylor it is fair to say that it is "*conducting a self-seeking, thinking, meaningful dialogue in a group, setting and testing hypotheses, that is, learning which mentally and emotionally activates a person, is personally meaningful and integrated into real life circumstances."* (Marentič Požarnik, 2000) This is the way in which the roles of students and teachers are completely reversed. *Teacher is no longer a "dictator" but a leader of the group*. Its function is no longer to give students a one-way basis, thus "implanting" knowledge in the passive learners, but to *lead students through the process of learning*, to *maintain the activity and participation of all pupils* and *enable them to express their opinion*, to *keep the discussion and focus on the task in question*.

Alternative way of teaching is not simply a different way of teaching, but also a different way of checking and evaluation.

Alternative way of evaluation and assessment, as opposed to the traditional, which is mostly based on tests made up of different types of tasks (open, closed), which students need to solve, comprises:

- independent assembly of conceptual networks,
- self-assessment,
- peer to peer evaluation (implementation, products),
- group assessment (group receives an overall assessment),
- solving practical problems,
- assessment of the implementation,
- evaluation logs,
- assessment records (example reports from practice),
- evaluating products,
- portfolio assessment.

TRADITION versus ALTERNATIVE

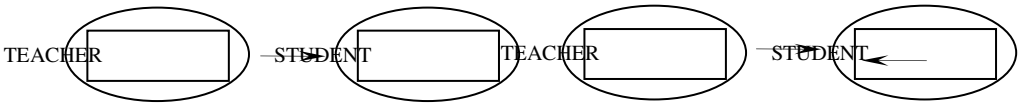


Figure 3: Traditional way of teaching Figure 4: Alternative way of teaching

The two reviews above suggest that the role of students in the two ways of teaching is radically different. T. Ferjan says that in the traditional way of teaching the teacher "*gives subject as the definitive truth*." (Ferjan 2003, 122) Ferjan (200, 122), while an alternative way of teaching "*focuses on the learner, the teacher is an organizer, leader*." (Ferjan 2003, 122) Novak (2003, 41), puts similar difference between the modes of teaching when he says that students in the traditional way of teaching "*essentially passively adapt to* (...) *the teacher's role of the bearer of knowledge in the style of a waiter*," with the alternative method of teaching, the teacher "by *different teaching styles adapts to the prevailing style of interactive learning*". Novak (2003, 41)

The fundamental difference between the two ways of teaching is that the traditional way of teaching forms passive students who are mentally active just long enough to receive the information (they remember and then reproduce), which is transmitted to them verbally by a teacher. But is it really so?

Gogala wrote 40 years ago that "*the transfer is not just a simple presentation of a "gift" to the pupil which he would passively accept, but it is only the teachers help to a student so he could reach the same findings as a teacher with his mental work, thinking with his criticism and his understandings*" (Gogala 1966, 8). He also recognizes that teachers cannot simply perform their traditional functions, since students need to acquire "*the same knowledge as the teacher's*" which of course does not mean literally "*the same knowledge*", but "*official knowledge*" that society formed over time as the proper, appropriate, and to which all students have to strive. The teacher's role in this procedure is to assess students' knowledge, as one of the basic functions of schools, and to transfer values and skills that exist in society and that the individual must acquire if he wants to function in his life.

And how should we acquire this knowledge? Gogala said that the teacher has dual path open to provide the knowledge. The teacher can "*give his own interpretation, pupils follow, understand and accept his interpretation.* (...) *another route for the transmission and interpretation is that the teacher lets students seek their own mutual relations between the phenomena and facts,* (...) *causes and reasons, effects and consequences. The teacher can help students to search for explanations and to alert them of this or that phenomenon, or the fact that the students already know* (...) *teacher therefore gives only suggestions and direction to find sufficient reason, he only hints at this or that already-known phenomenon, students should find attitude and interpretation themselves.*" (Gogala 1966, 63)

Let's have a look at the definition of the word "explanation" before specifying which of these two routes is preferable. Kramar says that interpretation is a "*verbal method characterized by one-way communication, it is most often the teacher's voice communicating to students.* (...) *It is suitable for the treatment of theoretical interpretation and materials which students would not be able to successfully assimilate without a teacher's systematic management and only with their own mental and sensory perceptual activity.*" (Kramar 2003, 346)

We can, therefore, say that the interpretation is an important element in teaching, which cannot be disregarded because most students would not be able to achieve demanding goals of instruction without the help of a teacher.

What about the passivity of students in this work method? When the interpretation is used in learning content students do not have sufficient experience of and knowledge about and it would be more difficult to reach new knowledge, it does not represent a way to inactivity. On the contrary, during this kind of explanation students are mentally very active and their attention is at a high level.

Which of the two modes is therefore more appropriate? If we summarize the previously mentioned authors, we can say that *both traditional and alternative way of teaching are suitable, when used in the right way*. According to Kramar "*the teacher will choose a method of interpretation, when students do not have enough (prior) knowledge on a subject, when the sensory perceptual and cognitive access is difficult for the pupils and a different approach would be less rational*" (Kramar 2003, 346) in all other cases, he will use an alternative form of teaching that allows students the greatest participation possible in the educational process.

