

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Učenje in transfer generičnih znanj
Course title:	Learning and Transfer of Generic Knowledge

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga	Psihosocialno svetovanje v športu	Prvi, drugi	Drugi, četrsti
Psychosocial counselling, master, second	Psychosocial counselling in sport	First, second	Second, fourth

Vrsta predmeta / Course type

Izbirni / Elective

Univerzitetna koda predmeta / University course code:

UTGZ / LTGK

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		10			150	6

Nosilec predmeta / Lecturer:

doc. dr. Jana Krivec / Assist. Prof. Jana Krivec, Ph.D.

Jeziki /**Languages:****Predavanja /****Lectures:**

Slovensko / Slovenian, Angleško / English

Vaje / Tutorial:

Slovensko / Slovenian, Angleško / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Pogoj za vključitev v delo je vpis v 1. letnik študija.

Prerequisites:

Prerequisite for the subject is the enrollment in the 1st year of master study.

Vsebina:

Predmet razvija razumevanje, kako lahko iz določene življenjske aktivnosti razvijemo generične sposobnosti, ki so splošno koristne. Konkretno se v okviru predmeta na primeru igranja šaha obravnava razvoj generičnih znanj, ki jih človek potrebuje v vsakdanjem življenju:

- zastavljanje ciljev
- motivacija
- samoanaliza
- disciplina, delo in vztrajnost
- učenje od ekspertov
- spominske tehnike
- delo s sodobno tehnologijo
- odloženo nagrajevanje
- iskanje smisla
- koncentracija
- sistematično razmišljanje, reševanje problemov in odločanje
- aktivnost, potrpežljivost in odgovornost
- pogum in optimistično razmišljanje
- kreativnost in fleksibilnost
- nadzor čustev
- borbenost
- etičnost
- spoprijemanjem s stresom in porazom
- želja po napredovanju in pripravljenost na spremembe
- samopercepcija
- povezanost telesa in duha
- optimizem
- iskanje zadovoljstva

Content (Syllabus outline):

The course develops an understanding of how we can develop generally useful generic abilities from a particular life activity. Specifically, the course deals with the development of generic skills that one needs in everyday life through the example of playing chess:

- setting goals
- motivation
- self-analysis
- discipline, work and perseverance
- learning from experts
- memory techniques
- work with modern technology
- delayed rewards
- finding meaning
- concentration
- systematic thinking, problem solving and decision making
- activity, patience and responsibility
- courage and optimistic thinking
- creativity and flexibility
- emotional control
- fighting spirit
- ethics
- dealing with stress and defeat
- the desire to prosper and preparedness for change
- self-perception
- the connection between body and mind
- optimism
- search for satisfaction

Temeljni literatura in viri / Readings:

KRIVEC, Jana. *Improve your life by playing a game*. Neobjavljeno gradivo, 2019.

KASPAROV, Gari. *How Life Imitates Chess: Making the Right Moves, from the Board to the Boardroom*. Bloomsbury USA, 2007.

BART, William M. On the effect of chess training on scholastic achievement. *Frontiers in psychology*, 2014, 5: 762.

BURGOYNE, Alexander P., et al. The relationship between cognitive ability and chess skill: A comprehensive meta-analysis. *Intelligence*, 2016, 59: 72-83.

CASTLE, Paul; BUCKLER, Scott. *How to be a successful teacher: Strategies for personal and professional development*. Sage, 2009.

CUNHA, Paulo Jannuzzi. Conscious and Unconscious Mechanisms in the Emotional Brain Underlying Difficulties to Stop Overeating, Drinking and/or Using Drugs: Challenges and New Treatment Perspectives for Obesity and Addiction. *Journal of Addiction Medicine and Therapy*, 2014, vol. 2(1), 1007.

DE BONO, Edward. *Six Thinking Hats: An Essential Approach to Business Management*. Little, Brown, & Company, 1985.

D'EREDITÀ, Giuliano; MARIO, Ferro. Generalization in chess thinking. *PNA*, 2015, 9, 3: 245-259.

