



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

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| | | | |
|--|---|--|-------------------------------|
| Subject code: <i>GE-102-3</i> | Subject name: Introduction to Geoecology | | |
| Study cycle: <i>I</i> | Year: <i>I</i> | Semester: <i>I</i> | ECTS credits: <i>5</i> |
| Status: <i>Mandatory</i> | | Contact hours: 60 <i>Lectures: 30</i> <i>Exercises: 30</i> | |
| Assigned professors and assistants: | | | |
| Prerequisites: | / | | |
| Subject objectives: | <i>Acquiring knowledge about global environmental issues. Detecting the causes and consequences of the imbalances. Recognizing the essence of natural and anthropogenic impacts on the environment.</i> | | |
| Teaching units: | <ol style="list-style-type: none"><i>1. Geoecology. Object, subject and tasks</i><i>2. Fundamentals of understanding the environment</i><i>3. The essence of the notion of environmental quality</i><i>4. Geography and (geo)ecology</i><i>5. Geoecological aspect of the environment</i><i>6. Basics of planetary systems and systematics of the environment.</i><i>7. Geographical layer.</i><i>8. First test</i><i>9. The axioms and laws of the environment. Geographic regularity.</i><i>10. Methods and methodology of geoecological research</i><i>11. Methods of analysis and synthesis in research of geographical environment</i><i>12. Valorisation of the geographical environment</i><i>13. Indicative and attributive factors of studying the environment</i><i>14. Geographical predictions in the environment</i><i>15. Monitoring of the environment</i> | | |
| Learning outcomes: | Knowledge: <ul style="list-style-type: none"><i>• student critically understands global environmental problems. Learns causes and consequences of imbalances.</i><i>• student acquires knowledge about the essence of geogenic and anthropogenic impact on the</i> | | |



| | <p><i>environment;</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>student works independently on tasks related to methods and methodology of geoeological research;</i> <p>Competencies:</p> <ul style="list-style-type: none"> • <i>student independently interprets the geoeological aspects of the environment;</i> • <i>student independently determines and perceives causally indicative and attributive factors of the environment.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------|-----------|---------------|--|-------------------|--|----------|----------|----------------------------------|--|----------|----------|--------------|--|-----------|-----------|----------------------|--|-----------|----------|-------------------|--|-----------|-----------|-------|--|--|--|--------------|--|------------|-----------|--------------|-------------------|---------------------|-----------|----------------------|-----------------|----------|----------------------|----------------|----------|-----------------|----------------|----------|--|--|--|-------------------------|----------------|----------|-----------------------|----------------|----------|-----------------------------|--|-----------|--|--|
| Teaching methods: | <i>Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge testing methods with grading structure¹: | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th colspan="2" 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> <td style="text-align: right;"><i>3</i></td> </tr> <tr> <td><i>Participation on lectures</i></td> <td></td> <td style="text-align: right;"><i>5</i></td> <td style="text-align: right;"><i>3</i></td> </tr> <tr> <td><i>Tests</i></td> <td></td> <td style="text-align: right;"><i>40</i></td> <td style="text-align: right;"><i>22</i></td> </tr> <tr> <td><i>Seminar paper</i></td> <td></td> <td style="text-align: right;"><i>10</i></td> <td style="text-align: right;"><i>6</i></td> </tr> <tr> <td><i>Final exam</i></td> <td></td> <td style="text-align: right;"><i>40</i></td> <td style="text-align: right;"><i>21</i></td> </tr> <tr> <td colspan="2"><hr/></td> <td></td> <td></td> </tr> <tr> <td><i>TOTAL</i></td> <td></td> <td style="text-align: right;"><i>100</i></td> <td style="text-align: right;"><i>55</i></td> </tr> </tbody> </table> <p>Assessment:</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></td> <td></td> </tr> <tr> <td></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> <tr> <td><i>5</i></td> <td><i>(F, FX) insufficient</i></td> <td></td> </tr> <tr> <td><i>55</i></td> <td></td> <td></td> </tr> </tbody> </table> | | | <i>Points</i> | | <i>Attendance</i> | | <i>5</i> | <i>3</i> | <i>Participation on lectures</i> | | <i>5</i> | <i>3</i> | <i>Tests</i> | | <i>40</i> | <i>22</i> | <i>Seminar paper</i> | | <i>10</i> | <i>6</i> | <i>Final exam</i> | | <i>40</i> | <i>21</i> | <hr/> | | | | <i>TOTAL</i> | | <i>100</i> | <i>55</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> | <i>5</i> | <i>(F, FX) insufficient</i> | | <i>55</i> | | |
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| <i>Seminar paper</i> | | <i>10</i> | <i>6</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <i>55</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literature²: | <p>Mandatory:</p> <ul style="list-style-type: none"> • <i>Spahić, M.: Osnove geoekologije, Harfo-graf Tuzla, 1999.</i> <p>Recommended:</p> <ul style="list-style-type: none"> • <i>Lješević, M.: Životna sredina 3, Univerzitet u Beogradu Beograd, 2005.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

¹ The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

² 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.