



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

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Subject code: TG-504.5-1	Subject name: Fieldwork, excursions and short trips in geography teaching		
Study cycle: II	Year: I	Semester: I	ECTS credits: 5
Status: Mandatory		Contact hours: 75 Lectures: 45 Exercises: 30	
Assigned professors and assistants:	Teachers and associates selected in the field to which the subject belongs		
Prerequisites:	/		
Subject objectives:	Enabling students to plan independently itineraries for fieldwork from the domain of geography, half-day, one-day and multi-day fieldwork and teaching excursions, including the development of abilities and skills of independent research work.		
Teaching units:	<ol style="list-style-type: none">1. Position and role of the fieldwork in teaching methods;2. Planning and organization of the fieldwork with students;3. Teaching preparation of the fieldwork;4. Thematic, multi-thematic and complex fieldwork;5. Fieldwork lesson;6. Half-day fieldwork;7. One-day fieldwork;8. First test;9. Multi-day fieldwork;10. Field research;11. Practicum of half-day fieldwork on a given topic;12. Practicum of one-day fieldwork on a given topic;13. Practicum of multi-day fieldwork on a given topic;14. Practicum of field research on a given topic;15. Analysis of achieved results.		
Learning outcomes:	Knowledge: <ul style="list-style-type: none">• a student comprehends the creation of abstract concepts for the organization and implementation of the fieldwork; Skills: <ul style="list-style-type: none">• analyzes the geographical features of the space;		



	<ul style="list-style-type: none"> maps itinerary; calculates the required time spent at points of interest; calculates distances between the stopping points in a given itinerary; <p>Competencies:</p> <ul style="list-style-type: none"> uses knowledge to plan, organize and conduct fieldwork; interprets, independently, the concept of organization and conducting of the fieldwork. 																																			
Teaching methods:	Multimedia presentation and discussion (lectures); research independent work of students and joint analysis (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;"><i>Points</i></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>Tests</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 style="border-top: 1px solid black;">TOTAL</td> <td style="text-align: right; border-top: 1px solid black;">100</td> </tr> </tbody> </table> <p>Assessment:</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>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>(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 style="text-align: center;"><55</td> </tr> </tbody> </table>		<i>Points</i>	Attendance	5	Participation on lectures	5	Tests	40	Seminar paper	10	Final exam	40	TOTAL	100	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	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"> Matas, M. (1998): Metodika nastave geografije II izdanje, HGD, Zagreb. Brazda, M. (1985): Terenski rad i ekskurzije u nastavi geografije, Školska knjiga, Zagreb. Jovičić, Ž. (1985): Metodika nastave geografije, Beograd. <p>Recommended:</p> <ol style="list-style-type: none"> Musa, S., Misilo, M. (2014): Uloga terenske nastave u obrazovanju studenata turizma na studiju geografije, 																																			

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.



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Zbornik radova II međunarodne znanstvene konferencije, Mostar.

2. Spahić, M. (2004): Terenska nastava u nastavi geografije, Predavanje sa VIII seminara geografa, Neum.
3. Romelić, J. M. (2003): Metodika nastave geografije, Departman za geografiju, turizam i hotelijerstvo, PMF, Novi Sad.
4. Živković, B. (1960): Izleti i logorovanja, Opšta pedagoška biblioteka, Beograd.