

## AN EXAMPLE OF AN E-LEARNING COMMUNITY FOR LIFELONG LEARNING BY PHYSICAL EDUCATION TEACHERS

**Matej Majerič, Milan Žvan, Marko Kolenc\***

*Faculty of Sport, University of Ljubljana, Ljubljana, Slovenia*

*\*Zavod IZZIV, Ljubljana, Slovenia*

Submitted in January, 2008

The contemporary trends in the world and in the EU indicate an increase in the number of e-learning communities. This paper presents an example of the first learning community in Slovenia in the field of practical pedagogical training for students, the "Sportfolio.si".

The Faculty, sport students, professors, and the mentors at schools cooperate within the e-learning community and in this way interconnect "theory and practice". Within the e-community and by using blogs (web logs), users can share "examples of the best practice" and therefore gain, develop, and share professional competencies in the field of physical education – they are proving the idea that "you can develop your own knowledge if you share it with others".

These are also the trends in the EU which require teachers to continuously adopt new roles (competencies), and to change or abandon some of their earlier ones. Teachers must therefore permanently arrange for their own personal and professional development. With so called lifelong learning, teachers are becoming an important integral part of the "learning society" or the society of knowledge, which represents one of the fundamental goals of the European policies in the field of education and training to be achieved by the year 2010.

In the future, e-learning communities could provide an efficient source of support for the lifelong learning of physical education teachers and promote the development of sport of all types and dimensions.

---

*Keywords: Lifelong learning, knowledge management, acquisition and development of professional competencies, informational communication technology, learning communities.*

---

### INTRODUCTION

Changes in the society force teachers to adopt some new roles (by acquiring new competencies) and to change or abandon some of the earlier ones (Key competencies, 2002; Lifelong learning programme, 2006).

A teacher should primarily instigate changes or encourage learning also by looking after his/her own personal and professional development. Therefore, in the context of lifelong learning, each teacher is becoming an important part of a "learning society" or so called society of knowledge, which has also been one of the fundamental goals of European policies on education and training (Bologna declaration, 1999; Lisbon strategy, 2000; Lifelong learning programme, 2006).

According to Razdevšek-Pučko (2004), the vision of lifelong learning and continuous professional development requires critical thinking of the teacher. Schon (1999) says that a teacher should principally be "competent in practice" and able to generate new findings through the inspection of his/her own activity. Some of the key parts in the process of a lifelong learning process are the use of modern informational technology, cooperation with, experts, parents and other teachers as well as being qualified to inspect, scrutinise and evalu-

ate one's own work. These are also some of the roles, demanding of the teacher to be "open" to changes and motivated for lifelong learning and continuous professional development.

One of the key findings of the key competencies analysis from the year 2002 similarly suggests specific ways to fulfil the goals in the field of educational and training systems by 2010 within the framework of Lisbon strategy, as set by the EU member nations. The authors of an analysis have emphasised that new social conditions (on the global, national, local and other levels) put teachers into new roles, which they can acquire only by constant training and development of their knowledge and new competencies. Authors have emphasised as key competencies: qualification for implementing new types of work in the classroom (use of suitable approaches according to the social, cultural and ethnical diversity of pupils; the organisation of an optimal and motivating learning environment with the aim of simplifying or encouraging the learning process; teamwork with other teachers and experts, who participate in the educational process with the same pupils), qualification for accepting new roles outside of the classroom and with social partners (organisation and evaluation of educational work; cooperation with parents and other social part-

ners), qualification for developing new competencies and new knowledge in pupils (developing lifelong learning habits of pupils in the society of knowledge – teaching them about learning), development of their own professionalism (research approach and direction in problem solving; the responsible management of one's own professional development in a lifelong learning process) and the use of informational communication technology (ICT) in formal learning situations (in the classroom) and other professional work (when needed for professional development).

## SUBJECT

Modern trends in the EU and the world show an increase in the number of e-learning communities (i. e. e-communities), which use open coded internet tools, such as blogs (e.g. Wordpress, Blogger etc.). Blogs (web logs) are more than just simple web pages; they are personal internet diaries that allow the users to communicate with the World Wide Web by publishing their articles, comments, video materials, pictures, presentations and other links.

