

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | | | | | | |
|--|---|-------------------------|-----------------------|--|----------------------------------|------|
| Predmet: Course title: | Planinstvo Mountaineering | | | | | |
| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester | | | |
| Športna vzgoja, 1. stopnja/ Physical education, 1. Cycle | | | | | | |
| Športno treniranje, 1. stopnja/ Sport training, 1. cycle | | 3 2 2 | 5 3 3 | | | |
| Kineziologija, 1. stopnja/ Kinesiology, 1 cycle | | | | | | |
| Vrsta predmeta / Course type Obvezni /Obligatory in strokovni izbirni | | | | | | |
| Univerzitetna koda predmeta / University course code: | | | | | | |
| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Work | Druge oblike študija | Samost. delo Individ. work | ECTS |
| 20 | 10 | 30 | | | 60 | 4 |
| Nosilec predmeta / Lecturer: doc. dr. Tadej Debevec | | | | | | |
| Jeziki / Languages: | Predavanja / Lectures: Slovenski/Slovene | | | | | |
| | Vaje / Tutorial: Slovenski/Slovene | | | | | |
| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | | | | Prerequisites: | | |
| Pogoji za vpis v študijski letnik. | | | | Enrolment criteria for the appropriate study semester | | |

Vsebina:

Teoretični del:

- Zgodovina in nacionalni pomen gorništva, organiziranost Planinske zveze Slovenije, mednarodne povezave, sistem vzgoje in izobraževanja amaterskih kadrov.
Medpredmetno povezovanje: prva triada (spoznavanje okolja), druga triada (družba, zgodovina), tretja triada in SŠ (zgodovina).
- Pomen, vsebina, organizacija in izvedba šole v naravi s planinsko vsebino.
- Varovanje naravne in kulturne dediščine; čistoča okolja kot temelj ekološkega osveščanja. Medpredmetno povezovanje: prva triada (spoznavanje okolja, slovenština), druga triada (družba, zgodovina, naravoslovje in tehnologija, naravoslovje, slovenština), tretja triada in SŠ (zgodovina, državljanska vzgoja in etika, biologija, slovenština).
- Narava kot športni objekt (izleti in pohodi v sredogorju, elementarne igre v naravi, naravna trimska steza, terenske gibalne naloge, vadbene ure športne vzgoje v naravi).
- Družabne in zabavne igre, organizacija in izvedba različnih tekmovanj – mnogobojev, literarno in likovno ustvarjanje, spoznavanje narave (cvetje, drevje, gobe, živalstvo). Medpredmetno povezovanje: prva triada (spoznavanje okolja, likovna vzgoja, slovenština), druga triada (družba, zgodovina, naravoslovje in tehnologija, naravoslovje, slovenština), tretja triada in SŠ (zgodovina, državljanska vzgoja in etika, biologija, slovenština, umetnost).
- Biomehanske zakonitosti gibanja v gorskem svetu. Medpredmetno povezovanje: tretja triada in SŠ (fizika, matematika).
- Nevarnosti v gorah in preventivno ravnanje. Medpredmetno povezovanje: prva triada (spoznavanje okolja), druga triada (naravoslovje in tehnologija, naravoslovje),

Content (Syllabus outline):

Theoretical part:

- History of mountaineering and importance for national identity. Organizational structure of Slovenian mountaineering association with special reference to education of leaders and guides. Interdisciplinary connections with other courses in elementary school (1-3 grade – Environment; 4-6 grade - History & Society; 7-9 grade - History)
- Importance and organization of School in nature with emphasis on mountaineering
- Protection of natural and cultural heritage: clean environment as the cornerstone for ecology. Interdisciplinary connections with other courses (1-3 grade – Slovene; 4-6 grade – Natural sciences; 7-9 grade & high school – Ethics and Biology)
- Nature as a sport arena: - walks and hikes in the mountains, games in nature and physical education hours in natural environment.
- Animation of kids during activities in nature – fun competitions and games, lectures on fauna and flora. Interdisciplinary connections with other courses (1-3 grade – Arts, Slovene; 4-6 grade – Natural sciences, Biology, Slovene; 7-9 grade & high school – History and Ethics)
- Biomechanics of Mountaineering. Interdisciplinary connections with other courses (7-9 grade & high school – Physics & Mathematics)
- Danger and risks in the mountains with the emphasis on prevention Interdisciplinary connections with other courses (1-3 grade – Environment, Slovene; 4-6 grade – Natural sciences, Technology; 7-9 grade & high school – History and Chemistry)
- Basics of thermal physiology in the heat and cold often encountered in the mountains. Key guidelines for hydration and food intake and lessons on alcohol and substance

