

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Kvalitativna analiza
Course title: Qualitative Analysis

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|---|---|-------------------------|----------------------|
| Socialni menedžment (VS) / Social management (BA) | Program nima smeri / Program has a single course | Drugi / Second | Četrty / Fourth |
| Prva stopnja / First level | | | |

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

KA / QA

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje work | Druge oblike študija | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|----------------------------------|------|
| 20 | 0 | 60 | 0 | 0 | 130 | 7 |

Nosilec predmeta / Lecturer:

prof. dr. Borut Rončević / Prof. Borut Rončević, Ph.D.

**Jeziki /
Languages:**

**Predavanja /
Lectures:** Slovenski / Slovenian, Angleški / English

Vaje / Tutorial: Slovenski / Slovenian, Angleški / English

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

Vključenost v drugi letnik študijskega programa.

Študent/študentka mora pred pristopom k izpitu pripraviti poročila ki temeljijo na uporabi kvalitativnih metod.

Prerequisites:

Enrolment in the second year of the study programme.

Before taking the exam, students must successfully submit seminar assignment.

Vsebina:

- Vpogled v mikro raven družbenega dogajanja in dojemanja.
- Kvalitativna raziskovalna metodologija kot tehnika raziskovanja ne samo v družboslovju, temveč tudi v tržnih raziskavah, merjenju javnega mnenja in ocenjevanju politične situacije.
- Relevantna poglavja iz filozofije znanosti in epistemologije; vpogled v razvoj metodologije ter tudi njenih implikacij v sodobnem družboslovnem raziskovanju.
- Vloga raziskovalca v raziskovalnem procesu, ki znotraj kvalitativne paradigme pride še bolj do izraza in tako spodbuja samo-refleksivnost in kritičnost.
- Osnovne metode in tehnike kvalitativnega raziskovanja.
- Teoretično in praktično poznavanje etnografskega raziskovanja, različnih vrst intervjujev (narativnih, skupinskih, strukturiranih ipd.), semiotične analize ter podob v gibanju in medijske analize.
- Raziskovalni koraki, vezani na empirično fazo raziskovanja, ki vodijo do interpretacije kvalitativno zbranega gradiva ter postavitve paradigmatkega modela.

Content (Syllabus outline):

- The insights into the micro level of a society.
- Qualitative research methodology as a research technique in the social sciences as well as in market research, public opinion measurement and evaluation of the political situation.
- Relevant topics in the philosophy of science and epistemology; in-depth insights into the development of the methodology and its implications in the contemporary social science research.
- The role of the researcher in the research process that has become within the qualitative paradigm even more evident and thus encourages self-reflection and criticism.
- The basic methods and techniques of qualitative research.
- Theoretical and practical knowledge of ethnographic research, different types of interviews (narrative, consolidated, structured, etc..) and semiotic analysis of images in motion and media analysis.
- The considered research steps accord to the empirical research phase, leading to a qualitative interpretation of the collected material and defining a paradigmatic model.

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.

Adam, Frane idr. (ur.) (2012): *Kvalitativno raziskovanje v interdisciplinarni perspektivi*. Ljubljana: IRSA.

Flick, Uwe (2004): Design and Process in Qualitative Research. V: Uwe Flick, Erns von Kardoff in Ines Steinke (ur.): *A Companion to Qualitative Research*. London [etc.]: Sage (146–152).

Stake, Robert E. (2010): *Qualitative Research: Studying How Things Work*. New York, London: The Guilford Press. Naslov poglavja: Methods: Gathering Data (str. 88–103).

Ragin, Charles C. (2007): *Družboslovno raziskovanje: enotnost in raznolikost metode*. Ljubljana: FDV.

Cilji in kompetence:

Cilj je študente usposobiti za zbiranje in uporabljanje ustreznih postopkov in metod kvalitativne obdelave podatkov ter interpretiranje.

Pridobitev splošnih kompetenc:

- uporaba metodoloških orodij, tj. izvajanje, koordiniranje in organiziranje raziskav, uporaba raznih raziskovalnih metod in tehnik;
- sposobnost oblikovanja izvirnih idej, konceptov in rešitev določenih problemov;
- razvoj kritične in samokritične presoje.