SIEGEL, Sidney; GOLDSTEIN, Donald Aaron. Decision-making behavior in a two-choice uncertain outcome situation. *Journal of Experimental Psychology*, 1959, 57, 1: 37.

RICE, Bob. *Three moves ahead: What chess can teach you about business*. John Wiley & Sons, 2010.

SEGER, Carol A.; SPIERING, Brian J. A critical review of habit learning and the basal ganglia. *Frontiers in systems neuroscience*, 2011, 5: 66.

SELIGMAN, Martin EP. *Learned optimism: How to change your mind and your life*. Vintage, 2006.

SHODA, Yuichi; MISCHEL, Walter; PEAKE, Philip K. Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions. *Developmental psychology*, 1990, 26, 6: 978.

CHASE, W. G.; SIMON, H. A. Skill in chess. *American Scientist*, 1973, 61, 4: 394-403.

STETTER, Friedhelm; KUPPER, Sirko. Autogenic training: a meta-analysis of clinical outcome studies. *Applied psychophysiology and biofeedback*, 2002, 27, 1: 45-98.

TUŠAK, Maks; TUŠAK, Matej. *Izbrana poglavja iz psihologije športa za trenerje*. samozal., 1994.

ZLOTNIK, B. A. Chess and practical thinking. *Рудиковские чтения*, 2014, 159.

Cilji in kompetence:

Cilj: razumeti kako z vsako aktivnostjo lahko razvijamo generične sposobnosti za življenje.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

Objectives and competences:

Goal: to understand how we can develop generic skills for life with each activity.

Learning unit contributes to the development of generic and subject specific competences:

- the ability of critical analysis, synthesis and prediction of solutions and consequences

- sposobnost poglobljene kritične analize, sinteze in predvidevanja rešitev ter posledic
- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih
- zmožnost formulirati in uporabiti model psihosocialne pomoči v skladu s izbranim svetovalnim pristopom
- razvijati hipoteze in generativne, kreativne odgovore na klinične situacije ter analizirati psihosocialne intervence
- sposobnost sintetizirati lastno integracijo teorije, svetovalne prakse ter izkušenj procesa osebne rasti

- the ability to apply knowledge in practice and the ability of creative problem solving in new or unusual contexts
- the ability to formulate and to use the model of psychosocial help in line with selected counselling approach
- the ability to develop hypotheses and generic, creative answers to clinical situations and analyze psychosocial interventions
- the ability to synthesize their own integration of theory, counselling practice, and experience of the process of personal growth

Predvideni študijski rezultati:

Od študentov se pričakuje, da bodo zmožni:

- razumeti povezanost in možnost transferja naučenih vsebin med življenjskimi aktivnostmi
- poznavanja temeljnih teorij in konceptov, pomembnih za razumevanje delovanja posameznika s čustvenega, vedenjskega in kognitivnega vidika
- poznavanja temeljnih teorij in konceptov, pomembnih za razumevanje delovanja človeka s psihosocialnega področja
- razumeti in demonstrirati uporabo tehnik, ki pripomorejo k funkcioniranju posameznika v vsakodnevem življenju
- demonstrirati uporabo znanja pri delu s klienti
- integrirati spoznanja v kontekst psihosocialnega svetovanja ob upoštevanju vpliva kulturnih razlik

Intended learning outcomes:

Students are expected to be able to:

- understand the connection and the possibility of transferring the contents learned between various life activities
- knowledge of fundamental theories and concepts relevant to understanding an individual's functioning from an emotional, behavioral and cognitive perspective
- knowledge of fundamental theories and concepts relevant to understanding human functioning in the psychosocial field
- understand and demonstrate the use of techniques that contribute to the functioning of the individual in daily life
- demonstrate the use of knowledge when working with clients
- integrate knowledge into the context of psychosocial counseling, taking into account the impact of cultural differences

Metode poučevanja in učenja:

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- eksperimentalne vaje, ki temeljijo na izkušnjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, prikaz video-posnetkov, sodelovalno učenje)

Learning and teaching methods:

- lectures with students' active participation (lecture, discussion, questions, case studies, problem solving)
- use of online classroom or other contemporary ICT tools
- experimental exercises that are based on experiential, collaborative and problem-based learning (self-study, discussion, lecture, observation, teamwork, case study, methods of critical reading and writing, role play, displaying video clips, cooperative learning)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Seminarska naloga s predstavitvijo, ki demonstrira integracijo teorije in osebne izkušnje (prakse).	100	Seminar paper with a presentation demonstrating the integration of theory and personal experience (practice).
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading is in accordance with the Faculty's evaluation Ordinance.