And how to organize classes, what will maintain an appropriate balance between tradition and an alternative? This question will be answered in this paper by means of cross-curricular links, which was carried out in the fourth grade of primary school, and two courses of Natural Sciences and Technology and the Slovenian language.

Example of cross-curricular links in the fourth class

One of the themes presented in the fourth grade of primary school on the subject of Natural Sciences and Technology, is the topic HOW DOES IT MOVE, theme helping children to learn about the classification of animals and their characteristics. The theme coincides with the topic DESCRIPTION OF ANIMALS, which is one of the topics that children face on the subject of the Slovenian language, they learn to describe the animals orally and in writing on the basis of an image in front of them (Table 1 and Table 2).

months	unit	objectives	minimum standards of knowledge	activities	correlations
MARCH APRIL MAY	**ALL DIFFERENT - ALL LIVE** (estimated 27 hours) Textbook page. 58-72 Workbook	CHILDREN: • distinguish the common characteristics of people and special characters, which made differences between groups and individuals, • find out similarities between relatives, • develop a tolerant attitude towards diversity, • list physical differences between men and women, • describe similarities between parents and descendants, • establish that the appearance of a living being depends on heredity, environment and their own activities, • determine the dependence of living things from the environment and the time, • understand the birth, development and death as natural events in life, • understand the changes of living beings in time, • understand that every process in nature requires time, • classify the integration of different changes in the animate and inanimate nature, • develop the skills of experimental work, • record data in tabular form, • are trained in a systematic and sustained observations, • get the ability to record events, • classify living things in the basic group (animals, plants, fungi), • classify different living beings by the characteristics of their body, the food they eat and by their living space, • understand that the creatures, which are classified in the same group have some equal characteristics • use the method of classification, • know the structure of terrestrial plants: stem, roots, leaves, flowers, fruits, • distinguish between plants with flowers and without flowers, • recognize that trees and shrubs are different (bark, fruits, leaves, flowers), • by the leaves and fruits, identify and describe the most common local tree and shrub species • recognize the domestic timber trees: spruce, pine, oak, beech, linden, • understand the way of spreading plant seeds of fruits, to learn the way of spreading plant seeds of fruits, • learn about the external structure of land animals, • link the appearance of animals with her lifestyle, • use simple keys to determine the animal.	CHILDREN: • classify living things in the basic group (animals, plants, fungi)*, • classify different living beings by the characteristics of their body, the food they eat and by their living space**, • identify the structure of terrestrial plants (stems, roots, leaves, flowers, fruits)*, • distinguish between plants with flowers and seeds and plants without flowers and spores**, •describe the trees and shrubs from the home surroundings*, • classify different trees and shrubs in home environment by the bark, leaves, flowers, fruits**, • distinguish domestic timber trees (spruce, beech, oak, linden)**, • describe the external structure of terrestrial animals*, • link the appearance of animals with their lifestyle**, • use simple keys for determining animals**, • list the common characteristics of people and special characters which distinguish groups and individuals*, • assess the degree of similarity between relatives than among people who are not related**, • justify the importance of a tolerant attitude towards diversity**, • list the physical differences between men and women*, • describe similarities between parents and descendants*, • apply skills of experimental work**, • record data in tabular form**, • in their own way describe changes of living creatures**, • interpret the birth, development, aging and death as natural events in life**, • show the sequence of events**, • record events**, • explain that every process in nature requires time**.	- describe - collection - exploration - play - analysis	- SOCIETY (We respect people's rights) - MUSIC (From the grandmother's chest) - FINE ARTS (Sculpture) - SLOVENIAN (Description)

Table 1: Extract from the annual plan of the subject of science and technology (second evaluation period from 01.02.2009 to 24.06.2009)

months	unit	objectives	minimum standards of knowledge	activities	correlations
APRIL	**ŠKOKO** (estimated 6 hours) Textbook page 18-31	CHILDREN: • read a description of the animal, • understand the details in the text, • recognize the diversity of paragraphing, • article text paragraphs, • identify data types and keywords, • reasonably classify sentences / details in the text, • form a mental model, set keywords and summarize the essential information, • speech-act, • summarize the characteristics of describing animals, • identify incorrectly classified sentences, • eliminate spelling / syntax errors in the text, • avoid repeating the same word (with its release), • compare texts, assess their adequacy / accuracy, and justify their own opinion, • form a narrative, popup and interrogative sentences, • correctly apply the final punctuation.	CHILDREN: • identify and name a being from a simple descriptions, • listen (and watch) their age appropriate voice performances, and then identify the purpose and theme of the text, both orally and in writing respond to teacher questions about the contents of the text, itself voice appear (with a ready-made theme), with the written preparation, they speak clearly, naturally and most poor.		- SCIENCE AND TECHNOLOGY (all various – All live)
	EJŽ (estimated 4 hours) Textbook page 32-37	CHILDREN: • listen to / view a description of the animal, • remember the details of listened / watched text, • form a mental model, set keywords and summarize the essential information, • speech-act, • summarize the characteristics of describing animals, • avoid repeating the same word (with its release), • metaphorically expressed.	CHILDREN: • identify and name a being from a simple descriptions, • listen (and watch) their age appropriate voice performances, and then identify the purpose and theme of the text, both orally and in writing respond to teacher questions about the contents of the text, itself voice appear (with a ready-made theme), with the written preparation, they speak clearly, naturally and most poor.		- SCIENCE AND TECHNOLOGY (all various – All live)

