

UČNI NAČRT PREDMETA/COURSE SYLLABUS

Predmet: Socialne veščine za učitelje in trenerje
Course title: Social skills for teachers and coaches

Študijski programi in stopnja	Študijska smer	Letnik	Semestri
Športno treniranje, prva stopnja, univerzitetni	Ni členitve (študijski program)		Letni

Univerzitetna koda predmeta/University course code: 679

Predavanja	Seminar	Vaje	Klinične vaje	Druge oblike študija	Samostojno delo	ECTS
30	10	20			60	4

Nosilec predmeta/Lecturer: izr. prof. dr. Saša Cecić Erpič

Vrsta predmeta/Course type: splošni izbirni

Jeziki/Languages:

Predavanja/Lectures:	Slovenščina
Vaje/Tutorial:	Slovenščina

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

Pogoji za vpis v 2. letnik

Prerequisites:

Enrolment in the second year of study

Vsebina:

Teoretični del:

- Odnos med učiteljem in učencem (trenerjem in športnikom)
- Model učinkovitega odnosa med učiteljem in učencem (trenerjem in športnikom)
- Dejavniki učinkovite komunikacije
- Značilnosti učinkovite komunikacije s starši
- Značilnosti učinkovitega vodenja skupin
- Značilnosti učinkovite komunikacije v zdravstvu in rehabilitaciji
- Stili vodenja in njihova učinkovitost v različnih situacijah
- Konflikti v razredu (oz. v skupini) ter njihovo reševanje
- Značilnosti medosebne komunikacije s težavnimi sogovorniki in strategije za učinkovito sodelovanje
- Sodobne teorije motivacije s poudarkom na teoriji motivacijske klime
- Dejavniki, ki vplivajo na pozitivno motivacijsko klimo

Praktični del:

- Izdelava seminarske naloge na izbrano tematico s področja socialnih veščin in medosebne komunikacije, ki bo vsebovala ustrezen metodološki pristop in bo vsebinsko ustrežna.
- Predstavitev seminarske naloge.

Vaje:

Content (Syllabus outline):

Theoretical part:

- Teacher-student relationship (relationship between coach and athlete)
- Model of effective relationship between teacher and student (coach and athlete)
- Factors of effective communication
- Characteristics of effective communication with parents
- Characteristics of effective group leadership
- Characteristics of effective communication in the healthcare and rehabilitation industry
- Leadership styles and their effectiveness in different settings
- Conflicts in the classroom (i.e. in the group); conflicts solving
- Characteristics of interpersonal communication with difficult people and strategies for effective cooperation
- Contemporary motivational theories and theory of motivational climate
- Factors related to the positive motivational climate

Applied part:

- Preparation of the seminar paper on topic related to social skills and interpersonal communication.
- Presentation of the seminar paper.

Applied exercises:

<p>Študenti bodo s praktičnim delom spoznali značilnosti učinkovite medosebne komunikacije. Vaje bodo namenjene razvoju učinkovitih socialnih veščin in njihovi uporabi v šolskem, športnem in kineziološkem kontekstu.</p>	<p>Through several practical exercises, students will learn the characteristics of the effective interpersonal communication. The exercises will aim at the development of effective social skills that are used in the educational and sport related environments.</p>
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<p>Temeljna literatura in viri/Readings:</p>	
<ul style="list-style-type: none"> • Cecić Erpič, S. (2015). Socialne veščine za učitelje in trenerje: Izbrane vsebine. Študijsko gradivo. Ljubljana: Univerza v Ljubljani, Fakulteta za šport. • Bečaj, J. (1996). Trening večje učinkovitosti za učitelje. Ljubljana: Svetovalni center za otroke, mladostnike in starše. • Škof, B., Zabukovec, V., Cecić Erpič, S. in Boben, D. (2005). Pedagoško-psihološki vidiki športne vzgoje. Ljubljana: Fakulteta za šport. • Zabukovec, V. in Boben, D. (2000). Učitelji in stili vodenja. Ljubljana: Center za psihodiagnostična sredstva. • Gordon, T. (2003). Teacher effectiveness training. New York: Three rivers press. • Jowett, S. in Lavallee, D. (2007). Social psychology in sport. Champaign (IL): Human Kinetics 	

