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Kako s posnetkom učne ure vzpodbujati miselno aktivnost učencev pri njihovem samostojnem učenju na daljavo?

V prispevku bomo obravnavali didaktično načelo aktivnosti in podali nekatere možnosti, kako ga lahko upoštevamo pri pripravi posnetka učne ure. Nedavna situacija ob uvedbi karantene zaradi koronavirusa je pred učitelje postavila izziv poučevanja na daljavo. Mnogi učitelji so se odločili, da bodo poučevali s pomočjo posnetkov, ki so jih za učence objavljali v spletnih učilnicah ali v drugih spletnih okoljih. Eno od temeljnih vprašanj, ki se ob tem odpirajo, je, kako zagotoviti, da bodo učenci ob ogledu posnetka čim bolj miselno aktivni in bodo vložili miselni napor v razumevanje obravnavane učne snovi. Podoben izziv je bil postavljen pred študente 2. letnika študijskega programa Dvopredmetni učitelj na Pedagoški fakulteti Univerze v Ljubljani. Morali so namreč posneti svojo simulacijo učne ure, ki jo v običajnih okoliščinah izvajajo v živo pred svojimi kolegi. Analizirali smo, kako so pri tem vključevali svoje »učence« in jih spodbujali k miselni aktivnosti. Ugotovitve naše raziskave predstavljajo smernice za (bodoče) učitelje, kako pripraviti posnetek, v katerem se bodo učenci počutili vključene in jih bo spodbujal k razmisleku in poglobljenemu razumevanju učne snovi.

Ključne besede: didaktično načelo aktivnosti, miselna aktivnost, poučevanje s posnetkom, samostojno učenje

How to Facilitate Student Cognitive Engagement in Their Independent Distance Learning?

We will discuss the didactic principle of cognition and activity and suggest some possibilities for following it when teaching with a video. The recent situation of quarantine because of the coronavirus was quite challenging for teachers, since they had to start distance teaching. Many teachers have decided to use videos that they shared with students in e-classrooms and other online environments. One of the main questions arising is how to ensure that students are as active as possible and put cognitive effort into understanding the content. Second-year students of the programme Two-Subject Teacher at the Faculty of Education, University of Ljubljana, had to face a similar challenge. Their simulation lesson that is usually carried out face-to-face in front of their colleagues had to be recorded and used in an online environment. We have analysed the ways in which they included their 'students' and facilitated their cognitive activity. Our research findings represent guidelines for (future) teachers on how to prepare a video that includes and engages students and facilitates their reflection and deep understanding of content.

Key words: didactic principle of cognition and activity, cognitive engagement, teaching with video, independent learning