

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Magistrski seminar
Course title: Master's seminar

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga Psychosocial counselling, master, second	Program nima smeri The programme has no fields	Drugi Second	Tretji Third

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

MS / MS

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	30				60	3

Nosilec predmeta / Lecturer:

red. prof. dr. Matej Makarovič / Prof. Matej Makarovič, 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:

Pogoj za vključitev v delo je vpis v 2. letnik študija.

Prerequisites:

Prerequisite for the subject is the enrollment in the 2nd year of master study.

Vsebina:

Content (Syllabus outline):

Predmet predstavlja praktično predpripravo na izvedbo raziskovanja za potrebe magistrske naloge. Pri predmetu študent/ka razvije načrt za izvedbo magistrske naloge, ki vključuje reševanje kompleksnejšega psihosocialnega teoretičnega ali empiričnega problema. Pri tem poglobi in kritično ovrednoti do sedaj pridobljena teoretična in predvsem metodološka znanj.

Študentje na začetku seminarja v sodelovanju z mentorjem izberejo raziskovalni problem iz področja, ki jih strokovno najbolj zanima in oblikujejo načrt za svoj raziskovalni projekt, praviloma v navezavi na svojo predvideno magistrsko nalogo. To vključuje:

- oblikovanje raziskovalnih vprašanj in hipotez, konceptov in navezavo na teorije
- formuliranje raziskovalnih ciljev
- izbor raziskovalnih strategij
- organizacija in izvedba raziskovalnega projekta
- pričakovanja glede rezultatov
- razmislek o praktični relevantnosti

Študenti prek medsebojnega kolegialnega recenziranja raziskovalnih načrtov pomagajo drug drugemu k izpopolnitvi osnutkov raziskovalnih načrtov in oblikovanju končnih verzij.

The subject represents the practical preparation for conducting a research needed for the thesis. The student develops the plan for the implementation of her/his masters' thesis, which involves addressing a complex psycho-social theoretical or empirical problem. Through this process she/he deepens and critically evaluates the theoretical and particularly the methodological skills acquired so far.

At the beginning of the course, students in cooperation with their mentors select a research problem from the field of their particular professional interest and develop a plan for their research project, typically linked to their masters' thesis. This includes:

- developing research questions and hypotheses, concepts and connections to the theories
- formulation of research objectives
- selection of research strategies
- organization and implementation of research project
- expectations regarding the results
- consideration regarding practical relevance

Through mutual peer reviews of research plans, students assist each other to improve their draft research plans and formulate the final versions.

Temeljni literatura in viri / Readings:

UWE, Flick. *Introducing Research Methodology*. A beginner's guide to doing a research project. London, etc.: SAGE, 2011.

WILLIAMS, Malcolm. *Making sense of social research*. Sage, 2003.

RAGIN, Charles C., et al. *Družboslovno raziskovanje: enotnost in raznolikost metode*. Fakulteta za družbene vede, 2007.

GOMM, Roger, et al. (ed.). *Using evidence in health and social care*. Sage, 2000.

Cilji in kompetence:

Objectives and competences:

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost poglobljene kritične analize, sinteze in predvidevanja rešitev ter posledic
- obvladovanje raziskovalnih metod, postopkov in procesov, poglobljanje kritične in samokritične presoje
- etična refleksija in zavezanost profesionalni etiki, prevzemanje osebne in družbene odgovornosti, povezane z uporabo osvojenih znanj
- sposobnost uporabe virov in ustrezno citiranje virov
- sposobnost povezovanja znanja in obvladovanja kompleksnosti, s katero se srečujejo pri strokovnem delu
- sposobnost jasnega sporočanja svojih zaključkov in znanj strokovni in laični javnosti
- zmožnost razumevanja in vrednotenja ter samostojne uporabe raziskovalnih metod, relevantnih za vse svetovalne pristope ter kritičnega odnosa do 'objektivnih' raziskav znotraj humanističnih modelov
- sposobnost nadgrajevati zgrajeno kritično vrednotenje implikacije problemov kulture, rase, spola, seksualnih orientacij

Learning unit contributes to the development of generic and subject specific competences:

- the ability of critical analysis, synthesis and prediction of solutions and consequences
- the ability to use research methods, procedures and processes, to deepen the critical and self-critical assessment
- ethical reflection and commitment to professional ethics, acceptance of personal and social responsibility associated with the use of acquired knowledge
- the ability to use proper citation of sources and resources
- the ability to connect knowledge and management complexity faced in professional work
- the ability to clearly communicate their own conclusions and knowledge to professionals and the general public
- the ability to understand, evaluate and autonomously use research methods relevant for all counselling modalities and approaches and to maintain critical attitude to the 'objective' research within the humanistic models
- the ability to expand the existed critical evaluation of the implications of the problems of culture, race, gender, sexual orientation

Predvideni študijski rezultati:

Študent/študentka:

- prepozna in opredeli kompleksen raziskovalen problem
- na temelju predstavljenega kompleksnega problema zna oblikovati relevantno raziskovalno vprašanje in, kadar je to primerno, tudi hipoteze
- v bibliografskih bazah in bazah podatkov zna poiskati ključne koncepte in teorije, s katerimi pripravi konceptualni okvir raziskave oziroma ekspertize
- načrtuje celoten raziskovalni postopek, od operacionalizacije in izbora

Intended learning outcomes:

Student:

- identifies and defines a complex research problem
- based on the presented complex problem knows how to formulate relevant research question and, when necessary, the hypotheses
- in bibliographic databases, and databases can find the key concepts and theories which draw up the conceptual framework of research or expertise
- plans the entire research process of operationalization and selection of

raziskovalne metode, do zbiranja, analize in interpretacije podatkov

- kritično presoja delo svojih kolegov prek kolegialnih recenzij
- uči se iz kritičnih presoj, ki jih prejme od kolegov, in na tej podlagi izpopolnjuje načrt svojega raziskovalnega dela

research method to the collection, analysis and interpretation of data

- critically evaluates the work of her/his peers through peer reviewing
- learns from critical reviews provided by her/his peers and, on this basis, improves the plan of her/his research work

Metode poučevanja in učenja:

Learning and teaching methods:

- kratka predavanja z aktivno udeležbo študentov (diskusija, vprašanja, primeri, reševanje problemov), ki se izvedejo na začetku predavanj
- individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre)

- short lectures with active participation of students at the beginning of the lectures (discussion, questions, examples, problem solving)
- individual and group consultations (discussion, additional explanation, specific questions)
- use of online classroom or other contemporary ICT tools
- tutorial (reflection of experience, project work, team work, critical thinking, discussion, feedback, social games)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Končni načrt raziskave, ki ga pripravi študent/ka.	60	Final research plan, prepared by the student.
Dve kolegialni recenziji osnutkov načrtov raziskav drugih študentov, ki ju pripravi student.	40	Two peer reviews of the draft research plans of other students, prepared by the student.
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading is in accordance with the Faculty's evaluation Ordinance.

Reference nosilca / Lecturer's references:

GOLOB, Tea, MAKAROVIČ, 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.

RONČEVIĆ, Borut, MAKAROVIČ, Matej, TOMŠIČ, Matevž, CEPOI, Victor. Methodological solutions for comparative research on transformations. V: VIHALEMM, Peeter (ur.), MASSO, Anu (ur.),

OPERMANN, Signe (ur.). *The Routledge International Handbook of European Social Transformations*, (Routledge international handbooks). Abingdon; New York: Routledge. 2018.

GOLOB, Tea, MAKAROVIČ, Matej. Student mobility and transnational social ties as factors of reflexivity. *Social sciences*, ISSN 2076-0760, 2018, vol. 7, no. 3, str. 1-18.

MAKAROVIČ, Matej, MIKULAN KILDI, Janja. Towards a model explaining the political (in)stability and variety of regimes in the post-Soviet region. *Comparative sociology*, ISSN 1569-1322, 2017, vol. 16, iss. 1, str. 66-101.

MAKAROVIČ, Matej, PRIJON, Lea, REK, Mateja, TOMŠIČ, Matevž. The Strength of Pro-European consensus among Slovenian political elites. *Historical social research*, ISSN 0172-6404, 2016, vol. 41, no. 4, str. 195-213.