| | |
|--|---|
| <p>tretja triada in SŠ (državljanska vzgoja in etika, biologija, kemija).</p> <ul style="list-style-type: none">Uravnavanje telesne topote in zadovoljevanje telesnih potreb po tekočini in pravilni prehrani, ter škodljivost uživanja psihoaktivnih snovi v gorah. Medpredmetno povezovanje: prva triada (spoznavanje okolja), druga triada (naravoslovje in tehnologija, naravoslovje), tretja triada in SŠ (državljanska vzgoja in etika, biologija, kemija).Klasifikacija planinskih poti (nezahtevne, zahtevne, zelo zahtevne).Častni kodeks slovenskih planincev. Medpredmetno povezovanje: tretja triada (državljanska vzgoja in etika), SŠ (etika).Zgodovinske, geografske, geološke, botanične in druge značilnosti ter zanimivosti gorskega sveta kot podlaga za čustveno doživljanje gorske narave. Medpredmetno povezovanje: prva triada (spoznavanje okolja, likovna vzgoja, slovenština), druga triada (družba, zgodovina, naravoslovje in tehnologija, naravoslovje, slovenština), tretja triada (geografija, zgodovina, državljanska vzgoja in etika, biologija, slovenština), in SŠ (geografija, zgodovina, biologija, slovenština, filozofija, umetnost).Vsebina, organizacija in izvedba športnega dne, šole v naravi v sredogorju ali visokogorju.Spoznavanje gorstev in gorniško izrazje, rastlinstvo in živalstvo, vremenoslovje. Medpredmetno povezovanje: prva triada (spoznavanje okolja, likovna vzgoja, slovenština), druga triada (družba, naravoslovje in tehnologija, naravoslovje, slovenština), tretja triada (geografija, biologija, slovenština), in SŠ (geografija, zgodovina, biologija, slovenština).Specifične poškodbe, PP, gorska reševalna služba in IKT (sredstva za zvezo in sporazumevanje). Medpredmetno povezovanje: prva triada (slovenština), | <p>abuse. Interdisciplinary connections with other courses (1-3 grade – Environment; 4-6 grade – Natural sciences, Technology; 7-9 grade & high school – Ethics and Chemistry)</p> <ul style="list-style-type: none">Classification of mountain paths (easy, difficult & very difficult)Ethical conduct and code of Slovene mountaineering association. Interdisciplinary connections with other courses (7-9 grade & high school – Ethics)Historical, geographical, geological, botanical and other aspects of mountain areas as a basis for emotive experience in the mountain nature. Interdisciplinary connections with other courses (1-3 grade – Environment; Arts, Slovene; 4-6 grade – Natural sciences, Technology, Slovene); 7-9 grade & high school – Geography, Philosophy, Slovene and Chemistry, Art)Organization of sports day in nature in low and high mountain areas around SloveniaKnowledge of various mountain areas at home and abroad as well as learning of specific mountaineering terms, fauna, flora and mountain specific meteorology. Interdisciplinary connections with other courses (1-3 grade – Environment; Arts, Slovene; 4-6 grade – Geography, Technology, Slovene); 7-9 grade & high school – Geography, Slovene and History)First aid and mountain terrain specific injuries, organization and functioning of mountain rescue service in Slovenia and abroad. Communications in the mountains. Interdisciplinary connections with other courses (1-3 grade –Slovene; 4-6 grade – Natural sciences, Technology, Slovene); 7-9 grade & high school – Biology, Slovene)Educational guidelines and aims of mountaineeringHealth and wellness effects of hiking and mountaineering. Interdisciplinary connections with other courses (4-6 grade – Environment; Technology); 7-9 grade & high |
|--|---|

