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| **Study program:** Master studies Chemistry |
| **Course title:** School practice 1(H237C) |
| **Name of lecturer/lecturers:** Jelena Z. Mitrović |
| **Type of course:** compulsory |
| **Number of ECTS allocated:** 5 |
| **Course objectives**To enable the student to plan, organize and independently perform classes in specific school conditions at the elementary school level of education. |
| **Course outcomes**After successful completion of this course, the student is able to:- understands, states and interprets the elements of the organizational structure of chemistry teaching,- critically analyzes chemistry curricula,- responsibly chooses chemical experiments for the needs of teaching chemistry,- independently chooses, designs and prepares the necessary teaching aids,- methodically shapes the lesson scenario for the teaching unit,- independently implements a chemistry lesson in primary school teaching,- performs a critical evaluation and self-evaluation of the lesson. |
| **SYLLABUS***Lectures*Contents and structure of the chemistry program for elementary school. Educational standards for the end of primary education. An experiment in the teaching of chemistry. Assembly of demonstration apparatus. Precautions and protection measures when performing the experiment. Observations and analysis of the attended lesson (the lesson of processing new material, the lesson of repetition and the lesson of checking knowledge and evaluation) in elementary school chemistry. Designing and preparing a chemistry lesson. Microplanning in chemistry teaching. Professional analysis of the chemistry lesson according to defined microstructural elements (goals, methods and strategies and lesson outcomes).*Laboratory work*Students are involved in all phases of the teaching process in elementary school. They attend regular, additional and supplementary classes. As part of regular classes, they are required to attend all types of classes (introductory class, new material processing class, revision class and checking and evaluation class). Introducing students to practical work in the teaching process of chemistry is done through his active attendance at the mentor's classes, whereby the student, in addition to actively listening to the mentor, also performs a professional analysis of the observed classes. The student then prepares for independent teaching of classes in elementary education. Each self-taught lesson includes preparation of written lesson preparation, preparation of chemical experiments, lesson simulation and lesson realization. The exam class that the student realizes at the end includes making a written preparation of the class, preparation of chemical experiments for the needs of the class, simulation of the class, preparation of appropriate teaching aids or learning materials, implementation of the class and critical evaluation and self-evaluation of the class held. |
| **References**1. Rančić S., Anđelković T., Metodika nastave hemije sa metodologijom, PMF Niš, 2007.2. Sikirica M., Metodika nastave kemije, Školska knjiga, Zagreb, 2003.3. Važeći programi, udžbenici i radne sveske iz hemije za osnovnu školu. |
| **Active teaching classes** | **Lectures** 45 | **Laboratory work** 45 |
| **Teaching mode:** lectures, visiting mentors, consultations |
| **ASSESSMENT METHODS AND CRITERIA (Max 100 points)** |
| **Pre exam duties** | **Points** | **Final exam**  | **Points** |
| Activity during lectures | 10 | Written examination | 20 |
| Practical teaching | 20 | Oral examination | 50 |