

**Subject card**

<b>Subject name and code</b>	Didactics of chemistry in a primary school, PG_00143289						
<b>Field of study</b>	Chemistry						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	postgraduate studies	<b>Subject group</b>			Optional subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	2	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Zakład Dydaktyki i Popularyzacji Nauki -> Faculty of Chemistry -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Bożena Karawajczyk				
	<b>Teachers</b>		dr Małgorzata Czaja				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
	Additional information: Teaching methods - critical incident (case) analysis - discussion - group work - seminar lecture						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	<b>Participation in didactic classes included in study plan</b>		<b>Participation in consultation hours</b>		<b>Self-study</b>	<b>SUM</b>
	<b>Number of study hours</b>	30		5.0		15.0	50
<b>Subject objectives</b>	Learning of knowledge of chemistry didactics necessary for the profession of a chemistry teacher in primary school						

Learning outcomes	Course outcome	Subject outcome	Method of verification
		<p>Knowledge</p> <p>D.1/E.1.W3. intra- and inter-subject integration; issues related to the related to curriculum - creation and modification, analysis, evaluation, selection and approval, and principles of designing the educational process and the distribution of material;</p> <p>D.1/E.1.W4. the substantive, didactic and educational competence of the teacher, including the the need for professional development, including with the use of technology information and communication technology, and to adapt the way of communication to the level of development of students and stimulate cognitive activity students, including the creation of teaching situations; the importance of the authority of the of the teacher and the principles of student-teacher interaction in the course of a lesson; moderation of interaction between students; the role of the teacher as a popularizer of knowledge, and the importance of the teacher's cooperation in the didactic process with parents or guardians of students, school staff</p> <p>D.1/E.1.W5. conventional and unconventional teaching methods, including the activating and project methods, the process of learning by doing, discovery or scientific inquiry, and student research work, as well as the principles of selection of teaching methods typical for a particular subject or type of class;</p> <p>D.1/E.1.W6. the methodology of implementation of individual educational content within the subject or classes - substantive and methodological solutions, good practices, adaptation of interactions to the needs and capabilities of students or groups of students with different potential and learning style, typical mistakes of the subject or type of classes students, their role and ways to use them in the teaching process;</p> <p>D.1/E.1.W10. The role of diagnosis, control and assessment in teaching work; assessment and its types: current assessment, semester and annual assessment, internal assessment and external assessment; functions of assessment;</p> <p>D.1/E.1.W12. Initial diagnosis of the student group and each student in the context of the taught subject or classes taught, and ways to support the cognitive development of cognitive development of students; the need to form concepts, attitudes, skills practical, including problem solving, and use of knowledge;</p>	

	Course outcome	Subject outcome	Method of verification
			<p>D.1/E.1.W13. the importance of developing personal and social-emotional skills students: the need to develop students' cooperation skills, including group problem solving, as well as building a system of values and developing ethical attitudes of students, as well as the formation of competence communication and cultural habits;</p> <p>skills D.1/E.1.U1. identify typical school tasks with the goals of education, in particular with the general requirements of the core curriculum, and with the competencies of the key competencies; D.1/E.1.U7. select classroom methods and teaching resources, including those of information and communication technology, activating students and taking into account their differentiated educational needs; D.1/E.1.U9. construct a test to assess the given skills of students;</p> <p>social competencies D.1/E.1.K1. adapt working methods to the needs and different learning styles of students;</p>
Subject contents	<p>Organization of chemical education in Poland</p> <p>Methods of chemical education</p> <p>Methods of implementation of selected educational content in elementary school</p>		
Prerequisites and co-requisites	Course credit: General didactics		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Completion of all the credit work	50.0%	0.0%
Recommended reading	Basic literature	<p>A. Burewicz, H. Gulińska (red.), "Dydaktyka chemii", Wydawnictwo naukowe UAM, 2002</p> <p>J. D. Herron, Lekcja chemii. O skutecznym sposobie uczenia, PWN, 2000</p> <p>Podręczniki do nauczania chemii dopuszczone do użytku szkolnego decyzją Ministra Edukacji Narodowej</p>	
	Supplementary literature		
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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