



STUDENT CENTERED LEARNING

METHODOLOGY APPLICATION IN TEACHING AT MP DRM&FS

UNIVERSITY OF TUZLA, FACULTY OF MINING, GEOLOGY AND CIVIL ENGINEERING				
DISASTER RISK MANAGEMENT AND FIRE SAFETY ENGINEERING - MASTER ACADEMIC STUDIES				
No	COURSE TITLE	TOPIC	APPLIED SCL METHODOLOGY	STUDENT CENTRED LEARNING OUTCOME
1	Risk analysis in decision making process	Decision making in case of floods (mandatory vs voluntary evacuation)	<p>Students are working in two groups (1st group defends arguments for decision on mandatory evacuation and 2nd group for voluntary evacuation). Students need to set criteria for their decision based on collected data and choose a group.</p> <p>Teacher provides city maps, literature and data related to emergency situation. Final grade is the same for all group members.</p> <p>Both groups prepare presentation and elaborate their decision on mandatory evacuation or voluntary evacuation and discuss with colleagues and teacher.</p> <p>Tasks:</p> <ul style="list-style-type: none"> - Map and terrain topography study - Analysis of urban area and population - Analysis of critical infrastructure - Meteorological data collection - Determine the risk of (non) evacuation - Decision making 	<ul style="list-style-type: none"> • Mastering academic content; • Problem solving and critical thinking skills; • Collaborative learning; • Communication skills improvement; • Comprehensive knowledge on evacuation during floods; • Ability for defining assessment criteria and ranking methods; • Ability to recognize the valid and reliable source of information; • Data collection, selection and analysis; • Analytic and systematic assessment; • Responsibility to work and to co-workers; • Responsible decision-making
2	Community resilience to hazards	Tasks required to enhance community resilience to	Students are working in two groups (1st group conducts case study related to Serbia and 2nd group related to Bosnia). Students need to mark weak spots and set tasks	<ul style="list-style-type: none"> • Mastering academic content; • Learning to think critically and solve problems;



Knowledge FOR Resilient soCiEty



		<p>hazards</p>	<p>required to enhance community resilience to hazards.</p> <p>Teacher provides information and available materials related to the two case studies.</p> <p>Both groups prepare presentation and elaborate their findings concerning how communities were prepared and if there was a plan to absorb, recover from, and more successfully adapt to adverse events concerning their case studies.</p> <p>Tasks:</p> <ul style="list-style-type: none"> - Analysis of urban areas and population affected by floods in 2014 at research areas, including critical infrastructure. - Analysis of respond of affected local communities - Analysis of respond of local and cantonal civil defence departments. - Define tasks for enhanced resilience that will allow better anticipation of disasters and better planning to reduce disaster losses—rather than waiting for an event to occur and paying for it afterward 	<ul style="list-style-type: none"> • Working collaboratively; • Comprehensive knowledge on community resilience to hazards • Communicating effectively • Ability for defining assessment criteria and ranking methods • Ability to recognize the valid and reliable source of information • Data collection, selection and analysis • Analytic and systematic assessment • Responsibility to work and to the co-workers • Responsible decision-making
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