Table 2: Extract from the annual plan of the subject of science and technology (second evaluation period from 01.02.2009 to 24.06.2009)

Course of discussion in the subject of science and technology

Lesson 1 – DISTRIBUTION OF ANIMALS IN TWO GROUPS

I put pictures of different animals on board and asked the students what they had in *common*. Through observation of animals, the students came to the conclusion that all animals *breathe, move, feed* and *reproduce*, but all in different ways.

Figure 5: What is common to the animals that you see on the board?

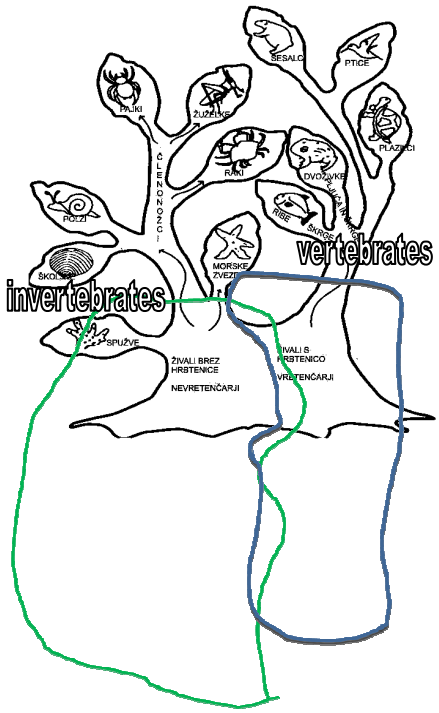


Figure 6: Vertebrates and invertebrates

In addition, we attempted to identify *differences* between them in such a way that animals were classified into groups and students tried to describe the created groups.

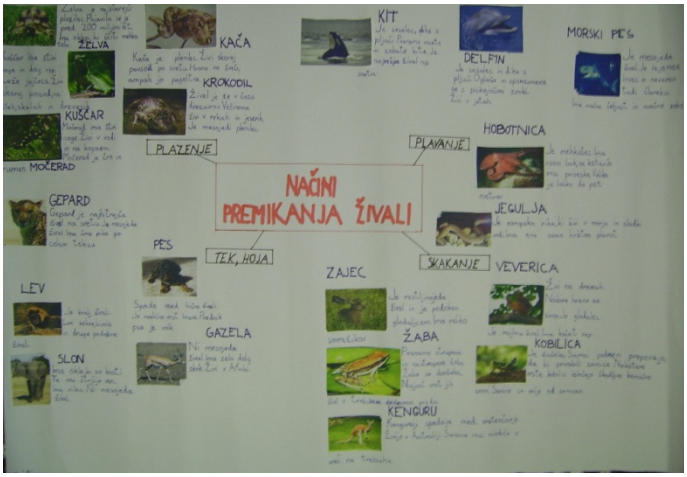
First, they were classified into *two groups*. The group, which included a snake, frog, whale, bat, hen, monkey, crocodile, owl, dolphin, duck, zebra, and sea horse, was called *vertebrates*, as we found that these animals *had a spine*, while a group in which there were an octopus, a spider, ladybird, mussels, snail and star fish was called *invertebrates*, as we found that these animals *had no spine*.

Lesson 2 – MOVEMENT

In the next step, the students in groups watched the animals through various books and tried to divide them into groups according to their *movement*. Their distribution was examined jointly by applying the knowledge gained while talking about objects in the outer and inner drive:

- the animals move on the *inner drive*, for which they need *energy* that they get from the food,
- they move by *pushing* from the soil, air, water,
- they move in *different ways* and at *different speeds* – some are quicker than us, some may move slowly or we can hardly notice their movements,
- they move to look for food, to seek for shelter, to flee from predators.

A product in portfolio ⇒ As part of the hearing the students had to do homework and find *twenty* different *animals* which were divided into *four groups according to their movement*. Each animal was *described* in at least *two sentences* and the pupils are thus prepared for the next lesson of science and technology.



Picture 1: Different types of animal movements

A product in portfolio ⇒ The students were playing a game *Animal detective*. Pupils had been collecting data on animals living in their vicinity. On a sheet of paper

they wrote the name of the animal, where it was, what it was doing ... They also drew a sketch of it and added the next date of observation.

