

Komunikacijske kompetence v terciarnem e-izobraževanju

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Povzetek

Raziskovalno vprašanje (RV): Kateri gradniki komunikacijskih kompetenc so prepoznani kot doprinos e-izobraževanja in kateri predstavljajo izziv pri tovrstnem izobraževanju na višjih strokovnih šolah, ki predstavljajo del terciarnega izobraževanja? Kateri prepoznani gradniki komunikacijskih kompetenc tako oblikujejo nov model komunikacijskih kompetenc v korelaciji z e-izobraževanjem?

Namen: Namen raziskave je osvetliti in prepoznati gradnike komunikacijskih kompetenc pri e-izobraževanju višjih strokovnih šol in oblikovati nov model komunikacijskih kompetenc v korelaciji z e-izobraževanjem.

Metoda: V raziskavi bi uporabili več metod, in sicer metodo zbiranja in preučevanja literature, metodo komparacije, metodo treh fokusnih skupin in strukturiranega ali polstrukturiranega intervjuja. Izvedli bi empirično kvalitativno analizo dobljenih rezultatov, analizirali bi pojme 3. reda pri intervjujih, analizirali fokusne skupine, uporabili tehniko ključnih besed v kontekstu in analizo diskurza. V raziskavo bi bili vključeni višješolski učitelji treh največjih šol v Sloveniji.

Rezultati: Predstavljeni so modeli komunikacijskih kompetenc in e-izobraževanja. Upoštevajoč ostale gradnike komunikacijskih kompetenc, prepoznane v literaturi, in empirično prepoznane v samem pedagoškem procesu, se izoblikuje nov model komunikacijskih kompetenc v e-izobraževanju na osnovi široke vključenosti deležnikov pedagoškega procesa v samo e-izobraževanje.

Organizacija: Rezultati raziskave bodo šolam omogočili prepoznati elemente komunikacijskih kompetenc v novem modelu in ga uporabiti v terciarnem okolju za izboljšanje komunikacijskih kompetenc z namenom dvigniti kakovost izobraževalnega procesa v slovenskem prostoru.

Družba: Prepoznavanje novih elementov komunikacijskih kompetenc in oblikovanje novega modela so osnova za dvig kakovosti izobraževalnega procesa in terciarnega šolstva na Slovenskem, kar posledično pripomore k doprinosu znanja v družbi ter ozaveščanju pomena komunikacije pri posredovanju znanja.

Originalnost: Več raziskav o e-izobraževanju in komunikacijskih kompetencah je bilo že narejenih, nobene pa nismo zasledili, ki bi obravnavala oz. prepoznavala gradnike komunikacijskih kompetenc v okviru e-izobraževanja na terciarnem nivoju v okoliščinah, ko so bili zaradi zdravstvenih izzivov podvrženi e-izobraževanju vsi deležniki pedagoškega procesa.

Omejitve/nadaljnje raziskovanje: Omejili smo se na že narejene raziskave s tega področja. Raziskavo smo izvedli z učitelji terciarnega nivoja treh največjih višjih strokovnih šol v Sloveniji. Model komunikacijskih kompetenc je možno nadalje preveriti na univerzah z namenom prepoznavati pozitivne gradnike komunikacijskih kompetenc in izzive. Prav tako odstira še neraziskano področje vzpostavljanja odnosov med študenti in učitelji pri e-izobraževanju ter prepoznavanju elementov šolanja in e-šolanja, ki so za študente boljši in jih bolj usmerjajo in motivirajo za učenje. Posledično bi lahko ugotovili, v kolikšni meri tradicionalno šolanje ohranja svojo prednost pred e-šolanjem. Na podlagi raziskave je možno nadaljnje raziskovanje tudi v prepoznavanju strategij za odpravo težav e-šolanja na višjih strokovnih šolah, ki so nastale na področju (ne)obvladovanja komunikacijskih kompetenc.

Ključne besede: komunikacijske kompetence, e-izobraževanje, fokusne skupine, polstrukturirani intervjuji, terciarno izobraževanje, model komunikacijskih kompetenc.

Monja Pust je leta 2001 pridobila znanstven naziv magistrica znanosti slovenske književnosti. Zaposlena je kot profesorica in predavateljica na višji strokovni šoli. Trenutno na Fakulteti za organizacijske študije v Novem mestu opravlja doktorat menedžmenta kakovosti.

