



Chemistry and Industry for Teachers in European Schools

SCENARIO OF THE MODULE 1 TRAINING SESSION:

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Education and Culture

Socrates
Comenius

CITIES (*Chemistry and Industry for Teachers in European Schools*) is a COMENIUS project that produces educational materials to help teachers to make their chemistry lessons more appealing by seeing the subject in the context of the chemical industry and their daily lives.

The CITIES project is partnered by the following institutions:

- Goethe-Universität Frankfurt, Germany, <http://www.chemiedidaktik.uni-frankfurt.de>
- Czech Chemical Society, Prague, Czech Republic, <http://www.csch.cz/>
- Jagiellonian University, Kraków, Poland, http://www.chemia.uj.edu.pl/index_en.html
- Hochschule Fresenius, Idstein, Germany, <http://www.fh-fresenius.de>
- European Chemical Employers Group (ECEG), Brussels, Belgium, <http://www.eceg.org>
- Royal Society of Chemistry, London, United Kingdom, <http://www.rsc.org/>
- European Mine, Chemical and Energy Workers' Federation (EMCEF), Brussels, Belgium, <http://www.emcef.org>
- Nottingham Trent University, Nottingham, United Kingdom, <http://www.ntu.ac.uk>
- Gesellschaft Deutscher Chemiker GDCh, Frankfurt/Main, Germany, <http://www.gdch.de>
- Institut Químic de Sarriá (IQS), Universitat Ramon Llull, Barcelona, Spain, <http://www.iqs.url.edu>

Other institutions associated to the CITIES project are:

- Newcastle-under-Lyme School, Staffordshire, United Kingdom
- Masaryk Secondary School of Chemistry, Prague, Czech Republic
- Astyle linguistic competence, Vienna, Austria
- Charles University in Prague, Prague, Czech Republic



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1. "BOLOGNA QUIZ"

5 or more questions on Bologna

Sample questions:

Bologna process concerns

- a) EU countries
- b) all European countries
- c) countries which have decided to join it
- d) all countries with HE sector

Bologna Process will end

- a) in 2010
- b) in 2020
- c) has already ended
- d) it is a never-ending story

2. SHORT PRESENTATION (6-8 SLIDES):

Why the Bologna process is important not only for HE, but also for secondary school teachers, pupils, parents and society at large. one can say a few words on the House of Chemistry (from FACE)

3. FLEXIBLE STUDY SYSTEM, 3 CYCLES:

- i) short introduction (4-5 slides)
- ii) exercise: Propose several alternative study and career paths for learners interested in working in chemistry sector

4. LEARNING OUTCOMES

i) short introduction (4-5 slides)

ii) exercise:

You have a list of learning outcomes for Chemistry Eurobachelor. Please mark the LO which are already partly achieved in secondary school Chemistry teaching

5. EMPLOYABILITY AND COMPETENCES

i) short introduction (4-5 slides)

ii) exercise:

You have a list of competences (from the Tuning project).

- Please range them from the most important to the least important (according to you)
- What do you think: which 5 competences are the most important from the point of view of employers?
- What do you think: which 5 competences are the most important from the point of view of university academic staff?
- What do you think: which 5 competences are the most important from the point of view of students?

6. EVALUATION OF THE TRAINING MODULE

was it interesting? useful? concerned important issues? etc.



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