



Subject code: GUO/206	Subject name: Geocological contents in geography curriculum		
Study cycle: III	Year: I	Semester: II	ECTS credits: 10
Status: Optional		Contact hours: 60 Lectures: 30 Exercises/Research seminar (research project): 30	
Assigned professors and assistants:	Teachers and associates selected in the field to which the subject belongs.		
Prerequisites:	/		
Subject objectives:	The aim of the subject is to master the knowledge of geocological problems of the world in the function of the teaching process. Special attention is paid to global, regional and local geocological problems in the function of the teaching process. The aim is to understand the importance of incorporating geocological problems (geogenic, cosmogenic and anthropogenic) into teaching units, as well as their impact on developing awareness of the environmental protection.		
Teaching units:	<ol style="list-style-type: none"> 1. Geocological problems of the world - object and subject of study; 2. Causes of geocological problems; 3. Incorporating geocological problems into teaching units; 4. Global significance of geocological causes in teaching units; 5. Regional and local significance of geocological causes in teaching units; 6. Consequences of global geocological problems in teaching units; 7. Geocological catastrophes and consequences and topicality of the teaching process; 8. Geogenic processes and phenomena and geocological catastrophes; 9. Cosmogenic processes and phenomena and catastrophes; 10. Anthropogenic geocological catastrophes and consequences; 11. Planning and analysis of educational process; 		
Learning outcomes:	•		
Teaching methods:	Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (research project).		
Knowledge testing methods	Points Oral discourses: max 25 – min 14 points		



with grading structure¹:	<p>Project: max 25 – min 14 points Final exam (Written work): max 50 – min 27 points Total 100 points, for passing: 55 points</p> <p>Assessment:</p> <table border="1"><thead><tr><th><i>Grade</i></th><th><i>ECTS grade</i></th><th><i>Points scale</i></th></tr></thead><tbody><tr><td>10</td><td>(A) excellent</td><td>95 - 100</td></tr><tr><td>9</td><td>(B) very good</td><td>85 - 94</td></tr><tr><td>8</td><td>(C) good</td><td>75 - 84</td></tr><tr><td>7</td><td>(D) satisfactory</td><td>66 - 74</td></tr><tr><td>6</td><td>(E) sufficient</td><td>55 - 64</td></tr><tr><td>5</td><td>(F, FX) insufficient</td><td>55</td></tr></tbody></table>	<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">1. Crnogorac Č., Spahić M. (2012): Osnovi geoekologije, Artprint, Banja Luka2. Cifrić I. (1993): Ekološka edukacija i moderno društvo, Soc. Ekol. Zagreb, Vol. 2 No.3. Lješević M. (1980): Životna sredina, Teorija i metodologija istraživanja, Odsjek za geografske nauke PMF-a, Beograd <p>Recommended:</p> <ol style="list-style-type: none">1. Šehović S. (2012): Uloga ekološkog obrazovanja u zaštiti i unapređivanju životne sredine, Journal of Regional Cooperation, Danubius. http://danube-cooperation.com/danubius/2012/06/18/uloga-ekoloskog-obrazovanja-u-zastiti-unapredivanju-zivotne-sredine/2. Jukić R. (2011): Ekološko pitanje kao odgojno-obrazovna potreba, Soc. ekol. Zagreb, Vol. 20, No. 33. Smjernice za realizaciju programa iz oblasti zaštite i spašavanja u osnovnim školama https://nwb.savethechildren.net/sites/nwb.savethechildren.net/files/library/Smjernice-hr_0.pdf4. Troha M., Petranović D., Itković Z, (2007): Mjerenje učinkovitosti pedagoških strategija u okviru odgoja i obrazovanja za okoliš i održivi razvoj, Acta Iadertina, 4, 13-21, Zadar																					

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.