Lessons 3 and 4 – HABITAT

As part of the third and fourth lessons, we took the students to the school *orchard*, where we used the magnifying glass to study bark, leaves, flowers, stones (...) in order to discover what animals lived there. We found butterflies, ladybirds, snails, spiders, worms, ants, birds, wasps and grasshoppers.

A product in portfolio ⇒ During the observation with the magnifying glass, the students fill in a worksheet *Draw, write*, and they drew the lawn, on the lawn three grassland plants, three people, three animals and weather in the frame on the sheet. When they created their drawings, they could, if they wished to do so, come up with a short story about the drawing.

This was followed by a conversation about where else animals live. Students remembered that the animals lived in the *woods, on a meadow, in the field, in the river* and *the sea* as well.

When we returned to the classroom, we decided to visit the library to learn about the habitats of animals living in such different environments. Pupils explored the habitats of animals in pairs through the Internet and various books. The study included *storks, swallows, ants, cross spiders, wasps, squirrels, badgers*, *salamanders, bears, common toads, foxes* and *Aesculapian snakes*.

A product in portfolio ⇒ Each pair investigated one habitat, which they subsequently presented to others in the class. In this way the students learned from each other. They made notes on a sheet.

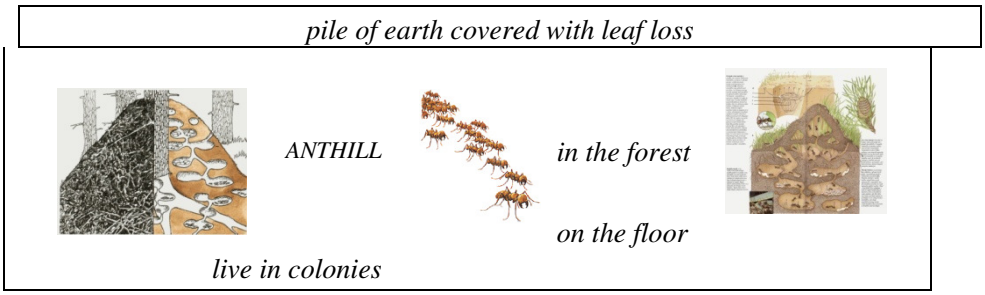


Figure 7: Where ants live?

A product in portfolio ⇒ Pupils have to complete their knowledge by doing homework. They have to find animals that live in **similar habitats** as the animals they already know.

Lesson 5 – NUTRITION

A product in portfolio ⇒ The lesson started with the activity "*Draw five animals that first come to your mind*." When the students drew a list of animals they had to find the right food for each animal.

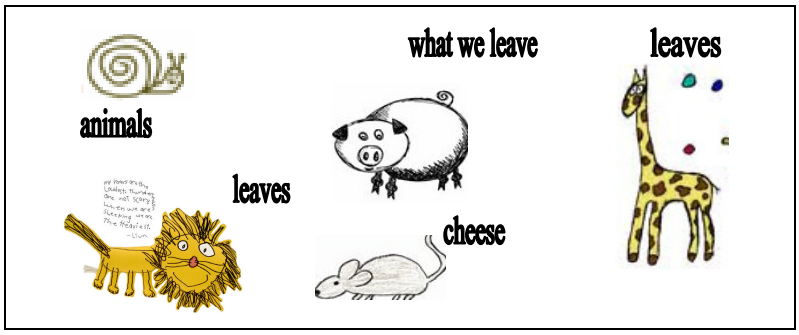


Figure 8: What do animals eat?

We used the activity to talk about different ways of eating in such a way that we divided animals used in the activity into three groups:

- **carnivores** → eat other animals (ladybird, a lion),
- **herbivores** → eat only plants (giraffe, cow) and
- **omnivores** → eat plants and animals (bear, hedgehog).

A product in portfolio ⇒ In conjunction with the present subject, for their homework assignment the students had to reflect on the distribution which was made many years ago a Greek scientist. The distribution was as follows: *Animals are divided into useful, harmful and unnecessary*.

Lessons 6 and 7 – REPRODUCTION

A product in portfolio ⇒ In the introductory part students had to draw, the chicken, just before hatching.

We used the activity for further work. First, we looked together, how a chicken comes to the world, then the students in small groups, drew, how they think a *cat*, *frog*, *butterfly* and *fish* came into the world.

A product in portfolio ⇒ Groups presented their work, which was then supplemented by video clips. In this way the students learned from each other. They made notes on a sheet.

