Abstract
This article explores the importance of teachers’ conceptions of student learning. In the first part, we focus on the teacher conceptions that stimulate process-oriented instruction. In the second part, we present the results of empirical research on teachers in Slovenian border areas. The principal aim of the research was to determine to what extent the teachers’ conceptions of student learning are process-oriented (contrary to traditional orientation), and whether there are any differences between teachers who graduated from different faculties and those that were educated in different teacher education programs.

Keywords: cognition, teachers’ conceptions, conceptions of student learning, teacher education

Introduction
We live in an era of change (this is evident in all spheres of social life, e.g., rapid advance in knowledge and technology; increasing complexity of life, which demands more knowledge, skills and readiness to control this complexity; movement and interconnection between individuals and nations in different fields; cf., Fullan 1993a, 1993b, 2000, 2001, Peretz, 2004, Černe 2004), because of that the teaching profession is faced with a variety of challenges and uncertainties; these