Developing Pedagogical Competency During Teacher Education Through the Experiential Learning of Didactic and Methodological Approaches

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Summary: This paper considers the development of pedagogic competency during teacher education and in particular the experiential learning of didactic and methodological approaches in students of social pedagogy. The decision to focus upon experiential learning is based on the assumption and realization that the study of didactic and methodology cannot take place without experiential learning. The main goals were to gain teaching competences in order to work with the whole class, to meet all the didactic phases through experiential learning with support, monitoring and mentoring, and to contribute to all of the above in the learning and development of the children involved. At the end of the school year after all the phases of the program were completed we wanted to be able to confirm or challenge our expectations and assumptions. To do that we researched how the included students valued this way of learning and what kind of knowledge they had gained in this instance. We also wanted to hear opinions and reviews from teachers whose classes were involved, specifically whether the didactic and methodological approaches the students used within the experiential learning supported children's learning and development. The research results confirmed the positive impact of the experiential learning of didactic and methodological approaches during teacher education on the development of pedagogical competences. The results showed that information without experience was not considered as valuable as information with the experience. As such it can be seen that the didactic and methodological approaches used can make an important contribution to a modern teaching.

Keywords: experiential learning, developing pedagogic competences, teacher education, didactic and methodological approaches, teaching and working with the class, social pedagogy.

Introduction

Traditional forms of learning where learning is based on theory it is not enough for the development of pedagogic competency (Kobolt & Dekleva, 2006; Razdevšek Pučko, 2006), particularly in the model of a competence-oriented teacher education program. Students who are learning through experience in a concrete pedagogical context are more sensitive to practice and better informed about it (Loughran, 2006). Experiential learning allows transfer from theory into practice. It is the form of learning, which attempts to connect concrete experience, reflective observation, abstract conceptualization and active experimentation in whole cy-
Formal education of pedagogical profiles beside theoretical education also includes practical training education (Juriševič et al., 2007). As a teacher of didactic and methodology I ask myself how I can contribute more to a student's practical learning and further understand the content of didactic and methodology? The main focus in my early teaching was how to integrate a more practical education within the study of didactic and methodology. With my second generation of students, according to recommendations on how to achieve study highlights (Razdevšek Pučko, 2006; Zgaga, 2005), I introduced an innovative approach to the study of didactic and methodology of social-pedagogical work through experiential learning with support, monitoring and mentoring. Fundamentally the content of this field means students learn through the whole year project over a period of two semesters. The main methods used are experiential learning and project work.

The purpose of this article is to present and evaluate the case for experiential learning within the content of didactic and methodology used in education and training for students of social pedagogy in Faculty of Education University of Ljubljana, from the point of view of the acquisition and evaluation of pedagogical competence.

**Theoretical background**

With the Bologna process (Zgaga, 2004; Tancing et al., 2006) and also teacher education programs we gain an understanding of the concept of competence (Razdevšek Pučko & Rugelj, 2006; Tancing, 2006) and the list of key competencies (Razdevšek Pučko & Rugelj, 2006; Tancing, 2006; Zgaga, 2005). At that time the Faculty of Education University of Ljubljana agreed on the establishment of lists of competencies at four levels for the future graduate (Tancing, 2006). The first level includes general (generic) competences of all graduates professionals working in education, the third level includes subject-specific competences of the Faculty Education, University of Ljubljana graduates, and the fourth level includes Subject-specific competences of the graduates of the study programme (ibid). The study program of social pedagogy beside the specific competences also develops other competences from the list of valid for Faculty of education graduates. According to Le Boterf (1997, in Peklaj, 2006) we have developed some competence if we have the appropriate sources, also cognitive, motivational and affective, and if we are able to activate, reconciled and use it in appropriate time and complex situations. In other words (Razdevšek Pučko, 2004, in Valenčič Zuljan, 2012) competencies tell what someone has mastered theoretically and what is possible to do in practice or how they are able to use knowledge in practice (Razdevšek Pučko, 2004). The presence of a certain competence can only be verified through activity in different circumstances and time. It follows that learning of the competences is significantly linked to the experience, to wherein learning methods are based on student's active work, experiential learning, cooperative learning and less on classic teaching methods (ibid). Competence-oriented study (Dekleva et al., 2006) directs us automatically to the method of experiential learning and as Razdevšek Pučko (2004) explains gaining competences is not possible without the active involvement of the student. The foundations of experiential learning are set by Dewey (1990, Kolb 2015), who opposed abstract learning as it is far from experience based learning. Lewin (Kolb, 2015) discusses the phenomenological perspective and Piaget (ibid) based on cognitive development. The most known contemporary model in the Kolb's circle of experiential learning (Marentič Požarnik, 2000; Kolb, 2015) connects concrete experience, reflective observation, abstract conceptualization and active experimentation in whole cycle, wherein it differs from traditional learning also in their own experience and activity.
Kobolt in Dekleva (2006) consider the education's contribution to quality of work at field of social pedagogy and they highlight that educational programs contribute to quality as they enable the gathering of broad-based theoretical knowledge, first practical skills, procedures and methods of work and an introduction to the development of self-reflectivity. The program of didactic and methodology of social pedagogical work follow all listed elements, wherein an innovative approach to studying content and with experiential learning it contribute to testing theory in practice at an undergraduate level of study.