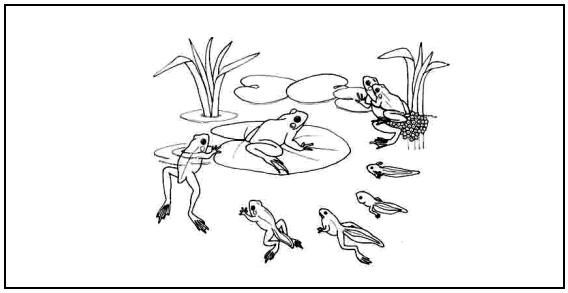


Figure 9: The development cycle of frogs

Lesson 8 – BREATHING

In this lesson the students watched the words and images of animals which I had mixed and fixed on the board. Students found that the written word associated with breathing of animals right away. The next step was to divide words and images into groups with the help of the explanation about the animals' lifestyle that illustrated the differences in the way of breathing:

A product in portfolio ⇒ The students copied the following classification.

Figure 10: How do animals breathe?

Lesson 9 – CLASSIFICATION OF VERTEBRATES INTO 5 GROUPS

In this lesson we looked at the classification of animals which we had met in the first lesson and tried to divide the group into *sub-groups* of vertebrates. We noticed that there were 5 branches in a tree. We concluded that this means being arranged into five groups, namely: *mammals, reptiles, amphibians, fish* and *birds*.

Below there is a set of pictures of animal couples that I had brought, divided into these five groups. The pupils briefly described each animal and told why it was classified precisely in this group.

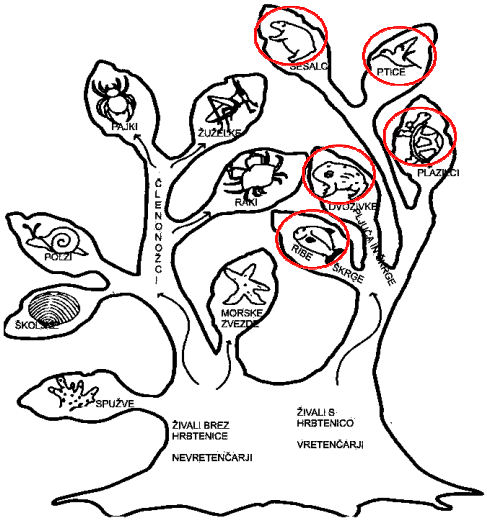


Figure 11: vertebrates

Lesson 10 – FISH

A product in portfolio ⇒ We went to the nearby fish market where we looked at different fish and compared them to each other with the prepared handout and help of the fish market worker. Through observation and knowledge we had acquired earlier, we found that fish:

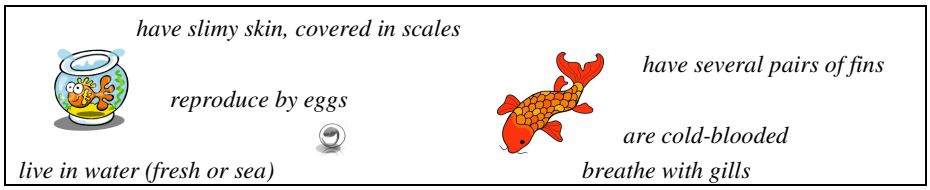


Figure 12: Characteristics of fish

Lesson 11 – AMPHIBIANS

We went to the school *pond*, where we watched the frogs. By studying frogs and books about frogs, we learned that:

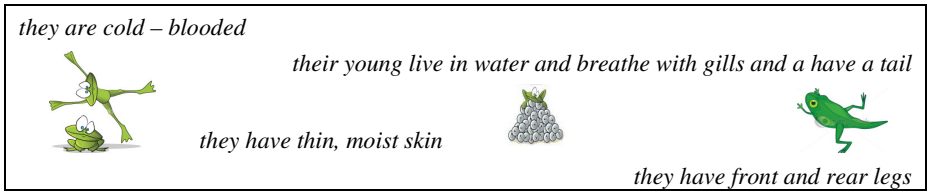


Figure 13: The characteristic of amphibians

A product in portfolio ⇒ Pupils researched the animals that belong to the group of amphibians.

Lesson 12 – REPTILES

I fixed on the board an image of a snake which belongs to a group of reptiles and an image of a salamander which belongs to a group of amphibians. Using the similarities and differences between them, we recognized the characteristics of reptiles, which were:

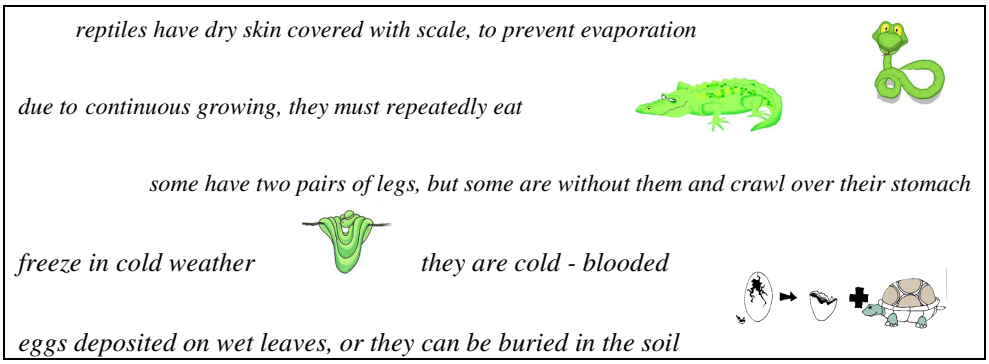


Figure 14: Characteristics of reptiles

A product in portfolio ⇒ Pupils found the reptiles, which have two pairs of legs and reptiles which are without them and crawl on their abdomen.