<p>Cilji in kompetence:</p> <p>Učiteljeva (trenerjeva) učinkovitost je odvisna od kakovosti odnosa med njim in učencem (oz. športnikom oz. vadečim v kineziološkem kontekstu). Glede na to, da je šola (oz. tekmovalni šport) kompleksen socialni sistem, kjer se prepletajo odnosi med učiteljem (trenerjem), učenci (športniki), starši, sodelavci in drugimi, na učinkovitost pedagoškega dela (tako v šolskem kot v športnem kontekstu) v pomembni meri vpliva tudi raven učiteljevih/trenerjevih socialnih veščin. Enako se dogaja v kontekstu rehabilitacije ter dela s kronično bolnimi, kjer deluje kineziolog. Med takšne socialne veščine sodijo učinkovita komunikacija, vodenje skupin, uporaba učinkovitih stilov vodenja, delo s težavnimi sogovorniki, reševanje konfliktov in spretnosti, pomembne za oblikovanje pozitivne motivacijske klime.</p> <p>Cilj predmeta je študentom predstaviti vsebine vezane na socialne veščine, ki so potrebne za učinkovito delo v šoli, tekmovalnem športu in kineziološkem kontekstu. Predmet daje študentom temeljna socialno-psihološka znanja s področja socialnih veščin v medosebnih formalnih odnosih v kontekstu šole, športa in kineziologije.</p> <p><i>Specifične kompetence predmeta:</i></p> <ul style="list-style-type: none"> • Poznavanje osnov socialno-psiholoških teorij socialnega vplivanja in temeljnih socialnih veščin. • Razumevanje pomena oblikovanja kakovostnega odnosa z učenci (športniki) za učinkovito pedagoško delo. • Razumevanje dejavnikov in mehanizmov različnih formalnih medosebnih odnosov (do učencev/športnikov, staršev, sodelavcev, vadečih..). • Razumevanje, razlikovanje in kritična distanca do različnih oblik medosebnega komuniciranja. • Razumevanje in analiza dejavnikov, ki vplivajo na učinkovito komunikacijo v različnih kontekstih. • Razumevanje teorije stilov vodenja in analiza mehanizmov učinkovitosti posameznih stilov. 	<p>Objectives and competences:</p> <p>The teacher's (coach's) effectiveness depends on the quality of the relationship between him and his students (or athletes in competitive sport environment or clients in the exercise and kinesiological environment). Since school (and competitive sport) are complex social systems where several interpersonal relationships take place, teacher's (coach's) social skills significantly influence the effectiveness of his work. The same is characteristic for kinesiologist's work with elderly and/or chronically ill patients. The social skills that are related to the effective work are effective communication, leadership skills, use of different leadership styles, communication with difficult people, solving conflicts and skills related to the development of positive motivational climate.</p> <p>The aim of the course is to present different topics related to the social skills that are important for effective work in different environments (school, competitive sport, exercise and/or kinesiology practice). Students get basic socio-psychological knowledge from the field of interpersonal relationships in different formal settings.</p> <p><i>Specific course competences:</i></p> <ul style="list-style-type: none"> • to have knowledge on the basic socio-psychological theories related to the social influence and social skills, • to understand the importance of quality interpersonal relationships for effective pedagogical work in educational, competitive sport and exercise/ kinesiological environments, • to understand the factors and mechanisms related to the different formal interpersonal relationships (with students, athletes, parents, co-workers, clients etc.), • to understand, differentiate and form critical distance toward the different forms of interpersonal communication, • to understand and to be able to analyse the factors that have significant influence on the effectiveness of communication in different settings,
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<ul style="list-style-type: none"> • Razumevanje in poznavanje teorij motivacije, s poudarkom na teoriji motivacijske klime in analiza dejavnikov, ki nanjo pomembno vplivajo. • Poznavanje in razumevanje značilnosti konfliktov v formalnih medosebnih odnosih, dejavnikov, ki nanje vplivajo in strategij za učinkovito reševanje. • Razumevanje značilnosti medosebne komunikacije s težavnimi sogovorniki ter spoznavanje strategij za učinkovito sodelovanje in komuniciranje. 	<ul style="list-style-type: none"> • to understand the theory of leaderships styles and to analyse the mechanisms of effectiveness of different styles in different situations, • to understand and to have knowledge on different motivational theories, with the emphasis on the motivational climate theory, • to be able to analyse the factors that influence motivational climate, • to have knowledge on the characteristics of interpersonal conflicts in formal settings, factors related to conflicts and strategies for effective conflict solving, • to understand the characteristics of interpersonal communication with difficult people and to have knowledge on cooperation and communication strategies with them.
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<p>Predvideni študijski rezultati:</p> <ul style="list-style-type: none"> • Študenti poznajo in razumejo značilnosti učinkovitih medosebnih odnosov v kontekstu šole, športa in kineziologije, s poudarkom na odnosu učenec-učitelj (športnik-trener oz. kineziolog - vadeči). • Študenti znajo uporabiti socialne veščine za učinkovito pedagoško in kineziološko delo. • Poznajo dejavnike pozitivne motivacijske klime in njen pomen za učinkovito delo v šoli in športu. • Znanje o socialnih veščinah lahko uporabijo: <ul style="list-style-type: none"> • v pedagoškem delu v izobraževalnih ustanovah in v športu • pri strokovnem delu na področjih športne rekreacije in kineziologije • pri raziskovalnem delu na področju športne vzgoje, športnega treniranja in sorodnih znanosti. • Študenti bodo usposobljeni za strokovno in raziskovalno delo in bodo sposobni kritične presoje, hkrati pa aktivnega vključevanja v pedagoško delo v kontekstu šole in športa • Študenti razvijajo spretnosti socialnih veščin, to je učinkovitega medosebnega komuniciranja. • Znajo poiskati ter uporabiti relevantno literaturo in vire podatkov, seznanjeni so s pomembnejšimi načini lastnega zbiranja podatkov. • Razvijajo zmožnosti učinkovitega pisnega in ustnega komuniciranja ter uporabe informacijsko-komunikacijske tehnologije in informacijskih sistemov. 	<p>Intended learning outcomes:</p> <ul style="list-style-type: none"> • Students understand and have knowledge on the characteristics of formal interpersonal relationships in educational, competitive sport and exercise/kinesiological settings with the emphasis on the relationships between the teacher (coach, kinesiologist) and students (athletes, clients). • Students know how to use different social skills for effective pedagogical and kinesiological work. • Students know the factors related to the positive motivational climate and their importance for effective work in school, sport or/and exercise/kinesiological environments. • Students can use the knowledge on social skills in: <ul style="list-style-type: none"> ○ the educational environments (school, kindergarten, different educational institutions), ○ the sport related environments (youth sport, elite sport setting), and ○ the exercise and kinesiology related environments (work with adults in the recreational, exercise setting, work with elderly, chronically ill patients). • Students can use the knowledge in research related work, related to the different fields of science. • Students will be competent for the professional and research work, will have competences for critical thinking, analysing and active acting in the pedagogical work (related to school, competitive sport and exercise/kinesiological settings). • Students will develop the social skills competences, i.e. interpersonal communication. • Students will be competent to find and use scientific and professional sources of information, will be competent for gathering data, related to social skills and interpersonal relationships. • Students will develop the competences of professional and scientific writing as well as related oral communications in formal settings.
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	<ul style="list-style-type: none"> Students will develop the competences related to use of information and communication system.
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Metode poučevanja in učenja:	Learning and teaching methods:
Predavanja, raziskovalni seminarji, projektno delo, individualne naloge.	Lectures, research seminar paper, project work, individual exercises.

