



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

Page 1 of 3

Subject code: <i>TG-504.1-1</i>	Subject name: Modern Methods in Teaching Geography		
Ciklus: <i>II</i>	Year: <i>V</i>	Semester: <i>First(I)</i>	ECTS credits: <i>5</i>
Status: <i>mandatory</i>		Contact hours: <i>60</i> <i>Lectures:30</i> <i>Exercises: 30</i>	
Assigned professors and assistants:	/		
Prerequisites:	<i>Methodology of Geography in education, Didactics, Pedagogy</i>		
Subject objectives:	<i>To train students for the best possible teaching and to be active participants in the educational process. Introduce students to independent work and the issue of modern methods and forms of teaching through the teaching process.</i>		
Teaching units:	<i>Cognitive processes in teaching geography; Correlation of curricula and teaching methods; Forms of teaching work and the question of choosing; teaching methods; Methods of practical work and exemplary learning; Choice of teaching aids; Traditional teaching methods; Test I; Demonstration method. Method of graphic works; Programmed and problem-based teaching Hospitalization research and methodical practice in primary school and secondary school Mind map method, role play, research method Presentation of student projects Presentation of student projects Presentation of student projects</i>		
Learning outcomes:	Knowledge: <ul style="list-style-type: none"> • <i>Students recognize the principles of planning the teaching process;</i> • <i>Students explain teaching methods and connect with forms of work;</i> Skills: <ul style="list-style-type: none"> • <i>Students identify and analyze the challenges of teaching a particular subject;</i> 		



	<ul style="list-style-type: none"> • <i>Students connect the teaching process and the acquired knowledge, skills and experience of students;</i> <p>Competencies:</p> <ul style="list-style-type: none"> • <i>Students use available time in an efficient way and combine methods and forms of work with available teaching aids;</i> • <i>Students adapt teaching methods to the needs of students, taking into account their differences;</i> 																																																			
Teaching methods:	<i>Multimedia presentation and conversation (lecture); research independent work of students and joint analysis (exercises). Method of practical work, method of exemplary learning, project teaching</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>Requirment</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>20</td> <td>11</td> </tr> <tr> <td>4. <i>Seminar paper</i></td> <td></td> <td></td> </tr> <tr> <td>5. <i>Student project</i></td> <td>30</td> <td>16</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>Gradeing:</i></p> <table border="1"> <thead> <tr> <th><i>Grade</i></th> <th><i>E CTS 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>Requirment</i>	1. <i>Attendance</i>	5	3	2. <i>Participation on lectures</i>	5	3	3. <i>Midterm exam</i>	20	11	4. <i>Seminar paper</i>			5. <i>Student project</i>	30	16	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>E CTS 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:	<p>MANDATORY:</p> <ol style="list-style-type: none"> 1. <i>Vresk M. (1996): Uvod u geografiju, Školska knjiga, Zagreb</i> 2. <i>Matas, M. (1998): Metodika nastave geografije, II izdanje</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 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 before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton



HGD, Zagreb

3. *Poljak, V. (1991): Didaktika, Školska knjiga, Zagreb*

RECOMMENDED:

1. *Spahić, M. (2007): Priručnici za nastavnike geografije V, VI, VII i VIII razreda osnovne škole, Sarajevo Publishing, Sarajevo*
2. *Vuk, R. (2009): Learning achievements of eight grade primary school students in the 2007/2008 school year and attitudes of geography teachers regarding geographic skills, Teaching Methodology of Geography, Metodika 19 (2/2009), 420 – 437, Zagreb*
3. *Brkić, J. (2000): Towards some new methods in teaching geography, Geoadria, vol. 5, 121 – 128, Zadar*
4. *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*