

Study programme: Geography teaching – Master Academy Studies			
Level: Master			
Course title: Application of didactic principles in teaching of geography			
Lecturer: dr Ljubica Ivanović Bibić			
Status: Obligatory			
ECTS: 7			
Requirements: None			
Learning objectives: To provide students with the knowledge in pedagogy of teaching and a set of principles that should be used in teaching to enable teachers to achieve the best results. Didactic principles governing the policy of teaching are the principles that do not deviate in the classroom. The number of didactic principles is not finally determined. It changes with the times and it is natural to implement some principles that are specific, mostly for individual teaching and scientific disciplines. Identification of didactic principles depends on whether they apply independently of one another or summarized in a single unit.			
Learning outcomes: Didactic principles are subject to change. If a principle becomes accepted, given the level of scientific development and the corresponding socio-economic circumstances, it turns into the norm which must apply and which cannot be waived. All didactic approaches, depending on certain classes of cases, have equal value and there is no need for ranking them by value. They are interrelated and hence the changes that occur within a single principle reflect the nature and content of other principles.			
Syllabus			
<i>Theoretical instruction:</i>			
Summary of literature sources dealing with didactical principles. Didactic principles and rules. The principle of science. The principle of adaptation of teaching to students' age. The principle of conscious activities of students. The principle of gradual and systematic approach in teaching. The principle of intuition in teaching. The principle of correlation of the theory with practice. The principle of rationalization and cost-effectiveness in the classroom. The principle of individualized teaching. The principle of permanence of knowledge. The principle of spatial content and the relationship. The principle of spatial separateness and connectedness. The principle of isolation and integrity. The principle of direct and indirect observations. Principle of being interesting. The principle of conditionality. Criticism of traditional didactic principles of the theory of evolution by the founders.			
<i>Practical instruction:</i>			
Introduction to basic methodological approaches to the study of the implementation of appropriate didactic principles in specific teaching situations. Diversity as a method in the way of fulfilling the didactic principles. Creation of a specific method especially for the realization of the didactic principles. Analysis of textbooks from the point of application of appropriate scientific principles. Adaptation of the principles to geographic subjects.			
Literature:			
1. Romelić J., Ivanović, Lj. 2011. The didactic principles in teaching of geography. Faculty of Science, Department of Geography, Tourism and Hotel Management, Novi Sad (tutorial)			
2. Ivanović Bibić Lj., Đukićin S., Lukić T., Miljković Đ., Milanković J., Babić Kekez S., Ivkov Džigurski A., Dubovina Z. 2015. Achieving Competencies with Grammar School Students through Utilisation of Selected Didactical Principles - Case Study of Geographic features of Europe. Geographica Panonica, 19(4), 153-161			
3. Eşi Marius-Costel, 2010. The didactic principles and their applications in the didactic activity. Sino-US English teaching 7/9. ISSN 1539-8072			
4. Phil Gravestock, 1998. Guides to Good Teaching, Learning and Assessment Practices in Geography. Journal of Geography in Higher Education 22/3			
5. Solarević, M. 2013. The possibility of applying the principles of interesting and attractiveness in geography teaching. Research Reviews of the Department of Geography, Tourism and Hotel Management 42/2013. pp. 48-60			
Weekly teaching load			5 (75)
Lectures: 3	Exercises: 2	Other forms of teaching: -	Student research: -
			Other: -
Methods of Teaching: Frontal work, Lectures, Illustrative-demonstrative work, Practical 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	0-5		