Lesson 13 – BIRDS

A product in portfolio ⇒ Pupils were given a homework assignment to find a nest and try to figure out how or what it is made from and which bird lived in it.

The students watched a bird that belongs to one of the girls, and by studying it and books on birds realized, the following things:

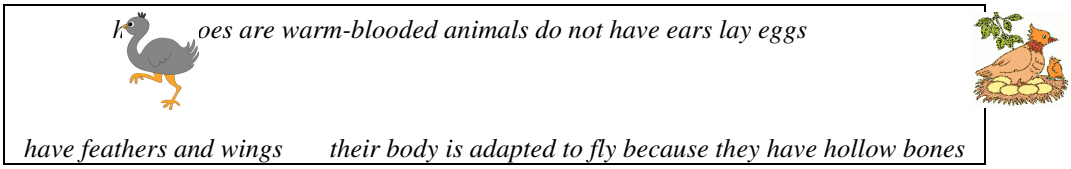


Figure 15: Characteristics of birds

Lesson 14 – MAMMALS

We started the lesson with a rebus whose solution was vacuum cleaner (a device which we use to vacuum the house). I asked the pupils what the word reminds them of. They replied it was the only group of animals which we have not talked about. This was followed by discussion about *mammals*, among which you can also find people. In this way we strengthened a few things we already knew and learned something new:

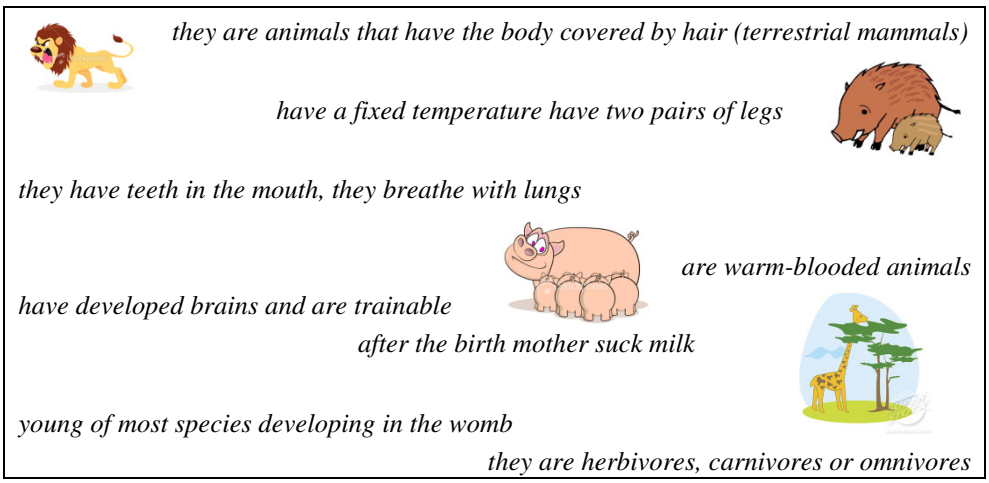


Figure 16: Characteristics of the mammalian

A product in portfolio ⇒ Students had to find a mammal that does not bear living cub, but lays eggs.

Lesson 15 – EXAMINATION

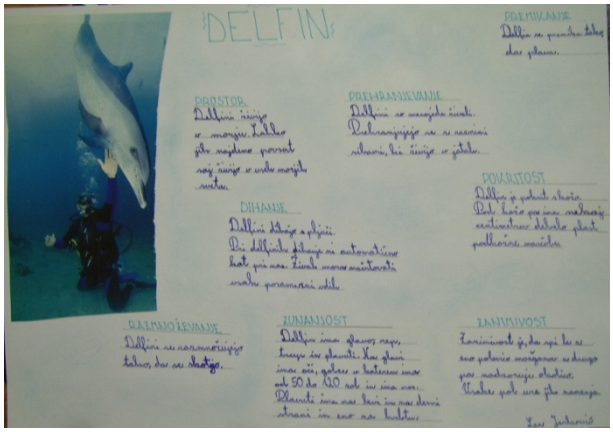
A product in portfolio ⇒ The students repeated what they had learned through the six questions, which covered the material.

1. What are they covered with?
2. How do they move?
3. How do they reproduce?

4. How many legs do they have?
5. What do they eat?
6. Where do they live?

Lesson 16 – EVALUATION

At the last stage of the process pupils studied animals they brought from home, and based on the literature described the selected animals. They described them with the help of key words: *appearance, coverage, nutrition, movement, breathing, reproduction, living space* and *special features*.



