

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Družboslovna raziskovalna metodologija
Course title: Social Science Methodology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Socialni menedžment (UN), prva stopnja / Social management (BSc), first level	/	1.	2.

Vrsta predmeta / Course type

Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. Work	ECTS
20	0	60	0	0	100	6

Nosilec predmeta / Lecturer:

izr. prof. dr. Tea Golob / Assoc. Prof. Tea Golob, 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:

Vključenost v prvi letnik študijskega programa.
Študent/študentka mora pred pristopom k izpitu pripraviti in zagovarjati raziskovalni načrt.

Prerequisites:

Enrolment in the first year of study programme.
Before taking the exam, students must successfully submit seminar assignment.

Vsebina:

Družboslovno raziskovanje zaobjema širok spekter fenomenov, ki omogočajo poznavanje kompleksnosti družbene realnosti in odnosov tako na makro ravni globalne povezanosti kot tudi na mikro ravni posameznikovega zaznavanja sveta z vidika različnih družboslovnih disciplin. Raziskovanje družbenih fenomenov vključuje številne praktične implikacije, ki se nanašajo tako na politično sfero, kot tudi na področje socialne vključenosti, zdravstva, kulturnega in ekonomskega razvoja družbe. Družboslovna raziskovalna metodologija ponuja temeljna znanja o razvoju in namenu družboslovnega raziskovanja v sodobnem družbenem okolju ter o orodjih, ki to raziskovanje omogočajo. Poleg tega predmet ponuja tudi temeljne usmeritve za samostojno vključitev v raziskovalni proces in izvedbo raziskovalnega dela, pa tudi za kritično presojanje raziskovalnih rezultatov drugih raziskovalcev. Posledično je predmet vsebinsko razdeljen na dva tematska sklopa.

Prvi sklop vključuje pregled razvoja družboslovnega raziskovanja ter epistemološke temelje. Predstavi se pozitivistično tradicijo in interpretativni prelom, ki vodi v paradigmatično razločitev med kvantitativnim in kvalitativnim načinom raziskovanja. Poudarek je na različnih metodah raziskovanja ter tudi na sodobnih trendih združevanja kvalitativnih in kvantitativnih metod v raziskovalnem delu.

Drugi sklop se osredotoča na raziskovalni proces v praksi. Predstavi se struktura raziskovalnega procesa, s posebnim poudarkom na poznavanju pred-empirične faze raziskovanja ter raziskovalnih korakov, ki vključujejo načrtovanje in oblikovanje lastnega raziskovalnega projekta. Slednji zaobjema izbor teme raziskovanja, postavitve relevantnih raziskovalnih vprašanj in hipotez ter prepoznavanje kritičnega pregleda literature. Vključitev v raziskovalni proces postavi v

Content (Syllabus outline):

Social research encompasses a wide range of phenomena that enable understanding of the complexity of social reality and relationships both at the macro level of global connectivity as well as at the micro level of individual perception of the world from the perspective of various social science disciplines. Exploring social phenomena involves a number of practical implications, which relate both to the political sphere as well as in the area of social inclusion, health, cultural and economic development of society. Social science research methodology provides the basic knowledge on the development and purpose of social research in the modern society and the tools that enable conducting a research. In addition, the course provides basic guidelines for the inclusion in the research process and carrying out the individual research work, as well as critical evaluation of the research results of other researchers. Accordingly, the content of the course is divided into two thematic sessions.

The first set includes an overview of the development of social research and epistemological foundations. It introduces the positivist tradition and interpretive break, leading to a paradigmatic differentiation between quantitative and qualitative method of research. The emphasis is placed on various research methods as well as on combining different methods in research work.

The second set focuses on the research process in practice. It presents the structure of the research process, with particular emphasis on empirical knowledge of the pre-empirical phase of the research and certain research steps, which include planning and design of individual research project. The latter encompasses a research topic, the layout of relevant research questions and hypotheses and the critical review of the literature. Inclusion in the research process brings to the fore also the social

ospredje tudi družbeno odgovornost raziskovalca, determiniranost raziskovanja ter s tem problem objektivnosti in etike.

responsibility of the researcher, determination of a research and thus the problem of objectivity and ethics.

Temeljni literatura in viri / Readings:

- Flick, Uwe (2011): *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage.
- Lamut Urša, Macur Mirna (2012): *Metodologija družboslovnega raziskovanja. Od zasnove do izvedbe*. Založba Vega.
- Ragin, Charles C. (2007): *Družboslovno raziskovanje: enotnost in raznolikost metode*. Ljubljana: FDV.
- Punch, Keith F. (2000): *Developing Effective Research Proposals*. Sage Publications.

