

TECHNOLOGICAL AND CULTURAL HERITAGE AT A DIFFERENT WAY - DIDACTICAL MODEL THE STUDY EXCURSION AND PROJECTWORK OF MODEL PUD-BJ ... INTERGENERATIONAL LEARNING PROJECT

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I. PROJECTWORK - PRODUCTS

The fountain has always been a symbol of wealth and source of life. It was built by man, served as the generation and supply of drinking water from ground water. His image has changed over the years. The first wells were simple since they only serve their purpose. The depths were built with stone or carved in the rock. The upper or top part was at the beginning of a wooden or stone, with the time they started to use the metal. Later he also got well aesthetic value. All the more varied its form and decoration, and they became the proud owner of the town or village. Many wells at ruin today because people are no longer required, as the water comes straight from the tap. Therefore, the restored fountains just for decoration, only here and there is someone who is still a "pond" water from it. Because I want to preserve cultural heritage and was a model and in pride, I decided to create a miniature fountain, hiding a most precious past and modern times.





Project work of model PUD-BJ-from idea to the product-students 4.J.RP faculty of education

II. PROJECTWORK -STUDY EXCURSION OF MODEL PUD-BJ

INTRODUCTION

It is important to think about founding new possibilities for higher quality of education in school. Quality can assure efficiency in organization, better working results and more comfortable environment.

Suitable method to reach these goals is in school praxis, field work and excursion, which represents vital part in the mosaic of experience learning. Even modern didactics give positive evaluation of excursion and it considers it to be crucial part of school work.

Efficient and quality of excursion depends on the way of its integration into the educational work and organization in school.

EXCURSION IN GENERAL

The word excursion originates from Latin and it means trip under professional superficial. This is a form of work where the participants are enabled to explore the object and phenomenon on specific place in the environment, which they already know in theory from the class.

Excursion is one of the most popular and direct way of overcoming the theoretical part. It is necessary to consider all of the advantages which excursion can provide and overcome the lack of work in the classroom.

In Slovenian language we have two similar expressions with one difference to distinguish them. These are field trip and excursion. The in common to both of the expressions is the travel. Crucial difference is the goal and objective of the travel. Field trip suggests travel for entertainment and amusement and is usually connected with sports activities.

We can mark excursion as travel with genuine intention, which is working and study purpose. Excursion can not be left to coincidence, because that would make it ordinary trip.

Excursion needs to be carefully planed and organized. It needs to be a part of the class work and education, which means that it needs to be organized by school and serve to supplement class work. Another important role of participants is empirical learning supported by theoretical knowledge previously gained in school.

That is why they need to be planed before the beginning of the class. When preparing year study plan they need to be foreseen and for that included class preparation.

Over the school year several excursions are planed and carried out with different content. Excursion is enabled by team work of teachers from different subject because it overgrows the basics of the class. Therefore excursion provides more possibilities of empirical learning which students can experience themselves and the teacher is the organizer.

Empirical learning stimulates democratic and spontaneous spirit. Friendly relationships are formed between teachers and students. During the process mutual communication, respect and reconciliation of interest is developing.

