



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE  
SUBJECT DESCRIPTION

Form SP2

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<b>Subject code:</b> <i>GIS-211-3</i>	<b>Subject name:</b> <i>GIS</i>		
<b>Study cycle:</b> <i>I</i>	<b>Year:</b> <i>II</i>	<b>Semester:</b> <i>IV</i>	<b>ECTS credits:</b> <i>5</i>
<b>Status:</b> <i>Mandatory</i>		<b>Contact hours:</b> <i>60</i> <i>Lectures: 30</i> <i>Exercises: 30</i>	
<b>Assigned professors and assistants:</b>	<i>Teachers and associates who are selected for the teaching area to which the subject belongs</i>		
<b>Prerequisites:</b>	/		
<b>Subject objectives:</b>	<p><i>The main Subject objectives are:</i></p> <ul style="list-style-type: none"> <li><i>- Exploring and acquiring knowledge of students about geographic information systems and software for GIS;</i></li> <li><i>- Exploring and acquiring knowledge of students about GIS databases, their design and operations and management;</i></li> <li><i>- Exploring and acquiring knowledge of students about GIS analysis on the different types of data and their potential application in optimization of the use of space and solving spatial conflicts;</i></li> <li><i>- Exploring and acquiring knowledge of students about the data of satellite observations of the Earth and their application in various fields of science and industry segments;</i></li> <li><i>- Exploring and acquiring knowledge of students with multicriteria analysis and possibilities of creating new 2D and 3D sets of thematic maps of the investigated physical phenomena and processes;</i></li> <li><i>- Exploring and acquiring knowledge of students with the content and the possibilities of using data contained in a digital atlas of Bosnia and Herzegovina, individual continents and the world;</i></li> <li><i>- Exploring and acquiring knowledge of students about models of geoinformatics management of geo-ecological phenomena and processes;</i></li> <li><i>- Exploring and acquiring knowledge of students about the possibilities of applying different GIS modules and operations for the purpose of creation of new tourism value;</i></li> <li><i>- Exploring and acquiring knowledge of students about the possibilities of applying different GIS modules and operations for the purpose of creating spatial geobases in accordance to various spatial planning categories.</i></li> </ul>		
<b>Teaching units:</b>	1. <i>Geographic Information System (GIS) - concept, definition, development and organizational structure. Distribution of</i>		



	<p><i>GIS. The main operation and functional levels of GIS. Hardware in GIS. Basic GIS softwares.</i></p> <ol style="list-style-type: none"> <li>2. <i>GIS user interface - methodological concept of organisation of interfaces and its use. GIS methodological concept of management and labor with geodata.</i></li> <li>3. <i>GIS database - concept, definition, structure and organization. Types of GIS database. Sources of GIS database.</i></li> <li>4. <i>Creating a GIS database. Metadata. GIS process models and scripts. Geoprocessing of data. Geovisualization of data.</i></li> <li>5. <i>Themed sets and models of GIS data. Types of GIS data. Vector data - concept, types and importance. Point type of vector data. Line type of vector data. Polygon type of vector data. Working with vector data.</i></li> <li>6. <i>A raster data type - concept, types and importance. Structure of raster data. The formats of raster data. Satellite images - concept, types and significance. Air images - concept, types and importance. Working with raster data.</i></li> <li>7. <i>The first test</i></li> <li>8. <i>Creating data for GIS. Attributes data and attribute tables. Analog geographical maps. Methods and processes of preparing data for GIS. Editing data.</i></li> <li>9. <i>GIS catalog. Convert the basic GIS data types. Converting raster to vector data. Convert the vector the raster data. GIS and AutCAD. GPS data.</i></li> <li>10. <i>Topological analysis - concept, purpose and significance. Types of topological analysis. Basic topological analysis with GIS maps. Basic topological analysis with geodatabases.</i></li> <li>11. <i>Spatial GIS analysis. Methods and Models 2D spatial interpolation of data. Spline spatial interpolator. IDW spatial interpolator. Kriging spatial interpolator. Working with spatial data.</i></li> <li>12. <i>3D spatial analysis. Basic mathematical and functional analysis of the surface topography. The zonal statistics.</i></li> <li>13. <i>Management of GIS databases. Spatial reference of geodatabases. World coordinate systems - Overview and transformation into a GIS. Georeferencing.</i></li> <li>14. <i>ArcGIS - user levels and types. Arc Catalog. ArcMap. ArcGlobe. Model Builder. ArcGIS Desktop - The user organizations and functional levels. ArcView. ArcEditor. ArcInfo. Optional extensions for ArcGIS Desktop.</i></li> <li>15. <i>Analysis of seminar papers</i></li> </ol>
<b>Learning outcomes:</b>	<p><b>Knowledge:</b> - Student defines and describes GIS databases, highlights</p>



