

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Družboslovna raziskovalna metodologija
Course title: Social Science 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	/	1.	2.

Vrsta predmeta / Course type

Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

DRM / SSM

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija / Other forms of Study	Samost. delo Individ. Work	ECTS
20	0	60	0	0	100	6

Nosilec predmeta / Lecturer:

doc. dr. Predrag Ljubotina / Assist. Prof. Predrag Ljubotina, 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 prvi letnik študijskega programa.

Študent/študentka mora pred pristopom k izpitu pripraviti in zagovarjati raziskovalni načrt.

Prerequisites:

Enrolment in the first year of study programme.

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

Vsebina:

Družboslovno raziskovanje zaobjema širok spekter fenomenov, ki omogočajo poznavanje kompleksnosti družbene realnosti in odnosov tako na makro ravni globalne povezanosti kot tudi na mikro ravni posameznikovega zaznavanja sveta z vidika različnih družboslovnih disciplin. Raziskovanje družbenih fenomenov vključuje številne praktične implikacije, ki se nanašajo tako na politično sfero, kot tudi na področje socialne vključenosti, zdravstva, kulturnega in ekonomskega razvoja družbe. Družboslovna raziskovalna metodologija ponuja temeljna znanja o razvoju in namenu družboslovnega raziskovanja v sodobnem družbenem okolju ter o orodjih, ki to raziskovanje omogočajo. Poleg tega predmet ponuja tudi temeljne usmeritve za samostojno vključitev v raziskovalni proces in izvedbo raziskovalnega dela, pa tudi za kritično presojanje raziskovalnih rezultatov drugih raziskovalcev. Posledično je predmet vsebinsko razdeljen na dva tematska sklopa.

Prvi sklop vključuje pregled razvoja družboslovnega raziskovanja ter epistemološke temelje. Predstavi se pozitivistično tradicijo in interpretativni prelom, ki vodi v paradigmatsko razločitev med kvantitativnim in kvalitativnim načinom raziskovanja. Poudarek je na različnih metodah raziskovanja ter tudi na sodobnih trendih združevanja kvalitativnih in kvantitativnih metod v raziskovalnem delu.

Drugi sklop se osredotoča na raziskovalni proces v praksi. Predstavi se struktura raziskovalnega procesa, s posebnim poudarkom na poznavanju pred-empirične faze raziskovanja ter raziskovalnih korakov, ki vključujejo načrtovanje in oblikovanje lastnega raziskovalnega projekta. Slednji zaobjema izbor teme raziskovanja, postavitev relevantnih raziskovalnih vprašanj in hipotez ter prepoznavanje kritičnega pregleda literature.

Content (Syllabus outline):

Social research encompasses a wide range of phenomena that enable understanding of the complexity of social reality and relationships both at the macro level of global connectivity as well as at the micro level of individual perception of the world from the perspective of various social science disciplines. Exploring social phenomena involves a number of practical implications, which relate both to the political sphere as well as in the area of social inclusion, health, cultural and economic development of society. Social science research methodology provides the basic knowledge on the development and purpose of social research in the modern society and the tools that enable conducting a research. In addition, the course provides basic guidelines for the inclusion in the research process and carrying out the individual research work, as well as critical evaluation of the research results of other researchers. Accordingly, the content of the course is divided into two thematic sessions.

The first set includes an overview of the development of social research and epistemological foundations. It introduces the positivist tradition and interpretive break, leading to a paradigmatic differentiation between quantitative and qualitative method of research. The emphasis is placed on various research methods as well as on combining different methods in research work.

The second set focuses on the research process in practice. It presents the structure of the research process, with particular emphasis on empirical knowledge of the pre-empirical phase of the research and certain research steps, which include planning and design of individual research project. The latter encompasses a research topic, the layout of relevant research questions and hypotheses and the critical review of the literature. Inclusion in the

Vključitev v raziskovalni proces postavi v ospredje tudi družbeno odgovornost raziskovalca, determiniranost raziskovanja ter s tem problem objektivnosti in etike.

research process brings to the fore also the social responsibility of the researcher, determination of a research and thus the problem of objectivity and ethics.