| | |
|---|---|
| <p>druga triada (naravoslovje in tehnologija, naravoslovje, slovenščina), tretja triada (državljanska vzgoja in etika, biologija, slovenščina), in SŠ (biologija, slovenščina).</p> <ul style="list-style-type: none">• Vzgojno-izobraževalni smotri gorniške vzgoje.• Zdravstvena in preventivna vrednost gorništva pohodništva in planinstva. Medpredmetno povezovanje: druga triada (naravoslovje in tehnologija, naravoslovje), tretja triada (biologija), in SŠ (biologija).• Spremljanje napora med turo IKT (merilec FS) in osnovna in specialna kondicijska priprava. Medpredmetno povezovanje: druga triada (naravoslovje in tehnologija, naravoslovje), tretja triada (biologija, kemija), in SŠ (biologija, kemija).• Specifičnost dela s posameznimi skupinami ljudi: malčki, osnovnošolci, srednješolci, študentje, odrasli, starejši, otroci s posebnimi potrebami.• Narava in umetniška izraznost: literatura, poezija, glasba, slikarstvo, film, fotografija organizacija kulturnih večerov. Medpredmetno povezovanje: prva triada (spoznavanje okolja, likovna vzgoja, slovenščina, matematika), druga triada (družba, zgodovina, naravoslovje in tehnologija, naravoslovje, slovenščina, matematika), tretja triada (geografija, zgodovina, državljanska vzgoja in etika, biologija, slovenščina, matematika, fizika), in SŠ (geografija, zgodovina, biologija, slovenščina, filozofija, umetnost, matematika, fizika, sociologija).• Priprava učitelja-vodnika na turo.• Planinska orientacija (geografska orientacija, karte zemljevidi, topografska orientacija, gibanje ob pomoči karte, risanje profila poti, uporaba IKT: kompassa, višinomera in sistema GPS, merjenje razdalj, višin in nagibov, merjenje azimuta, metode za vrisovanje točk in poti na kartu, priprava izleta s pomočjo karte (skica poti, profil poti). Orientacija v oteženih pogojih. | <p>school – Geography, Philosophy, Slovene and Chemistry, Art)</p> <ul style="list-style-type: none">• Environmental physiology with monitoring of effort during hiking or mountaineering (i.e. heart rate monitoring). Interdisciplinary connections with other courses (4-6 grade – Natural sciences, Technology); 7-9 grade & high school – Biology, Chemistry)• Working with different cohorts in the mountains (toddlers, kids, adolescents, adults, elderly, individuals with special needs)• Nature and arts: literature, poetry, music, painting, movies, photography and organization of cultural events. Interdisciplinary connections with other courses (1-3 grade – Environment, Slovene, Maths, Arts; 4-6 grade – Natural sciences, Technology, Slovene, Arts); 7-9 grade & high school – Geography, Biology, Slovene, Philosophy, Arts, Sociology, Physics)• Tour/Trip preparation by the individual or the teacher/leader for a group.• Mountain orienteering (geographical orienteering, topos, maps, moving with map compass and altimeter, using modern technology (GPS etc.). Orienteering in difficult environmental conditions often encountered in the mountain regions. Interdisciplinary connections with other courses (1-3 grade – Environment, Maths; 4-6 grade – Natural sciences, Technology); 7-9 grade & high school – Geography, Maths, Physics)• Bivouacs - overnight stays in nature. Interdisciplinary connections with other courses (1-3 grade – Environment, Arts, Slovene; 4-6 grade – Natural sciences, Technology, Slovene, Maths); 7-9 grade & high school – Biology, Slovene, Philosophy, Arts, Maths, Physics, Sociology, Psychology) <p>Practical part:</p> |
|---|---|

