

**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	Psihosocialno svetovanje v športu Psychosocial counselling in sport	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:**

doc. dr. Janja Mikulan / Assist. Prof. Janja Mikulan, 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:**

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 znanja.

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.

**Content (Syllabus outline):**

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: Thinking Your Way Through Your Research Project*. SAGE, 2020.

LAMUT, Urša in Mirna MACUR. 2012. *Metodologija družboslovnega raziskovanja*. Ljubljana, Vega 2012.

GRZANKA, P. R., SANTOS, C. E., & MORADI, B. Intersectionality research in counseling psychology. *Journal of Counseling Psychology*, 64(5), 453–457, 2017.

**Cilji in kompetence:**

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

**Objectives and competences:**

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

<p>raziskovalne metode, do zbiranja, analize in interpretacije podatkov</p> <ul style="list-style-type: none"> <li>- kritično presoja delo svojih kolegov prek kolegialnih recenzij</li> <li>- uči se iz kritičnih presoj, ki jih prejme od kolegov, in na tej podlagi izpopolnjuje načrt svojega raziskovalnega dela</li> </ul>
--

<p>research method to the collection, analysis and interpretation of data</p> <ul style="list-style-type: none"> <li>- critically evaluates the work of her/his peers through peer reviewing</li> <li>- learns from critical reviews provided by her/his peers and, on this basis, improves the plan of her/his research work</li> </ul>
--

**Metode poučevanja in učenja:**

<ul style="list-style-type: none"> <li>- kratka predavanja z aktivno udeležbo študentov (diskusija, vprašanja, primeri, reševanje problemov), ki se izvedejo na začetku predavanj</li> <li>- individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)</li> <li>- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij</li> <li>- seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre)</li> </ul>
--

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>- short lectures with active participation of students at the beginning of the lectures (discussion, questions, examples, problem solving)</li> <li>- individual and group consultations (discussion, additional explanation, specific questions)</li> <li>- use of online classroom or other contemporary ICT tools</li> <li>- tutorial (reflection of experience, project work, team work, critical thinking, discussion, feedback, social games)</li> </ul>
---

<b>Načini ocenjevanja:</b>	Delež (v %) / Weight (in %)	<b>Assessment:</b>
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 - in accordance with the Rules of verifying and assessing knowledge.

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

<p>MIKULAN KILDI, Janja. Konflikti in krize v Libanonu: implikacije sektaškega političnega modela. <i>Teorija in praksa: revija za družbena vprašanja</i>. 2021, letn. 58, št. 1, str. 88-111, ilustr. ISSN 0040-3598. DOI: 10.51936/tip.58.1.88-111.</p> <p>GOLOB, Tea, KLEINDIENST, Petra, MAKAROVIC, Matej, MIKULAN KILDI, Janja. Challenges of migrant entrepreneurship in selected regions of Central Europe. <i>Comparative sociology</i>. 2020, vol. 19, iss. 4/5, str. 609-631, tabele. ISSN 1569-1322. DOI: 10.1163/15691330-BJA10021.</p>
---

MIKULAN KILDI, Janja. Crisis mapping for more inclusive humanitarian information management in the ICT era. V: RONČEVIĆ, Borut (ur.), TOMŠIČ, Matevž (ur.). *Information society and its manifestations : economy, politics, culture*. Frankfurt am Main [etc.]: PL Academic Research, cop. 2017. ISBN 978-3-631-7035-71. DOI: 10.3726/b10694.

MIKULAN KILDI, Janja, CEPOI, Victor. The importance of the political order for peace. *Journal of aggression, conflict and peace research*. 2017, vol. 9, iss. 1, str. 24-37, ilustr. ISSN 2042-8715. <http://dx.doi.org/10.1108/JACPR-12-2015-0206>, DOI: 10.1108/JACPR-12-2015-0206.

MAKAROVIČ, Matej, MIKULAN KILDI, Janja. Towards a model explaining the political (in)stability and variety of regimes in the post-Soviet region. *Comparative sociology*. 2017, vol. 16, iss. 1, str. 66-101, graf. prikazi, tabele. ISSN 1569-1322. DOI: 10.1163/15691330-12341416.