RIS analysis from 2006 states that nearly 100 million people around the world use blogs. Data from the same analysis also show that in 2006 approximately 75.000 internet users in Slovenia between the ages of 10 and 75 visited or used blog sites. Further development of blog sites in Slovenia should follow developed countries; meaning that in the next few years half of these populations will follow blogs and a tenth will also contribute to them. Forecasts show that the number of blog sites in Slovenia will exceed the number 100.000 in the next few years, whilst the changes of school system (e-education) can push this number even higher (RIS, 2006).

The majority of blog sites in the world are still designed to report about events, impressions and opinions from the bloggers' personal lives. Gradually the use of blogs and e-communities, particularly at the universities, is spreading into the field of education (for example Princeton University, University of Minnesota, Cornell University, University of Massachusetts Lowell, The University of British Columbia). Examples have confirmed that functions of blog sites could be transferred to education. Their networking could set up e-communities that will allow the users to acquire, develop and exchange professional competencies (Majerič & Kolenc, 2005).

According to the strategic direction of most of the EU policies (Bologna reform, 1999; Lisbon strategy, 2000; Lifelong learning programme, 2006 etc.) it can be expected that the learning communities in the field of training and education will, in the context of setting-up a "society of knowledge", in the future, acquire a leading

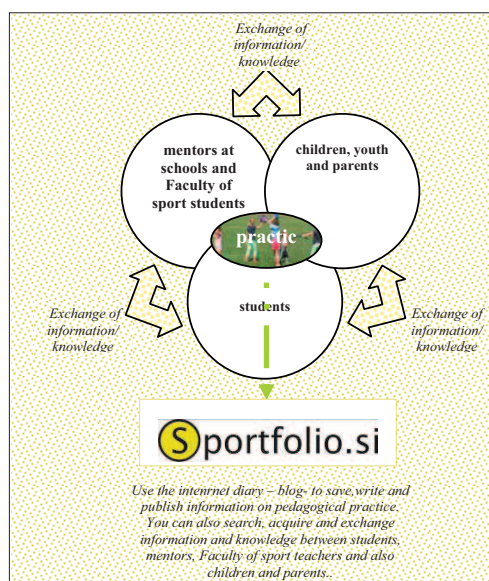
role in the area of lifelong learning. This is particularly true, as one of the main goals of training and education in the EU is for an individual to gain functional knowledge or specific professional competencies in the shortest time possible and to quickly enter the job market, where she/he can add to these competencies and add to his/her own "know how". In a society of knowledge the "know how" represents the "trademark" of an individual, who can promote it on blog sites and thus achieve better mobility and flexibility in the employment process. Additional functions (e.g. RSS) enable the establishment of individual blog networks, depending on the individual's interests. It can be expected that blog sites will in the future also simplify the Europass, which is designed to increase the mobility of employment within the EU.

All these processes are also connected with the modernisation of educational systems. Various institutions (universities, faculties etc.), which educate and train human resources, will need to use their experts (teachers, researchers...) to introduce novelties and establish a "living" knowledge that will suit the needs and demands of the users in the job market. E-communities with their good practice of "living knowledge" could be a good support system in addition to conventional types of education, as they will strengthen active partnership between "theory and practice".

From the e-education point of view the e-communities can be understood as a support system for lifelong learning and the development of professional competencies, which has been devised based on the open method of regulation and has been assigned by the European council in Lisbon (2000) as a "way to spread good practice and fulfil strategic goals in the area of education and training within the EU until 2010" (Izobraževanje in usposabljanje v Evropi, 2002).

**Fig. 1**

Example of e-community work



**Fig. 2**  
Homepage <http://sportfolio.si>



On the basis of listed starting points and considering the modern trends and technological solutions for setting up of learning communities, which were enabled by open coded internet tools, the first learning community "sportfolio.si" in the area of practical pedagogical training of students in Slovenia has been created within the project "Model of practical pedagogical training of students at Faculty of Sport", which is partly financed by the European social fund and the Ministry of education and sport.

