UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Psihologija iger
Course title:	Psychology of games

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Razvoj videoiger in razširjenih resničnosti, visokošolski strokovni študijski program prve stopnje	-	Drugi	Četrti
Game and Extended Reality Development, first cycle Professional Study Programme	-	Second	Fourth

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code: 4-RVRR-VS-IP-PI-2025-02-27

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	-	45	-	-	105	6

Nosilec predmeta / Lecturer: doc. dr. Jana Krivec

Jeziki / Languages:		
	Predavanja / Lectures:	Slovenski / Slovenian, Angleški / English
	Vaje / Tutorial:	Slovenski / Slovenian, Angleški / English

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

Vsebina:	Content (Syllabus outline):
• Zakaj so igre zabavne? • Vrste iger • Motivaticija igranja in umetnost nagrajevanja v povezavi z behavioristično psihologijo. • Tipi igralcev in njihovo modeliranje • Razumevanje stanja zanosa in kako ga dosežemo • Igralčeva čustva in vključenost • Socialne interakcije v virtualnem svetu • Ocena in sprejemanje rizika	• Why games are fun? • Game types • Motivation to play and the art of reward related to Behavioral Psychology • Player types and player modelling • Understanding of »The zone« or »flow« and what it takes to achieve it? • player emotions and engagement • social interactions in virtual world • Risk taking • Psychology of the gambling

• Psihologija iger na srečo • Pozitivni psihološki vplivi igranja videoiger • Negativni psihološki vplivi igral igranja videoiger • Etični vidiki ustvarjanja iger	• Positive aspects of game playing • Negative aspects of game playing • Ethical Considerations in Game Design

Temeljni literatura in viri / Readings:

Obvezna literatura:

- Prosojnice s predavanj / lecture slides
- Bartle, R. (1996). Hearts, clubs, diamonds, spades: Players who suit MUDs.
- Beck, L. (1992). Flow: The psychology of optimal experience. Mihalyi Csikszentmihalyi. Journal of Leisure Research, 24(1), 93.
- Caillois, R. (2001). Man, play, and games. University of Illinois press.
- Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. American Psychologist, 69(1), 66-78.
- Gray, P. (2016). Getting Gamers: The Psychology of Video Games and Their Impact on the People Who Play Them. American Journal of Play, 8(3), 405.
- Koster, R. (2013). Theory of fun for game design. " O'Reilly Media, Inc.".
- Morris, Laurel S.; Grehl, Mora M.; Rutter, Sarah B.; Mehta, Marishka; Westwater, Margaret L. (July 2022). "On what motivates us: a detailed review of intrinsic v. extrinsic motivation". Psychological Medicine. 52 (10): 1801–1816

Ostala literatura/ Other literature:

- Enevold, J., Thorhauge, A. M., & Gregersen, A. (Eds.). (2018). What's the problem in problem gaming?, Nordic research perspectives. NORDICOM.
- Isbister, K. (2010). Enabling social play: A framework for design and evaluation. Evaluating user experience in games: Concepts and methods, 11-22.
- Kowert, R. (Ed.). (2019). Video games and well-being: press start. Springer Nature.
- Yee, N. (2006). Motivations for play in online games. CyberPsychology & behavior, 9(6), 772-775.
- Yee, N. (2021). A Closer Look into the 12 Gamer Motivations. Medium.
- Scharrer, E., Kamau, G., Warren, S., & Zhang, C. (2018). Violent Video Games Do Contribute to Aggression. In C. J. Ferguson (Ed.), Video Game Influences on Aggression, Cognition, and Attention (pp. 5–21). Springer International Publishing.

Cilji in kompetence:	**Objectives and competences:**
Učna enota prispeva k razvoju naslednjih splošnih in predmetno-specifičnih kompetenc: *Splošne kompetence:* • Sposobnost interdisciplinarnega povezovanja in nadgradnje znanj iz drugih sorodnih kreativnih področij. • Upoštevanje etičnih načel v produkciji videoiger. *Predmetno-specifične kompetence:*	*The instructional unit contributes to the development of the following general and subject-specific competences:* *General competences:* • Ability to interdisciplinarily integrate and build on knowledge from other related creative fields. • Compliance with ethical principles in the production of video games. *Subject-specific competences:*

