

Study programme: Geography Teaching			
Level: Bachelor			
Course title: Teaching aids and resources for geography			
Lecturer: Ljubica Ivanović Bibić			
Status: Elective			
ECTS: 6			
Requirements: -			
Learning objectives: The goal is to determine trends in the development of educational facilities and resources and their adaptation to geography. Define teaching facilities. Define teaching resources. Of great importance to determine the use of various teaching aids in the teaching of geography. Talk to modern teaching tools in modern geography. Determine the position and attitude of teachers and students towards teaching aids.			
Learning outcomes: Acquiring knowledge and skills of students to plan, program, modern organize, innovate and efficiently teach geography with the use of appropriate teaching materials.			
Syllabus			
<i>Theoretical instruction</i>			
<ul style="list-style-type: none"> - Defining teaching facilities (geographic classrooms, gymnasiums geographic, geographical homeland playground); - Define norms of space, equipment and teaching aids for the realization of plans and programs; - Definition, classification and definition of teaching aids; - Obvious teaching resources (geography textbook, workbook, student notebook, geographical reader, geographical atlas, maps, pictures, models: embossed designs and relief maps, abstract designs, models, globes); - The concept and application dilemmas about the way teaching techniques; - Standards of quality textbooks; - Defining and implementing additional technical means in teaching geography (school board, a box with sand, overhead projector, computer, video projector, interactive whiteboard). 			
<i>Practical instruction</i>			
Practical Teaching methodological and thematic follow lectures. Research students is based on the implementation of a single structured questionnaires in primary and secondary schools in Serbia with the aim of identifying and analyzing equipment of educational facilities and the use of teaching aids in teaching geography (students and teachers).			
Literature:			
<ol style="list-style-type: none"> 1. Leščešen I., Ivanović Bibić Lj., Dragin A., Balent D. 2013. Problems of teaching organisation in combined (split) classes in rural areas of the Republic of Serbia. Geographica Panonnica, 17(2), Novi Sad. 54-59 pp. 2. Đukičin S., Ivanović Bibić Lj., Lukić T., Dubovina Z., 2014. Analysis of the Utilization of Supplementary Illustrations - An Example of the Selected Teaching Units from the Fifth Grade Geography Textbook. Geographica Panonnica 18(4), Novi Sad. 89-95 pp. 3. Katarina Ivanović, Ljubica Ivanović Bibić, Smiljana Đukičin, Anđelija Ivkov-Džigurski, Aleksandra Dragin, Tamara Jovanović, 2015. Characteristics of the didactic apparatus in the selected geography textbooks for primary school. 4th Serbian Congress geographers, University of Belgrade, Faculty of Geography, Serbian geographical society, 7-9. oktobar 2015, Kopaonik. 155-160 pp ISBN: 978-86-6283-032-6 4. Fitzpatrick, C. 1993. Teaching Geography With Computers. Journal of Geography, Vol 92, Issue 4. http://dx.doi.org/10.1080/00221349308979644 			
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	