

Study programme: Geography Teaching			
Course title: Innovation in teaching geography			
Teacher: Anđelija Ivkov-Džigurski, PhD			
Status: obligatory			
ECTS: 7			
Requirements: passed course Methods of geography teaching			
Learning objectives			
<p>Modern organization of teaching in elementary schools and high schools is unimaginable with no innovation. By innovation, we refer to changes and new trends in all areas of teaching. Innovation should develop dialectic way of thinking in pupils when explaining objects, phenomena and processes in nature and society, as well as enable students to recognize causal links. Students should be enabled to provide maximum activity in pupils in terms of their research work and independent work, by applying new methods.</p>			
Learning outcomes			
<p>To enable students to use computers in teaching geography and point to the advantages of its use. Enable them to use the Internet, Power Point program, Prezi, Purpose games, Hot Potatoes and other programs in a variety of forms of teaching and different forms of work. To qualify to apply different types of multimedia that can be applied in teaching geography. Define active learning and active teaching and acquire knowledge about the possibilities of application of game in teaching geography.</p> <p>Developing skills for the implementation of interactive teaching as a didactic model of organization of educational work which is dominated by the interaction as the dominant attitude among the actors of educational work and interactive learning process in adopting the contents of which are intended curriculum.</p>			
Syllabus			
<p><i>Theoretical teaching:</i></p> <p>Concept of teaching. The role of computers in education in general. Teaching the application of computers. Selection nastavog software. The present conditions of use of computers in education. The experience of other countries. Different computers can be used in teaching. Application of Power Point for processing materials and for testing knowledge. Implementation of the program Prezi to create presentations for classes. The importance of multimedia in teaching in general. The role and importance of specialized forms of multimedia. The concept, types and modes of activation in different forms of teaching geography, using games in the classroom. The concept of interactive teaching. Forms of interactive teaching which would be particularly processed: exemplary teaching, responsible teaching, pair work in interactive teaching, interactive learning in creative teaching, programmed instruction in interactive teaching, interactive learning in problem teaching, interactive learning through discovery, active teaching, interactive teaching different levels of complexity, interactive learning symmetric interaction and cooperative learning in interactive teaching. The concept and implementation of project-based learning.</p> <p><i>Practical classes:</i> Creating Power Point presentations and Prezi for teaching time processing of new materials and the recurrence time and determination. The work relating to the interactive classes will be organized in combination of lectures and practical work of the students themselves, which would be organized creative workshops. After giving a theoretical and practical information, crossed to the practical work in groups, to the students themselves have the possibility of active work. Students will be organized 3 workshops related to different geographical content, using different models of interactive teaching. Practical work on developing a case of tasks for the implementation of the game in teaching geography.</p>			
Literature:			
<ol style="list-style-type: none"> 1. Smith Maggie, 2005. Teaching geography in Secondary schools. The Open University, London and New York. 2. Herceg Mandić V., Ivkov-Džigurski A., 2013. Effects of PBL Implementation on Teaching of Geography in High School. The New Educational. Vol 33, No 3, Pp. 145- 156. 3. Herceg Mandić V., Ivkov-Džigurski A., Ivanović Bibić Lj., Djukićin S., 2016. Modeling the Geography Class through Problem-Based Teaching: a Case Study from Novi Sad, Serbia. Journal of Subject Didactics, Vol 1. No 1, Pp. 13-23. 4. Milanković Jelena, Anđelija Ivkov - Džigurski, Smiljana Đukićin, Ljubica Ivanović Bibić, Tin Lukić, Kristina Kalkan (2015). <i>Attitudes of School Teachers about Roma Inclusion in Education, A Case Study of Vojvodina, Serbia</i>. Geographica Pannaonica. Vol. 19, Issue 3 (2015), Faculty of Science, Department of geography, tourism and hotel management, Novi Sad. p. 122-129. 			
Weekly teaching load: 4	Lectures: 2	Exercises: 2	
Methods of Teaching			
<p>Frontal, indirect forms, specific types of work in geography teaching. Method of oral presentation, method of talking, text method, illustrative-demonstrative methods and others. Attending classes in primary and secondary schools, and the observance of certain aspects of teaching classes with observations related to the behavior of teachers and teaching facilities.</p>			
Knowledge score (maximum 100 points)			
Pre-examination assignments	points	Final examination	points
Activities during lectures	0-5	Written examination	
Practical skills	0-5	Oral examination	30-45
Colloquia	20-40	
Seminar paper	0-5		