**Block #1 Introduction.** Monday 10th February 15.15-17.00 in HOLKEN

Lecture 1: Introduction to “Science Education for postgraduate/doctoral students”

Students are requested to read the following paper: Schneider, B., Wallace, J., Blikstein, P., Pea, R., 2013. Preparing for Future Learning with a Tangible User Interface: The Case of Neuroscience. IEEE Transactions on Learning Technologies 6, 117-129.10.1109/TLT.2013.15

The paper will be used in the discussion following the lecture.

In preparation for the next block students need to send in Assignment 1, the day before the seminar in Block 2. Handing the assignment is obligatory to attend the seminar

**Block #2 Facilitating learning**

This block contains two different activities on different days

**Seminar 1.** Monday 24th February 15.15-17.00 in HOLKEN

The seminar discussion will be based on your Assignment 1 essays

**Lectures 2 and 3.** Tuesday 3rd March 15.15-17.00 in HOLKEN

Lecture 2: The teacher as a facilitator of learning and
Lecture 3: Student centered education

**Block #3. Alternative Conceptions.**

Monday 30th March 15.15-17.00 in HOLKEN

Lecture 4: Addressing alternative conceptions in physics, chemistry and biology

After the lecture instructions will be given for the elaboration of Assignment 2 “How can I help my students to properly learn a concept that I think is an alternative conception?”

**Assignment 2 will also be presented orally at the end of the course**

**Misconceptions Seminar.** Monday 11th May 15.15-17.00 in RÖNTGEN

**Block #4. Teaching in practice. Auscultation, reflection and feedback.**

During the months of September-December, in combination with some teaching activity, you should plan, execute the teaching and then reflect on it in a written assignment (Assignment 4).

You will also attend the teaching of another student and provide feedback on it (Assignment 3).

The feedback meeting should be attended by the course responsible and the student involved.