



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

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Subject code: <i>TG-504.4-1</i>	Subject name: DEVELOPMENT OF GEOGRAPHICAL CONCEPTS IN CLASS AND SUBJECT TEACHING		
Ciklus: <i>II</i>	Year: <i>V</i>	Semester: <i>I</i>	ECTS credits: <i>5</i>
Status: <i>mandatory/optional</i>		Contact hours: <i>75</i> <i>Lectures: 45</i> <i>Exercises: 30</i>	
Assigned professors and assistants:	/		
Prerequisites:	/		
Subject objectives:	<i>Enabling students to independently interpret physical and socio-geographical concepts in the teaching of geography through curricula in this area.</i>		
Teaching units:	<ol style="list-style-type: none"><i>1. The notion of development in geography;</i><i>2. Acquired previous knowledge and their appreciation;</i><i>3. Methodological principle of development;</i><i>4. Curriculum development, evaluation and development principles;</i><i>5. Cycles of schooling and connecting levels;</i><i>6. Development of geographical concepts in the curriculum in primary education;</i><i>7. Development of physical-geographical concepts;</i><i>8. Development of socio-geographical concepts;</i><i>9. Development of regional-geographical concepts;</i><i>10. Test I</i><i>11. Curriculum planning in classroom teaching in order to improve quality - an example of geography. Individual work in the function of student development;</i><i>12. Evaluation of the development of geographical concepts in teaching;</i><i>13. Introduction of new knowledge and concepts in teaching geography;</i><i>14. Maintaining competencies in teaching geography;</i><i>15. Forms of teacher training for respecting the principles of development;</i>		
Learning outcomes:	Knowledge: <ul style="list-style-type: none"><i>• the student critically analyzes all the concepts of physical and socio-geographical concepts and their specifics on Earth;</i><i>• the student analyzes all the essential elements of the</i>		



	<p><i>curriculum in the classroom in order to improve the quality of teaching geography;</i></p> <ul style="list-style-type: none"> • <i>the student explains the connection and interaction of geographical concepts;</i> <p>Skills:</p> <ul style="list-style-type: none"> • <i>students independently collect data for all kinds of maps;</i> • <i>student assesses the impact of physical and social factors on the development of economic activities in the world;</i> <p>Competencies:</p> <ul style="list-style-type: none"> • <i>student independently interprets the meaning of certain geographical terms;</i> • <i>student emphasizes the causes and consequences of the development of geographical concepts in the teaching of geography;</i> 																																																			
Teaching methods:	<i>Multimedia presentation and conversation (lecture); student research independent work and joint analysis (exercises).</i>																																																			
Knowledge testing methods with grading structure ¹:	<table border="1"> <thead> <tr> <th><i>Criterion</i></th> <th><i>Points</i></th> <th><i>Requirement</i></th> </tr> </thead> <tbody> <tr> <td>1. <i>Attendance</i></td> <td>5</td> <td>3</td> </tr> <tr> <td>2. <i>Participation on lectures</i></td> <td>5</td> <td>3</td> </tr> <tr> <td>3. <i>Midterm exam</i></td> <td>40</td> <td>22</td> </tr> <tr> <td>4. <i>Seminar paper</i></td> <td>10</td> <td>5</td> </tr> <tr> <td>5. <i>Student project</i></td> <td></td> <td></td> </tr> <tr> <td>6. <i>Laboratory report</i></td> <td></td> <td></td> </tr> <tr> <td>7. <i>Colloquium</i></td> <td></td> <td></td> </tr> <tr> <td>8. <i>Final exam</i></td> <td>40</td> <td>22</td> </tr> <tr> <td><i>Total</i></td> <td>100</td> <td>55</td> </tr> </tbody> </table> <p><i>Grading:</i></p> <table border="1"> <thead> <tr> <th><i>Grade</i></th> <th><i>ECTS grade</i></th> <th><i>Points</i></th> </tr> </thead> <tbody> <tr> <td>10</td> <td>(A)</td> <td>95 - 100</td> </tr> <tr> <td>9</td> <td>(B)</td> <td>85 - 94</td> </tr> <tr> <td>8</td> <td>(C)</td> <td>75 - 84</td> </tr> <tr> <td>7</td> <td>(D)</td> <td>65 - 74</td> </tr> <tr> <td>6</td> <td>(E) d</td> <td>55 - 64</td> </tr> <tr> <td>5</td> <td>(F,FX)</td> <td><55</td> </tr> </tbody> </table>	<i>Criterion</i>	<i>Points</i>	<i>Requirement</i>	1. <i>Attendance</i>	5	3	2. <i>Participation on lectures</i>	5	3	3. <i>Midterm exam</i>	40	22	4. <i>Seminar paper</i>	10	5	5. <i>Student project</i>			6. <i>Laboratory report</i>			7. <i>Colloquium</i>			8. <i>Final exam</i>	40	22	<i>Total</i>	100	55	<i>Grade</i>	<i>ECTS grade</i>	<i>Points</i>	10	(A)	95 - 100	9	(B)	85 - 94	8	(C)	75 - 84	7	(D)	65 - 74	6	(E) d	55 - 64	5	(F,FX)	<55
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Literature²:	MANDATORY:																																																			

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 the 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 decision which must be published on its website



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1. *School and Quality – An International Report, OECD, 1989. Paris*
2. *Nurković, R., 1998: Blackboard and map in teaching of*
3. *Geography, Didaktički putokazi, Zenica, vol. 4, p. 94-95.*
4. *Bartha, G. (2003): Objectives of GIS Teaching in Higher*
5. *Education: developing experts or training teachers?, projekat Univerziteta Miskolc, Mađarska. 6. Vrišer I. (1998), Uvod u geografiju, Ljubljana;*

RECOMMENDED:

1. *Husanović-Pejnović, D.(1997.): Kreativnost u nastavigeografije, Geografski horizont br. 2, Zagreb*
2. *Dužanec, I. (1993.): Problemska nastava – suvremena nastava geografije, GH 2 Zagreb*
3. *Freeman, D. (2003): GIS in Secondary Geography, projekat Geografske asocijacije Velike Britanije »Teaching Geography«;*