As a starting point, changes that occur in teacher's everyday work were used; these changes have been accelerated in the EU along with the process of the implementation of strategic policies (Bologna reform, 1999; Lisbon strategy, 2000; Lifelong learning programme, 2006 etc.) with a goal of establishing a "society of knowledge". The main aim was to improve the quality and efficiency of systems of education and training of teachers and educators; furthermore, to promote lifelong learning and the development of competencies for a society of knowledge with the use of ICT. At the same time, goals and strategies of the University of Ljubljana for the period 2006–2009 (UL, 2006) have been considered.

The main goal of the pilot project "Sportfolio.si" was to establish a learning community of teachers at the Faculty of Sport, teachers – mentors and students in practical pedagogical training; a community that will strive for cooperation and a connection between "theory and practice". Users can exchange "examples of good practice" (different experience, opinions of performed lessons, teaching plans, other materials etc.) inside the community with the help of blogs (internet diaries) and in this way acquire, develop and exchange professional competencies in the field of physical education. In this way the idea that knowledge can be developed by shar-

ing it with others can be realised. A creative commons licence, which is a global movement for the protection of author's rights, was being used to protect author's rights whilst respecting the national legislation.

## METHODOLOGY

The project started in June 2006 with a pilot analysis (Majerič, Kovač, Strel, & Kolenc, 2006) that studied the conditions for the setting up of an e-community for the purpose of the practical pedagogical training of teachers – mentors and students. From June to September a model of an e-community has been designed; this model has been being developed since 2004 (Majerič & Kolenc, 2005). In December 2006, three months into the running of the project, a quantitative analysis of data usage in the e-community was carried out. In March 2007 the number of visits and data transfer in the e-community [www.sportfolio.si](http://www.sportfolio.si) was analysed (Kolenc, 2007).

### Sample of measured teachers – mentors

A questionnaire was returned by 53 out of 62 teachers – mentors, representing 85.5% of all teachers – mentors, included in the project. 49.1% of the measured subjects were men ( $N = 26$ ) and 50.9% were women ( $N = 27$ ), 45.3% worked in the primary schools ( $N = 24$ ) and 54.7% ( $N = 29$ ) worked in high schools. Of the measured subjects, 92.3% had university degrees and 35.8% had been working in education for more than 20 years, while the proportion of subjects working in education between 6 and 10 years was 20.8%, between 11 and 15 years was 17% and between 16 and 20 years was 18.9%, which findings are very similar. Of the teachers, 52.8% had the title of "adviser", 32.1% had the title of "mentor", 5.7% of them had the title of "higher adviser" and 9.4% of them did not hold any title. Teachers – mentors had been participating in carrying out the practical pedagogical training of students for an average of 10.1 years and their weekly workload amounted to 21.4 hours per week.

### Sample of measured students

In the academic year 2005/2006, 86 of 184 students in their final year at the Faculty of Sport, the University of Ljubljana, were randomly interviewed. They were included in practical pedagogical training; the sample represents 48.28% of all students training to become physical education teachers in the above mentioned year; 51.72% of subject in the sample were men and 48.28% were women. The majority of students wished to find employment in primary or high school after finishing the Faculty of Sport ( $AV = 1.78$  out of 3).

### Sample of measured variables

Sample of questions in the questionnaire for students and teachers – mentors included:

1. Opinion of teachers – mentors about the importance of different statements on the acquiring and exchange of knowledge, experience and competencies for professional development.
2. Opinion of teachers – mentors about the way they are prepared to share their knowledge, experience and competencies with others.
3. Opinion of teachers – mentors and students about the e-communities, which enable the development of professional competencies in the sense of lifelong learning.
4. Opinion of teachers – mentors and students about the benefits of acquiring and exchanging of professional experiences, knowledge and competencies.
5. Opinions of teachers – mentors and students about their willingness to cooperate in the e-communities, which will enable the acquiring and mutual exchange of competencies between the teachers and students.
6. Opinions of teachers – mentors about their willingness to share learning materials with others and willingness of students to use e-communities in the academic year 2005/2006.

### Data collection and analysis

Data were collected within the pilot analysis by Majerič et al. (2006) in June 2006. The statistical SPSS for Windows package was used to analyse the data and calculate basic indicators of descriptive statistics. Data about the working of the learning society (number of visits, quantity of transferred data, number of users, number of active bloggers) were collected with the use of the AWStats programme and the quantitative analysis of users on the website [www.sportfolio.si](http://www.sportfolio.si).

