This study reports two practices for enhancing science-teaching ability in a university-level primary teacher training course. First, project-based work was introduced to science lessons. Students could choose various types of theme, and performed project work and acquired data by themselves. Students became more familiar with the perspective of theme selection, how to acquire data based on the control conditions, and the scientific process such as forming a hypothesis and interpreting results, and students were able to feel their competency by carrying out their project. Second, making science toys was introduced to science lessons. Students became interested in and enjoyed making science toys that they could construct by themselves, and studied electric circuits and experienced trial and error. Results showed that introducing project work and making science toys are effective practices for enhancing the ability to teach science in a university-level teacher training course.

Key words: project work, making science toys, teacher training course