Načini ocenjevanja:	Delež/Weight	Assessment:
Pozitivno ocenjena seminarska naloga ter zadostna prisotnost sta pogoj za pristop k pisnemu izpitu. Seminarske naloge se ocenjujejo z opravi/ ni opravi. Pisni izpit: 5 (negativno), 6 (zadostno), 7(dobro), 8-9 (prav dobro), 10 (odlično).	100,00 %	Positively evaluated seminar papers and attendance at lectures are prerequisites for written exam. Seminar papers are evaluated as positive/negative. Written exams are evaluated: 5 (negative), 6 (sufficient), 7 (good), 8 and 9 (very good), and 10 (excellent).

Reference nosilca/Lecturer's references:

Cecić Erpič, S. (2015). Socialne veščine za učitelje in trenerje: Izbrane vsebine. Študijsko gradivo. Ljubljana: Fakulteta za šport.

Cecić Erpič, S., Prevc, P., & Tomažin, K. (2016). Physical activity intervention for non-active adults from economically challenged families: "Will for movement and movement for will". V N. Mešl & T. Kodele (ur.), Co-creating processes of help : collaboration with families in the community, str. 126-143. Ljubljana: Faculty of Social Work.

Cecić Erpič, S., Tomažin, K., & Prevc, P. (2016). "Gibanje za voljo in volja za gibanje": Multidisciplinarna intervencija za povečanje telesne dejavnosti in kakovosti življenja odraslih iz družin s številnimi izzivi. V T. Kodele & N. Mešl (ur.), Družine s številnimi izzivi: Soustvarjanje pomoči v skupnosti, str. 135-155. Ljubljana: Fakulteta za socialno delo.

Cecić Erpič, S. (2013). The role of teachers in promoting students` motivation for physical education and physical activity: A review of the recent literature from a self-determination perspective. International journal of physical education, 50, 2, 2-12.

Cecić Erpič, S. (2011). Motivation for physical education: A review of the recent literature from an achievement goal and self-determination perspective. International journal of physical education, 48, 2, 2-14.