



# UNIVERSITY "UKSHIN HOTI" PRIZREN

Educational faculty  
Primary and Preschool program

## SYLLABUS

<i>Level of studies</i>	Bachelor	<i>Program</i>	EDU-Bos	<i>Academic year</i>	2018/2019
<i>SUBJECT</i>	Education for the Environment				
<i>Year</i>	I <sup>rd</sup>	<i>Status Of the subject</i>	obligatory	<i>Code</i>	<i>ECTS credits</i>
<i>Semester</i>	IV				
<i>Teaching weeks</i>	15	<i>Hours teaching</i>	45	<i>Lectures</i>	<i>Exercises</i>
				2	1
<i>Teaching Methodology</i>	Lectures, exercises, seminar papers, consultations, etc.				
<i>Consultations</i>	1 hr / week				
<i>Professor</i>	Prof. ass. Ajka Aljilji	<i>E-mail:</i>	<a href="mailto:ajka.aljilji@uni-prizren.com">ajka.aljilji@uni-prizren.com</a>		
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<i>Assistant</i>		<i>E-mail:</i>			
		<i>Tel.:</i>			

<b>Study goal and table of content</b>	<b>Benefits of student</b>
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<p>The growing need for natural resources by the human species affects the increasingly complex relationship between man and nature. That is why the objective of ecology should be more than dry, boring theories and facts, it should be part of consciousness, it must be a lifestyle. We must understand and feel the great complexity of nature, including its dependence on human activity. Not only do our, and future generations have the right to life, we must not deny it. The development of technology and technology put an important question on man to defend nature and himself from the negative consequences of technical and technological advancement.</p>	<ul style="list-style-type: none"> <li>▪ The central topic and the student's gain in studying this subject is that they eventually differentiate between the environment in which they live and which we can not observe in isolation.</li> <li>▪ Differences that influence environmental factors, reaction to organisms, and mutual relationships with other organisms.</li> <li>▪ Familiarize yourself with evolutionary development and ability to adapt to the organisms in the living environments. As well as their survival possibilities in the communities where daily struggles for survival and where their selection is made.</li> </ul> <p>It will differ that this science deals with the study of the relationship between plants and animals with their physical and biological environment.</p>
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<b>Methodology for the implementation of educational topics:</b>			
<ul style="list-style-type: none"> <li>▪ Presentation of a teaching topic in Power Point (the student can download the presentation .</li> <li>▪ A student case or task (during exercise) is associated with a lecture topic.</li> <li>▪ Practical work with students in schools. Analysis talk time.</li> </ul>			
<b>Conditions for realization of educational topics:</b>			
Adequate literature, tables, projectors.			
<b>Ways of assessing of the student (in %) :</b>		<b>Evaluation in%</b>	<b>Final grade</b>
<ul style="list-style-type: none"> <li>• Correctness in lectures 0-5%</li> <li>• Activity 0-5%</li> <li>• Seminar paper 0-10%</li> <li>• Test I 0-10%</li> <li>• Laboratory exercises 0-10%</li> <li>• Final exam 0-50%</li> <li>• Participation in exercises 0 - 5%</li> <li>• Work on groups on tasks and case studies 0-5%</li> </ul>		91-100	10 (ten)
		81-90	9 (nine)
		71-80	8 (eight)
		61-70	7 (seven)
		51-60	6 (six)
		0-50	5 (five)
	<b>Total</b>	<b>100.00 %</b>	
<b>Obligations of student:</b>			
<b>Lectures</b>		<b>Exercises</b>	
The student should be regular in lectures and especially in exercises, make use of all learning opportunities, use compulsory and broader literature, be active and respect the rules on high school ethics in courtesy and cooperation.		The student should be active in the exercises and reflect the readiness and knowledge of initiatives, ideas and demonstrations of the knowledge acquired in the lectures.	
<b>Obligations of student:</b>			
<b>Activities</b>	<b>Hour/ weeks</b>	<b>Days/Weeks</b>	<b>Total</b>
Lectures	2	15	30
Laboratory exercises	2	15	30
Contacts with teachers / consultations	1	15	15
Practical work	1	15	15
Projects, presentations, etc.	1	15	15
Own study time	1	15	15
Preparation for final exam	2	10	20
Time spent in the assessment (tests, final exam, etc.)	4	0	0
<b>Notice: 1 ECTS credits= 25</b> hour commitment, e.g. if the subject has 5ECTS credits student must have 150 hours during the semester commitment.		<b>Total load:</b>	<b>125</b>
<b>Week</b>	<b>Lectures</b>	<b>Hour</b>	<b>Exercises</b>
	<b>Topic</b>		<b>Topic</b>
1	<b>Development of ecological thought</b> <ul style="list-style-type: none"> <li>▪ Characteristics and importance of ecology for the living world.</li> <li>▪ Discipline ecology.</li> <li>▪ Science - ecology.</li> </ul>	2	<b>Development of ecological thought</b> <ul style="list-style-type: none"> <li>▪ Knowledge of ecology, checking.</li> </ul>
			1