| | |
|--|---|
| <p>Medpredmetno povezovanje: prva triada (spoznavanje okolja, matematika), druga triada (naravoslovje in tehnologija, naravoslovje), tretja triada (geografija, matematika, fizika), in SŠ (geografija, matematika, fizika).</p> <ul style="list-style-type: none">• Prenočevanje v naravi. Medpredmetno povezovanje: prva triada (spoznavanje okolja, likovna vzgoja, slovenščina), druga triada (družba, naravoslovje in tehnologija, naravoslovje, slovenščina, matematika), tretja triada (geografija, zgodovina, državljanska vzgoja in etika, biologija, slovenščina, matematika, fizika, tehnika in tehnologija), in SŠ (geografija, biologija, slovenščina, filozofija, umetnost, matematika, fizika, sociologija, psihologija). | <ul style="list-style-type: none">• Each student prepares an outline of an educational plan for sports day in the nature or sport week in the nature with mostly mountaineering focus• Learning of appropriate work methods, teaching methods, didactical and methodological approaches for teaching of "mountain walking, hiking and mountaineering on paths of moderate difficulty.• Learning to take into account psychological effects in planning movement tactics during mountaineering (motivation, experience, leader figure, psychological preparation of the leader, group dynamics, guiding, communication and extreme/adverse events in the mountains.• Learning to recognize the terrain characteristics, anticipation of the dangers in the mountains and preventive measures.• Maintaining thermal, fluid and nutrient balance during mountaineering• Learning of appropriate work methods, teaching methods, didactical and methodological approaches for learning specific rope techniques, and belay procedures.• Following and respecting the ethical code of the mountaineers.• Focusing on specific historical, geographical, geological, botanical and other characteristics of the mountains as a base for a better general experience.• Transfer and connection of theoretical knowledge regarding different mountain regions and specific terminology.• Weather predictions –meteorology• Employing classical and modern means of orientation during sport days in the mountains.• Planed bivouacking |
|--|---|

| | |
|---|--|
| <ul style="list-style-type: none">• Opozarjanje na zgodovinske, geografske, geološke, botanične in druge značilnosti ter zanimivosti gorskega sveta kot podlaga za čustveno doživljjanje gorske narave.• Prenos in povezovanje teoretičnih znanj o poznavanju gorstev in planinskega izrazja.• Napovedovanje vremena.• Uporaba orientacijskih vsebin pri pripravi in izvedbi športnega dne, šole v naravi s planinsko vsebino.• Načrtovano bivakiranje. | |
|---|--|

Temeljni literatura in viri / Readings/Key Resources:

- Burnik, S., & Čebašek Travnik, Z. (1998). Kaj naj bi športni pedagogi, trenerji in vaditelji vedeli o uživanju alkohola. Šport št. 4, Ljubljana.
- Kristan S. (1993). V gore.... Didakta, Radovljica.
- Kristan S. (1998). Šola v naravi. Didakta, Radovljica.
- Malešič, F. (2005). Spomin in opomin gora. Didakta, Radovljica.
- Pollak, B. (2004). Osnove gibanja v gorah in planinah. Samozaložba, Kamnik.
- Pollak, B. (2006). Osnove tehnikе vodenja. Samozaložba, Kamnik.
- Rotovnik, B. idr. (2005). Planinska Šola. Planinska zveza Slovenije, Ljubljana.
- Rotovnik, B. idr. (2006). Vodniški učbenik. Planinska zveza Slovenije, Ljubljana.
- Burnik, S., Petrovič, D., Gratej, L., Zubin, A., Jereb, B. (2012). ABC dejavnosti v naravi. Ljubljana: Fakulteta za šport.
- Kajtna, T., Burnik, S., Brod, T., Pori, M., Jereb, B. (2013). Kako reševati probleme pri dejavnostih v naravi : učbenik za predmet Planinstvo in nekatere dejavnosti v naravi na Fakulteti za šport. Ljubljana: Fakulteta za šport.
- članki iz specializiranih in strokovnih revij (Alpinistični razgledi, Grif, Climbing, Planinski vestnik, Šport).
- diplomske naloge s področja gorništva.

Cilji in kompetence:

Cilji predmeta so:

Študenti bodo dobili temeljna teoretična in praktična znanja za organizacijo, varno vodenje in poučevanje pohodništva in planinstva v šolah (osnovna, srednja šola), pri rednem pouku, na športnih dnevih, pri dnevnih dejavnosti, v šoli v naravi, izbirnih vsebinah in krožkih v poletnem času po nezahtevnih poteh.

Predmetno specifične kompetence:

Objectives and competences:

The aims of this course are as follows:

The students will obtain basic theoretical and practical skills and knowledge for organizing, guiding and teaching hiking and mountaineering in schools (elementary and high) during regular process, during sports days or weeks in nature. The obtained knowledge will enable them to organize the above-mentioned activities on easy mountain paths.

