

Study programme: Geography teaching – Master Academy Studies			
Level: Master			
Course title: Activation of Geography			
Lecturer: dr Anđelija Ivkov-Džigurski			
Status: Obligatory			
ECTS: 7			
Requirements: None			
Learning objectives: Acquiring knowledge about all aspects of school which are important for the development of personality and individuality of students, in addition to acquiring knowledge in certain subjects. The teacher organizes classes with distinctive motivational role, the role of partners in the affective interaction and regulation of social relations in the classroom as a group. This method improves the quality of teaching and learning (better quality of communication between teachers and students and among the students themselves, acquiring permanent and generally applicable knowledge, preparing students for the intellectual independence, etc.)			
Learning outcomes: Students should develop their own critical thinking rather than behave like passive recipients of information and listeners who are supposed to remember and reproduce. Modern teaching is about developing the culture of thinking. The aim of modern education should not be practising memorization, but being able to use the power of reasoning.			
Syllabus			
<i>Theoretical instruction</i>			
The essence of teaching. Flexibility is a characteristic that learning is reasoning and that the problem should be "attacked" in various ways and looked at from different angles. Students act flexibly in approaching the problem and, if necessary, change the methodology, model of searching for knowledge, background, opinions and conclusions. Assuming the direct way to approach the problem, flexibility of thinking is primarily related to the change of direction when we fail. Indirect forms of work as a condition of activating students in Geography. The technique of indirect forms of work (self-employment). Individual forms of work. Working in pairs. Group work. An example of the application of group work in solving problems by generalizing the elements of a map. Individualized and differentiated approach in teaching Geography. Special types of active work in geography. Programmed Geography teaching. Team teaching. Application of micro-work (mass teaching methods - correspondence, radio talks, television, the Internet). Problem teaching. Teaching through discovery. Teaching by using computers. Workshops on educational ambient as a form of workshop specific for taking place in an environment conducive to achieving the objectives set. Specific forms of use of geography textbooks and didactic means as a form of activating students. Ways of using textbooks and workbooks. Textbook and workbook as a means of creating and resolving problem situations. Geographic map as a teaching tool and process of students' activation. Methods of teaching Geography by activating students. Fieldwork and geographic excursion as a teaching from for activating students.			
<i>Practical instruction</i>			
Application of various methods of exercises. Finding a good solution for the practical implementation of active learning. Subjective factors of teaching (teacher and student) and the acquisition of skills in the application of active learning through demonstration classes. Mastering the research methods of teaching and presenting the results in written form.			
Literature:			
1. Craig Miller, 2013. <i>The Gamification Of Education</i> . Developments in Business Simulation and Experiential Learning, volume 40.			
2. Revell Andrea, Emma Wainwright, 2009. <i>What Makes Lectures 'Unmissable'? Insights into Teaching Excellence and Active Learning</i> . Journal of Geography in Higher Education, Vol. 33, No. 2, 209–223.			
3. Scheyvens Regina, Griffin L. Amy, Jocoy L. Christine, Liu Yan, Bradford Michael, 2008. <i>Experimenting with Active Learning in Geography: Dispelling, ng the Myths that Perpetuate Resistance</i> . Journal of Geography in Higher Education, Volume 32, Issue 1, 51-69.			
4. Trell, Elen-Maarja & Bettina Van Hoven (2010). <i>Making sense of place: exploring creative and (inter)active research methods with young people</i> . Fennia 188: 1, pp. 91–104. Helsinki. ISSN 0015-0010.			
Weekly teaching load			Other:
Lectures: 2	Exercises: 2	Other forms of teaching: -	Student research: -
Methods of Teaching: Frontal work, Lectures, Illustration and Demonstration, Practical work etc.			
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		