Temeljni literatura in viri / Readings:

Obvezna literatura / Mandatory reading

- Neuman, Lawrence W. (2014): *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.

Priporočena literatura / Recommended reading

- Lamut, Urša, Macur, Mirna (2012): *Metodologija družboslovnega raziskovanja. Od zasnove do izvedbe*. Založba Vega.
- Easterby, Smith, Mark, Thorpe, Richard, Lowe, Andy (2007): *Raziskovanje v managementu*. Koper: Univerza na Primorskem, Fakulteta za management.
- Ragin, Charles C. (2007): *Družboslovno raziskovanje: enotnost in raznolikost metode*. Ljubljana: FDV.
- Flick, Uwe (2011): *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage.
- Punch, Keith F. (2000): *Developing Effective Research Proposals*. Sage Publications.
- Creswell, John W. (2009): *Research design Qualitative, Quantitative and mixed Methods Approaches*. Sage Publications.

Cilji in kompetence:

Učna enota prispeva k razvoju naslednjih splošnih in predmetno specifičnih 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;
- 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,

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;
- 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

ekonomije in menedžmenta, družboslovne informatike, pravoznanstva, družboslovne statistike in kvalitativnih metod;

- sposobnost pridobivanja, selekcije, ocenjevanja in umeščanja novih informacij in zmožnost interpretacije v kontekstu družboslovja.

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 collect, select, evaluate and include new information and the ability to interpret it in the context of social science.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/študentka:

- pozna in razume kaj je družboslovno raziskovanje, namen in možne aplikacij tovrstnega raziskovanja;
- pozna razvoj družboslovnega raziskovanja v povezavi z relevantnimi poglavji iz filozofije znanosti in epistemologije;
- razume strukturo raziskovalnega procesa;
- pozna osnovne metode in tehnike raziskovanja;
- pripravi samostojno raziskovalni načrta v pred-empirični fazi, ki vključuje kritičen pregled izbrane literature, prepoznavanje raziskovalnega problema, teme ter postavitev raziskovalnega vprašanja; konceptualizacija raziskovalnega načrta temelji na predhodnem poznavanju epistemoloških temeljev raziskovanja;
- zavzame samostojna stališča do ključnih etičnih vprašanj v raziskovalne procesu ter kritično ovrednoti družbeno odgovornost 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 social science research methods and research technics;
- independently prepares the research project in the pre-empirical phase, which embraces the critical review of the literature; recognising the research problem and topic and posing the relevant research question; conceptualization of the research plan is linked to knowledge of epistemology;
- 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;

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;

- Individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj).

- Individual and group consultations (discussion, additional explanation, dealing with specific questions).

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<p>Načini:</p> <ul style="list-style-type: none"> • Pisni in/ali ustni izpit • Seminarska naloga – predempirična faza raziskovanja <p>Seminarska naloga je predpogoj za pristop k izpitu. Obe oceni (seminar in izpit) morata biti pozitivni.</p> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	<p>60%</p> <p>40%</p>	<p>Types:</p> <ul style="list-style-type: none"> • Written and/or oral exam • Individual assignment (plan of social science research) <p>The seminar paper is a precondition for the exam. Both marks (the seminar and the exam) must be positive.</p> <p>Grading is in accordance with the Faculty's evaluation Ordinance.</p>

Reference nosilca / Lecturer's references:

LJUBOTINA, Predrag, RASPOR, Andrej. Recovery of Slovenian tourism after COVID-19 and Ukraine crisis. *Economics*, ISSN 2303-5013, 2022, vol. 10, no. 1, str. 55-72.

MACUH, Bojan, LJUBOTINA, Predrag, DŽAJIĆ, URŠIČ, Erika, RASPOR, Andrej. Importance of intergenerational cooperation for an ageing society. *International journal of regional development*, ISSN 2463-7939, 2022, vol. 3, str. 183-199.

LJUBOTINA, Predrag. The influence of entrepreneurial skills, education and risk perception on career choice intent: the case of European students with family business background. *Research in social change*, ISSN 1855-4202, 2020, vol. 12, no. 1, str. 23-37.