Picture 3: Description of animal

Course of discussion in the subject of Slovenian language

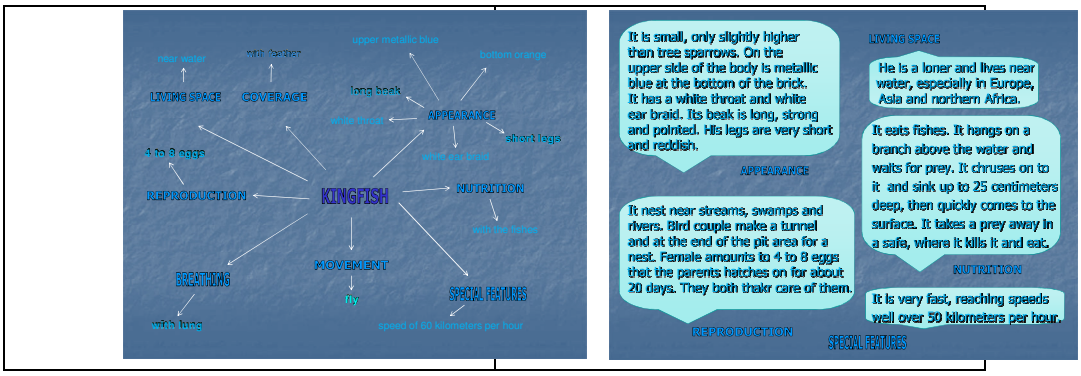
Lesson 1

In the introductory section I read various puzzles about the animals. With accompanied pictures, animals were also described.

Figure 18: Riddles

One of the puzzles has been associated with the kingfisher. Students did not recognize this animal, so I presented it through a power point projection. First I showed them the titles and images that we tried to describe. As we were describing them, I showed them the words that we read together, and thus completed our conception of this bird.

A product in portfolio ⇒ On the basis of the description of the kingfisher, we developed a conceptual model and a description in a sentence together.



Poster 1: Description of kingfish

Poster 2: Description of kingfish

Lessons 2, 3, 4 and 5

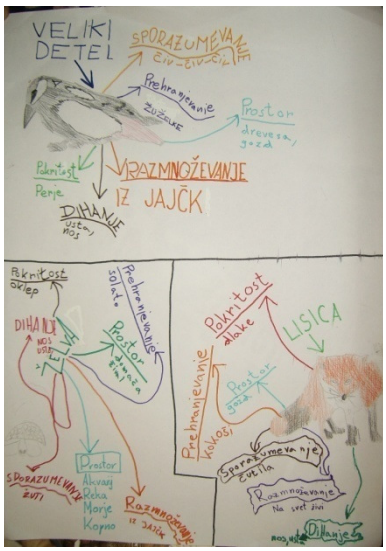
In the coming lessons students were trained in writing through the description of the tasks in the textbook. Apart from working with the textbook, such lessons were filled with the following activities:

1. **A product in portfolio** ⇒ Pupils were given a homework assignment. As part of the description of the hens they composed a simple *description of arbitrarily selected pets*. At school they presented the animal to the class – verbally described the animal,

whose name they were careful not to mention. Classmates tried to identify the described animal.

2. **A product in portfolio** ⇒ I gave the pupils magazines in which they could find descriptions of animals. The pupils chose one animal and described it through mind maps. In continuation they exchanged magazines and mind maps. They *constructed a description of the animal* based on the magazines and mind maps.

3. **A product in portfolio** ⇒ Pupils had a homework assignment; to *describe any forest animal* like we described a hedgehog at school. They prepared a speech – verbally described the animal, without mentioning its name. Classmates tried to identify the described animal.



Picture 4: Animal Description

Lesson 6

In the next step pupils in pairs described animals using the given literature, so that they first created a mind map and then described it in sentences and helped themselves with the mind map we had built together.

Lessons 7 and 8

The last step of the proceeding was to read the description of animals the students described in relation to science and technology, helping themselves with literature brought from home and libraries. In preparing the description they use eight keywords: *appearance, coverage, nutrition, movement, breathing, reproduction, living space* and *special features*.

Conclusion

The purpose of this paper was to show that it is possible to organize classes, based on alternative forms of work in which students are always actively involved in the learning process, but at the same time also includes traditional forms of work that allow students to understand the information provided better. The presentation fully met its purpose, because the activities through which it was derived showed cross-curricular

connections which motivated the students to work and always maintained their desire to explore and discover new things. It is true that the preparation of such method of teaching takes a long time, but a look at the students who enjoy such lessons and learn a lot as well, repays all the effort, at least mine.