	<p><i>geographical data and describes opportunities for their creation and expansions;</i></p> <ul style="list-style-type: none"> <li>- <i>The student gives examples of GIS analysis on different types of data and the possibilities of their application in optimization use of space and resolving spatial conflicts.</i></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- <i>The student recognizes and finds satellite data of Earth observations and their applications in various scientific areas and economic grenades;</i></li> <li>- <i>The student recognizes and applies multicriteria analyzes and singles out opportunities for creation new 2D i 3D sets of thematic maps on researched spatial phenomena and processes.</i></li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>- <i>The student explores the possibilities of using the data contained in the digital atlas of Bosnia and Herzegovina, continents and world;</i></li> <li>- <i>The student discusses about geoinformatic models of management of spatial phenomena and processes;</i></li> <li>- <i>Student shows opportunities of application of digital sets of thematic data in educational process in primary and secondary schools.</i></li> <li>- <i>The student presents the possibilities of applying digital sets of thematic data in the process of regional, spatial, and tourist planning.</i></li> </ul>																																										
<b>Teaching methods:</b>	<p><i>Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).</i></p>																																										
<b>Knowledge testing methods with grading structure<sup>1</sup>:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th style="text-align: right;"><i>Points</i></th> </tr> </thead> <tbody> <tr> <td><i>Attendance</i></td> <td></td> <td style="text-align: right;"><i>5</i></td> </tr> <tr> <td><i>Participation on lectures</i></td> <td></td> <td style="text-align: right;"><i>5</i></td> </tr> <tr> <td><i>Tests</i></td> <td></td> <td style="text-align: right;"><i>40</i></td> </tr> <tr> <td><i>Seminar paper</i></td> <td></td> <td style="text-align: right;"><i>10</i></td> </tr> <tr> <td><i>Final exam</i></td> <td></td> <td style="text-align: right;"><i>40</i></td> </tr> <tr> <td colspan="2"><hr/></td> <td></td> </tr> <tr> <td><i>TOTAL</i></td> <td></td> <td style="text-align: right;"><i>100</i></td> </tr> </tbody> </table> <p><b>Assessment:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Grade</i></th> <th style="text-align: left;"><i>ECTS grade</i></th> <th style="text-align: left;"><i>Points scale</i></th> </tr> </thead> <tbody> <tr> <td><i>10</i></td> <td><i>(A) excellent</i></td> <td><i>95 - 100</i></td> </tr> <tr> <td><i>9</i></td> <td><i>(B) very good</i></td> <td><i>85 - 94</i></td> </tr> <tr> <td><i>8</i></td> <td><i>(C) good</i></td> <td><i>75 - 84</i></td> </tr> <tr> <td><i>7</i></td> <td><i>(D) satisfactory</i></td> <td><i>66 - 74</i></td> </tr> <tr> <td><i>6</i></td> <td><i>(E) sufficient</i></td> <td><i>55 - 64</i></td> </tr> </tbody> </table>			<i>Points</i>	<i>Attendance</i>		<i>5</i>	<i>Participation on lectures</i>		<i>5</i>	<i>Tests</i>		<i>40</i>	<i>Seminar paper</i>		<i>10</i>	<i>Final exam</i>		<i>40</i>	<hr/>			<i>TOTAL</i>		<i>100</i>	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	<i>10</i>	<i>(A) excellent</i>	<i>95 - 100</i>	<i>9</i>	<i>(B) very good</i>	<i>85 - 94</i>	<i>8</i>	<i>(C) good</i>	<i>75 - 84</i>	<i>7</i>	<i>(D) satisfactory</i>	<i>66 - 74</i>	<i>6</i>	<i>(E) sufficient</i>	<i>55 - 64</i>
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	5 (F, FX) insufficient 55
<b>Literature<sup>2</sup>:</b>	<p><b>Mandatory:</b></p> <ol style="list-style-type: none"><li>1. Đug S., Drešković, N., Odžak, S. (2015): <i>Daljinska istraživanja – principi i primjena u prirodnim naukama. University textbook. University of Sarajevo. Sarajevo.</i></li><li>2. Burrough, P.A., McDonnel, R.A. (2006): <i>Principles of Geographical Information Systems – 2<sup>nd</sup> Edition. Oxford University Press.</i></li><li>3. Heywood, I., Cornelius, S., Carver, S. (2006): <i>An Introduction to Geographical Information Systems. Pearson Education Limited.</i></li></ol> <p><b>Recommended:</b></p> <ol style="list-style-type: none"><li>1. Fortheringham, A. S., Rogerson, P. A. (1994): <i>Spatial Analysis and GIS. Technical Issues in Geographic Information Systems. Taylor and Francis. London.</i></li><li>2. ESRI (2012) <i>ArcGIS 10. Using ArcGIS Desktop. ESRI. Redlands. USA.</i></li></ol>

<sup>2</sup> The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.