The results of competence analysis in the educational program of social pedagogy at Faculty of Education University of Ljubljana, the authors Kobolt in Dekleva (2006) identify indicators as to what competences need more attention, more time and more relevant and better learning methods. The meaning of “active studying methods and a greater role of project work” (Kobolt & Dekleva, 2006: 190) is particularly highlighted.

Also the results of research (Krajnčan, 2005) about a students qualification, obtained from mentor feedback highlight the suggestions to increase experiential work of students of social pedagogy. Also Bajželj (2007) in other research about the influence of integrated forms of practical training and education on professional development of students of social pedagogy notes that concrete, direct practical experience that is obtained at the time of studying, is extremely important for professional development.

Findings and proposals based on research analyzing programs of social pedagogy substantiate the assortment of methods of experiential learning in combination with method of project work. We introduced learning about didactic and methodology of social-pedagogical work as a filed base to get different competences from all four lists from the Faculty Education, University of Ljubljana graduates.

Work with the class based on traditional beliefs is teachers’ work. Is social pedagogue a teacher? Social pedagogue doesn't have a subject as other teachers have. But the key to the teaching work of teacher is hidden in pedagogy (Loughran, 2006) and is transferable and translatable, more independent from subject competences and with assumption those pedagogues have enough specific knowledge from the subject field (Razdevšek Pučko, 2004). The educational program of social pedagogue also includes both kinds of competences (Tancing, 2006). As such social pedagogue is an appropriate expert in educational work wherein it can have more influence on a teacher’s place of work (Pravilnik, 2012) and also means that social pedagogue does not teach a specific subject but in the social pedagogue’s field of expertise. The class can be used for work with large groups with the purpose of achieving changes. Storø (2013) considers the question who is a social pedagogue and concludes that they are also a teacher. This is because teachers’ roles and tasks are in the everyday work of social pedagogue. Social pedagogue is focused on more than classic teaching and everyday social situations and is happening in class and that is why it is termed social oriented pedagogue. Subjects of learning are skills, values, beliefs used in everyday life of individual. We can talk about common professional efforts because teachers’ work tasks and social pedagogue work tasks can be overlap (Storø, 2013). In the context of social pedagogical work Storø (2013) considers the three concepts of relationship, structure, and change, which are pursued and overlap social pedagogue. These three concepts in combination form the basic context of social pedagogical works with a class.

Based on research results, Razdevšek Pučko (2004) has identified the needed competences for teachers from the view of the principal and in combination with those created by an expert group in the European Commission in 2003. Razdevšek Pučko (2004) creates the group of competences that are average more general and transferable. For example good didactic and methodological knowl-
edge, a qualification for team working, different mentoring role for the teacher in class, psychological knowledge, and learning to learn. Listed competences coincide with social-pedagogical principles of class working and that is why the programs’ objectives for education and training of social pedagogue in this field are founded on this basis. According to theoretical background and research’s results the future pedagogue/teacher needs the opportunity to develop competences based on their own experience and also during the time of study.