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ALTERNATIVEN IN/ALI TRADICIONALEN NAČIN POUČEVANJA IN OCENJEVANJA V 4. RAZREDU DEVETLETNE OSNOVNE ŠOLE

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I z v l e č e k

Različni avtorji v svojih delih opozarjajo na to, da, kljub vse večjemu pojavu novih tehnologij in medijev, ki so blizu današnji mladi generaciji, ki živi v multimedijski kulturi, ki jo vsak dan dobesedno »bombardirajo« z raznimi novostmi kot so na primer računalnik in internet na vsakem koraku, MP3 in MP4 predvajalniki ipd., v vrtcu, osnovni šoli, srednji šoli in celo na fakulteti prevladuje tradicionalen način poučevanja, preverjanja in ocenjevanja, ki je pisan na kožo vzgojiteljem, osnovnošolskim in srednješolskim učiteljem ter profesorjem, ki zase sicer mislijo, da so sodobni in moderni pedagogi, vendar še vedno postavljajo v ospredje svojo razlago snovi kot edini vir informacij, iz katerih se učenci lahko nekaj naučijo. Tak način podajanja snovi je, kot pravijo nekateri avtorji, sicer dober, vendar le, če je uporabljen na pravi način in v primernih količinah. V drugih primerih pa povzroča med udeleženci v vzgojno – izobraževalnem procesu prepad, prepad, ki ga je za enkrat sicer še mogoče zmanjšati z uvedbo novih načinov in oblik poučevanja, ki postavljajo v ospredje odprt dialog med vsemi prisotnimi v razredu, sodelovanje med različno mislečimi, skupinsko delo kot način učenja drug od drugega in demokratičnost pri sprejemanju odločitev, izražanju idej, prepričanj … V prispevku bom predstavila primer medpredmetne povezave pri dveh predmetih v četrtem razredu devetletne osnovne šole (naravoslovje in tehnika ter slovenski jezik), primer medpredmetne povezave, ki sicer temelji na alternativnih oblikah dela kot so na primer raziskovanje s pomočjo različnih knjig in interneta, izdelava plakatov s pomočjo znanja pridobljenega v prvi triadi, pisanje testa s pomočjo literature, izdelava portfolija – mape učenca itn., ki omogočajo učencem čim večjo vključenost v sam proces učenja, hkrati pa ohranja učiteljevo razlago kot tradicionalno obliko dela, ki omogoča učencem lažje, bolje in hitrejše razumevanje težjih pojmov oziroma vodenje skozi različne dejavnosti, ki so vključene v uro.

Ključne besede: *alternativen način poučevanja in ocenjevanja, tradicionalen način poučevanja in ocenjevanja, medpredmetna povezava, portfolijo, učenje, aktivnost učencev, razlaga*

ALTERNATIVAN I/ILI TRADICIONALAN NAČIN POUČAVANJA I OCENJIVANJA U 4. RAZREDU DEVETOGODIŠNJE OSNOVNE ŠKOLE

S a ž e t a k

Različiti autori u svojim radovima ukazuju na činjenicu da unatoč povećanju pojava novih tehnologija i medija, koji su blizu današnjoj mladoj generaciji koja živi u multi-medijskoj kulturi koja ju svaki dan doslovno „bombardira" sa raznim novitetima, kao što su kompjuter i internet na svakom koraku, MP3 i MP4 playeri itd., u vrtiću, osnovnoj školi, srednjoj školi, pa čak i na fakultetu, dominira tradicionalni način učenja, provjere i ocjenjivanja, koji je pisan na kožu odgojiteljima, osnovnoškolskim i srednjoškolskim nastavnicima i profesorima koji za sebe misle da su suvremeni i moderni pedagozi, ali još uvijek postavljaju u prvi plan svoju interpretaciju materijala kao jedini izvor informacija iz kojeg učenici mogu nešto naučiti. Takav način izlaganja materijala, kako kažu, neki autori, je dobar, ali samo ako se koristi na pravi način i u odgovarajućim količinama. U drugim slučajevima, to stvara među sudionicima u obrazovnom procesu provaliju, provaliju koju se zasad još može smanjiti uvođenjem novih metoda i oblika nastave koji stavljaju u prvi plan otvorenu raspravu među svim prisutnima u razredu, suradnju između različito mislećih, skupni rad kao način učenja jedni od drugih i demokraciju kod odlučivanja, izražavanja ideja, uvjerenja ... U radu je predstavljen primjer korelacije između dva školska predmeta u četvrtom razredu devetogodišnje osnovne škole (znanost i tehnologija te slovenski jezik) koji se temelji na alternativnim oblicima rada, kao što su istraživanje koristeći razne knjige i internet, izrada plakata koristeći znanje stečeno u prva tri razreda, pisanje testa uz pomoć literature, priprema portfolija – mape učenika itd. koji omogućavaju učenicima najveću moguću uključenost u sam proces učenja, ali istodobno zadržava tumačenje učitelja kao tradicionalni oblik rada koji omogućuje da učenici lakše, bolje i brže razumiju teške koncepte odnosno vođenje kroz različite aktivnosti koje su uključene u školski sat.

Ključne riječi: *alternativan način poučavanja i ocjenjivanja, tradicionalan način poučavanja i ocenjivanja, višekurikularne veze, portfolijo, učenje, aktivnost učenika, tumačenje*