## RESULTS AND AN ANALYSIS

### Pilot analysis

It has been found that teachers – mentors in the acquiring and exchanging of knowledge, experience and competencies for professional development consider it particularly important to be able to acquire and exchange various professional information (av = 3.72 out of 4), new ideas for professional work (av = 3.51 out of 4) and answers to various professional problems (av = 3.38 out of 4) (TABLE 1).

It has been found that the majority of teachers – mentors are prepared to share their knowledge, experience and competencies by answering the questions

**TABLE 1**

Opinion of teachers – mentors about the importance of different statements on the acquiring and exchange of knowledge, experience and competencies for professional development

Answer	av	sd
By acquiring and exchanging of knowledge, experience and competencies:		
I can acquire and exchange various professional information	3.72	0.45
I can acquire and exchange new ideas for professional work	3.51	0.54
I can acquire and exchange answers to various professional problems	3.38	0.69
I can acquire and exchange new business contacts	2.53	0.87
I can acquire and exchange social contacts	2.13	0.94
I can acquire and exchange business opportunities	1.96	0.96

Note:

4 level measuring ladder was used, with 1 representing the least important and 4 the most important

**TABLE 2**

Opinion of teachers – mentors about the way they are prepared to share their knowledge, experience and competencies with others

Answer	Over telephone		By answering the questions via email		By answering questions on internet forums		At workshops or seminars for students		In e-communities	
	f	%	F	%	f	%	f	%	f	%
Yes	18	33.96	47	88.68	33	62.26	37	69.81	43	81.13
No	31	58.49	4	7.55	18	33.96	14	26.42	8	15.09
N/A	4	7.55	2	3.77	2	3.77	2	3.77	2	3.77
Total	53	100.00	53	100.00	53	100.00	53	100.00	53	100.00



via email (88.68%) and e-communities (81.13%) and less in workshops or seminars for students (69.81%) and by answering questions on internet forums (62.26%). The smallest proportion of teachers is prepared to share their experience over the telephone (33.96%) (TABLE 2).

Of these teachers, 60.38% use the internet every day (electronic mail, web searches...) and 28.30% a few times per week. This proportion is even higher in students – 63.22% of students use internet every day and 32.18% of the interviewed subjects a few times per week (TABLE 3).

Of teachers – mentors (60.38%) and 83.91% of students are of the opinion that professional e-communities, working in the internet environment and with the

help of web pages or various internet applications, enable the solving of current professional questions, the access and exchange of different professional sources and also enable the development of professional competencies in a sense of lifelong learning, which are useful and necessary for successful work (TABLE 4).

Of teachers – mentors (96.23%) as well as 98.85% of students are of the opinion that acquiring and exchanging knowledge, experience and competencies is beneficial as they can acquire and exchange various professional information, new ideas for professional work, answers to various professional problems, business contacts, social contacts and new business opportunities (TABLE 5).

**TABLE 3**

Opinions of teachers – mentors and students about the frequency of internet use (electronic mail, web searches etc.)

Answer	Teachers – mentors		Students	
	f	%	f	%
Every day	32	60.38	55	63.22
Few times per week	15	28.30	28	32.18
Few times per month	6	11.32	4	4.60
Total	53	100.00	87	100.00

**TABLE 4**

Opinion of teachers – mentors and students about e-communities, which enable the development of professional competencies in the sense of lifelong learning

Answer	Teachers – mentors		Students	
	f	%	f	%
They are useful and necessary for successful work	32	60.38	73	83.91
They are not useful and do not contribute to successful working	2	3.77	4	4.60
Other: I do not know them, I do not use them, they do not exist, they are not required to progress, they are probably useful, they are useful	16	30.19	10	11.49
Missing answers	2	3.77	0	0.00
Total	53	100.00	87	100.00

**TABLE 5**

Opinion of teachers – mentors and students about the benefits of the acquiring and exchanging of professional experiences, knowledge and competencies

Answer	Teachers – mentors		Students	
	f	%	f	%
In my opinion it is beneficial to acquire and exchange various professional information, new ideas for professional work, answers to various professional problems, business contacts, social contacts and new business opportunities	51	96.23	86	98.85
In my opinion it is not beneficial, as the increasing competition forces me to keep my experience, knowledge and competencies for myself	0	0.00	1	1.15
Other	2	3.77	0	0.00
Total	53	100.00	87	100.00

Of teachers – mentors (73.58%) as well as 88.51% of students are prepared to cooperate in e-communities of teachers and students, as they are interested in modern approaches to acquiring and exchanging of professional competencies (TABLE 6).

