



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

Page 1 of 3

Subject code: <i>TG-504.2-1</i>	Subject name: Contemporary Teaching Equipment in Teaching of Geography		
Study cycle: <i>II</i>	Year: <i>I</i>	Semester: <i>I</i>	ECTS credits: <i>5</i>
Status: <i>Obligatory</i>		Contact hours: <i>75</i> <i>Lectures: 45</i> <i>Exercises: 30</i>	
Assigned professors and assistants:			
Prerequisites:	/		
Subject objectives:	<i>To gain the knowledge about contemporary textual, auditory, visual and audio visual teaching equipment. The use of teaching equipment and teaching aids in the educational process. The ratio of teaching equipment according to the content a teaching material, teaching methods and forms of teaching material.</i>		
Teaching units:	<ol style="list-style-type: none"> <i>1. Correlation curriculum with teaching equipment</i> <i>2. Selection of teaching equipment according to selected forms of teaching</i> <i>3. The selection and use of teaching methods</i> <i>4. Contemporary textbooks.</i> <i>5. Manuals in teaching geography</i> <i>6. Geographical scientific- popular magazines</i> <i>7. Geographic maps: general and thematic</i> <i>8. Partial exam</i> <i>9. Geography Atlases , Geographic globe, Tellurium, Planetarium</i> <i>10. Compass and GPS</i> <i>11. Overhead projectors and video projectors</i> <i>12. Computer and Internet GIS</i> <i>13. Geographic information system</i> <i>14. Methodical practice in elementary and high schools</i> <i>15. Methodical practice in selected exercises study of geography</i> 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> <i>- analyzes curricula;</i> <i>- defines and recognizes and explains the importance of using Contemporary Teaching Equipment.</i> <p>Skills:</p> <ul style="list-style-type: none"> <i>- independently applies Contemporary Teaching Equipment.</i> 		



	<p>Competencies:</p> <ul style="list-style-type: none"> - assesses the importance of use Contemporary Teaching Equipment in Teaching of Geography; - designs the teaching process by using it Contemporary Teaching Equipment; - improves the teaching process by using it Contemporary Teaching Equipment. 																																											
Teaching methods:	Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).																																											
Knowledge testing methods with grading structure¹:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Points</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Participation on lectures</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Partial exam</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Seminar paper</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Final exam</td> <td style="text-align: right;">40</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black;"></td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">100</td> </tr> </tbody> </table> <p>Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Grade</th> <th style="width: 40%;">ECTS grade</th> <th style="width: 40%;">Points scale</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>(A) excellent</td> <td style="text-align: center;">95 - 100</td> </tr> <tr> <td>9</td> <td>(B) very good</td> <td style="text-align: center;">85 - 94</td> </tr> <tr> <td>8</td> <td>(C) good</td> <td style="text-align: center;">75 - 84</td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(D) satisfactory</td> <td style="text-align: center;">66 - 74</td> </tr> <tr> <td>6</td> <td>(E) sufficient</td> <td style="text-align: center;">55 - 64</td> </tr> <tr> <td>5</td> <td>(F, FX) insufficient</td> <td></td> </tr> <tr> <td>55</td> <td></td> <td></td> </tr> </tbody> </table>		Points	Attendance	5	Participation on lectures	5	Partial exam	40	Seminar paper	10	Final exam	40			TOTAL	100	Grade	ECTS grade	Points scale	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7				(D) satisfactory	66 - 74	6	(E) sufficient	55 - 64	5	(F, FX) insufficient		55		
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Literature²:	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Vresk, M., 1996: <i>Uvod u geografiju, Školska knjiga, Zagreb.</i> 2. Matas, M., 1998: <i>Metodika nastave geografije, II izdanje HGD, Zagreb.</i> 3. Poljak, V., 1991: <i>Didaktika, Školska knjiga, Zagreb.</i> <p>Recommended:</p> <ol style="list-style-type: none"> 1. Spahić, M., 2007: <i>Priručnici za nastavnike geografije V, VI, VII i VIII razreda osnovne škole, Sarajevo Publishing,</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.



Sarajevo.

2. Rudić, V., 1999: *Metodika nastave geografije, Geografski fakultet, Beograd*
3. Obradović, Lj., 1993: *Primena inovacija u nastavi geografije u osnovnim i srednjim školama, Zbornik radova br. 42, Geografski fakultet, Beograd.*
4. Jovanović S., Živković Lj., 2005: *Upotreba medija u modernizaciji nastave geografije u Srbiji. Srbija i savremeni procesi u Evropi i svetu, Naučni simpozijum-Tara, Geografski fakultet, Beograd.*
5. Živković, LJ., Perišić, Z., 1997: *Faktori moderne organizacije nastave geografije u osnovnoj školi, Teorijsko – metodološki problemi nastave geografije, Institut za geografiju filozofskog fakulteta Univerziteta Crne Gore i geografskog fakulteta Univerziteta u Beogradu, Nikšić – Beograd.*
6. Curić, Z., 2001: *Multimedija u nastavi geografije, Metodika br. 2-3, vol2., Učiteljska akademija Sveučilišta u Zagrebu, 251-256*
7. Curić, Z., 2000: *Suvremeni koncept školske geografije, Zbornik radova 2. hrvatskoga geografskog kongresa, Hrvatsko geografsko društvo, Zagreb, 53 -60*