Course ID: HODNM22	**Course name: EVALUATION IN CHEMISTRY EDUCATION**		
Cycle: THIRD	**Year: FIRST**	**Semester: II**	**ECTS credits: 10**
Course status: ELECTIVE		**Total course hours: 60** Lectures: 30 Laboratory: 30	
Teaching participants:	**Teachers and associates with expertise in the field to which the subject belongs**		
Prerequisite for enrollment:	-		
Course aims:	Enabling students for independent evaluation in chemistry teaching. Understanding the impact of internal and external evaluation on the process of ensuring quality of chemistry education.		
Thematic course units:	1. Evaluation of student achievements in chemistry teaching 2. Basic principles of evaluation of achievements in chemistry 3. Evaluation of preconceptions 4. Evaluation of tests and student achievements according to Bloom's taxonomy 5. Assessment in chemistry teaching 6. Evaluation of textbooks and tests of knowledge 7. Evaluation of the chemistry curriculum 8. Standardized tests 9. Evaluation of chemistry teachers 10. Characteristics of the most important international programs for the evaluation of student achievements in science education		
Learning outcomes:	Knowledge: Skills: Competences: • Evaluate the efficiency of processing a new teaching topic, knowledge and understanding achieved • Analyze the results of the effectiveness of applied teaching methods in teaching chemistry		
Teaching methodology:	Oral presentation Discussion Research		

Assessment methods and grading system[1]:

Grading criteria			
	Criteria	Maximal score	Required score
1.	Class attendance	-	-
2.	Class activities	-	-
3.	Midterm	20	11
4.	Seminar	40	22
5.	Final exam	40	22
	Total	100	55

Scores and grading		
Score	Grade (B&H)	Grade (ECTS)
< 55	5	F, FX
55–64	6	E
65–74	7	D
75–84	8	C
85–94	9	B
95–100	10	A

Literature[2]:

Mandatory literature:

1. Anderson, L. W. et.al. (2000). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. 2nd Edition. New York: Pearson Allyn and Bacon.
2. Liu, X. (2010). *Essentials of Science Classroom Assessment*. Thousand Oaks: SAGE.
3. McMahon, M., Simmons, P., Sommers, R., De Baets, D., & Crawley, F. (2006*). Assessment in Science: Practical Experiences and Educational Research*. Arlington: NSTA.
4. Greaney, V., & Kellaghan, T. (2008). *Assessing National Achievement Levels in Education*. Washington: The World Bank.

[1] The grading structure for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught as per Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

[2] The Senate of the higher education institution, as an institution, or the Council of the organizational unit of the higher education institution, as a public institution, determines by a special decision, which is published on its website before the beginning of the academic year obligatory, mandatory and recommended textbooks and manuals, as well as other recommended literature based on which exams are prepared and taken as per Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton