

Study programme: Geography Teaching			
Level: Bachelor			
Course title: School in nature			
Lecturer: Ljubica Ivanović Bibić			
Status: Elective			
ECTS: 6			
Requirements: -			
Learning objectives: Display and analysis of the structure and programming of selected model schools in the countryside. Highlighting the important and numerous educational tasks of school education, and raising awareness among students that the existing models of schools in nature have a relevant educational value.			
Learning outcomes: Acquiring knowledge and skills of students to plan, program, modern organize, innovate and high quality teaching in school in nature, according to the requirements of modern education.			
Syllabus			
<i>Theoretical instruction</i>			
<ul style="list-style-type: none"> - Types of school in nature. - Selection of mid for the organization of teaching and extracurricular activities. - Direct observation of the geographical reality as meaningful and fruitful educational and scientific method. - Planning the school program. - Direct the preparation. - Preparation of substantive and technical side of the school program. - Perform teaching and extracurricular activities in a natural and geographic environment. - Facilities, evident teaching aids and auxiliary technical means. - The teacher and the student. - Forms and methods of work. - Curricula. - The application of innovative teaching technology in school in nature. 			
<i>Practical instruction</i>			
Field work refers to work with elementary school students in the school buildings in the countryside on Fruska Gora or other accessible venues and facilities.			
Literature:			
<ol style="list-style-type: none"> 1. Rebecca Carruthers Den Hoed (ed.), 2014. Forest and nature school in Canada, A Head, Heart, Hands Approach to Outdoor Learning. Available at http://www.forestsontario.ca/wp-content/uploads/2016/02/FSC-Guide_web.pdf 2. Ballantyne, R., Packer, J. 2010. Nature-based Excursions: School Students' Perceptions of Learning in Natural Environments. International Research in Geographical and Environmental Education, 11,3. http://dx.doi.org/10.1080/10382040208667488 3. O'Brien, L. 2009. Learning outdoors: the Forest School approach. Education 3-13, Vol 37, 2009 - Issue 1 4. Potter, T., Dymont, E. J. 2016. Is outdoor education a discipline? Insights, gaps and future directions. Journal of Adventure Education and Outdoor Learning, Vol. 16, 2016 - Issue 2 			
Weekly teaching load 3 (45)		Lectures: 2	Exercises: 1
Methods of Teaching: Oral presentation, discussion, illustrative-demonstrative methods, field work			
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	5-15	