|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study program:** Master studies Chemistry | | | | |
| **Course title:** School practice 2 **(H239C)** | | | | |
| **Name of lecturer/lecturers: SofijaM. Rancic** | | | | |
| **Type of course: Compulsory** | | | | |
| **Number of ECTS allocated: 4** | | | | |
| **Course objectives**  Training of students - future professors of chemistry for the practical implementation of chemistry classes in gymnasiums and vocational secondary schools | | | | |
| **Course outcomes**  After successfully completing the course, students will be able to:  -describe the role and place of chemistry as a subject in different profiles of secondary education  -critically analyze chemistry curricula for high school and vocational secondary schools  - devise a logical-cognitive structure of chemical knowledge based on the curriculum  - independently and responsibly choose, design and prepare chemical experiments and teaching aids for a given teaching unit  - they independently compose a knowledge test in chemistry according to the defined standards of knowledge  -methodically design and independently implement a chemistry lesson in high school teaching  - perform a critical evaluation and self-evaluation of the lesson held; | | | | |
| **SYLLABUS**  *Lectures*  Didactic design of chemical contents. Defining the general objectives of the course. Grouping the goals of teaching chemistry within the framework of the teaching topic. Defining the expected outcomes of the teaching unit, teaching topic, teaching unit and subject of chemistry. Linking outcomes and standards in high school chemistry teaching. Planning instructions in chemistry classes. Designing and preparing a chemistry lesson. Microplanning in chemistry teaching. Creating a scenario for the class. Expert analysis of the chemistry lesson by defined elements. Organization and preparation of additional classes. Organization and preparation of supplementary classes. Preparation of annual, monthly and weekly work plan.  *Practical teaching*  Making a written preparation for the class. Preparation of chemical experiments for class. Preparation of appropriate teaching aids (work with models, interactive whiteboard, chemistry cabinet). Class simulation. Realization of classes in the field of secondary school subjects (I, II, III and IV grades).  Practical teaching of the subject School Practice II will be implemented in secondary schools that have been designated as a teaching base for the needs of student school practice. As part of the practical classes, students attend the classes of a mentor-practitioner (10 classes), and they teach 5 classes independently, of which the fifth class is an exam. | | | | |
| **References**  1. Milan Sikirica, Metodika nastave kemije, Priručnik za nastavnike, Zagreb, 2003.  2. Sofija Rančić, Tatjana Anđelković, Metodika nastave hemije sa metodologijom, Niš, 2007.  3. Radivoj Nikolajević, Metodika nastave hemije, Zavod za udžbenike i nastavna sredstva, Beograd, 1999.  Dodatna literatura  1. Nastavni programi, udžbenici i radne sveske iz hemije za gimnaziju i srednje stručne škole | | | | |
| **Active teaching classes** | **Lectures 45** | | **Laboratory work 45** | |
| **Teaching mode:** Lectures, interactive teaching, laboratory exercises, consultations, seminars, visiting in secondary schools | | | | |
| **ASSESSMENT METHODS AND CRITERIA (Max 100 points)** | | | | |
| **Pre exam duties** | **Points** | **Final exam** | | **Points** |
| Activity during lectures | 5 | Written examination | |  |
| Practical teaching | 40 | Oral examination | | 30 |
| Teaching colloquia | 20 |  | |  |
| Seminar | 5 |  | |  |