

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kvalitativna metodologija
Course title:	Qualitative Methodology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč (VS) / Psychosocial support (BA)	Program nima smeri / Program has a single course	Prvi / First	Prvi / First
Prva stopnja / First level			

Vrsta predmeta / Course type Obvezni / Compulsory

Univerzitetna koda predmeta / University course code: KM / QM

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	0	40	0	0	90	5

Nosilec predmeta / Lecturer: Prof. dr. Borut Rončević, doc. dr. Urša Lamut / Prof. Borut Rončević, Ph.D., Assist. Prof. Urša Lamut, 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:

Prerequisites:

Vključenost v prvi letnik študijskega programa.

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

Enrolment in the first year of the study programme.

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

Vsebina:

- Vpogled v mikro raven družbenega dogajanja in dožemanja.
- Kvalitativna raziskovalna metodologija kot tehnika raziskovanja ne samo v družboslovju, temveč tudi v tržnih raziskavah, merjenju javnega mnenja in ocenjevanju politične situacije.
- Pozna razvoj družboslovnega raziskovanja v povezavi z relevantnimi poglavji iz filozofije znanosti in epistemologije.
- Vloga raziskovalca v raziskovalnem procesu, ki znotraj kvalitativne paradigme pride še bolj do izraza in tako spodbuja samo-refleksivnost in kritičnost.
- Pozna in uporablja 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.
- Knows and understand the development of social research linked to relevant chapters of philosophy of science and epistemology.
- 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.
- Knows and uses 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:

MESEC, Blaž. *Kvalitativno raziskovanje v teoriji in praksi*. Ljubljana: IRSA, 2023.

TUDOR, Keith, WYATT, Jonathan (ed.). *Qualitative research approaches for psychotherapy: reflexivity, methodology, and criticality*. London; New York: Routledge, 2023.

ACHARYYA, Rajat, BHATTACHARYA, Nandan. *Research methodology for social sciences*. London; New York: Routledge, 2020.

FLICK, Uwe. *Designing qualitative research*. Los Angeles: Sage, 2018.

LAMUT, Urša, MACUR, Mirna. *Metodologija družboslovnega raziskovanja. Od zasnove do izvedbe*. Založba Vega, 2012.

RAGIN, Charles C. *Družboslovno raziskovanje: enotnost in raznolikost metode*. Ljubljana: FDV, 2007.

Cilji in kompetence:

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

Pridobitev splošnih kompetenc:

- seznanjenost z raziskovalnimi metodami, postopki in procesi, sposobnost zbiranja in interpretiranja podatkov, razvoj kritične in samokritične presoje.

Pridobitev predmetno specifičnih kompetenc:

- seznanjenost in razumevanje ter vrednotenje raziskovalnih metod, relevantnih za vse pristope ter tistih, ki so specifične za izbrani pristop,
- sposobnost zbiranja in interpretiranja ustreznih podatkov, potrebnih za oblikovanje kritične ocene (npr. glede potrebne psihosocialne intervence), katere sestavni del je refleksija s tem povezanih družbenih, strokovnih in etičnih vidikov,
- sposobnost za reševanje konkretnih družbenih in delovnih problemov z uporabo družboslovnih znanstvenih metod in postopkov,
- razvoj veščin in spretnosti pri uporabi znanja na področju družbenih ved s pomočjo reševanja teoretičnih ali empiričnih problemov.

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:

- familiarity with research methods, procedures and processes, ability to collect and interpret data, development of critical and self-critical judgment.

Acquisition of course-specific competences:

- knowledge and understanding and evaluation of research methods relevant to all approaches and those specific to the chosen approach,
- ability to collect and interpret the relevant data needed to form a critical assessment (eg regarding the necessary psychosocial intervention), of which the relevant social, professional and ethical aspects are an integral part,
- ability to solve concrete social and work problems using social science scientific methods and procedures,
- development of skills in the application of knowledge in the field of social sciences by solving theoretical or empirical problems.

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;

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;

- 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;
- reflektira in kritično ovrednoti strokovnost in etičnost uporabljenih kvalitativnih metod;
- 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.

- 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;
- reflects and critically evaluates the professionalism and ethics of the qualitative methods used;
- 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: Samostojni izdelki vezani na uporabo različnih metod ter sledeče analize podatkov.</p> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	100%	<p>Type: Individual assignments linked to employment of different qualitative methods and following analysis of the gathered data.</p> <p>Grading scale - in accordance with the Rules of examination and evaluation of knowledge.</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.
- 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, MAKAROVIČ, Matej. 2011. Societal steering in theoretical perspective: social becoming as an analytical solution. *Polish Sociological Review*, vol. 176, no. 4, str. 461-472.
- 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.
- BESEDNJAK VALIČ, Tamara, KOLAR, Janez, LAMUT, Urša. Three Scenarios of Innovation and Technology Transfer: The Case of Key Enabling Technologies in the Danube Region. *Journal of Engineering and Applied Sciences*, SSN: 1816-949, 2020.
- LAMUT, Urša. The role of professional portfolio within verifying of unformal knowledge and work experience among the future seekers of first employment. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, may 2009, vol. 2, no. 2, str. 48-75.

LAMUT, Urša. Three scenarios of cooperation between higher education and economy. V: BESEDNJAK VALIČ, Tamara (ur.), MODIC, Dolores (ur.), LAMUT, Urša (ur.). *Multifaceted nature of collaboration in contemporary world*. London: Vega Press. 2012, str. 233-264.

LAMUT, Urša, MACUR, Mirna. *Metodologija družboslovnega raziskovanja: od zasnove do izvedbe*. 1. izd. Ljubljana: Vega, 2012. 213 str., ilustr., tabele. ISBN 978-961-93138-8-6.