

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Raziskovalni projekt
<b>Course title:</b>	Research Project

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Uporabne družbene študije UN, dodiplomski/ Advanced Social Studies BA	/	2.	4.

**Vrsta predmeta / Course type** Obvezen/Compulsory

**Univerzitetna koda predmeta / University course code:**  

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
0	12	28	0	0	140	6

**Nosilec predmeta / Lecturer:** Doc. dr. /Ph.D., Assistant Professor Tea Golob

**Jeziki / Languages:**

<b>Predavanja / Lectures:</b>	Slovensko / Slovenian, Angleško / English
<b>Vaje / Tutorial:</b>	Slovensko / Slovenian, Angleško / English

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

Vključenost v drugi letnik študija.

**Prerequisites:**

Enrolment in the second year of the study programme.

**Vsebina:**

Raziskovalni projekt je nadgradnja predhodnih metodoloških predmetov in temelji na že poznani strukturi raziskovalnega procesa. Ta vključuje tako pred-empirično fazo raziskovalnega procesa, ki zaobjema kritičen pregled izbrane literature, prepoznavanje raziskovalnega problema, teme ter postavitev raziskovalnega vprašanja, kot tudi na poznavanju empirične faze, kjer so uporabljane družboslovne raziskovalne metode. Prav tako temelji na predznanju kvantitativne obdelave podatkov in analize ter tudi kvalitativne interpretacije podatkov in možnosti postavitve paradigmatskega modela. V ospredju je izvajanje konkretne raziskave oziroma reševanje družboslovnega problema, ki zahteva premišljen načrt raziskave v pred-empirični fazi, ovrednotenje primerne izbire metod za izvedbo raziskovalnega načrta ter poglobljena analiza podatkov, ki vodi v sintezo teoretičnega in empiričnega dela. Poudarek je na povezovanju teoretičnih, metodoloških in empiričnih znanj pri reševanju družboslovnih problemov. Izbira raziskovalnega problema v sodelovanju z mentorjem temelji na interesih študentov in je lahko že vezana na izbiro temo diplomske naloge.

**Content (Syllabus outline):**

The research project is upgrading of previous methodological courses and it is based on the already acquired knowledge of the structure of the research process. The latter embraces both pre-empirical stage of the research process, which encompasses critical review of selected literature, identifying the research problem, theme and layout of the research questions, as well as the knowledge of the empirical phase, where different social research methods can be used. It is also based on prior knowledge of quantitative data processing and analysis as well as on qualitative interpretation and paradigmatic model. In the fore of the course is the concrete implementation of the research problems that requires thoughtful research plan in the pre-empirical stage, the selection of appropriate evaluation methods for carrying out the research plan and analysis of the data, which leads to the synthesis of theoretical and empirical work. The emphasis is on the integration of theoretical, methodological and empirical knowledge in solving social research problems. Choosing a research problem in collaboration with the supervisor is based on the interests of students and may be already linked to the selection of the undergraduate thesis topic.

**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.
- Kultur Singh (2007) *Quantitative Social Research Methods*. Sage Publications.
- Sarah Boslaugh and Paul Andrew Walters (2008) *Statistics in a Nutshell*. O'Reilly.

**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;
- 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;
- odprtost za široko interdisciplinarno in transdisciplinarno dožemanje družbenega sveta;
- 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, pravoznanstva, družboslovne statistike in kvalitativnih metod;
- sposobnost za reševanje konkretnih družbenih in delovnih problemov z uporabo družboslovnih znanstvenih metod in postopkov;
- sposobnost povezovanja koherentno obvladanega temeljnega znanja, pridobljenega pri obveznih predmetih, ter njegova uporaba v praksi;

**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;
- 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;
- the openness for broad interdisciplinary and transdisciplinary perception of the social world;
- 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, 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 connect coherently collected knowledge attained from the mandatory courses and its application in practice;

- 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.

- 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.

#### **Predvideni študijski rezultati:**

Znanje in razumevanje:  
Študent/študentka:

- predstavljen problem zna preoblikovati v relevantno raziskovalno vprašanje;
- zna poiskati ključne konceptualne vidike, ki so pomembni za obravnavo izbranega raziskovalnega problema;
- izbere raziskovalno metodo, ki je za analizo določenega problema najprimernejša;
- izvede postopek operacionalizacije;
- zna zbrati, analizirati in interpretirati podatke;
- na temelju analize oblikuje konkretne predloge za rešitev praktičnega problema;
- pripravi samostojni raziskovalni načrt v celoti, ki vključuje tako pred-empirično kot tudi empirično fazo ter analizo in sintezo zbranih podatkov; konceptualizacija raziskovalnega načrta temelji na predhodnem poznavanju epistemoloških temeljev raziskovanja ter znanju različnih družboslovnih metod.

#### **Intended learning outcomes:**

Knowledge and understanding:  
Students:

- know and understand relevant chapters of philosophy of science and epistemology in connection with other social science courses;
- know how to formulate research questions out of problems presented;
- operationalize research problem
- selects social science research method relevant for research problem;
- know how to gather data, analyse it and interpret the findings;
- research analysis uses to make suggestions for improvements or solutions of research problem;
- independently prepare the research project in the pre-empirical phase and empirical phase, conceptualization of the research plan is linked to knowledge of epistemology and various research methods.

**Metode poučevanja in učenja:**

- Seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija).

**Learning and teaching methods:**

- Tutorials with assignment (self-reflection, project work, team work, methods of critical thinking, discussion).

Delež (v %) /

**Načini ocenjevanja:**

Weight (in %)

**Assessment:**

- Seminarska naloga – vključene vse raziskovalne faze ter sinteza podatkov

100%

- Individual assignment – project work including all research phases and synthesis of the data

**Reference nosilca / Lecturer's references:**

- 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.
- GOLOB, Tea. Imagining a home in a world of flux : challenging individualisation and transnational belongings. Polish Sociological Review, ISSN 1231-1413, 2013, vol. 182, no. 2, str. 153-164. 4. GOLOB, Tea. Political rituals and nation building : exploring the Slovenian statehood day. Raziskave in razprave, ISSN 1855-6280, 2013, vol. 6, no. 1, str. 42-63.
- GOLOB, Tea, MAKAROVIC, Matej. Transformation of contemporary national identities. Research in social change, ISSN 1855-4202, sept. 2013, no. 5, iss. 3, str. 237-283.
- MAKAROVIC, Matej, GOLOB, Tea. Identifying with the European Union in times of crisis. V: RADU, Loredana (ur.), BÂRGĂOANU, Alina (ur.), CORBU, Nicoleta (ur.). The crisis of the European Union : identity, citizenship, and solidarity reassessed. București: Comunicare.ro, 2013, str. 67-91, ilustr.
- GOLOB, Tea. Transnational connections of European citizens : a basis for European habitus. V: BESEDNJAK VALIČ, Tamara (ur.), MODIC, Dolores (ur.), LAMUT, Urša (ur.). Multifaceted nature of collaboration in contemporary world. London: Vega Press, 2012, str. 353-380.