Throughout the year project at the field of didactic and methodology of social-pedagogical work, second-year students gain their first experience of social-pedagogical work with a class. With experiential learning methods they learn about didactic and methodological contents from experience and in specific activities. That way they are developing needed competences to work with class as a large group and this can also be applied to another fields and forms of social-pedagogical work. At the end of the school year after all the phases of the program were completed it would be possible to confirm or challenge our expectations and assumptions. In order to do that we researched how the included students valued this way of learning and what kind of knowledge they had gained in this instance. Students learning in real situations also have influence and impact on children. We also wanted to hear opinions and reviews from teachers whose classes were involved. Specifically whether the didactic and methodological approaches the students used within the experiential learning supported children's learning and development.

The main research question was how did the development of didactic and methodological competences of social pedagogue utilizing experiential learning impact upon the class work during the study. Additionally we focused upon the influence a didactic and methodological approach had on the learning and development of participating children.

### Methodology

The main objective of our study is to find out how students evaluate an experiential way of learning and what knowledge was gained in this example of project work in the field of didactic and methodologies of social-pedagogical work. The responses of students are important for understanding the importance of such learning methods in teacher education for subsequent generations of students. The second objective of our study was concerned with responses of teachers reporting the influence upon the learning and development of participating children when a didactic and methodological approach was used.

For research purposes we will rely on data collected from an analysis of question for students, individual evaluation reports from students and a questionnaire for class teachers. In the research we employed the descriptive and causal-nonexperimental method of educational research. The research approach was quantitative research paradigm in the analysis of question and questionnaire, and qualitative research paradigm in the analysis of the reports.

Our research was conducted on a purposive sample. The study sample includes students of second year, full-time and part-time, social pedagogy at Faculty of Education University of Ljubljana, and class teachers included in program. The sample was 58 students of second year in the academic year 2014/2015 and 12 class teachers. 48 from 58, which is 82.6% students answered the question. All 58 students wrote the individual evaluation report. 12 teachers completed the questionnaire.

Accordingly with the purpose of the research a short evaluation questionnaire for class teachers was made with assessments and questions concerning the implementation of the program and influence on the learning of children. Quantitative data was processed using method of descriptive statistics.
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indicating the frequencies and percentages. Data is presented in tabular form.

Individual evaluation reports have been open-ended, students were asked to evaluate all phases of project work, reflect on the lessons learned from observing children and of team cooperation, linking theory with the content and implementation of the program, and a social-pedagogical approach in class working. The data was processed using method of qualitative content analysis. Data was classified into different categories. The discussion and conclusions connect categories to the selected areas outlined by Razdevšek Pučko (2004) list of the contemporary teachers’ competences.

Results and interpretation

The article presents the results of the analysis of question for students, evaluation reports, and a questionnaire for class teachers. Appropriate to our double research interest, the impact of experiential learning on students and the impact of implementation on children, the results will be shown in two parts. The first will present the value of experiential learning for students, and second the program’s contribution to the learning of children from the perspective of class teachers.

Table 1 - Estimate the value of this method of learning for you and write down what you think about (experiential learning, step by step approach, support, the presence of your implementation, discussions, consultations, active personal experience...)

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<th>Answer</th>
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<tr>
<td>1- Very poor</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>2- Poor</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>3- Average</td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td>4- Good</td>
<td>14</td>
<td>29.2</td>
</tr>
<tr>
<td>5- Very good</td>
<td>29</td>
<td>60.4</td>
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<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
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</table>

On the question of the value of experiential learning in this specific experience of study in the field of didactic and methodology, the highest value of 5 decided to 60.4 % of the students, the value 4 decided to 29.2 % of the students and the value 3 decided to 10.4 % of students.