Reference nosilca / Lecturer's references:

Doc. dr. Jana Krivec je doktorica psihologije in šahovska velemojstrica. O povezanosti vsebin z obeh področjih je izvedla veliko predavanj tako strokovni, kot laični javnosti, doma in v tujini.

Doc.dr. Jana Krivec is a PhD in Psychology and a woman chess grandmaster. She has delivered numerous lectures on the transfer of the content between the fields to both professional and general public, at home and abroad.

KRIVEC, Jana. Cognitive processes and information technology in education. V: RONČEVIĆ, Borut (ur.), TOMŠIČ, Matevž (ur.). *Information society and its manifestations: economy, politics, culture*. Frankfurt am Main [etc.]: PL Academic Research, 2017.

KRIVEC, Jana, RAKOVEC, Primož. Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. *Kairos: slovenska revija za psihoterapijo*, ISSN 1854-9373, [Tiskana izd.], 2018, letn. 12, št. 1/2, str. 67-86.

KRIVEC, Jana. Analytical review of mindfulness-based educational programs: a missing linkage between humans and a modern world. *Research in social change*, ISSN 2463-8226, May 2015, no. 7, iss. 2, str. 107-144.

GUID, Matej, MOŽINA, Martin, KRIVEC, Jana, SADIKOV, Aleksander, BRATKO, Ivan. Learning positional features for annotating chess games: a case study. V: HERIK, H. Jaap van den (ur.), et al. *Computers and games: 6th international conference, CG 2008, Beijing, China, September 29 - October 1, 2008: proceedings*, (Lecture notes in computer science, ISSN 0302-9743, LNCS 5131). Berlin; Heidelberg; New York: Springer. cop. 2008, str. 192-204.

SADIKOV, Aleksander, MOŽINA, Martin, GUID, Matej, KRIVEC, Jana, BRATKO, Ivan. Automated chess tutor. V: HERIK, H. Jaap van den (ur.), CIANCARINI, Paolo (ur.), DONKERS, H. H. L. M. Jeroen (ur.). *Computers and games: 5th international conference, CG 2006, Turin, Italy, May 29-31, 2006: revised papers*, (Lecture notes in computer science, ISSN 0302-9743, LNCS 4630), (LNCS sublibrary, SL 1, Theoretical computer science and general issues). Berlin; Heidelberg; New York: Springer. cop. 2007, str. [13]-25.

GAMS, Matjaž, KRIVEC, Jana. *Intelligent systems already influence our lives. Transactions on internet research*, [Online ed.], 2007, vol. 3, no. 2, str. 16-19.

KRIVEC, Jana. Spoprijemanje s stresom in socialna podpora: primerjava med šahisti in nešahisti. *Psihološka obzorja*, ISSN 1318-1874, [Tiskana izd.], 2005, letn. 14, št. 2, str. 123-135.

KRIVEC, Jana, GUID, Matej, BRATKO, Ivan. Identification and characteristic descriptions of procedural chunks. V: DINI, Petre (ur.). *Proceedings, Computation world 2009, Computation world: future computing, service computation, adaptive, content, cognitive, patterns*, 15-20 November 2009, Athens, Greece. New York: IEEE Computer Society. 2009, str. 448-453.

IQBAL, Azlan, GUID, Matej, COLTON, Simon, KRIVEC, Jana, AZMAN, Shazril, HAGHIGHI, Boshra. *The digital synaptic neural substrate: a new approach to computational creativity*, (Springer briefs in cognitive computation), [S. l.]: Springer, cop. 2016.