USED OF VOCATIONAL EXPERTISE IN CONTEXT-BASED LEARNING

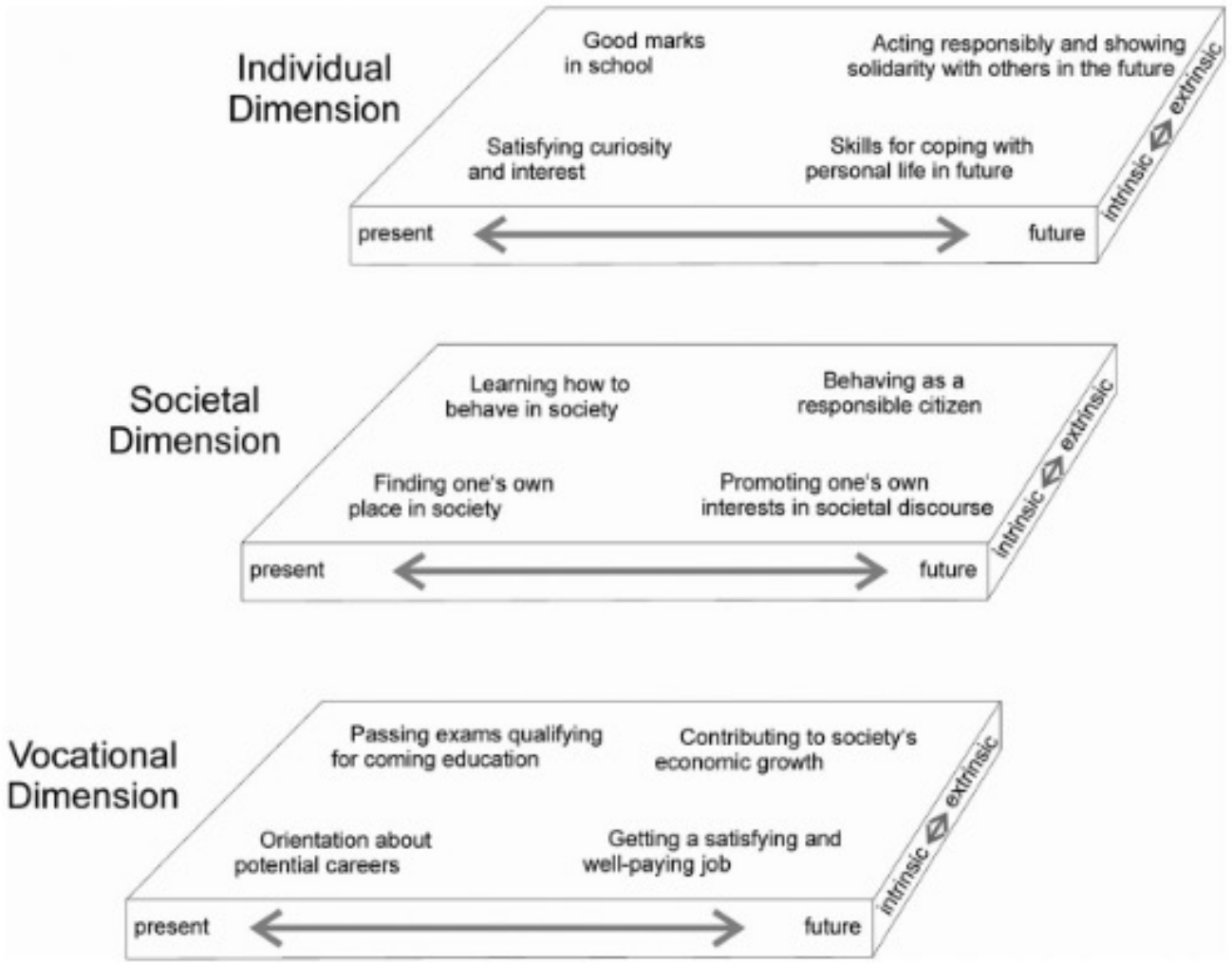

Fig. 1 An illustration of a suggested model for the relevance of science education with its individual, societal and vocational dimensions, including examples illustrating the present–future and intrinsic–extrinsic ranges involved (Stuckey *et al.*, 2013).

DIMENSIONS OF 'RELEVANCE' IN CHEMISTRY EDUCATION (STUCKEY ET AL., 2013)

Three dimensions (individual, societal and vocational) and
Four components (present, future, intrinsic and extrinsic)

- **The individual dimension: the relevance of science education for the individual encompasses matching the learners' curiosity and interests, providing students with necessary and useful skills for coping with their everyday lives today and in the future, and contributing to the development of intellectual skills.**

- **The societal dimension: the relevance of science education from the societal viewpoint focuses on preparation of pupils for self-determination and a responsibly led life in society by understanding the interdependence and interaction of science and society, developing skills for societal participation and competencies for contributing to society's sustainable development.**

- **The vocational dimension: the relevance of science education in the vocational dimension is composed of offering orientation for future professions and careers, preparation for further**

Individual dimension

e.g., Healthy, religious

Societal dimension

e.g., Acceptance in the community, environmental issue

Vocational dimension

e.g., Looking for job, future education

LET'S THINK ANOTHER EXAMPLE

THANK YOU