Annamarie Gorenc Zoran je redna profesorica na Fakulteti za organizacijske študije v Novem mestu in vodi tečaje učenja na daljavo v Sloveniji in tujini. Njeno raziskovalno zanimanje je interdisciplinarni pristop h komunikaciji kot kanal e-izobraževanja, okvir za nenehno izboljševanje v smislu povratnih informacij o standardih kakovosti, orodje v izobraževanju in poučevanju, analitični okvir za raziskave in prispevek k organizacijski znanosti. Je urednica revije Izzivi prihodnosti in aktivna recenzentka mednarodnih indeksiranih revij. Aktivna je tudi pri evalvaciji kakovosti v visokošolskem izobraževanju. Objavila je poglavja o knjigah, številne članke in jih predstavila na mednarodnih, državnih in regionalnih konferencah.

Communication Competencies in Tertiary e-Learning

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Abstract

Research Question (RQ): Which building blocks of communication competencies are recognized as a contribution to e-learning and which pose a challenge in higher education vocational schools? Which elements of communication competencies thus form a new model of communication competencies in e-learning?

Purpose: The purpose of the research is to shed light on and identify the building blocks of communication competencies in e-learning in higher education vocational schools (short first cycle programmes) and to form a new model of communication competencies in e-learning.

Method: Several methods would be used in the research, namely the method of collecting and reviewing the literature, the comparison method, the method of three focus groups and the use of structured or semi-structured interview. We would perform an empirical qualitative analysis of the results obtained, analyse third order concepts in interviews, analyse focus group data, use the keywords in context approach and discourse analysis. The research would include higher education teachers from the three largest higher education vocational schools in Slovenia.

Results: Elements of communication competencies and e-learning will be presented. Considering other elements of communication competencies identified in the literature and empirically recognized, a new model of communication competencies in e-learning will be formed based on the broad involvement of stakeholders in the pedagogical/andragogical process in e-learning itself.

Organization: The results of the research will enable schools to identify elements of communication competencies in the proposed new framework and use it in tertiary vocational environments to improve communication competencies and raise the quality of the educational process in Slovenia.

Society: Recognition of new elements of communication competencies and creation of a proposed framework are the basis for raising the quality of the educational process and tertiary vocational education in Slovenia, which consequently contributes to knowledge in society and raising awareness of the importance of communication in knowledge transfer.

Originality: Several studies on e-learning and communication competencies have already been done, but we have not found any that would address or identify the elements of communication competencies in the context of e-learning at the tertiary vocational level in circumstances where, due to global pandemic challenges, all stakeholders in the pedagogical process were subjected to e-learning.

Limitations / further research: We limited ourselves to the research already completed in this area. The research was conducted with tertiary vocational level teachers in three largest vocational higher education institutions in Slovenia. The proposed framework of communication competencies elements in e-learning can be further tested at other tertiary levels to identify the elements of communication competencies and challenges in e-learning. It also reveals the unexplored field of establishing relationships between students and teachers in e-learning and identifying elements of schooling and e-learning that are better for students that facilitate and motivate them to learn more. As a result, we could determine the extent to which traditional schooling maintains its advantage over e-learning. Further research is also possible in identifying strategies for providing possible alternative to challenges in higher vocational schools utilizing e-learning that stem from (non) management of communication competencies.

Keywords: communication competences, e-learning, focus groups, semi-structured interviews, tertiary education, communication competence model.

Monja Pust in 2001 obtained the scientific title of Master of Science of Slovenian Literature. She is employed as a professor and lecturer at a vocational college. She is currently pursuing a doctorate in quality management at the Faculty of Organizational Studies in Novo mesto.

Annamarie Gorenc Zoran is a Professor at the Faculty of Organisation Studies in Novo mesto as well as teaches distance learning courses in Slovenia and abroad. Her research interest is an interdisciplinary approach to communication, as a channel in e-learning, framework for continuous improvement in terms of quality standards feedback, a tool in education and teaching, as an analytical framework to research, and as a contribution to management. She is the editor of the journal Challenges of the Future and is an active peer reviewer for international indexed journals. She is also active in evaluating quality in higher education. She has published book chapters, numerous articles, and presented at international, national, and regional conferences.