Of teachers – mentors (86.79%) are prepared to share their teaching plans and didactic materials (learning papers, cards, posters, criteria and descriptions for evaluation, video materials...) with other teacher – mentors and students within e-communities, which would operate based on the rules of respecting intellectual ownership and authors' rights.

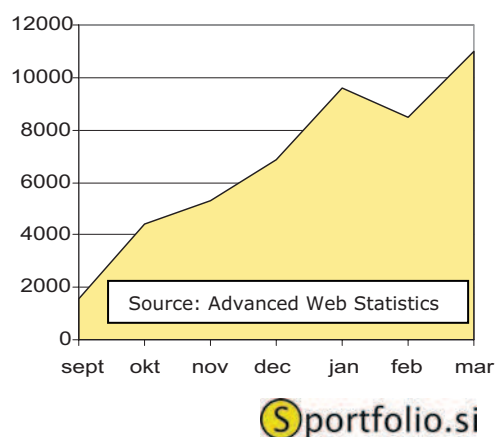
Of students, 88.51% answered that they would have used the e-communities in the previous academic year (2005/2006), if they had been available, as they are interested in modern approaches to acquiring and exchanging of professional competencies (TABLE 7).

The knowledge of internet blogs was also analysed in order to set up e-communities. It has been found that the proportion of teachers – mentors with a knowledge of internet blogs is 37.74% and is similar to the proportion of teachers without the knowledge of internet blogs (39.62%). The proportion of students with knowledge of internet blogs is slightly higher (49.43%), compared to those without knowledge about internet blogs (39.08%).

### Analysis of the running of the elearning community "Sportfolio.si" and an analysis of the number of visits and data transfer within the community

**Fig. 1**

Review of visits on the web page of the learning society (September 2006 – March 2007)



Until December 2006, 219 blogs were set up in the first learning community "Sportfolio.si" at the University of Ljubljana. Out of all the registered blogs, 50 belonged to teachers (out of 63 participating), 165 belonged to

**TABLE 6**

Opinions of teachers – mentors and students about their willingness to cooperate in e-communities, which will enable the acquiring and mutual exchange of competencies between teachers and students

Answer	Teachers – mentors		Students	
	f	%	f	%
Yes, I am prepared to cooperate (I am interested in modern approaches to acquiring and exchanging of professional competencies)	39	73.58	77	88.51
No, I am not prepared to cooperate (I prefer traditional methods of acquiring and exchanging of professional competencies)	2	3.77	6	6.90
Other: shortage of time, overloading, partial cooperation until necessary, if it is necessary, clear rules, "open cards"	10	18.87	4	4.60
Missing answers	2	3.77	0	0.00
Total	53	100.00	87	100.00

**TABLE 7**

Opinions of teachers – mentors about their willingness to share learning materials with others and willingness of students to use e-communities in the academic year 2005/2006, if they were available

Answer	Teachers – mentors		Students	
	f	%	f	%
Yes	46	86.79	77	88.51
No	5	9.43	6	6.90
Missing answers	2	3.77	4	4.60
Total	53	100.00	87	100.00

students (out of 184 participating), 3 belonged to teachers or assistant professors at the Faculty of sport (out of 7 participating) and one was a user support blog. In March 2007, 169 out of all the registered blogs were still active (36 belonged to teachers – mentors, 130 belonged to students and 3 belonged to teachers at the Faculty of Sport). It has been found that 61 students used their blogs mainly to publish assignments and ICT materials; 69 students also wrote diaries of practical pedagogical training and published teaching plans and various suggestions for practice. 28 teachers – mentors used their blogs to publish timetables and other information related to practical pedagogical training of students; 8 teachers regularly published various information. From September 2006 until March 2007 more than 1000 various contributions were already published (teaching plans, video materials, good practice examples, other materials...). More than 9 GB of information and electronic contents were exchanged between the blogs and nearly 50.000 visits on the web page [www.sportfolio.si](http://www.sportfolio.si) were recorded.