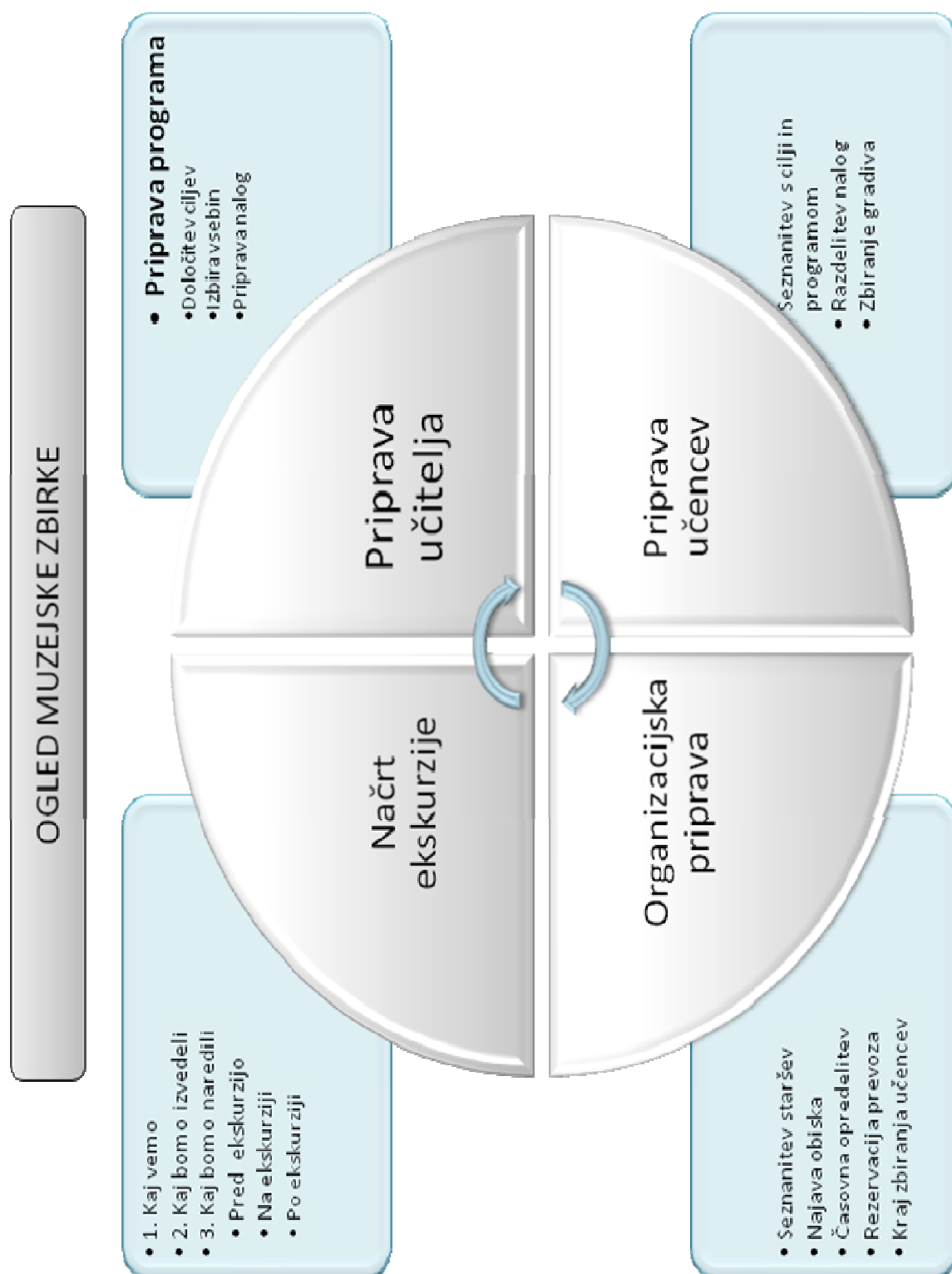
Students can gain wide and useful knowledge, develop space conception, connect theory with practice and spread knowledge from history, geography, geology, biology and literature. Students can also practice individual work by taking notes, recognizing essential elements, paper writing and oral information providing.

Teacher of technical education and natural science or other learning profession must plan and organize excursion and its performance. The teacher must also prepare suitable study material.

Excursions are vital because students are faced with important elements of technical education, natural science (technique, technology, natural science classes, economy, documentation, work organization, energetic, electricity, information technology).

Technical production field is placed on the same level with general cultural, natural and mathematic field, because modern everyday life is constantly connected with technology. This makes it a vital part of education and equal part to humanistic and natural education as well as art science.

Excursion in different periods of production can influence on the professional career decision making for the students of the seventh and eight grades. In the working organization the students can get to know the complete process or several parts of the process (kinmechanic processing, hand processing, lab work...).



EXCURSION EXECUTION

Execution of educational excursion is achievement of previously prepared teacher and participants work. Success and results will be guaranteed when the teacher while preparing the excursion took into consideration all the necessary elements to organize the excursion.

The excursion normally starts with warm greeting and introduction of the events to follow.

During the excursion the teacher stimulates the participants with several methods to enlarge their activity.

In case of practical work, special attention needs to be divided to specific instructions on what to do. It is also advised to demonstrate the practical work.

Participants are free to sketch. Time table is very important and need to be followed carefully. Sufficient material for further work needs to be collected.

Time for presentation and demonstration needs to be foreseen. Gathered material can be displayed as a gallery to enable others at school to see it.

FINAL TASK AND EXCURSION EVALUATION

Short evaluation of the excursion can be made at the end of the excursion. Goals of the excursion need to be pointed out to prepare the participants for the next task which they will complete at home or at school.

Material gathered during the excursion needs to be organized. This is best to do right away when the impressions are still vivid.

Finalized work can be done in several ways:

Participants are asked to give their opinions and impressions. They exchange experience and gain new perspective

- Questionnaire is given to the participants before the excursion, and they answer after the excursion. While filling in the questionnaire they can get additional support and information's.
- Participants must give their own answers to the questions from their school mates. More detailed questions can be answered with the help from literature.

Most common end of the excursion is the report from the groups or individuals. Report must be written and also presented. Therefore each group or individual must be given sufficient time to prepare the report. In case the gathered material is not enough they can use literature. Presentation is performed in front of the class. It is recommended to show picture materials which can later be displayed.

Finishing the excursion we need to evaluate the work of the groups and individuals. We need to evaluate the work by giving the mark.

We can also prepare short task to evaluate the effect of the excursion. Teacher must also evaluate the excursion itself; make analysis of pros and cons in order to achieve better results next time. All the participants must be informed upon the marks and evaluation of the excursion.

At the end group evaluation must be given and answers to the next questions must be provided:

- Were the objectives and goals of the excursion reached?
- What can be use to show the success/failure of the excursion?
- Was the timetable of the excursion suitable?
- Did participants gain new knowledge and which?
- Which expected knowledge was not adopted and why?
- Did any problem accrue and was it possible to prevent it?

To sum up, we can say that quality result can not be archived with grater number of executed excursions. Quality can only be achieved with detailed planning, good organization and execution.

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