

| NAME OF THE COURSE | | Biology Education Practice and Seminar II | | | | | |
|---|--|---|---|----|--------------------|---|--|
| Code | PMB268 | Year of study | 2 | | | | |
| Course teacher | Associate Professor Mirko Ruščić, PhD | Credits (ECTS) | 3 | | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | F | |
| | | | | 15 | 30 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | 10 | | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course objectives | Apply and increase the methodical knowledge through the preparation of biology teaching students in high school, the teaching of biology teaching and the analysis of learning outcomes. | | | | | | |
| Course enrolment requirements and entry competences required for the course | Passed exam in Biology Education II and Laboratory in Biology Education I. Input Competences: basic methodical knowledge. | | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <p>Student will be able to:</p> <ol style="list-style-type: none"> 1. Build a lesson in biology. 2. Perform teaching on the content of Biology subjects that are taught in high school using methodical knowledge. 3. Apply teaching strategies and methods of work in biology. 4. Apply forms of work on Biology lessons. 5. Understand the knowledge and skills of students. 6. Communicate verbally and nonverbally with students. 7. Analyze the efficiency of the teaching process of biology, 8. Methodological knowledge of biology is concepts related to the knowledge that the individual nature and biology content is embedded in the teaching biology content. Methodological knowledge is a combination of knowledge of biology and pedagogical psycho-code-dynamic knowledge. | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Lectures: / Exercises: Students will perform teaching units according to the biology curriculum for secondary schools | | | | | | |
| Format of instruction | <input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | | <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> methodical exercises <input checked="" type="checkbox"/> bitching at school | | | | |
| Student responsibilities | Secondary school attendance, teaching hours, processing and analysis of a methodical assignment. At school, a student should have a minimum of two exams and one public lesson, monitor the work of a mentor and participate in teaching and extracurricular activities. | | | | | | |
| Screening student work (name the | Class attendance | | Research | | Practical training | | |

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| <i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i> | Experimental work | | Report | | Secondary school attendance | 1 |
| | Essay | | Seminar essay | | Implement teaching hours | 1,5 |
| | Tests | | Oral exam | | Processing and analysis of methodological work | 0,5 |
| | Written exam | | Project | | (Other) | |
| Grading and evaluating student work in class and at the final exam | Preparation, implementation and analysis of teaching hours - 80%; Performing and analyzing the methodical work - 20% | | | | | |
| Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Textbooks, practical papers, tutorials and biology handbooks approved by the Ministry of Science, Education and Sports. | | | | | |
| | De Zan I. 1991. Methodology of Nature and Society, School Book, Zagreb | | | 2 | | |
| | www.eduvizija.hr https://www.youtube.com | | | | | |
| | Bruening, L. 2008. By studying to successful teaching: how to activate students and encourage them to cooperate. Naklada Kosinj. Zagreb. | | | | | |
| | Biology Textbooks for Primary and Secondary Schools Bognar B., Matijević M., 2002. Didaktika, Školska knjiga, Zagreb Herr N. 2006. Thesourcebook for teaching science, http://www.csun.edu/~vceed002/biology/index.html | | | | | |
| | Marzano, R.J., Pickering, D.J., Pollock, J.E., 2006 Teaching strategies: How to apply the nine most successful teaching strategies translated T. Jakovčević, EDUCA, Zagreb | | | | | |
| | Sampson, V., Schleigh S., 2012. Scientific Argumentation in Biology: 30 Classroom Activities, NSTA Brown, C.R. 1995. The effective teaching of biology. Longman Publishing, New York | | | | | |
| Optional literature (at the time of submission of study programme proposal) | Biology Textbooks for Primary and Secondary Schools Bognar B., Matijević M., 2002. Didaktika, Školska knjiga, Zagreb Herr N. 2006. Thesourcebook for teaching science, http://www.csun.edu/~vceed002/biology/index.html | | | | | |
| Quality assurance methods that ensure the | Personal consultations, analysis of individual assignments, joint conversation, student evaluation of the teaching process. | | | | | |

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| acquisition of exit competences | |
| Other (as the proposer wishes to add) | |