Specific aims and obtained competences:

| | |
|---|---|
| <ul style="list-style-type: none">• Bodo razumeli planinstvo kot sredstvo za ohranjanje zdravega načina življenja.• Bodo razumeli planinstvo kot sredstvo za izboljšanje kakovosti življenja.• Bodo razumeli planinstvo kot sredstvo na osebnostne lastnosti otrok in mladine.• Bodo poznali vpliv planinstva na socialni razvoj otrok in mladine.• Bodo poznali vpliv planinstva na gibalne in funkcionalne sposobnosti otrok in mladine.• Bodo razumeli program Zlati sonček:<ul style="list-style-type: none">❖ Vrtec: program A in B (izleti v naravo),❖ OŠ prva triada: program C in D (planinski izleti).• Bodo razumeli program Krpan:<ul style="list-style-type: none">❖ OŠ druga triada:<ul style="list-style-type: none">○ bronasta medalja (planinski izleti, oprema za izlete, zaščita pred klopi),○ srebrna medalja (planinski izleti, kako varujemo naravo, škodljivost kajenja),○ zlata medalja (planinski izleti).• Bodo razumeli dni dejavnosti (pohodništvo).• Bodo razumeli akcijo Ciciban planinec in akcijo Mladi planinec.• Bodo razumeli pomen državnega tekmovanja Mladina in gore.• Bodo poznali osnove tehnike gibanja v sredogorju in visokogorju po nezahtevnih poteh v letnih razmerah.• Bodo poznali osnove vrvne tehnike za varno gibanje v sredogorju in visokogorju po nezahtevnih poteh v letnih razmerah.• Bodo poznali osnove taktike gibanja v sredogorju in visokogorju po nezahtevnih poteh v letnih razmerah.• Bodo razumeli in poznali tovariško pomoč v gorah.• Bodo razumeli in poznali Častni kodeks slovenskih planincev.• Bodo razumeli in poznali gorsko pokrajino kot območje pomembnih virov pitne vode, | <ul style="list-style-type: none">• The students will understand the value of mountaineering as means maintaining healthy lifestyle• The students will understand the value of mountaineering as means of improving the quality of life• The students will understand the value of mountaineering as means of developing personal qualities in individuals (i.e. kids)• The students will understand influence of mountaineering on social development of individuals• The students will understand influence of mountaineering on motor learning and control of basic movements of kids and youth.• The students will obtain knowledge regarding the “Golden sun” programme:<ul style="list-style-type: none">❖ Kindergarten: programme A in B (trips to nature),❖ Elementary school (grade 1-3): programme C in D (hiking trips).• The students will obtain knowledge regarding the “Krpan” programme:<ul style="list-style-type: none">❖ Elementary school (grade 4-6):<ul style="list-style-type: none">○ Bronze medal (mountain trips, equipment, protection)○ Silver medal (mountain trips, protection of nature, detrimental effects of smoking)○ Golden medal (mountain trips).• The students will obtain knowledge regarding organization of day trips in nature.• The students will obtain knowledge regarding the “Ciciban planinec” and “Mladi planinec” programme.• The students will understand the importance of “Mladina in gore” national competition.• The students will gain knowledge necessary for safe mountaineering on easy paths in summer conditions.• The students will gain knowledge of basic rope and belay techniques employed for |
|---|---|

| | |
|--|--|
| <p>obnovljivih virov energije, rudnin, gozda in kmetijskih pridelkov.</p> <ul style="list-style-type: none">• Bodo razumeli in poznali gorsko pokrajino kot območje kot območja za izvajanje pohodništva in planinstva.• Bodo razumeli in udejanjali medpredmetne povezave z rednimi predmeti po predmetniku od 1. do 9. razreda OŠ in SŠ ter izbirnimi in prostoizbirni predmeti v tretji triadi OŠ in SŠ. | <p>mountaineering on easy paths in summer conditions.</p> <ul style="list-style-type: none">• The students will gain knowledge regarding technique and tactics of mountaineering on easy paths in summer conditions.• The students will understand the importance of helping each other in need.• The students will understand and gain knowledge of the ethical code of mountaineers• The students will understand and know the mountain regions as one of the crucial sources of drinking water, removable energy sources, wood and produce.• The students will understand and know the mountain regions as key areas for teaching and performing hiking and mountaineering courses.• The students will understand and know the interdisciplinary connections of mountaineering with other courses (regular and extracurricular) within the elementary and high school. |
|--|--|

