

Summary

Teachers and pedagogues between aims and evaluation in classroom teaching

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In this paper I am presenting a critique of teacher- and curriculum-oriented didactics, that is to say, a critique of the traditional didactics still prevalent in the classrooms of elementary and secondary schools in Croatia today. In spite of the insights of the constructivist and curricular didactics, and the learning theories of Benjamin Bloom, Robert Gagné, Edgar Dale, Célestin Freinet and Marija Montessori, Croatian teachers are still concerned with fulfilling programme requirements, rather than with learning and education outcomes.

For the purpose of examining certain hypotheses, an opinion survey about didactic scenarios and satisfaction with classroom teaching was conducted on a sample of third grade secondary school students (N=409) from five Croatian towns. Majority of students estimate that they are insufficiently active in the classroom and that teaching is not particularly interesting. They also estimate that there are not enough didactic situations in which to communicate, participate in classroom projects or solve problems. For the most part, classroom teaching takes place in classrooms fitted with fifteen desks and thirty chairs aligned in three rows and facing the front wall and the blackboard, in front of which teachers deliver their monologues and presentations.

Following the analysis of the students' estimates and the clarification of photographs taken in Croatian classrooms, some ideas are presented for an internal reform of classroom teaching and for a richer range of didactic scenarios that might meet developmental needs of students – members of the Net Generation.

Keywords: elementary school, secondary school, Net Generation, student-oriented teaching, teaching curriculum.