

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Metode kvalitativne analize
Course title: Qualitative 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	/	2.	4.

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
30	0	40	0	0	110	6

Nosilec predmeta / Lecturer:

prof. dr. Borut Rončević / Professor Borut Rončević, 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 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:

Kvalitativna raziskovalna metodologija je izšla iz kritike pozitivističnega pogleda na družbeno realnost. Omogoča vpogled v mikro raven družbenega dogajanja in dojemanja in tako postaja vse bolj priljubljena tehnika raziskovanja ne samo v družboslovju, temveč tudi v tržnih raziskavah, merjenju javnega mnenja in ocenjevanju politične situacije. Predmet se nanaša na relevantna poglavja iz filozofije znanosti in epistemologije in ponuja poglobljen vpogled v razvoj metodologije ter tudi njenih implikacij v sodobnem družboslovnem raziskovanju. Poudarek je na vlogi raziskovalca v raziskovalnem procesu, ki znotraj kvalitativne paradigme pride še bolj do izraza in tako spodbuja samo-refleksivnost in kritičnost. Predstavljene so osnovne metode in tehnike kvalitativnega raziskovanja. Vsebina predmeta je vezana na teoretično in praktično poznavanje etnografskega raziskovanja, različnih vrst intervjujev (narativnih, skupinskih, strukturiranih ipd.), semiotične analize ter podob v gibanju in medijske analize. Predstavljeni so raziskovalni koraki vezani na empirično fazo raziskovanja, ki vodijo do interpretacije kvalitativno zbranega gradiva ter postavitve paradigmatnega modela.

Content (Syllabus outline):

A qualitative research methodology resulted from the criticism of the positivistic view of social reality as the exclusive approach. It enables the insights into the micro level of a society and it is becoming increasingly popular methodological technique, not only in the social sciences, but also in market research, public opinion measurement and evaluation of the political situation. The course syllabus embraces relevant topics in the philosophy of science and epistemology and offers in-depth insights into the development of the methodology and its implications in the contemporary social science research. The emphasis is on 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 course represents the basic methods and techniques of qualitative research, and it is linked to the 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:

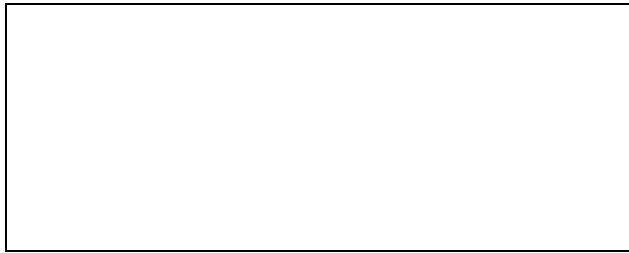
Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- 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;
- zahtevnejše obvladanje raziskovalnih metod, postopkov in procesov na področju družbenih ved;
- široko družboslovno znanje s pripravljenostjo in sposobnostjo za njegovo nadaljnje nadgrajevanje z novimi spoznanji v okviru družbenih ved;
- poznavanje in razumevanje utemeljitev in zgodovine razvoja temeljnih družboslovnih disciplin (stroke) in sicer s področja sociologije, političnih ved, komunikologije, ekonomije in menedžmenta, družboslovne informatike, pravoznanstva, družboslovne statistike in kvalitativnih metod;
- 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;
- razumevanje in uporaba metod kritične analize in razvoja teorij ter njihova uporaba v reševanju konkretnih družbenih in delovnih problemov;
- razvoj veščin in spretnosti pri uporabi znanja na področju družbenih ved s pomočjo reševanja teoretičnih ali empiričnih problemov;
- seznanjenost in razumevanje ter vrednotenje raziskovalnih 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;
- mastery of advanced research methods, procedures and processes in the field of social sciences;
- broad knowledge in social sciences while being prepared and able for its further upgrading with new findings within social sciences;
- 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, jurisprudence, social science statistics and qualitative methods;
- the ability to solve concrete social and working problems using social scientific methods and procedures;
- the ability to collect, select, evaluate and include new information and the ability to interpret it in the context of social science;
- the understanding and applications of the methods of critical analysis and development of theory as well as their application in order to solve particular social and work-related issues;
- the development of skills and abilities to apply knowledge in the field of social sciences by solving theoretical and empirical problems;



- familiarity with research methods, procedures and processes, capability of collecting and interpreting data and research results.

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;
- uporablja osnovno programsko opremo za kvalitativno in mešano analizo;
- zavzame samostojna stališča do ključnih etičnih vprašanj v raziskovalne 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 technics;
- reflects and critically reevaluates certain methods, which are suitable for analysing a concrete research case;
- uses basic software in order to conduct the qualitative 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>	<p>100%</p>	<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.</p>
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Reference nosilca / Lecturer's references:

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.

MODIC, Dolores, RONČEVIĆ, Borut. Social topography for sustainable innovation policy: putting institutions, social networks and cognitive frames in their place. *Comparative sociology*, ISSN 1569-1322, 2018, vol. 17, iss. 1, str. 100-127.

BUDD, Leslie, SANCINO, Alessandro, PAGANI, Michela, KRISTMUNDSSON, Ómar, RONČEVIĆ, Borut, STEINER, Michael. Sport as a complex adaptive system for place-based leadership: comparing five European cities with different administrative and socio-cultural traditions. *Local economy*, ISSN 0269-0942, 2017, vol. 32, iss. 4, str. 316-335.

MAKAROVIČ, Matej, ŠUŠTERŠIČ, Janez, RONČEVIĆ, Borut. Is Europe 2020 Set to Fail?: the cultural political economy of the EU grand strategies. *European planning studies*, ISSN 0965-4313, 2014, vol. 22, iss. 3, str. 610-626.

RONČEVIĆ, 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.