

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	RAZISKOVANJE ČLOVEŠKEGA DOŽIVLJANJA – PREPRIČANJA, ČUSTVA, SEBSTVO
Course title:	Exploring human experience – beliefs, emotions, self

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
drugostopenjski magistrski študijski program Socialna pedagogika	/	1	poletni

Vrsta predmeta / Course type

D - Skupni izbirni predmet

Univerzitetna koda predmeta / University course code:

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Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15	0	15	0	135	6

Nosilec predmeta / Lecturer:

izr. prof. dr. Urban Kordeš

Jeziki / Languages:	Predavanja / Lectures: slovenščina, angleščina
	Vaje / Tutorial: slovenščina, angleščina

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

Veljajo splošni pogoji za vpis v letnik, v katerem se predmet nahaja.

Prerequisites:

General admission requirements for the academic year in which the course is provided apply.

Vsebina:

Predmet Raziskovanje človeškega doživljanja – prepričanja, čustva, sebstvo poskuša preusmeriti fokus v živo človeško doživljanje, v razumevanje individualnega in individuumovega pogleda, vrednot in prepričanj. Pri predmetu bodo obravnavane nekatere sodobne znanstvene metode prvoosebnega raziskovanja (raziskovanja doživljanja), ki bodo študentkam omogočile kompetentno raziskovalno delo. Poudarek bo na razvoju kompetenc opazovanja in razumevanja doživljanja drugih v vsakdanjih situacijah, ki so še posebej pomembne za poklice pomoči. Doseganje tega cilja je nemogoče brez osnove – razumevanja načinov samorefleksije in opazovanja lastne doživljajske pokrajine.

Pri predmetu se slušatelji seznaniijo z naslednjimi vsebinami:

1. Metode raziskovanja doživljanja (tj., empirične fenomenologije) s poudarkom na deskriptivnem vzorčenju izkustva in mikrofenomenologiji.

Content (Syllabus outline):

The course Exploring human experience – beliefs, emotions, self, attempts to redirect one's focus towards the lived human experience, understanding of individual and individual's viewpoint, values, and beliefs. In the course, we will consider some of the contemporary scientific methods of first-person research (experience research) that will enable students to engage in competent empirical work. The course will emphasize the development of skills of observing and understanding other people's experience in everyday situations – skills that are of particular importance for helping professions. Achieving this goal is impossible without foundations – understanding the ways of self-reflection and observation of one's own experiential landscape.

In the course, the participants will familiarize themselves with the following contents:

1. Methods for researching experience (i.e., empirical phenomenology) with an emphasis on descriptive experience sampling and micro-

2. Kaj doživljajo drugi? – Prenos raziskovalnih metod na dialoške situacije v vsakdanjem življenju in pri poklicih pomoči. 3. Pregled metodoloških in etičnih izzivov raziskovanja doživljanja. 4. Primeri spoznanj empirične fenomenologije: doživljanje sebstva (ipseity), čustev in prepričanj. 5. Pomen refleksije. 6. Pozornost na kontekst, zmožnost ocene trenutne socialne oziroma edukacijske situacije. Študentke bodo povabljene k razmisleku o možnostih objektivnega poročanja in o etičnih dilemah, h kritičnemu preizpraševanju možnosti opazovalčevega poseganja v prostor drugega, k razlikovanju med poseganjem v prostor in soustvarjanjem prostora.	phenomenology. 2. What are other people's lived experiences? – Translation of research methods to dialogic situations in everyday life and in helping professions. 3. Overview of methodological and ethical challenges in researching experience. 4. Examples of insights of empirical phenomenology: experience of selfhood (ipseity), emotions, and beliefs. 5. The meaning of reflection. 6. Attentiveness to context, capacity for evaluating the ongoing social or educational situation. Students will be invited to consider the possibilities of objective reporting and think about ethical dilemmas, to critically examine the observer's interventions in the personal space of the other, and to differentiate between intervening and co-constructing this space.
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Temeljni literatura in viri / Readings:

1. Fuchs, T. (2013). Depression, intercorporeality, and interaffectivity. <i>Journal of Consciousness Studies</i>, 20(7-8), 219-238. 2. Hurlburt, R. T., & Cobo, R. (2011). Multiple autonomous experience in a virtuoso musician. <i>Investigating pristine inner experience: Moments of truth</i>, 258-290. Cambridge, UK: Cambridge University Press. 3. Hurlburt, R. T., & Jones-Forrester, S. (2011). Fragmented experience in bulimia nervosa. <i>Investigating pristine inner experience: Moments of truth</i>, 28-48. Cambridge, UK: Cambridge University Press. 4. Hurlburt, R. T., & Akhter, S. A. (2006). The descriptive experience sampling method. <i>Phenomenology and the Cognitive Sciences</i>, 5(3-4), 271-301. 5. Kordeš, U. (2009). How to research experience? In: E., Žerovnik, O., Markič, A., Ule (Eds.). <i>Philosophical insights about modern science</i> (215-232). New York, ZDA: Nova Science Publishers. 6. Parnas, J., Moller, P., Kircher, T., Thalbitzer, J., Jansson, L., Handest, P., & Zahavi, D. (2005). EASE: Examination of anomalous self-experience. <i>Psychopathology</i>, 38(5), 236-258. 7. Petitmengin, C. (2006). Describing one's subjective experience in the second person: An interview method for the science of consciousness. <i>Phenomenology and the Cognitive sciences</i>, 5(3-4), 229-269. 8. Ratcliffe, M. (2013). A bad case of the flu? The comparative phenomenology of depression and somatic illness. <i>Journal of Consciousness Studies</i>, 20(7-8), 198-218. Literatura se v vsakem študijskem letu posodablja. / Literature will be updated each academic year.
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Cilji in kompetence:

Glavni cilj je v študentkah vzbuditi zanimanje in kompetence za raziskovanje doživljanja. To bo doseženo skozi naslednje delne cilje: 1. Razumevanje in veščina uporabe vsaj dveh metod empirične fenomenologije (deskriptivnega vzorčenja izkustva in mikrofenomenologije). 2. Razumevanje osnovnih težav in njihovih rešitev pri raziskovalnih področjih, ki temeljijo na
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Objectives and competences:

