



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE  
SUBJECT DESCRIPTION

Form SP2

Page 1 of 3

<b>Subject code:</b> <i>TG-404-1</i>	<b>Subject name:</b> <i>Geography Teaching Methods</i>		
<b>Study cycle:</b> <i>I</i>	<b>Year:</b> <i>IV</i>	<b>Semester:</b> <i>VII</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>			
<b>Prerequisites:</b>	/		
<b>Subject objectives:</b>	<i>Enabling students to master the methods of transferring geographical knowledge and skills in schools, as well as understanding the importance and essence of didactic approach in upbringing and geographical education, which creates a basic prerequisite for students in the future through their professional orientation to adequately and responsibly perform teaching work or through some other activities related to geographical education contribute to the development of geospatial knowledge and skills in future generations.</i>		
<b>Teaching units:</b>	<ol style="list-style-type: none"><li><i>1. Introductory considerations;</i></li><li><i>2. Professional scientific basis and methodological preconditions for geographical education;</i></li><li><i>3. Geographical education objectives;</i></li><li><i>4. Psychological preconditions of geographical education;</i></li><li><i>6. Learning outcomes in geographical education;</i></li><li><i>7. Teaching aids and tools in geographical education;</i></li><li><i>8. First test;</i></li><li><i>9. Teaching forms;</i></li><li><i>10. Teaching methods;</i></li><li><i>11. Graphic methods in geographical education;</i></li><li><i>12. Fieldwork in geographical education;</i></li><li><i>13. Verification and assessment in geographical education – evaluation of learning outcomes;</i></li><li><i>14. Planning and analysis of educational process;</i></li><li><i>15. Second test.</i></li></ol>		



<p><b>Learning outcomes:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <i>student explains conceptual basics of school geography;</i></li> <li>• <i>lists and describes all relevant teaching methods and teaching forms;</i></li> <li>• <i>explains the ways of using teaching aids and tools.</i></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <i>student demonstrates the application of basic teaching methods;</i></li> <li>• <i>applies didactic principles;</i></li> <li>• <i>conducts critical analysis of geographical contents in primary and secondary schools.</i></li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• <i>student plans the educational activities within geographical education;</i></li> <li>• <i>evaluates various curricula;</i></li> <li>• <i>develops his/her own concept of performing activities in geographical education.</i></li> </ul>																																						
<p><b>Teaching methods:</b></p>	<p><i>Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).</i></p>																																						
<p><b>Knowledge testing methods with grading structure<sup>1</sup>:</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;">Points</th> </tr> </thead> <tbody> <tr> <td><i>Attendance</i></td> <td style="text-align: right;"><i>10</i></td> </tr> <tr> <td><i>Participation on lectures</i></td> <td style="text-align: right;"><i>5</i></td> </tr> <tr> <td><i>Tests</i></td> <td style="text-align: right;"><i>30</i></td> </tr> <tr> <td><i>Seminar paper</i></td> <td style="text-align: right;"><i>15</i></td> </tr> <tr> <td><i>Final exam</i></td> <td style="text-align: right;"><i>40</i></td> </tr> <tr> <td style="border-top: 1px solid black;"><i>TOTAL</i></td> <td style="text-align: right; border-top: 1px solid black;"><i>100</i></td> </tr> </tbody> </table> <p><b>Assessment:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><i>Grade</i></th> <th style="width: 45%;"><i>ECTS grade</i></th> <th style="width: 40%;"><i>Points scale</i></th> </tr> </thead> <tbody> <tr> <td><i>10</i></td> <td><i>(A) excellent</i></td> <td style="text-align: right;"><i>95 - 100</i></td> </tr> <tr> <td><i>9</i></td> <td><i>(B) very good</i></td> <td style="text-align: right;"><i>85 - 94</i></td> </tr> <tr> <td><i>8</i></td> <td><i>(C) good</i></td> <td style="text-align: right;"><i>75 - 84</i></td> </tr> <tr> <td><i>7</i></td> <td><i>(D) satisfactory</i></td> <td style="text-align: right;"><i>66 - 74</i></td> </tr> <tr> <td><i>6</i></td> <td><i>(E) sufficient</i></td> <td style="text-align: right;"><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>		Points	<i>Attendance</i>	<i>10</i>	<i>Participation on lectures</i>	<i>5</i>	<i>Tests</i>	<i>30</i>	<i>Seminar paper</i>	<i>15</i>	<i>Final exam</i>	<i>40</i>	<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>	<i>5</i>	<i>(F, FX) insufficient</i>		<i>55</i>		
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<sup>1</sup> 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



<p><b>Literature<sup>2</sup>:</b></p>	<p><b>Mandatory:</b></p> <ol style="list-style-type: none"><li>1. Matas, M. (1996). <i>Metodika nastave geografije</i>, Hrvatsko geografsko društvo, Zagreb.</li><li>2. Jahić, H. (2015). <i>Didaktičko-metodička analiza okvirnog nastavnog plana i programa geografije u Federaciji Bosne i Hercegovine</i>, <i>Acta geographica Bosniae et Herzegovinae</i>, Vol. 2 (3).</li><li>3. Šterc, S. (1990). <i>Grafičke metode u nastavi</i>. Školska knjiga, Zagreb.</li></ol> <p><b>Recommended:</b></p> <ol style="list-style-type: none"><li>1. Zgonik, M. (1967). <i>Metodika nastave geografije</i>, Nastavna biblioteka, Sarajevo.</li><li>2. Brazda, M. (1985). <i>Terenski rad i ekskurzija u nastavi geografije</i>, Školska knjiga, Zagreb.</li><li>3. Jahić, H. et al. (2015): <i>Aktuelizacija geografskih sadržaja u nastavnom procesu geografije</i>, <i>Acta geographica Bosniae et Herzegovinae</i>, Vol. 2 (3), GEOuBIH, Sarajevo.</li><li>4. Avdić, B. i Banda, A. (2015). <i>Evropska dimenzija u osnovnoškolskim udžbenicima geografije u Bosni i Hercegovini</i>. <i>Sui Generis – Naučno-stručni časopis o evropskim integracijama</i>, Vol. 2.</li><li>5. Avdić, B., Mirić, R., Drešković, N. (2020). <i>Regional geography and geographical education: Changes in global trends in modern school geography</i>. <i>Geografski pregled / Geographical review</i>, Vol. 42.</li><li>6. Avdić, B. (2015): <i>Definicije geografije – naučna, edukacijska i aplikativna analiza (2015)</i>. <i>Zbornik radova: Nova naučna edukativna misao 5/2015</i>.</li></ol>
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<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.