## FINDINGS

Data show that teachers – mentors in the process of acquiring and exchanging the knowledge, experience and competencies for professional development consider as particularly important the possibility to acquire and exchange various professional informations, new ideas for professional work and answers to various professional problems.

Analysis shows that the majority of teachers – mentors and students are prepared to cooperate in the e-community and share their knowledge, experience and competencies with others. They consider the e-communities, which enable lifelong learning, useful and necessary for a successful work, as they can acquire and exchange various professional informations, new ideas for professional work and answers to various professional problems. The majority of them were prepared to cooperate in the e-community and exchange within the community didactic materials (teaching papers, cards, posters, criteria and descriptions for evaluation, video materials...) and teaching plans and share them with other teachers – mentors and students. The majority of students stated that they would use the e-community in the academic year 2005/2006, if it was available, and that they have already used other internet tools for exchanging information.

The findings have confirmed the assumptions that key factors exist for the establishing of a learning community; therefore on the basis of the starting points of Majerič and Kolenc (2005), a model of learning communities for practical pedagogical training was set up,

similar to those at some foreign universities (Princeton University, University of Minnesota, Cornell University, University of Massachusetts Lowell, and The University of British Columbia). A fundamental starting point was that it has to be simple for users and that it supports the use of modern information communication technology. Therefore, internet blogs, which allow the users to keep a personal internet diary and to exchange various information and knowledge (presentations, photos, video material, etc.), were used.

The application of a learning community in practice and its use among the teachers and students shows very encouraging results. This means that in a very short time a support to the lifelong learning in the field of professional competencies was set up, which is based on the open method of regulation and has been assigned by the European Council in Lisbon (2000) as a “way to spread good practice and fulfil strategic goals in the area of education and training within the EU until 2010” (*Izobraževanje in usposabljanje v Evropi*, 2002). This also brought the setting up of a new culture of knowledge management, which is based on the idea that “one’s own knowledge (competencies) can be developed by sharing it with others”.

E-learning societies are one of the modern methods for professional and quality discussions between theory and practice. They work on the principle of self regulation. This means that the users have an opportunity to prevent the publishing of unsuitable contents with their own comments. In this way they can exclude users that publish “dubious” contents and do not respect the rules of the learning community (author’s rights, etc.). Establishing an expertly critical self regulation of the users should be a challenge for the educational institutions, which they should use to form and shape professional culture and knowledge management. This results in a direct connection of “theory and practice” and brings new opportunities for a quality promotion of the profession. Therefore, educational institutions should be the main instigators and (expert) coordinators of e-learning communities.

The Faculty of Sport has, as the first at the University of Ljubljana, set up an e-learning community, which allows students, assistant teachers and teachers in “practice” to exchange the knowledge, competencies and experience in the area of practical pedagogical training. This enables them to quickly exchange the information and knowledge between the Faculty of Sport as a main “institution of knowledge” in the field of sport in Slovenia and the teachers in its partner schools. This approach enables them to fulfil strategic goals of the UL (2006–2009), as it encourages and develops a partnership between theory and practice, strengthens the community of teachers at the faculty, students and teachers in “practice” and provides support for lifelong learning.

It is planned, as a result of the acquired experience and encouraging results in the setting up and functioning of the e-learning community "Sportfolio.si", that several updates will be prepared for the academic year 2007/2008. This will facilitate additional possibilities for the users in the acquiring and exchanging of knowledge and competencies. It is also planned that new learning communities in the field of sport will be used, which will influence development of all aspects of sport.

The project "sportfolio.si" serves the University of Ljubljana as a good example of cooperation between theory and practice. A model of the Faculty of Sport can be quickly transferred to any faculty or university. A kind of inter sector cooperation and exchange of information and knowledge between the faculties at any university or between the universities and cooperation between various sectors of the economy could be established. This also facilitates the fulfilling of strategic EU policies (Bologna declaration, 1999; Lisbon strategy, 2000; Lifelong learning programme, 2006, etc.) in the area of education and training and the establishing of a "knowledgeable society".