Predvideni študijski rezultati:

- Znajo organizirati, varno izvesti in voditi športne dneve, šole v naravi v sredogorju ali visokogorju po nezahtevnih poteh ter usposabljanja kadrov pri PZS ustrezne kategorije.
- Razumejo vlogo vsebine učnega načrta, kot sredstva za pripravo otrok, mladine, vodenih in učitelja za športne dneve, šole v naravi v sredogorju ali visokogorju po nezahtevnih poteh, za usposabljanja kadrov pri PZS in za kasnejše življenjsko obdobje.
- Uporaba pridobljenih znanj za organizacijo in varno izvedbo športnega dne, šole v naravi v sredogorju ali visokogorju po nezahtevnih poteh ter za usposabljanje kadrov pri PZS ustrezne kategorije. Sposobnost prilagajanja različnim (lahko tudi nepredvidljivim) situacijam.
- Razvijanje kompetenc za učinkovito načrtovanje in vodenje športnega dne in šole v naravi s pohodniško in/ali gorniško vsebino za posamezne triade v OŠ in posamezno starostno stopnjo v SŠ ter za usposabljanje kadrov pri PZS ustrezne kategorije.
- Ocena in zavedanje problemov in nevarnosti pri vodenju športne vzgoje s planinsko vsebino.
- Sposobnost iskanja virov za pomoč pri izdelavi organizacijske, tehnične, vsebinske, kondicijske in psihične priprave za izlet, pohod, turo in sposobnost povezovanja pri posameznih pripravah z drugimi predmeti na šoli in s PZS.

Intended learning outcomes:

- The students know how to organize and mountaineering in schools (elementary and high) during regular process, during sports days or weeks in nature on easy mountain paths.
- The students understand the purpose of curriculum as means of preparation of individuals, teachers and guides for mountaineering activities and teaching courses.
- The students employ their knowledge for safe organization of sport days, schools in nature in the mountain regions on easy mountain paths. They also have the ability to adapt to different (also adverse) situations.
- Continuous development of competences for planning and guiding of sport days, schools in nature in the mountain regions on easy mountain paths depending on the age and school level of the individuals.
- Assessment of risk during activities in the mountains and taking appropriate preventive action.
- Ability to obtain resources needed for organizational, technical, motivational and psychological preparation for of sport days, schools in nature in the mountain regions on easy mountain paths. In addition recognizing numerous opportunities for interdisciplinary connections of mountaineering with other courses (regular and extracurricular) within the elementary and high school.

Metode poučevanja in učenja:

Predavanja, seminarji, vaje in individualno delo.

Learning and teaching methods:

Lectures, seminars, field work, individual work

| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
|--|--|--|
| Teoretični izpit in praktični izpit. Od 1-5 negativno, od 6-10 pozitivno. | Teoretični izpit (50%), Praktični izpit (50%); Teoretical test (50%), practical assesment (50%) | Teoretical test and practical assesment Grading (1-5) Failed; (6-10) Passed |

Reference nosilca / Lecturer's references:

Doc. dr. Tadej Debevec je na Fakulteti za šport diplomiral leta 2006. Doktorat je leta 2011 pridobil na Mednarodni podiplomski šoli Jožefa Stefana za raziskovalno delo na področju učinkov višinske/hipoksične in hiperoksične vadbe na fiziološke adaptacije in športno sposobnost. V letih 2013/2014 je bil podoktorski raziskovalec na Univerzi v Cape Town, Faculty of Health Sciences Department of Human Biology, UCT/MRC Research Unit for Exercise Science and Sports Medicine. Strokovno že dolga leta sodeluje na področju vzgoje kadrov pri nacionalni planinski panožni zvezi (PZS) in trenutno vodi izobraževanje poklicnih gorkih vodnikov IFMGA v okviru Združenja gorskih vodnikov Slovenije. Njegovo raziskovalno delo obsega preučevanje adaptacijskih fizioloških mehanizmov na različne okoljske dejavnike tako pri pri zdravih posameznikih kot tudi v kliničnih populacijah. Leta 2015 je bil izvoljen v naziv docent za področje kinezioloških znanosti na Univerzi v Ljubljani in v naziv znanstveni sodelavec na Institutu "Jožef Stefan".