Pridobitev predmetno specifičnih kompetenc:

- sposobnost za reševanje konkretnih družbenih in delovnih problemov z uporabo družboslovnih znanstvenih metod in postopkov;
- sposobnost pridobivanja, selekcije, ocenjevanja in umeščanja novih informacij in zmožnost interpretacije v kontekstu družboslovja;
- razvoj veščin in spretnosti pri uporabi znanja na področju družbenih ved s pomočjo reševanja teoretičnih ali empiričnih problemov;
- 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:

The objective is to enable the students for selecting and using appropriate procedures and methods of qualitative data analysing and interpretation.

Acquisition of general competences:

- use of methodological tools, ie. conducting, coordinating and organizing research, using various research methods and techniques;
- ability to formulate original ideas, concepts and solutions to specific problems;
- developing critical and self-critical judgment.

Acquisition of course-specific competences:

- ability to solve concrete social and work problems using social science scientific methods and procedures;
- the ability to obtain, select, evaluate and position new information and the ability to interpret it in the context of the social sciences;
- development of skills in the application of knowledge in the field of social sciences by solving theoretical or empirical problems;
- knowledge and understanding of the rationale and history of the development of basic social sciences (professions) in the fields of sociology, political science, communication science, economics and management, social science informatics, jurisprudence, social science statistics and qualitative methods.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/študentka:

- pozna in razume kaj je družboslovno raziskovanje, namen in možne aplikacije tovrstnega raziskovanja;
- pozna razvoj družboslovnega raziskovanja v povezavi z relevantnimi poglavji iz filozofije znanosti in epistemologije;
- razume strukturo raziskovalnega procesa;
- pozna in zna uporabiti različne kvalitativne metode in tehnike raziskovanja;
- reflektira in kritično ovrednoti primernost določene raziskovalne metode za analizo konkretnega problema v različnih družbenih in kulturnih kontekstih ter na različnih ravneh (lokalni, nacionalni, evropski in globalni);
- uporablja osnovno programsko opremo za kvalitativno in mešano analizo;
- zavzame samostojna stališča do ključnih etičnih vprašanj v raziskovalnem procesu ter kritičnega ovrednotenja družbene odgovornosti 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 and uses qualitative social science research methods and research techniques;
- reflects and critically reevaluates certain methods, which are suitable for analysing a concrete research case in different social and cultural contexts as well as different levels (local, national, European and global);
- uses basic software in order to conduct the qualitative and mixed analysis;
- 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>Način:</p> <ul style="list-style-type: none"> • Samostojni izdelki vezani na uporabo različnih metod ter sledeče analize podatkov <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p> | 100% | <p>Type:</p> <ul style="list-style-type: none"> • Individual assignments linked to employment of different qualitative methods and following analysis of the gathered data <p>Grading is in accordance with the Faculty's evaluation Ordinance.</p> |

Reference nosilca / Lecturer's references:

MAKAROVIČ, Matej, ŠUŠTERŠIČ, Janez, RONČEVIČ, Borut. Is Europe 2020 Set to Fail?: the cultural political economy of the EU grand strategies. *European planning studies*, 2014, vol. 22, iss. 3, str. 610-626.

RONČEVIČ, Borut, MAKAROVIČ, Matej. Societal steering in theoretical perspective: social becoming as an analytical solution. *Polish Sociological Review*, vol. 176, no. 4, str. 461-472.

MAKAROVIČ, Matej, RONČEVIČ, Borut. Interethnic relations in a systemic context: minorities in media and education in Slovenia, (Gesellschaftliche transformationen, Bd. 17, Vol. 17). Münster: Lit, 2010. 138 str.

RONČEVIČ, Borut, MODIC, Dolores. Regional systems of innovations as social fields. *Sociologija i prostor*, 2011, vol. 49, no. 191, str. 313-333.

RONČEVIČ, Borut, MAKAROVIČ, Matej. Towards the strategies of modern societies : systems and social processes. *Innovation*, Sep. 2010, vol. 23, no. 3, str. 223-239.

RONČEVIČ, Borut. Regional development agencies and changing social fields: towards a sociology of regional systems of innovation. V: Bellini, Nicola (ur.), Danson, Mike (ur.), Halkier, Henrik (ur.). *Regional development agencies: the next generation?: networking, knowledge and regional policies*, (Regions and cities, 59). 1st published. London; New York: Routledge, 2012, str. 87-101.