

T3_112 HOLISTIC APPROACH TO TEACHING ELECTRICAL ENGINEERING? – PERSONAL VIEW

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Teaching styles (approaches, strategies, etc.) are changing with time. The choice of selecting a suitable one depends on several factors. In this contribution I will discuss a personal view of teaching experience by looking at the past (the way I was taught), the present (the way I teach) and the future (the way I would like to teach or the way we will be forced to teach in the future). All this is related to my position as a professor of electrical engineering at the University of Ljubljana, Faculty of Electrical Engineering, where I am responsible for the classes Fundamentals of electrical engineering I and II at the four year program leading to the degree Diploma Engineer (similar to BE or Beng). (We also have a “classical” five year program leading to a degree University Diploma Engineer (MEng)). This is a major subject the students have to pass in their first year of study and is currently composed of four teaching hours a week, two hours exercises a week and two hours of laboratory work a week. Several important factors contribute to the efficiency of the teaching process. Some of them are related to the (educational) state policy as well as the political/economical position of the country. The most important factor influencing the teaching process in Slovenia is that up to now the students did not have to pay for their university studies; they have full medical security, subsidized food, etc. They also have the possibility to earn some money by so called student work for which, they pay much less tax than the regularly employed workers. All this results in the fact that almost all the population that finishes secondary school applies for some kind of university study even if they are not really interested in passing exams – just to take advantage of the privileges. As a consequence the number of programs and faculties has significantly increased in the last ten years; especially, since the public universities and also some private ones are fully paid for by the state depending mostly on the number of students that enroll in the course (and to some extent on the number of those that succeed in graduating). All this contributes to the possibilities the teacher has to organize an efficient and high quality course. Another important fact that influences teachers’ involvement in improving teaching methods and materials is the fact that teaching status (from junior professorship to full time professorship (tenure)) is related to the amount of research work and not to the quality of teaching – time spent to improve teaching methods, teaching material, etc.