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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | Faculty of Science and Mathematics | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Chemistry** | | |
| Study Module (if applicable) | | | | Professor of Chemistry | | |
| Course title | | | | Active learning | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Tatjana Andjelkovic/Aleksandra Zarubica | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| To provide knowledge of the most important parameters of teaching process that could enhance active involvement of pupils in teaching process: role of teacher, status of pupil, school concept and working conditions, teaching content, aims of education. Introducion to application of active learning method. Selfevaluation of performed teaching process by sequential analysis of the performed class. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Traditional school vs. active learning school. Methods of chemistry teaching/learning. Pupils partipitation. Problems in teaching practice. Professional development of teachers in Active Learning strategy. Inventory of teacher role in teaching process. Procedures of pupils activation in teaching process. Scenario development in chemistry active learning. Project teaching as way for chemistry active learning. Education workshop as way of active learning/teaching. Examples of educational chemistry workshops. Pedagogical interaction: interelations between pupils activity and teachers activity. Pedagogical interventions of teachers in active chemistry teaching and learning. Scenario for organization of class in chemistry teaching. Analysis of active learning classes scenario. Sequentional analysis of chemistry class. Activity of pupils in active learning. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **4** | | **Written examination** | | | **/** |
| **Practical teaching** | **18** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **Homework assesment** | **8** | |  | | |  |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |