

ANALYSIS OF CURRENT PROGRAM DEVELOPMENT GEOGRAPHY TEACHER

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ABSTRACT: *This paper analyzes the accredited programs in the Catalog of continuous professional development of teachers, educators, professional associates for subdivision Geography. The method of theoretical analysis are included in the professional geographic programs during the academic year 2008/2009 to 2012/2013 year. The results of this study show that, in addition to the upward trend in terms of quantity of programs, more attention should be paid to the actualization theme, concept, content, and evaluation and practical application in practice.*

Keywords: *education, geography teacher, loading service programs, program quality*

INTRODUCTION

The most pressing need for continuing professional development of teachers comes from the recent changes in the Rules of constant professional development of teaching positions, teachers and educationists (Official Gazette of RS,13/2012). So all teachers, including teachers of geography, have the right and obligation to train and work in accordance with the Act. These tasks are as social as well as personal duty of every teacher.

The term professional development of teachers of geography involves the widening and deepening of the general education and knowledge of geography, monitoring and pedagogical- psychological methodical-didactic literature and practice, monitoring the socio-political and economic development in the world and the training of teachers for science and action research (Korthagen, Vasalos 2005; Romelić, Ilić, 2011).

Professional development of teachers of geography is organized as a group and individually. Individual training for teachers includes self-initiated activities that are manifested in the monitoring of the achievements of the scientific disciplines of geography and related sciences, professional and methodical literature, political and economic developments in the region, Internet use and education programs, the ability of active re-

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search, as well as membership in the geographical associations (Serbian Geographical Society, International Geographical Union IGU, European Association of Geographers - EUROGEO, etc) and other teacher associations in which the involvement and contacts beyond the exchange of ideas and knowledge (Ромелић, Илић, 2013). Some authors (Ђуриčković, 1990; Rudić, 2007) also emphasized the importance of personal geographical library that should be possessed by each teacher of geography. This library contains maps, geographical monographs, professional and geographical science periodicals and more.

Another form of training a group of teachers of geography education, and most programming is accomplished through seminars, conferences, congresses, etc. Organizations that often support such forms of training for teachers of geography as colleges that educate future teachers of geography, geographical institutes, societies and geographers are sometimes involved in the organization of the teachers of geography (Official Gazette of RS, 13/2012).

RESEARCH METHODS

The aim of this study is to assess the current accredited professional programs in the training of teachers of geography. The task of research is the analysis of the given parameters and are presented as the title, content, author, institution supported by the duration and number of participants.

We have developed a method of theoretical analysis of the modified system where most of us use A. Pešikan S., Antić., Marinković (2010) and others. Analyzed Directories of professional training of teachers, and special emphasis placed on the analysis of accredited seminars subfields of geography in the period 2008/2009 school year to the 2012/2013 year. The observation period is determined by the higher frequency content (topics) program, which will be explained below work. In research it is important to add that since the school year 2012/13 year the programs are approved for a period of two academic years.

RESULTS AND DISCUSSION

Accredited programs for geography teachers with professional facilities are located in areas of natural sciences which account for approximately 10% of the total number of programs in the catalog (Figure 1). In addition to geography, in the natural sciences, there are also biology and ecology, chemistry, physics and natural science subfield, which leads us to conclude on the possible percentages of geographical seminars around 2% of the total.

However, the sub-group analysis program geography shows that they are represented with approximately 1% of the total, which is less than the possible number. Similarly, 20% of the possible representation in areas of natural science, geography programs have an average share of 12%.

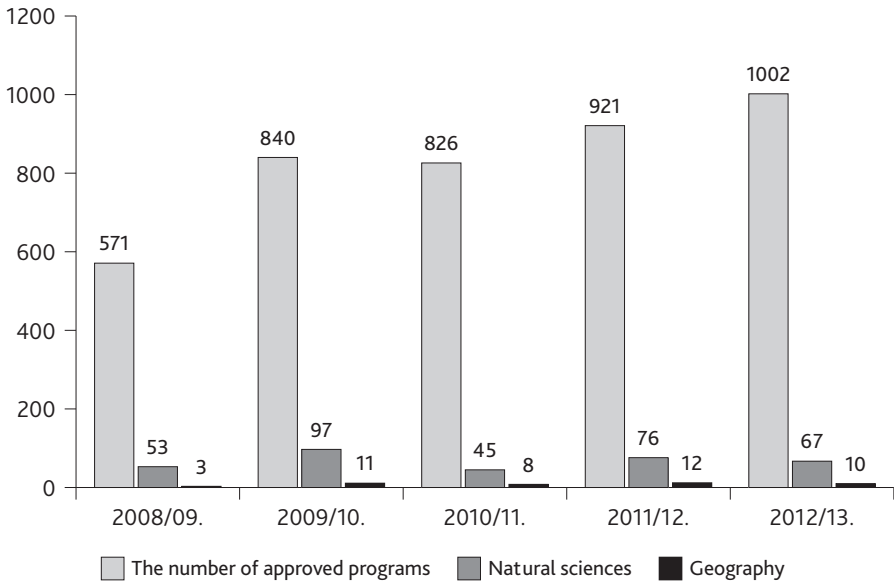


Figure 1. Viewing share of geographical programs, the catalog period 2008-2013

In the analyzed period of five years, a total of 44 accredited training programs for sub-area geography ($M=8$). Comparing the average of the data obtained can be relatively satisfied, but the problem is that some programs are accredited for several years continuously, which results in the appearance of overlap in the total program. The separation of these programs received only 21 professional programs in five levels ($M=4$). This analysis shows that the contents of the a lot more work on the quantity and number of programs. On the other hand qualitative requires a fundamental aspect of the program developed and complex research, which is why this aspect is not sufficiently reliable value tested .

Such programs are grouped according to similar facilities and got the following data are presented in Figure 2.

Features of Physical Geography ($n=4$), modern methods/active teaching of geography ($n= 4$), and programs that help strengthen the competencies of teachers ($n=4$) are equal, then the following programs whose contents are related to the mapping ($n=3$), demographics ($n=3$) and correlation with other subjects ($n=3$). Further analysis of the programs shows that the program “Natural disasters and teaching geography” is held for the fifth year in a continuum, and the six programs received accreditation for the fourth year in a row. It has already been pointed out that the catalog of accredited seminars for the 2012/2013 school year prescribed for two years, which means that the individual will find the list of seminars and 2013/2014 year.

By school age, the smallest number of geographical seminars (3) was present 2008/09th year. It belonged to them topics that are related to physical geography and raising competence of teachers. The following year (2009/10) increased the number of topics to 11. In addition to the previous three years, added to the thematic units that are

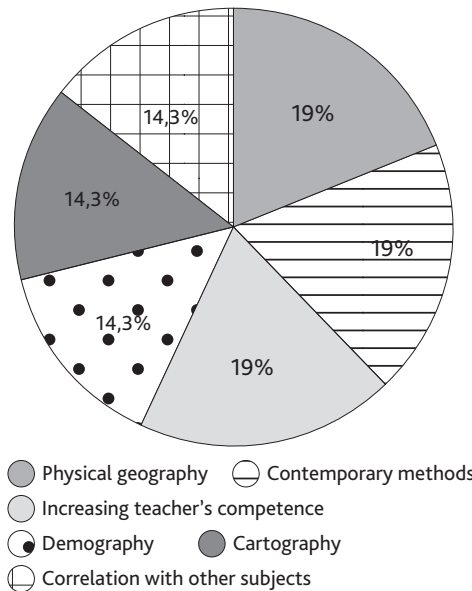


Figure 2. Accredited seminars at facilities in the period 2008/09 - 2012/13

related to modern methods, increasing teacher competence, physical geography, cartography and correlation with other subjects. Year 2010/11. There were eight current topics with similar content but with an increased number of days. School year 2011/12 the program contained a theme (12). Was substantially identical to the previous year, but noted that the group content - raising competence teachers had some reps as the titles although different terminology, essentially, had closely orientation. The program for 2012/ 13th and 2013/14 year (10) the content may be included in physical geography and only three in raising competence teachers with a strong educational component of geographic education. Thus, the apparent trend of impoverishment of the program from the standpoint of monitoring of the changes in geographical science and didactic-methodological aspects of innovation in geographical teaching.

As the authors of the program and appeared mostly university professors, followed by employees of centers for professional development in education and only after that geography teacher employed by the school. There has been a large number of teachers of biology, geography correlations for a series of this subject. Implementers of the program are generally the authors themselves, in collaboration with colleagues from their respective universities, training center or school to support the program.

Institutions that are commonly encountered and programs that support the Geographical Institute "Jovan Cvijić" Serbian Geographical Society, from Belgrade, Faculty of Geography, Department of Geography, Tourism and Hotel Management Faculty of Science, Novi Sad, Faculty of Science, Niš, National Center for Professional development of Education in the territory of Serbia, and the elementary school. It is obvious that the institutions that support a particular training program, a place where authors and implementers work program.

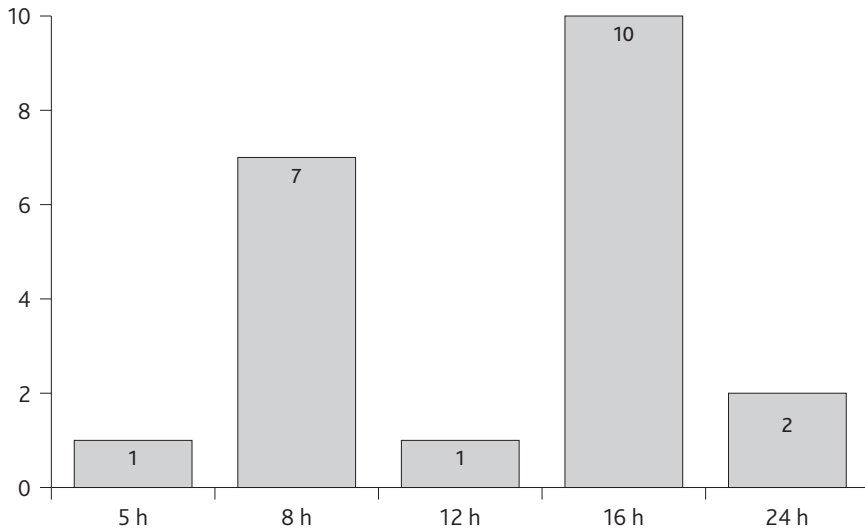


Figure 3. Geographic seminars by duration

Period of training 21st analyzed program ranges from one day to three-day seminars, and lasts from eight to more than 24 hours (Figure 3).

According to the percentage of representation can be seen in actuality shorter programs, so that the one-day and two-day seminars dominant and account for 80% of the total.

Number of program participants ranged from 20 to 30 persons. Of the total number of programs analyzed in only one program (“Teacher training for functional use of selected geographical teaching aids and technical aids” from the year 2011/2012) was specified number of seven teachers in the implementation, which is the ideal number of participants to operate.

In the analysis program identified the following problems:

- Too long or general topic name (for example, get to know the geography), or topics that intertwine the two areas (for example, natural-geographic and vegetation characteristics and eco-tourism...) or the program name formulate such objectives (eg more efficient use...).
- It is not a certain area of priority in all programs, although it is mandatory that the program successfully passed the accreditation process .
- Uncertainty of which group they belong to the program, which is mandatory or optional. Data appear only for 2012/13 year, and some programs have crossed from election to the compulsory one year to the next .
- Information on the program-makers have no affiliation.
- By the program are not always experts on the topic.
- It is unclear how the seminars are accredited with fewer hours than the anticipated norms (so there saminari day for five hours, two days of 12 hours and three days of 20 hours).
- There are different methods of evaluation program to determine its quality.

CONCLUSION

On the whole, it can be concluded that the program training teachers of geography in recent years done superficially. Although the amount of 10 seminars in the last year (2012/2013) may indicate the optimistic attitude and encouraging findings, the fact that some programs last for several years in succession. If you look at the actual, upgrading and modernization of geography, although most programs fall into this group, the question of how such programs are expected to give their input and be enforceable if they themselves are not modernized for years ?

Facilities involved in programs that are aimed at improving the teaching and raising their must last longer. "Effective programs require more than 30 hours with teachers" (Pešikan, Antić, Marinković, 2010; 21).

Those who organize seminars for teachers of geography should be a part of educational practice, with high competences, knowledge of geography and its current and key issues of educational practice. Therefore, it is important that professional development programs based on the needs analysis of educational practice, otherwise they may prove to be inadequate or will meet only the formal aspect of professional development.

In previous studies, the practical applicability of geographic content (Romelić, Ilić, 2011) led to the result that more than half of the geography teachers do not see the practical applicability of the vocational training program, and that their ideas are not taken into account. These objections have their justification and the need to consider them in order to enrich the program basis with new content, and professional development geographers became functional.

The previous concluding observations indicate that the research needs of teachers for the specific content of training necessary to organize the application of objective scientific and methodological instruments. Its results would be closer to the objective detection of problems and needs of educational practice. Needs can not be defined solely on the basis of the conclusions of meetings of general purpose. Research needs to be dedicated and purposeful, perhaps with the intention to obtain differentiated results for geography teachers who organize work with students of different age levels and vocational orientation. It is necessary to constantly monitor and hardly resolvable dilemmas benefit from international experience, but chiefly as a basis for making us a custom concept. Changes do not have to at all costs, creating the perfect result structured catalogs, but required increasing dynamics, variety of motivational moments necessarily involved in the formation process of professional development of teachers of geography.

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