Cilji in kompetence:

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- seznanjenost z raziskovalnimi metodami, postopki in procesi, sposobnost zbiranja in interpretiranja podatkov ter rezultatov raziskav;
- razvoj kritične in samokritične presoje;
- sposobnost fleksibilne uporabe znanja v praksi;
- sposobnost divergentnega mišljenja, kritičnega presojanja, ustvarjalnosti in premagovanja problemov;
- sposobnost uporabe in ustreznega navajanja relevantnih domačih in mednarodnih virov, uporabe elektronskih virov in kritične analize relevantne literature;
- poznavanje in razumevanje utemeljitev in zgodovine razvoja temeljnih družboslovnih disciplin (stroke) in sicer s področja sociologije, političnih ved, komunikologije, ekonomije in menedžmenta, družboslovne informatike, pravožnanstva, družboslovne statistike in kvalitativnih metod;

Objectives and competences:

Students attending this teaching unit will acquire the following general and subject specific competences:

- familiarity with research methods, procedures and processes, the capability of collecting and interpreting data and research results;
- development of critical and self-critical judgement;
- the ability of the flexible use of knowledge in practice;
- the ability of divergent thinking, critical judgement, creativity and overcoming problems;
- the ability to use and properly refer to relevant domestic and international sources, to use electronic sources and to provide critical analysis of the relevant literature;
- knowing and understanding the foundations and history of the development of the basic social science disciplines (professions), i.e. sociology, political science, economy and management, social science informatics,

- sposobnost pridobivanja, selekcije, ocenjevanja in umeščanja novih informacij in zmožnost interpretacije v kontekstu družboslovja.

jurisprudence, social science statistics and qualitative methods;

- the ability to collect, select, evaluate and include new information and the ability to interpret it in the context of social science.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/študentka:

- pozna in razume kaj je družboslovno raziskovanje, namen in možne aplikacij tovrstnega raziskovanja;
- pozna razvoj družboslovnega raziskovanja v povezavi z relevantnimi poglavji iz filozofije znanosti in epistemologije;
- razume strukturo raziskovalnega procesa;
- pozna osnovne metode in tehnike raziskovanja;
- pripravi samostojno raziskovalni načrta v pred-empirični fazi, ki vključuje kritičen pregled izbrane literature, prepoznavanje raziskovalnega problema, teme ter postavitev raziskovalnega vprašanja; konceptualizacija raziskovalnega načrta temelji na predhodnem poznavanju epistemoloških temeljev raziskovanja;
- zavzame samostojna stališča do ključnih etičnih vprašanj v raziskovalne procesu ter kritično ovrednoti družbeno odgovornost raziskovalca.

Intended learning outcomes:

Knowledge and understanding:

Student:

- knows what a social research is; the purpose and applications of the latter;
- knows and understands the development of social research linked to relevant chapters; of philosophy of science and epistemology
- knows the structure of research process;
- knows social science research methods and research technics;
- independently prepares the research project in the pre-empirical phase, which embraces the critical review of the literature; recognising the research problem and topic and posing the relevant research question; conceptualization of the research plan is linked to knowledge of epistemology;
- takes stand to relevant ethical questions in research process and critically assesses the role of the researcher.

Metode poučevanja in učenja:

- Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov);
- Seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije);
- Uporaba spletne učilnice oziroma drugih sodobnih IKT orodij;
- Individualne in skupinske konsultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj).

Learning and teaching methods:

- Lectures with students' active participation (lecture, discussion, questions, examples, problem solving exercises);
- Tutorials with assignment (self-reflection, project work, team work, methods of critical thinking, discussion, feedback, practice);
- Use of online classroom or other contemporary ICT tools;
- Individual and group consultations (discussion, additional explanation, dealing with specific questions).

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<p>Načini:</p> <ul style="list-style-type: none"> • Pisni izpit • Seminarska naloga – predempirična faza raziskovanja <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	<p>60%</p> <p>40%</p>	<p>Types:</p> <ul style="list-style-type: none"> • Written exam • Individual assignment (plan of social science research) <p>Grading is in accordance with the Faculty's evaluation Ordinance.</p>

Reference nosilca / Lecturer's references:

- GOLOB, Tea, MAKAROVIC, Matej. Reflexivity and structural positions: the effects of generation, gender and education. *Social sciences*, ISSN 2076-0760, 2019, vol. 8, no. 9, str. 1-23,
- GOLOB, Tea. The role of ict in sustainable market performances. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2019, vol. 12, no. 2, str. 6-23
- GOLOB, Tea, CEPOI Victor. Innovation performance in the EU comparative perspective: the interplay of social forces in the context of national innovation systems. *Comparative sociology*, ISSN 1569-1322, 2017, vol. 16, iss. 4, str. 555-579
- GOLOB, Tea. Exploring identifications in the transnational social sphere: the potential of social fields. *Sociologija i prostor*, ISSN 1846-5226, 2014, vol. 52, no. 199, str. 123-139, tabela.
- GOLOB, Tea. Sodobne identifikacije v primežu transnacionalnih tokov: transnacionalna družbena polja in identifikacije "Ryanair generacije" irskih migrantov. *Dve domovini*, ISSN 0353-6777. [Tiskana izd.], 2014, [Št.] 40, str. 111-122.