40 students are descriptive supplemented with an explanation or at least a word in its assessment. We can identify areas from their records that can be classified by content into five categories according to topics on which students wrote and expanded: the usefulness of acquiring one’s own experience, the extent of the invested work, supporting activities, teamwork and getting to know yourself. In the presentation of the results each category is supported by a literal record of the student. The majority (32 students) write that this form of learning is the best form and that they learned the most through their own experience as they gained direct insight into the work in practice they experienced through their own activity. The category the usefulness of acquiring one’s own experience is most strongly represented and positively evaluated in the recorded comments (‘With such work you can learn more’). In explanation of this assessment 8 students highlighted the extent of the invested work, as requested by the program in all phases of the work (‘We invested a lot of effort but it’s really paid off’). This clearly shows the connecting invested effort with the results or acquisitions. The importance of supporting activities that we offered throughout the year to students like consultations, observation with analysis, conversations, simulations with classmates, the feedback on lessons plan and the program, was reflected by 6 students comments at assessment (‘Consultations when we talk and think about work were good’). This shows positive observations and evaluations of the support. The importance of teamwork in particular experience of team collaboration with classmates was highlighted by 7 students in the process of assessment. In records for value placed upon the experience of team cooperation students commented on support, learning from others influence
on participation (‘I’ve learned how important relations are in a team’). In addition to that 7 students explained that the method of experiential learning helped the most in getting to know yourself. Moreover the specific acquisition of individual (‘It was… of the utmost importance to overcome stage fright’) and also personal embarrassment (‘I was afraid of this experience’). Having a positive evaluation of experiential learning that has not been evaluated lower than 3, 7 students were dissatisfied mostly as a consequence of experiencing overload throughout the whole work, (‘The whole thing takes a lot of time’) and that it took too much time to make lessons plan (‘It seems to me that they were all planning a little too frequently and had taken particularly a lot of time’). Also there was statement that there was too much writing (‘Purpose is very good, but there is too much planning and analysis’), on too many hours (‘A good experience, but it seems to me like it was 5 hours too much’). Also there was a questioning of the reasonableness of the short duration of the program implementation (‘In fact, we have not been able to reach a large impact on children because time it was too short’) and teamwork within their group (‘I missed enthusiasm and participation in my group’).

The results from the analysis of the individual evaluation reports are presented in 5 categories through which students evaluated values of the experiential way of learning on their actual experience of study in the field of didactic and methodology of social-pedagogical work. In the part of report that refers to the stages of project work the students writing their lessons fairly dispersed, often indirectly (‘It is good to have a backup plan if something goes wrong’) but also by summarizing the entire work (‘Planning such an extensive program requires the exchange of information on the progress and the stages of labor, coordination…’). Among the lessons learned from observing children, students cite numerous surprises so over their previous performances (‘At the beginning I did not feel that with this program I will discovered the hot water in the area of working with children, with a group, but at end I can say that I have experienced and learned a lot’) and also the response of the children (‘I was surprised at their fairly mature thinking, although they are only six years old’). Knowledge they have acquired in connection with the functioning of large groups as a class is, are valued as important for better imagination (‘As social pedagogues we will meet such groups of children and it is a lot of worth if you have at least some experience that you are not pushed into a situation of which you only hear about’). Furthermore the reports of students shows that they have been learned through the integration of theory with the implementation of the program a lot about how to act, to respond in a concrete, real situation, how can any pedagogue affects the response of child (‘Good introductory motivational activity can establish adequate and relaxing atmosphere to work with children. Also, in this way you may gain some of their attention’). They highlight the legality of work with children and the class as a large group, about what they listened a lot and now they are describe it in the case, for example rules (‘I realized how important are rules placed at the beginning and how important it is to be consistent in this’), instructions (‘I found out how important are short and clear instructions, what methods in the class which is quite restless handled with’), structure (‘Children are more actively responding to the more structured activities, because not enough structure quickly leads to restlessness. It seems to me that the good organization of time and structure means safety and relaxation to children’), forecast activity (‘The fact that children are telling in advance what will be happening and what we want to achieve is a major contributor to the good work’). It follows from the records that after their own experience they can imagine what they read and what they listen to in lectures. Reflecting on the lessons learned from the team cooperation encouraged students to make many reflections. Thus, in their own case they evaluated teamwork through specific skills required by it (‘I learned how important good and effective
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communication is'). They were faced with effort ('At first we thought that the work will not be so difficult, but we quickly found out that this is a lengthy process that will and has asked us a lot of work, time and organization'). They learned about themselves through others ('During the planning and design of the program, we have learned about ourselves and quickly detect different work habits'). They also identified learning opportunities from each other ('We learned from each other'). The most important point is certainly the recognition of the professionalism required to competently carry out educational work despite any disagreements within the group ('The most importantly is that less disagreement certainly did not have been aware at implementation of the program, when we were in class. It seems to me that we are in the class really well together and help each other when it was needed'). Focus on the social-pedagogical approach in the work with class encouraged students to think about the necessary legality in the class ('Social games are an important component of teaching and learning as a child in such a way expanding their views and have more opportunities for a variety of interactions') and that what is achieved with this orientation ('Social-pedagogical approach in the classroom helped to develop appropriate classroom climate during program implementation').