Dr. Debevec graduated from the Faculty of Sport, University of Ljubljana in 2006. He obtained his Ph.D. in 2011 for the work on different altitude/hypoxic & hyperoxic training modalities and their effects on athletic performance. During 2013/2014 he was a post-doctoral fellow at University of Cape Town, Faculty of Health Sciences Department of Human Biology, UCT/MRC Research Unit for Exercise Science and Sports Medicine. During the last ten years, he is active in numerous educational projects of the national mountaineering association of Slovenia and also heads the education of the IFMGA mountain guides within the Slovene Mountain Guides Association. His research is primarily focused on investigating physiological adaptations of humans to different environmental stressors in health and disease. In 2015, he was elected as an Assistant Professor of Sport Science at the University of Ljubljana and to the position of Research Associate at the Jozef Stefan Institute (Ljubljana, Slovenia).

Izbrane publikacije / Selected publications

Debevec T. Hypoxia-related hormonal appetite modulation in humans during rest and exercise: Mini review. *Frontiers in Physiology*. (2017) 8(366).

Kapus J., Mekjavić I.B., McDonnell A.C., Ušaj A., Vodičar J., Najdenov P., Jakovljević M., Jaki Mekjavić P., Žvan M. & Debevec T. Cardiorespiratory responses of adults and children during normoxic and hypoxic exercise. *International Journal of Sports Medicine*. (2017) 38(8): 627-636.

Debevec T., Millet G.P. & Pialoux V. Hypoxia-induced oxidative stress modulation with physical activity. *Frontiers in Physiology*. (2017) 8(84).

Debevec T., Simpson E.J., Mekjavić I.B., Eiken O. & Macdonald I.A. Effects of prolonged hypoxia and bed rest on appetite and appetite-related hormones. *Appetite*. (2016) 107: 28-37.

Debevec T., Pialoux V., Ehrström S., Ribon A., Eiken O., Mekjavić I.B. & Millet G.P. FemHab: The effects of bed rest and hypoxia on oxidative stress in healthy females. *Journal of Applied Physiology*. (2016) 120: 930-938.

Debevec T., Pialoux V., Saugy J., Schmitt L., Cejeuela R., Mury P., Ehrström S., Faiss R., Millet, G.P. Prooxidant/antioxidant balance in hypoxia: a cross-over study on normobaric vs. hypobaric "live high-train low". *PLOS ONE*. (2015) e0137957-1-e0137957-14.

Debevec T., Bali T.C., Simpson E.J., Macdonald I.A., Eiken O. & Mekjavić I.B. Separate and combined effects of 21-day bed rest and hypoxic confinement on body composition. European Journal of Applied Physiology. (2014) 114(11): 2411-25.

Debevec T., Simpson E.J., Macdonald I.A., Eiken O. & Mekjavić I.B. Exercise training during normobaric hypoxic confinement does not alter hormonal appetite regulation. PLOS ONE. (2014) 9(6):e98874.

Debevec T., McDonell A.C., Macdonald I.A., Eiken O. & Mekjavić I.B. Whole body and regional body composition changes following 10-day hypoxic confinement and unloading/inactivity. Applied Physiology, Nutrition, and Metabolism. (2014) 39(3):386-395.

Debevec T., Pialoux V., Mekjavić I.B., Eiken O., Mury P. & Millet G.P. Moderate exercise blunts oxidative stress induced by normobaric hypoxic confinement. Medicine & Science in Sports & Exercise. (2014) 46(1):33-41.

Debevec T. & Mekjavić I.B. Short intermittent hypoxic exposures augment ventilation but do not alter cerebral and muscle oxygenation during hypoxic exercise. Respir Physiol Neurobiol. (2012) 118(2): 132-142.

Debevec T., Keramidas M.E., Norman B., Gustafsson T., Eiken O. & Mekjavić I.B. Acute short-term hyperoxia followed by mild hypoxia does not increase EPO production: resolving the "normobaric oxygen paradox". Eur. J. Appl. Physiol. (2012) 112(3): 1059-65.

Debevec T., Amon M., Keramidas M.E., Kounalakis S.N., Pišot R. & Mekjavić I.B. Normoxic and hypoxic performance following 4 weeks of normobaric hypoxic training. Aviat. Space Environ. Med. (2010). 81(4): 387-393.