

UPORABA IKT PRI INDIVIDUALIZACIJI IN DIFERENCIACIJI POUKA GEOGRAFIJE

THE USE OF ICT IN THE INDIVIDUALISATION AND DIFFERENTIATION OF GEOGRAPHY LESSONS

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Povzetek

Referat ima namen predstaviti uporabo IKT pri individualizaciji in diferenciaciji pri pouku geografije. IKT omogoča vzpodbudno učno okolje, kjer učence najprej razdelimo v manjše skupine glede na učne stile (kriterij). Pred uporabo IKT pri izvedbi pouka je treba učence razdeliti glede na učni stil. Dobljeni rezultati nam omogočajo načrtovanje (opredelitev ciljev UN), organizacijo izvedbe (način dela, grupiranje, gradiva/sredstva/viri/IKT) in prostora ter učni potek (izbor vsebin in didaktičnih strategij, dejavnosti učencev, tehnične rešitve, zahtevnost in kompleksnost nalog – upoštevanje učnih stilov). Če poznamo učenčeve učne stile, lahko s pomočjo IKT izberemo tiste aktivnosti, ki jih bo učenec uporabljal pri doseganju učnih ciljev in razvijanju določenih učenčevih sposobnosti in spretnosti. Učenje z računalnikom, multimedija, učenju namenjene zgoščenke, iskanje informacij po internetu, komunikacija učitelj–učenec in učenec–učenec prek računalnika nudi nove možnosti pri razvijanju strategij uspešnega učenja. Namen individualizacije in diferenciacije je povečati uspeh pri učenju. Na primeru dobre prakse je v referatu prikazan celoten potek izvedbe uporabe IKT pri individualizaciji in diferenciaciji, od razvrstitve učencev glede na učni stil, izbire računalniške tehnologije, izbire učne teme in izbire nalog, ki so prilagojene učnim stilom.

Abstract

The purpose of this report is to present the use of ICT in the individualisation and differentiation in geography lessons. ICT enables an encouraging learning environment.

Students are first divided into smaller groups according to their learning styles (criteria) which enables the teacher to plan (identify the goals of the curriculum), to organize the lesson (learning strategies, grouping, material/means/resources/ICT) and classroom and to decide upon the course of teaching/learning (the choice of



teaching/learning contents and didactic strategies, students' activity, technical solutions, the complexity of tasks according to the different learning styles).

By knowing the students' learning styles ICT can be used to choose those activities students are able to use to achieve learning goals and develop certain skills and abilities.

Learning with a computer, multi-media, CDs, searching the internet for information, teacher-student communication and student-student communication on-line, offer new possibilities for developing successful learning strategies.

The purpose of individualization and differentiation is to increase learning success. This report shows a complete course of ICT use in individualization and differentiation, from dividing students according to their learning styles to choosing the appropriate computer technology, choosing teaching/learning topics in tasks that are adapted to different learning styles.