The following tables show the results of analysis of the evaluation questionnaire for class teachers.

Table 2 – Was it a way of teaching children as they had students, different as that one the children usually receive?

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<th>Answer</th>
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<tr>
<td>Yes</td>
<td>3</td>
<td>25,00</td>
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<tr>
<td>Partially</td>
<td>7</td>
<td>58,33</td>
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<tr>
<td>No</td>
<td>2</td>
<td>16,67</td>
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<td>Total</td>
<td>12</td>
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The question of whether there was a way of teaching children as they had students, different as that one the children usually receive, 25 % of teachers responded that it was different, 58,33 % of teachers responded that it was partially different, and 16,67 % of teachers considers that it is not different from the usual.

Table 3 – How many do you estimate that children learn at such a way of learning (1 is the minimum value, 5 is the highest)?

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<th>Answer</th>
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<td>2</td>
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<tr>
<td>3</td>
<td>1</td>
<td>10</td>
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<tr>
<td>4</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>20</td>
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<tr>
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<td>2</td>
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<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
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On the question How many do you estimate that children learn at such a way of learning 20% of the teachers who responded to a question consider for the assessment of 5, the highest value, 60% of the teachers who responded chose a score 4, which is the second highest value, 10% of the teachers who responded decide for the assessment of 3, equal 10% of teachers who responded chose a score 2, while 2 respondents teacher did not answer the question.

Table 4 - Assess the necessity of such a way of work in class (1 is the minimum value, maximum value is 5)

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<tr>
<td>2</td>
<td>1</td>
<td>11,11</td>
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<tr>
<td>4</td>
<td>3</td>
<td>33,33</td>
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<tr>
<td>5</td>
<td>5</td>
<td>55,56</td>
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<tr>
<td>No answer</td>
<td>3</td>
<td></td>
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<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
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On the question assess the necessity of such a way of work in class 55,56 % of teachers who responded to the question chose a score 5, which is the highest value, 33,33 % of teachers who responded...
to the question chose a score 4, which is the second highest value, 11.11% of teachers who responded to the question chose a score 2, while 3 respondents teacher did not answer the question.

Teachers, who answered the questionnaire, substantiated the answers with comments which reported their observations on the implementation of the program by the students, and this is also an important part of the results. Teachers noticed a good students’ lesson plan (‘Good alert on activities’). They commended their approach (‘Flexible, dynamic, very methodically accomplished – practical work and very little theory, their work was diverse, students have been always motivated children, also for the next meeting’), confirmed the statement of methodological diversity (‘They have been chose diverse activities, they were full of new ideas, activities have been grounded in meaningful targets and also achieved, in the implementation were creative’) and a positive attitude towards children (‘Care to all pupils, children are hardly wait to next meeting, because they know how to attract and have been in touch with them, pupils have celebrated these days’). Teachers also write down the observation of confusion about the role that we have as pedagogue in the class (‘Sometimes I have the feeling that they want to be friends with children, and not a teacher’). There were also observations on the lack of motivation of students to carry out task (‘Motivation of students was not at a high level’). Seven (7) teachers wrote praise on the program with a positive attitude to participate in it also in the future (‘Because that enriches up lessons, such as expanded educational work, welcome’).