LJUBOTINA, Predrag, GOMEZELJ, OMERZEL, Doris, VADNJAL, Jaka. Succeeding a family business in a transition economy: following business goals or do it in my own way? *Serbian Journal of Management*, ISSN 1452-4864, 2018, vol. 13, no. 1, str. 29-46.

LJUBOTINA, Predrag, VADNJAL, Jaka. Family Business Succession: Does Experience Gained in Family Firm Really Count? *Management*, ISSN 1854-4231, 2018, vol. 13, no. 4, str. 301-322.

LJUBOTINA, Predrag, VADNJAL, Jaka. Succeeding a family business in a transition economy : is this the best that can happen to me? *Kybernetes: the international journal of systems & cybernetics*, ISSN 0368-492X, 2017, vol. 46, no. 8, str. 1366-1385.

VADNJAL, Jaka, LJUBOTINA, Predrag. Professional trilemma of students with family business experience. *Kybernetes: the international journal of systems & cybernetics*, ISSN 0368-492X, 2016, vol. 45, no. 3, str. 446-460.

KOCIPER, Tina, LJUBOTINA, Predrag, VADNJAL, Jaka. Entrepreneurial characteristics and aspirations influencing career choice in tourism family businesses. *Academica turistica: tourism & innovation journal*, ISSN 1855-3303, 2014, [Tiskana izd.], vol. 7, no. 2, str. 193-201.

LJUBOTINA, Predrag, BOJNEC, Štefan, VADNJAL, Jaka. Macroeconomic factors formnig family business heir's career choice intention. *Acta Oeconomica*, ISSN 0001-6373, 2019, vol. 69, no. 3, str. 425-444.

LJUBOTINA, Predrag. The influence of entrepreneurial skills, education and risk perception on career choice intent: The case of European students with family business background. *Research in Social Change*.

VADNJAL, Jaka, LJUBOTINA, Predrag. Karierne možnosti naslednikov družinskih podjetij. *Economic and business review*, ISSN 1580-0466, 2019, [Tiskana izd.], letn. 21, pos. št., str. 253-261.

LJUBOTINA, Predrag, VADNJAL, Jaka, TURK, Dunja. Kako vzgojiti več mladih podjetnikov: karierni načrti študentov. *Weekend: redna priloga časnika Finance*, 20.6.2014, str. 2-6.

LJUBOTINA, Predrag, VADNJAL, Jaka. Kdo bo prevzel družinska podjetja? *Weekend: redna priloga časnika Finance*, 27.6.2014, str. 2-6.

LJUBOTINA, Predrag, VADNJAL, Jaka. Carreer choice intentions of students with family business background. V: ANTONČIČ, Boštjan (ur.). *Conference proceedings, Advances in Business - Related Scientific Research Conference - ABSRC 2014, Venice, Italy, March 26-28, 2014*. Piran: Gea College - Faculty of Entrepreneurship, str. 1-11.

LJUBOTINA, Predrag. Family Business heir's trilemma: Transition vs. market economies. V: *3rd International Scientific Conference on Business and Economics (ISCBE): From Transition to Development: Emerging Challenges and Perspectives*, held in Skopje, Macedonia, 13-15 June 2019.

LJUBOTINA, Predrag. Family Business heir's career choice in european countries. V: *May Conference on Strategic Management (IMCSM19)*, held in Bor, Serbia, 24-26 May 2019.

VADNJAL, Jaka, LJUBOTINA, Predrag. To be or not to be in a family business: the case of eight countries in South-Eastern European region. V: Dana, Léo-Paul (ur.), Ramadani, Veland (ur.). *Family businesses in transition economies: management, succession and internationalization*. Heidelberg [etc.]: Springer. cop. 2015, str. 99-111.

VADNJAL, Jaka, LJUBOTINA, Predrag. Dileme naslednikov družinskih podjetij v Sloveniji in drugje. V: Sedmak, Gorazd (ur.), et al. *Spodbujanje ruralnega turizma = Poticanje ruralnog turizma*. Koper: Založba Univerze na Primorskem; u Rijeci: Fakultet za menedžment u turizmu i ugostiteljstvu, Sveučilište. 2015, str. 69-77.