2	<b>Environment</b> <ul style="list-style-type: none"> <li>▪ Division of the environment.</li> <li>▪ Properties of the environment.</li> </ul>	2	<b>Environment</b> <ul style="list-style-type: none"> <li>▪ Exercise.</li> <li>▪ Properties of the environment.</li> </ul>	1
3	<b>Geological (inorganic) environment</b> <ul style="list-style-type: none"> <li>▪ What is a geological environment.</li> <li>▪ Features .</li> <li>▪ Division of the environment.</li> </ul>	2	Geological (inorganic) environment. <ul style="list-style-type: none"> <li>▪ Presentation.</li> </ul>	1
4	<b>Living conditions and the concept of environmental factors</b> <ul style="list-style-type: none"> <li>▪ Ecological factors.</li> <li>▪ The impact of ecological factors on the living world.</li> <li>▪ Improving the environment.</li> </ul>	2	<b>Living conditions and the concept of environmental factors</b> <p>Ecological factors, considerations and discussion.</p>	1
5	<b>Abiotic factors</b> <ul style="list-style-type: none"> <li>▪ What falls in abiotic factors.</li> <li>▪ Characteristics of abiotic factors.</li> <li>▪ Improving living conditions.</li> </ul>	2	<b>Abiotic factors</b> <ul style="list-style-type: none"> <li>▪ Characteristics of abiotic factors, discussion.</li> </ul>	1
6	<b>First intermedial evaluation</b>	2	<ul style="list-style-type: none"> <li>▪ . Characteristics of abiotic factors, discussion.</li> <li>▪ Presentation.</li> </ul>	1
7	<b>Life form</b> <ul style="list-style-type: none"> <li>▪ Conditions for survival of life.</li> <li>▪ Improving the quality of life.</li> </ul>	2	<b>Life form</b> <ul style="list-style-type: none"> <li>▪ Improving the quality of life.</li> <li>▪ Presentation.</li> </ul>	1
8	<b>Radiation and light</b> <ul style="list-style-type: none"> <li>▪ Radiation properties.</li> <li>▪ The influence of light on the living world.</li> <li>▪ Light affects growth and reproduction.</li> </ul>	2	<b>Radiation and light</b> <ul style="list-style-type: none"> <li>▪ Light affects growth and reproduction. Light and the living world.</li> <li>▪ Discussion</li> </ul>	1
9	<b>The effect of the Sun's radiation on the animal world and man</b> <ul style="list-style-type: none"> <li>▪ Life and sun, explanations.</li> <li>▪ The influence of external factors on the life span.</li> </ul>	2	<b>The effect of the Sun's radiation on the animal world and man.</b> <ul style="list-style-type: none"> <li>▪ Biological clock</li> </ul>	1
10	<b>Temperature and its significance for the living world</b> <ul style="list-style-type: none"> <li>▪ Temperature measurement.</li> <li>▪ Temperature measurement units.</li> <li>▪ Temperature as a growth factor in plants.</li> </ul>	2	<b>Temperature and its significance for the living world</b> <ul style="list-style-type: none"> <li>▪ Temperature measurement units.</li> <li>▪ The thermometer's knots</li> </ul>	1

			and labels on it.	
11	<b>Other intermedial evaluation</b>	2	<b>Exercise</b> <ul style="list-style-type: none"> <li>▪ Temperature measurement in the lab.</li> </ul>	1
12	<b>Education and protection of the environment</b> <ul style="list-style-type: none"> <li>▪ What is education?</li> <li>▪ Impact of education on quality of life.</li> <li>▪ Quality of life and development of technology and technology.</li> </ul>	2	<b>Education and protection of the environment</b> <ul style="list-style-type: none"> <li>▪ Student comments.</li> </ul>	1
13	<b>Air pressure</b> <ul style="list-style-type: none"> <li>▪ What are the characteristics of the pressure.</li> <li>▪ Does the pressure affect the living world?</li> <li>▪ Pressure measuring unit.</li> </ul>	2	<b>Air pressure</b> Measuring pressure in the lab.	1
14	<b>The structure of the living community</b> <ul style="list-style-type: none"> <li>▪ Factors of the living community.</li> <li>▪ Survival on earth.</li> <li>▪ The conditions in which communities live.</li> </ul>	2	<b>The structure of the living community</b> <ul style="list-style-type: none"> <li>▪ Living conditions, conversation.</li> </ul>	1
15	<b>Nutrition relationships</b> <ul style="list-style-type: none"> <li>▪ What makes food.</li> <li>▪ Basic food components.</li> <li>▪ Food quality.</li> </ul>	2	<b>Nutrition relationships</b> <ul style="list-style-type: none"> <li>▪ Exercise.</li> <li>▪ Food quality control.</li> </ul>	1

#### **LITERATURE:**

Nedović, B., Ekologija životne sredine, Banja Luka, 1999.

Lješević, M., Urbana ekologija, Beograd, 2002

Lješević, M., Urbana ekologija, Beograd, 2002

Lambić, M., Milošević, Ž., Kopanja, V., Milošević, D., Ekološki rizik i upravljanje energetske resursima, Banja Luka, 2009.

Simić, S., Simić, V., Ekologija kopnenih voda (Hidrobiologija I), Beograd – Kragujevac, 2009.

Lambić, M., Milošević, Ž., Kopanja, V., Milošević, D., Ekološki rizik i upravljanje energetske resursima, Banja Luka, 2009.

Gvozdenović J. Tehnologija hrane, Novi Sad, 2012.

<b>Notice for the student:</b>
Students are required to be regular in the lectures and exercises section. The contribution of students in the form of conversation and cooperation with students will be evaluated. Timely arrival in lectures and exercises is mandatory.