Discussion of results

The results of each research unit will be connected through a discussion of each of the substantive categories, and with the selected areas, which are on the list of contemporary teachers’ competencies proposed by Razdevšek Pučko (2004). We conclude from the results that with the experiential learning of didactic and methodology of social-pedagogical work in the case of work with the class, we contribute to the development of some pedagogical competencies of student of social pedagogy. Thus, for example on developing competence learning to learn, training in how to learn (ibid), we conclude from the categories of the first and second units of the research, that is the extent of the invested work and the stages of project work (‘It is interesting to see the gap, how it is write on paper something, and completely different implement that and see the results of work carried out’). An important finding is that our expectations can be confirmed that the students learned a lot through experiential learning methods (‘Through the planning on the meeting, through the implementation of each meeting, as well as from the evaluation that followed the end of each meeting’). It is important to choose those methods of teaching and learning, which largely enabled the achievement of learning outcomes (Razdevšek Pučko, 2006). Furthermore, we conclude from the results of the significant contribution to the development of the so-called competences of psychological knowledge (Razdevšek Pučko, 2004), which the author explains as one that allows learning about children, their characteristics, and features of effective motivation, adaptation and promotion processes of learning. We conclude at this competency from the category getting to know yourself and lessons learned from observing children (‘It is good to have a hinterland knowledge which then can really materialize in subsequent work with children’). On the development of didactic-methodological competences, which is reflected in the didactic-methodological knowledge that allow teacher to plan and organize an optimal and encouraging environment, in order to encourage and facilitate the learning process of the child (ibid). It can be seen from the categories the usefulness of acquiring ones’ own experience and integration of theory with the implementation of the program (‘I think that the different methods and forms of work, using original teach-
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It appears that the social-pedagogical approach at work with a class is heading in this direction already but in connection with supporting activities associated with the development of competence - different mentoring role of the teacher in the class - this requires more communication and organizational skills (ibid). This direction was extremely difficult for students, because this required a great deal of confidence, and because in practice the direction of social-pedagogical approach in working with class is only in the making (‘At the beginning of familiarization with the task of designing and implementing the program, I was scared. I did not dare, that I am able to take such an important role, such as classroom management’). Students were placed before the big test themself in the role of teacher, as Storo (2013) said before the pedagogical aspect of social pedagogy supporting activities helped (‘Surely we avoid some situations which ourselves could not predict’), that students had the opportunity to be well prepared (‘It seems to me that we have a lot of possibilities to get prepared, I also see it as very positive and well-defined’). On the development of the competence capacity for teamwork (Razdevšek Pučko, 2004) we can draw conclusions from the results from the categories of teamwork and from reflections on the lessons of teamwork, speaking also on acquisitions as a sincere critical evaluation of their own contribution to the team (‘During implementation I could be more involved with the team, I admit that my effort was not always enough’).

In this discussion it is important to point out also that specific categories could not be always completely separated, and some may overlap. We believe that the reason for this is that the first experience of experiential learning (‘It was for me the first real practical testing of acquired knowledge from the faculty’) has already contributed to better organization in both individual work stages and other content and elements - but only as a beginning learning with this (‘Our own experience is very desirable because we have them almost nothing’).

Discussion regarding impression overload for some students cannot be evaluated as many students expressed satisfaction with an otherwise great effort, but it was paid (‘Again, it was confirmed that any work in which you put a lot of effort and time is worth’) and some also had quite the opposite opinion (‘This work was reasonably spread throughout the academic year, and I think this is good especially from the point of view that we were not overwhelmed’).

There is no doubt from the results that information without experience is not considered as valuable as the experience itself (‘Real practical experience was worth more than the total annual lectures on this subject’). The students experienced the gap between faculty knowledge and practice, we know that, but in addition they have their own experience to evaluate on direct field of practice (‘Class teacher taught us with this information at the autumn, when we have done the first visit, but it was to experience this information in practice something else’).

