NAME OF THE COURSE	Chemistry Education Practice and Seminar I				
Code	PMC216	Year of study	2nd year of graduate study		
Course teacher	Dr.sc. Roko Vladušić	Credits (ECTS)	2,5		
Associate teachers		Type of instruction (number of hours)	P	S	V	T
				15	30	
Status of the course	Obligate	Percentage of application of e-learning	10			

COURSE DESCRIPTION

Course objectives	The aim of the course is implementation and incensement of pedagogical content (chemistry) knowledge through preparation, conduction and analysis of chemistry instruction provided in elementary school.
Course enrolment requirements and entry competences required for the course	Chemistry Education I obligations completed (except exam); starting competencies are related to the basic Pedagogical content (chemistry) knowledge.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After fulfilling all obligations, students, regarding curriculum of elementary school chemistry, will be able to: - design lessons for chemistry instruction, - conduct chemistry instruction, - apply adequate strategies and teaching methods, - evaluate pupils' knowledge and skills, - communicate with pupils in positive way and - analyse efficiency of teaching process
Course content broken down in detail by weekly class schedule (syllabus)	Students are going to be involved in chemistry instruction and perform lessons according to the curriculum of chemistry for elementary schools (30 hours of practice). Students will analyse lessons' performance, discuss observed elements of Pedagogical Content (Chemistry) Knowledge and do seminar activities related to Chemistry misconception (15 hours of seminar).
Format of instruction	☐ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work ☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☒ teaching practice
Student responsibilities	Participation in chemistry instruction in elementary school, conduction of chemistry lessons in school, accomplishment and analysis of task related to the Pedagogical content (chemistry) knowledge and Chemistry misconceptions. In school, student have to conduct at least two probe lectures and a public lecture. Also, student must follow the work of mentor and take a part in different teaching and school related non-teaching activities.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance		Research		Practical training	
	Experimental work		Report		School activities	1
	Essay		Seminar essay		Own lecture performance	1
	Tests		Oral exam		PCK task	0,5
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Preparation, conduction and analysis of lessons - 80 % Accomplishment and analysis of task related to the Pedagogical content (chemistry) knowledge - 20 %

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Chemistry textbooks approved by Ministry of Science and Education.	5	
	Sikirica, M. (2004). Metodika nastave kemije, Školska knjiga, Zagreb.	1	
Optional literature (at the time of submission of study programme proposal)	Sikirica, M. (2011). Zbirka kemijskih pokusa za osnovnu i srednju školu, Školska knjiga, Zagreb. Taber, K. (2002). Chemical misconceptions – prevention, diagnosis and cure, Volume 1: Theoretical background, London. Taber, K. (2002). Chemical misconceptions – prevention, diagnosis and cure, Volume 2: Classroom resources, London.		
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, individual tasks analysis, group conversation, institutional evaluation at the end of the semester.		
Other (as the proposer wishes to add)			