• Sposobnost razlage in argumentacije kreativnih, strokovnih in konceptualnih rešitev s področja videoiger. • Zmožnost definiranja, razumevanja in ustvarjalnega reševanja psiholoških problemov na področju produkcije videoigre. • Sposobnost prilagajanja vsebine in oblike videoiger različnim ciljnim občinstvom in namenom. • Sposobnost predstavitve in promocije videoigre na prepričljiv način. • Poklicna, okolijska in socialna senzibilnost in odgovornost.	• The ability to explain and argument creative, technical and conceptual solutions in the field of video games. • Ability to define, understand and creatively solve psychological problems in the field of video game production. • The ability to adapt the content and form of video games to various target audiences and purposes. • Ability to present and promote a video game in a compelling way. • Professional, environmental and social sensitivity and responsibility.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben: • opredeliti psihološke vidike videoiger in razumeti njihov vpliv na vedenje in doživljanje igralcev, • razlikovati med različnimi vrstami igralcev in razumeti, kako se igre lahko prilagajajo različnim motivacijam igralcev, • oblikovati videoigro, ki sproži stanje zanosa in spodbuja vključenost igralca, • opisati pozitivne in negativne učinke videoiger na posameznika in družbo, • razumeti etične vidike razvoja iger in jih kritično vrednotiti.	Knowledge and understanding: After completing this course the student will be able to: • Identify the psychological aspects of video games and understand their influence to player behavior and enjoyment, • Distinguish different player types and understand how games can be designed to accommodate different player motivations, • design a video game that trigger a flow state and promote player engagement, • describe both positive and negative effects of video games on individuals and society at large, • understand the ethical aspects of game development and critically evaluate them.

Metode poučevanja in učenja:	**Learning and teaching methods:**
Predavanja, aktivno skupinsko delo, E-učenje (kvizi, ogled posnetkov, priprava pisnih izdelkov).	The lectures, active group work, E-learning (quizzes, video materials, written assignments).

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt):		Type (examination, oral, coursework, project):
• izpit	60	• exam
• seminarska naloga	40	• seminar work

Reference nosilca / Lecturer's references:

- KRIVEC, Jana. Improve your life by playing a game : learn how to turn your life activities into lifelong skills!. Landegem: Thinkers Publishing, 2021. 189 str.
- KRIVEC, Jana, BRATKO, Ivan, GUID, Matej. Identification and conceptualization of procedural chunks in chess. Cognitive systems research. 2021, vol. 69, str. 22-40.
- KRIVEC, Jana, GUID, Matej. The influence of context on information processing. Cognitive processing. May 2020, vol. 21, iss. 2, str. 167-184.
- KRIVEC, Jana. Chess as a tool for developing 21st century skills with a deliberate practice approach. V: FOMICHOV, Vladimir (ur.), FOMICHOVA, Olga S. (ur.). Kognitonika = Cognitonics : Informacijska družba - IS 2022 = Information Society - IS 2022 : zbornik 25. mednarodne multikonference = proceedings of the 25th International Multiconference : zvezek D = volume D : 10. oktober 2022, 10 October 2022, Ljubljana, Slovenija. Ljubljana: Institut "Jožef Stefan", 2022. Str. 27-30. Informacijska družba. ISBN 978-961-264-244-0
- 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, cop. 2017. ISBN 978-3-631-7035-71.
- JANKO, Vito, GUID, Matej. A program for Progressive chess. Theoretical computer science. Sep. 2016, vol. 644, str. 76-91
- GUID, Matej, BRATKO, Ivan. Detecting fortresses in chess. Elektrotehniški vestnik. [English print ed.]. 2012, vol. 79, no. 1/2, str. 35-40.
- GUID, Matej, BRATKO, Ivan. Using heuristic-search based engines for estimating human skill at chess. ICGA journal. 2011, vol. 34, no. 2, str. 71-81.
- BACKUS, Peter, CUBEL, Maria, GUID, Matej, SÁNCHEZ-PAGES, Santiago, LÓPEZ MAÑAS, Enrique. Gender, competition, and performance : evidence from chess players. Quantitative economics. Jan. 2023, vol. 14, iss. 1, str. 349-380.
- IQBAL, Azlan, GUID, Matej, COLTON, Simon, KRIVEC, Jana, AZMAN, Shazril, HAGHIGHI, Boshra. The digital synaptic neural substrate : a new approach to computational creativity. [S. l.]: Springer, cop. 2016.
- MOŽINA, Martin, GUID, Matej, SADIKOV, Aleksander, GROZNIK, Vida, KRIVEC, Jana, BRATKO, Ivan. Conceptualizing procedural knowledge targeted at students of different skill levels. V: BAKER, Ryan S. J. D. (ur.), MERCERON, Agathe (ur.), PAVLIK, Philip I. (ur.). Educational data mining 2010. [S. l.: s. n., 2010. Str. 309-3.