The results of the last research unit show that we are contributing to the learning and development of children who have participated in the program. Teachers who participated in the research confirmed the positive influence on the learning and development of children; the opinion of the majority tends towards a positive assessment of the contribution. The findings from observations on the lack of motivation of teachers of students who are coming to their classes according to their own experience (‘Some of them are operated by the ‘line of least resistance’’). Additionally the unclear role of the teacher in the classroom, are we teachers or child’s friends, are unexpected results but and worthy of discussion. Various authors (Hirvi 1996, Day, 1999, Niinisto, 1996 in Razdevšek Pučko & Rugelj, 2006) consider the so-called new role of the teacher, but in reality it is not a completely new role, rather more one with different emphasis. However, many argue for mentorship roles for example as an initiator of change, there is no trace of this friendly role.
We cannot totally support these findings, but maybe there is pause and need to work with the class or to talk about the ambiguity in the understanding of relationships. This is a worthy topic and would merit new contributions. It certainly shows in the field of missed work we have to contend with in the research. As Loughran (2006) says a student in the process of learning needs the opportunity for practical experimentation in situations where there is the minimum value-assessment and risk encourages them to be able to experience strong personal learning.

Conclusion

We are pleased that we have succeeded, in a program of social pedagogy to introduce innovative new content and with the method of experiential learning contribute to further practical training of students. To contribute to the already existing, intensive, content-rich and broad program which seems to be utopian. Recorded comments from students who at the end of the program seemed ‘to have been a part of something good that had some meaning and become something more than just a study obligation’ exceeds our expectations. On the basis of this practice, we will continue to strive to improve and enhancing the program of social pedagogy by studying with the help of own experience. Specifically the area of social-pedagogical work with the class will continue as part of systematic and targeted development. Students confirm with experiential learning methods that the social-pedagogical work with a class is the right form of work with large group. This also provides the first test of skills and expertise which equips the student in the study of social pedagogy. These are in fact closely overlapping strategies that apply to successful classroom management, for example the meaning of relationship, communication, planning, and setting up rules (Pšunder, 2011). It turns out that this practical experience experiential learning significant impact on the first Practical training that student of social pedagogy in the same academic year engaged in school ('I believe that this is an excellent introduction and preparation for a two-week practice, which bring an additional challenges'). It also represents an important link in the chain of experience, which we would like at the time of the study enabled in social pedagogy, because we believe that is the only way we can develop the desired competencies.

Students’ proposals are important, which can influence on preparing them for the social-pedagogical work in the class even better and we will in the next generations of students certainly be taken into account. We agree that at the time of preparation was the lack of benefit ('Of teamwork already we hear a lot, but we did not try anything in practice and discussed this') in the area of team cooperation, which ranks among the major competencies of social pedagogue. It turns out that quite a few students found it difficult participate to with each other, even they could choose the group themselves. At the same time the benefits of cooperation were for those who knew each other well and knew what to expect from each other. But at the same time they are also deprived of the right experience of teamwork ('When you won't like someone personally, have different world views, etc., but still would have to establish a working relationship and to consider and coordinate opinions'). Also active methods as a method of experiential learning is used in research on teamwork in school (Polak, 2006) and is the most appropriate assessment method for training in teamwork.

On the basis of these case and participant experiences we see opportunities for further exploration, with a quest for more detailed understanding of the nature of competences of social pedagogue and the correlating measures for developing these activities through the individual elements.

We conclude with a positive attitude and care for the experience of children from the student side, who point out that ‘it seems important that we have
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a good time and that we have behind us a nice experience, but I hope that the same holds true for those children and that we give them something in those five hours, that they have ever thought about the things we have been doing, and that they will ever remember them. This record shows the subtlety for a child at which the student has the opportunity to learn. Without teachers, who accept students in their classes and child participation experiential learning during student studies would not exist. Therefore, it is obligatory that such study methods also aim to contribute to the learning and development of children.

References

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