



Course ID: HNM481	Course name: TEACHING PRACTICE IN CHEMISTRY II		
Cycle: FIRST	Year: FOURTH	Semester: VIII	ECTS credits: 6
Course status: MANDATORY	Total course hours: 75 Lectures: 30 Laboratory: 45		
Teaching participants:	Teachers and associates with expertise in the field to which the subject belongs		
Prerequisite for enrollment:	-		
Course aims:	Introduction to the specifics of chemistry instruction and responsibilities of chemistry teacher through attendance and participation in chemistry classes in secondary and high schools. Giving a lecture by a student at the secondary and high school level. Development of the ability to critically assess the efficiency of the teaching process in chemistry.		
Thematic course units:	<ol style="list-style-type: none">1. Directions for attendance, participation, and implementation of lessons in secondary and high school2. Chemistry curricula for secondary and high schools3. Attendance to chemistry classes in secondary/high school (min. 12 teaching hours)4. Scenarios for teaching chemistry in secondary/high school5. Discussion and analysis of the lessons performed by the teacher-mentor in secondary/high school6. Making the scenarios of given teaching units. Simulations at the Faculty7. Preparing chemistry lessons on a given topic, in consultation with the faculty staff and teacher-mentor in secondary/high school. Adaptation of scientific knowledge to the age of students.8. Performing chemistry lessons on a given topic in secondary/high school9. Attending the lessons of fellow student-teachers10. Keeping notes and analysis of a teaching process using the teaching practice report instructions11. Analysis of attended lessons at the faculty with teaching staff		

	12. Developing the teaching aids. Using professional literature in the field of science and chemistry education																																																
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> Adapt scientific knowledge to the age of secondary/high school students; Describe the important characteristics of the secondary/high school curriculum; <p>Skills:</p> <ul style="list-style-type: none"> Develop adequate lesson plan including the appropriate experiment or activity for secondary/high school Align the available time for teaching with the extent of the teaching material for secondary/high school <p>Competences:</p> <ul style="list-style-type: none"> Perform a chemistry lesson at secondary/high school Critically review the attended classes of teacher-mentor and fellow student-teachers in secondary/high school, as well as their own class 																																																
Teaching methodology:	<p>Oral presentation Discussion Research</p>																																																
Assessment methods and grading system¹:	<table border="1"> <thead> <tr> <th colspan="3">Grading criteria</th> </tr> <tr> <th>Criteria</th> <th>Maximal score</th> <th>Required score</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance</td> <td>5</td> <td>3</td> </tr> <tr> <td>2. Class activities</td> <td>15</td> <td>8</td> </tr> <tr> <td>3. Midterm</td> <td>20</td> <td>11</td> </tr> <tr> <td>4. Teaching practice report card</td> <td>20</td> <td>11</td> </tr> <tr> <td>5. Final exam</td> <td>2x20</td> <td>2x11</td> </tr> <tr> <td>Total</td> <td>100</td> <td>55</td> </tr> <tr> <th colspan="3">Scores and grading</th> </tr> <tr> <th>Score</th> <th>Grade (B&H)</th> <th>Grade (ECTS)</th> </tr> <tr> <td>< 55</td> <td>5</td> <td>F, FX</td> </tr> <tr> <td>55–64</td> <td>6</td> <td>E</td> </tr> <tr> <td>65–74</td> <td>7</td> <td>D</td> </tr> <tr> <td>75–84</td> <td>8</td> <td>C</td> </tr> <tr> <td>85–94</td> <td>9</td> <td>B</td> </tr> <tr> <td>95–100</td> <td>10</td> <td>A</td> </tr> </tbody> </table>	Grading criteria			Criteria	Maximal score	Required score	1. Class attendance	5	3	2. Class activities	15	8	3. Midterm	20	11	4. Teaching practice report card	20	11	5. Final exam	2x20	2x11	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
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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

Literature²:	<p>Mandatory literature</p> <ol style="list-style-type: none">1. Sikirica, M. (2003). <i>Metodika nastave kemije, Priručnik za nastavnike kemije</i>, Zagreb: Školska knjiga.2. Zejnilagić-Hajrić, M. (2017). <i>Dnevnik metodičke prakse iz hemije: I ciklus studija</i>, Sarajevo: Prirodno-matematički fakultet Univerziteta u Sarajevu.3. Udžbenici iz hemije za srednje škole odobreni od nadležnog Ministarstva za obrazovanje i nauku <p>Supplementary literature:</p> <ol style="list-style-type: none">1. Dragić, R. (1974). <i>Metodika nastave hemije</i>, Sarajevo: Svjetlost.2. Halaši, R., Kesler, M. (1976). <i>Metodika nastave hemije i demonstracioni ogledi</i>, Beograd: Naučna knjiga.3. Mayer, V. (1991). <i>Eksperimentalna nastava kemije</i>, Zagreb: Školska knjiga.4. Zejnilagić-Hajrić, M., Ljubijankić, N. Čopra-Janićijević, A., Vidic, D., Nuić, I. (2016). <i>Praktikum iz metodike nastave hemije</i>, Sarajevo: Univerzitet u Sarajevu.
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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