## REFERENCES

- Bolonjska deklaracija (1999). *Ministrstvo za visoko šolstvo, znanost in tehnologijo*. Retrieved 27. 3. 2007 from the World Wide Web: [http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokument\\_i\\_visokosolstvo/Bolonjski\\_proces/bolonjska\\_deklaracija.pdf](http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokument_i_visokosolstvo/Bolonjski_proces/bolonjska_deklaracija.pdf)
- Izobraževanje in usposabljanje v Evropi: Različni sistemi, skupni cilji za 2010 (2002). *Delovni program o ciljih za prihodnost sistemov izobraževanja in usposabljanja*. Bruselj: Generalni direktorat za izobraževanje in kulturo, Evropska komisija.
- Key competencies (2002). Brussels: Eurydice, European Unit.
- Kolenc, M. (2007). *Obisk na spletnem mestu Sportfolio.si, po 5ih mesecih strmo navzgor*. Retrieved 27. 3. 2007 from the World Wide Web: [http://klub.sportfolio.si/Lizbonska\\_strategija](http://klub.sportfolio.si/Lizbonska_strategija) (2000). Retrieved 27. 3. 2007 from the World Wide Web: [http://ue.eu.int/ueDocs/cms\\_Data/docs/pressData/en/ec/00100-r1.en0.htm](http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/00100-r1.en0.htm)
- Majerič, M. (2006). *Poročilo o izvajanju projekta v letu 2006*. Ljubljana: Fakulteta za šport.
- Majerič, M., & Kolenc, M. (2005). E-samoučeka skupnost na področju vzgoje in izobraževanja. In Z. Labernik & M. Varšek (Eds.), *10. mednarodna konferenca – MIRK 05: Zbornik povzetkov* (pp. 40). Ljubljana: Ministrstvo za šolstvo in šport in drugi.
- Majerič, M., Kovač, M., Strel, J., Kolenc, M., & Markelj, M. (2006). Pilotska analiza projekta. Projekt "Model praktičnega pedagoškega usposabljanja študentov Fakultete za šport" [*Pilot analysis of the project Model of practical pedagogical training of Faculty of Sport students – unpublished*]. Neobjavljeno. Ljubljana: Fakulteta za šport.
- Pehan, V., & Vehovar, V. (2006). *E-izobraževanje 2005/2006 – visokošolski in višješolski zavodi*. Retrieved 27. 3. 2007 from the World Wide Web: <http://www.ris.org/index.php?fl=2&lact=1&bid=1293&parent=13>
- Program vseživljenjskega učenja (2006). *Uradni list Evropske unije*. Retrieved 27. 3. 2007 from the World Wide Web: [http://eur-lex.europa.eu/LexUriServ/site/sl/oj/2006/l\\_327/l\\_32720061124sl00450068.pdf](http://eur-lex.europa.eu/LexUriServ/site/sl/oj/2006/l_327/l_32720061124sl00450068.pdf)
- Razdevšek-Pučko, C. (2004). What kind of teacher is needed (expected) in today's (and tomorrow's) school? *Sodob. pedagog.*, 55, 52–74.
- RIS (2007). *Blogi v letu 2006*. Retrieved 27. 3. 2007 from the World Wide Web: <http://www.ris.org/index.php?fl=1&nt=9&p1=276&p2=285&p3=&id=1074&sid=457>
- Univerza v Ljubljani (2006). *Strategija 2006–2009*. Retrieved 27. 3. 2007 from the World Wide Web: [http://www.uni-lj.si/Univerza/StrategijaUL2006\\_2009.pdf](http://www.uni-lj.si/Univerza/StrategijaUL2006_2009.pdf)

## PŘÍKLAD E-LEARNINGOVÉ KOMUNITY<sup>1</sup> V CELOŽIVOTNÍM VZDĚLÁVÁNÍ UČITELŮ TĚLESNÉ VÝCHOVY (Souhrn anglického textu)

Současné trendy ve světě i v EU vykazují zvyšující se počet skupin, vzdělávajících se prostřednictvím e-learningu, tzv. e-learningových komunit. Tento příspěvek představuje první takovouto e-learningovou komunitu ve Slovinsku, a to v oblasti pedagogické praxe studentů – „Sportfolio.si“.

Pedagogové, studenti sportu, profesori a mentoři na školách v rámci e-learningové komunity spolupracují a propojují tak „teorii a praxi“. V rámci e-komunity a pomocí blogů (weblogů) mohou uživatelé sdílet příklady nejlepších postupů a získávat, rozvíjet a sdílet tak

<sup>1</sup> Autoři zvolili pro překlad výrazu e-learning community výraz e-learningová komunita, ačkoliv v tomto případě nejde o komunitu v sociologickém pojetí, ale ve významu přeneseném, a to do prostředí internetu. E-learningovou komunitou je zde rozuměna sociální skupina (v sociologickém významu skupina osob, jejíž členy spojuje vzájemná komunikace, normy, vzájemná očekávání a společně vykonávaná činnost), která se prostřednictvím elektronické komunikace v rámci tzv. weblogu vzdělává, přičemž toto vzdělávání zahrnuje vzájemné sdílení nabytých poznatků a zkušeností.



profesní kompetence v oblasti tělesné výchovy. Potvrzují tak myšlenku, že „vlastní vědomosti lze rozvíjet tím, že je sdílíme s ostatními“.

Takové jsou rovněž trendy v EU, která od pedagogů požaduje neustále přejímat nové role (kompetence) a měnit či opouštět některé role dřívější. Pedagogové se tudíž musí neustále starat o vlastní osobnostní a profesní rozvoj. Pomocí tzv. celoživotního vzdělávání se pedagogové stávají nedílnou součástí „učící se společnosti“ neboli společnosti vědomostní, která představuje jeden ze zásadních cílů evropské politiky v oblasti výchovy a vzdělávání, kterého má být dosaženo do roku 2010.

V budoucnosti by e-learningové komunity mohly představovat účinnou oporu při celoživotním vzdělávání učitelů tělesné výchovy a podpořit rozvoj sportů všech typů a měřítek.

*Klíčová slova: celoživotní vzdělávání, management znalostí, osvojování a rozvoj profesních kompetencí, informační a komunikační technologie, e-learningové komunikace.*

---

#### Assist. prof. Matej Majerič, Ph.D.



University of Ljubljana  
Faculty of Sport  
Gortanova 22  
1000 Ljubljana  
Slovenia

#### *Education and previous work experience*

Since 1999 employed at the Department of Didactics of Physical Education in schools at the University of Ljubljana, Faculty of Sport. Completed his Ph.D. in 2004 at the Faculty of Sport with a dissertation the “Analysis of assessment models of sports knowledge in physical education”. Working on the modern approaches to life-

long learning experience and permanent expert training of teachers and professionals in sport, he is a head of the Department for permanent expert education at the Faculty of Sport and a coordinator of practical pedagogical training of the students at the Faculty of Sport. In 2006 and 2007 he successfully completed a project “A model of practical pedagogical training of students at the Faculty of Sport”, which has been in part financed by the EU European Social Fund and the Ministry of Education and Sport of Republic of Slovenia. Within the project, the first e-learning community “Sportfolio.si”, intended for the lifelong learning of teachers and students in Slovenia, has been set up. “Sportfolio.si” is based on an open method of adjustment, which the European Council in Lisbon (2001) defined as a “way for expanding examples of good practice, which enables the fulfilment of strategic goals in the area of education and training in the EU until 2010”. He is a member of the Programme board for further education and training of professional workers in education in Republic of Slovenia.

#### *Scientific orientation*

Recently, he has been researching knowledge management and modern approaches to lifelong learning in the field of sport, as well as the exchange and development of knowledge in the “society of knowledge”.

#### *First-line publications*

Majerič, M., & Kolenc, M. (2005). *E-self learning community in the field of education and training*. Ljubljana: Ministry of education and sport.

Majerič, M., & Kolenc, M. (2007). Sportfolio.si: Setting up an e-community for the development of professional competencies and lifelong learning of physical education teachers. *Šport*, 55(2), 5–12.

Majerič, M., Žvan, M., & Kolenc, M. (2007). Sportfolio.si: E-learning community for lifelong learning of physical education teachers. In *4th FIEP European congress Physical education and sports: Teacher's preparation and their employability in Europe: Book of abstracts* (pp. 80). Bratislava: Comenius University, Faculty of Physical Education and Sport, Slovak Scientific Society for Physical Education and Sport.

---