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SUPPLEMENTARY MATERIAL TO
Chemistry curricular knowledge of secondary school teachers

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THE QUESTIONNAIRE

1

In which type of school do you teach?

- a) Grammar School
- b) Secondary Vocational School

2

How many years have you taught?

- a) Less than 5
- b) 5-10
- c) 10-20
- d) 20-30
- e) More than 30

3

Sex:

- a) Male
- b) Female

4

How old are you?

- a) 25-30
- b) 31-40
- c) 41-50
- d) 51-60
- e) Above 60

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What are your academic qualifications?

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In which levels of planning do you use the chemistry curriculum?

- a) When preparing the annual work plan
- b) When preparing a monthly work plan
- c) When preparing a class scenario in writing

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What kind of information contained in the curriculum is the most important to you for the realisation of your teaching plan?

- a) The goals and tasks of chemistry
- b) Operative tasks/outcomes
- c) The contents of topics
- d) Demonstration experiments
- e) Laboratory exercises
- f) Instructions for the realisation of a topic
- g) The manner of realising the curriculum
- h) Additional work

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Has your need to use the curriculum (during periods when there were no changes to it) changed as your working experience increased?

- a) I have used the curriculum to an equal degree all the time
- b) I use the curriculum less now than when I started working
- c) I use the curriculum more now than when I started working

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Mark the curriculum components which you use for the different levels of planning.

	Components of curriculum							
Levels of planning	The goals and tasks of chemistry	Operative tasks/outcomes	The contents of topics	Demonstration experiments	Laboratory exercises	Instructions for the realisation of a topic	The manner of realising the curriculum	Additional work
The annual work plan								
The monthly work plan								
The lesson plan								

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To what extent are you guided by information contained in the curriculum in realising the following teaching situations?

1 – Not at all 2 – Negligibly small 3 – Small 4 – Mostly 5 – Completely

- 1) Introducing a topic to student
- 2) Explaining and defining new concepts
- 3) Demonstration of experiments
- 4) Organising laboratory exercises
- 5) Demonstrating teaching aids
- 6) Verifying the degree to which the subject matter taught in class has been learned
- 7) Systematisation of the course contents
- 8) Organising group work
- 9) Organising individual work
- 10) Acquisition of curriculum contents through problem solving
- 11) Project work
- 12) Adjusting work to students with special needs
- 13) Monitoring and assessing students' work
- 14) Assigning homework
- 15) Using additional sources of knowledge (literature, the Internet...)

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Mark the curriculum components through which you obtain the most information in realising the following teaching situations?

Teaching situations	Components of curriculum							
	The goals and tasks of chemistry	Operative tasks/outcomes	The contents of topics	Demonstration experiments	Laboratory exercises	Instructions for the realisation of a topic	The manner of realising the curriculum	Additional work
1) Introducing a topic to students								
2) Explaining and defining new concepts								
3) Demonstration of experiments								

4) Organising laboratory exercises								
5) Demonstrating teaching aids								
6) Verifying the degree to which the subject matter taught in class has been learned								
7) Systematisation of the course contents								
8) Organising group work								
9) Organising individual work								
10) Acquisition of curriculum contents through problem solving								
11) Project work								
12) Adjusting work to students with special needs								
13) Monitoring and assessing students' work								
14) Assigning homework								
15) Using additional								

sources of knowledge (literature, the Internet...)								
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To what extent does the curriculum offer you possibilities to realise the following.

1 – Not at all 2 – Negligibly small 3 – Small 4 – Mostly 5 – Completely

- 1) Planning activities according to clearly defined teaching goals
- 2) Application of contemporary work methods
- 3) Teaching process featuring students in an active role
- 4) Acquisition of knowledge in keeping with students' age and previous knowledge
- 5) Acquisition of all necessary competences, knowledge, skills, views, values
- 6) Linking curriculum contents with other natural sciences subjects
- 7) Recognising the individual abilities, predilections and needs of students
- 8) Inclusion of children with special needs
- 9) Students to continue education and for higher levels of education
- 10) Students' continual self-education
- 11) Adjusting the curriculum contents to the needs of the local environment
- 12) Inclusion and presentation of new knowledge and achievements
- 13) Adjusting the contents to subjects and grades
- 14) Seeing the role of chemistry in certain professions
- 15) Adjusting the contents to the technical, cultural and general level of social development
- 16) Monitoring and evaluation of students' achievements
- 17) Application of clearly defined evaluation criteria
- 18) Checking students' knowledge according to clearly defined learning outcomes

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What changes in the curriculum of chemistry would you be most important for teaching chemistry?

Curriculum components	Concretisation/ reformulation/ developing the existing contents	Adding new elements	Excluding the existing contents
Goals and tasks of chemistry			
Operative tasks / outcomes			
Contents			
Demonstration of experiments			
Laboratory exercises			
Instructions for the realisation of a topic			
The manner of realising the curriculum			
Additional work			