The main objective is to inspire interest and competences for experience research in students. This goal will be achieved through the following partial objectives: 1. Understanding of and capacity to use at least two methods of empirical phenomenology (descriptive experience sampling and micro-phenomenology).
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uporabi refleksije. 3. Predstavitev spoznanj empirične fenomenologije na področjih minimalnega sebstva, čustev in prepričanj. Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc: 1. Poznavanje in razumevanje osnovnih konceptov, teorij in razvoja empirične fenomenologije. 2. Poznavanje sodobnih raziskav na področju fenomenologije afektivnih stanj, psihopatologij in sebstva. 3. Poznavanje metodoloških orodij in eksperimentalnih pristopov na izbranem področju. 4. Sposobnost predstavitve svojih eksperimentalnih rezultatov, jasnega argumentiranja in strokovne diskusije v skladu z znanstvenimi standardi. 5. Smiselno, logično konsistentno in jasno poročanje. 6. Sposobnost spreminjanja zornega kota/perspektiv (intelektualna mobilnost). 7. Sposobnost komuniciranja, sodelovalno/timsko delo. 8. Zavedanje in refleksija lastnih prispevkov v delu z ljudmi. 9. Občutljivost/odprtost za ljudi in socialne situacije. 10. Poznavanje različnih strategij in sposobnost reševanja problemov. 11. Sposobnost sintetičnega mišljenja. 12. Sposobnost prepoznavanja in vrednotenja etičnih vprašanj.	2. Understanding of the basic issues and their solutions in research areas that rely on the use of reflection. 3. Presentation of findings of empirical phenomenology in the fields of minimal self, emotions, and beliefs. The study unit will primarily contribute to the development of the following general and specific competences: 1. Knowledge and understanding of basic concepts and theories of empirical phenomenology and its development. 2. Knowledge of contemporary research in the field of phenomenology of affective states, psychopathologies, and selfhood. 3. Knowledge of methodological tools and experimental approaches in the selected field. 4. Capacity for presenting experimental results, clear argumentation, and professional discussion in accordance with scientific standards. 5. Sensible, logically consistent, and clear reporting. 6. Capacity for changing one's viewpoint/perspectives (i.e., intellectual mobility). 7. Capacity for communication, and cooperative/team work. 8. Awareness of and reflection on one's contribution in working with people. 9. Sensibility/openness to people and social situations. 10. Knowledge of various strategies and capacity for problem-solving. 11. Capacity for synthetic thinking. 12. Capacity for recognizing and evaluating ethical questions.
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Predvideni študijski rezultati: Znanje in razumevanje: 1. razumevanje pomena raziskovanja doživljanja; 2. poznavanje osnovnih tehnik pridobivanja doživljajskih podatkov in strategij analize; 3. poznavanje bistvenih primerov spoznanj empirične fenomenologije o doživljanju sebstva, čustev in prepričanj. Uporaba: 1. izkazovanje obvladovanja veščine opazovanja in njenih različnih modalnosti; 2. izkazovanje sposobnosti prenosa pridobljenih raziskovalnih veščin v dialoške situacije v vsakdanjem življenju in pri poklicih	Intended learning outcomes: Knowledge and understanding: 1. understanding the meaning of researching experience; 2. knowing the basic techniques of experiential data acquisition and strategies of analysis; 3. familiarity with seminal examples of insights of empirical phenomenology regarding the experience of selfhood, emotions, and beliefs. Application: 1. demonstration of proficiency in the skill of observation and its various modalities; 2. demonstration of the ability to transfer the acquired research skills into dialogical situations in everyday life and helping professions;
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pomoči; 3. sestava poročila o raziskovanju, ki je smiselno povezano, razumljivo in reflektirano. Refleksija: 1. zmožnosti (samo)refleksije; 2. razumevanje individualnih pogledov, vrednot in prepričanj; 3. zavedanje in refleksija lastnih prispevkov v delu z ljudmi. Prenosljive spretnosti (niso vezane le na en predmet): 1. sposobnost opazovanja doživljanja, refleksije in odpiranja prostora sprejetosti; 2. občutljivost/odprtost za ljudi in socialne situacije; 3. zmožnost konstruktivnega dela v skupini, 4. sposobnost zavedanja konteksta in zmožnost ocene situacije, odnosov in povezav med akterji ter osebne udeležnosti.	3. compiling research report that is reasonably structured, understandable, and reflective. Reflection: 1. the capacity for (self)reflection; 2. understanding individual viewpoints, values, and beliefs; 3. being aware of and reflecting on one's own contributions in working with people. Transferable skills (not tied to a single course): 1. capacity for observation of experience, reflection, and opening up a space of acceptance; 2. sensitivity/openness to people and social situations; 3. capacity for constructive teamwork; 4. capacity for being aware of the context and ability to assess the situation, relationships and connections between actors, and one's personal participation.
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Metode poučevanja in učenja:

1. Predavanja z aktivno udeležbo študentov.
2. Seminarsko delo (delo v skupinah – kritična analiza fenomenoloških poročil z diskusijo).
3. Klinične vaje (vadba metod deskriptivnega vzorčenja izkustva in mikrofenomenologije).

Learning and teaching methods:

1. Lectures with students' active participation.
2. Seminar work (group work – critical analysis of phenomenological reports with discussion).
3. Tutorial / work (training in descriptive experience sampling and micro-phenomenology).

Načini ocenjevanja:

Delež (v %) / Weight (in %)

Assessment:

Pisni izpit.	40	Written exam.
Seminarska naloga – poročilo o raziskovalnem delu.	60	Seminar work – report on research work.
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Reference nosilca / Lecturer's references:

- izr. prof. dr. Urban Kordeš:
1. Kordeš, U., & Demšar, E. (2018). Excavating belief about past experience: Experiential dynamics of the reflective act. *Constructivist Foundations*, 13(2), 219-229.
 2. Kordeš, U. & Markič, O. (2016). Parallels between mindfulness and first-person research into consciousness. *Asian studies*, 4(2), 153-168.
 3. Kordeš, U. (2016). Going beyond theory: Constructivism and empirical phenomenology. *Constructivist Foundations*, 11(2), 375-385.
 4. Kordeš, U. (2016). Where Is Consciousness? *Constructivist Foundations*, 11(3), 552-554.
 5. Kordeš, U., & Klauser, F. (2016). Second-person in-depth phenomenological inquiry as an approach for studying enaction of beliefs. *Interdisciplinary description of complex systems*, 14(4), 369-377.
 6. Kordeš, U. (2015). Learning how to see. *Balkan journal of philosophy*, 7(2), 99-106.

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