

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kvantitativno raziskovanje v psihosocialnem svetovanju
Course title:	Quantitative Research in Psychosocial Counselling

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga	Psihosocialno svetovanje	Prvi	Drugi
Psychosocial counselling, master, second	Psychosocial counselling	First	Second

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

KRPS / QRPC

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
40		40			100	6

Nosilec predmeta / Lecturer:

izr. prof. dr. Predrag Ljubotina / Assoc. 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:**

Izpolnjeni pogoji za vpis v 1.letnik magistrskega študija.

Prerequisites:

The conditions for enrollment into the 1st year of MA.

Vsebina:

- teoretične in konceptualne perspektive kvantitativnega raziskovanja: cilji raziskave, paradigmatski temelji (predstavitev pozitivistične in interpretativne raziskovalne paradigme, osvetlitev prednosti in slabosti pozitivistične znanstvene paradigme)
- vrednote in etika v raziskovalnem procesu
- metode in tehnike kvantitativnega raziskovanja
- struktura kvantitativne raziskave: problem, teorija, konceptualizacija, operacionalizacija, hipoteze in spremenljivke, vzročnost v okviru kvantitativne raziskave, podatki in zbiranje podatkov (anketa), merjenje in merske lestvice, veljavnost in zanesljivost merjenja, osnove statistike, čiščenje podatkov
- Osnove verjetnostnega računa in kombinatorike, t-test, korelacije, linearna regresija, multivariatna regresija, ANOVA, interpretacija in predstavitev rezultatov kvantitativnih analiz
- računalniška analiza podatkov

Content (Syllabus outline):

- theoretical and conceptual perspectives of quantitative research: research objectives, paradigmatic foundation (presentation of positivistic and interpretative research paradigm, strengths and weaknesses of the positivist scientific paradigm)
- values and ethics in the research process
- methods and techniques of quantitative research
- the structure of quantitative research: problem, theory, conceptualization, operationalisation, hypotheses and variables, causality in the context of quantitative research data and data collection (survey), measurement and measurement scale, validity and reliability, basic statistics, cleaning data
- Basics of probability and combinatorics, t-test, correlations, linear regression, multivariate regression, ANOVA, interpretation and presentation of the results of quantitative analysis
- computerized data analysis

Temeljni literatura in viri / Readings:**Obvezna / Compulsory:**

- ILLOWSKY, Barbara, DEAN, Susan. *STATISTIC*. Prosto dostopno na: <https://openstax.org/k12/statistics>, 2023.
- KOŠMELJ, Katarina. *Uporabna statistika*. Biotehnična fakulteta. Ljubljana, 2007.
- PUSTAVRH, Simona, POVH, Janez, VIDIČEK, Matija, GOVORČIN, Jelena. *Zbirka rešenih nalog iz statistike*. Ljubljana: Vega, 2011.

Priporočljiva / Recommendable:

KOŠMELJ, Blaženka, ROVAN, Jože. *Statistično sklepanje*. Ljubljana: Ekonomska fakulteta, 2003.

PALLANT, Julie. *SPSS Survival Manual: A step by step guide to data analysis using SPSS*. 7th edition. Open University Press, 2020.

HAIR, Joseph F., BLACK, William C., BABIN, Barry J., ANDERSON, Rolph E. *Multivariate Data Analysis*. Cengage Learning EMEA; E-book edition, 2022.

ali / or

HAIR, Joseph F., BLACK, William C., BABIN, Barry J., ANDERSON, Rolph E. *Multivariate Data Analysis*. Cengage Learning EMEA; 8th edition, 2018.

NEUMAN, Lawrence W. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education, 2014. Poglavlja/sections: 1, 2, 3, 4, 7, 8, 10 in 12.

CRESWELL, John W. *Research design Qualitative, Quantitative and mixed Methods Approaches*, Sage Publications, 2009. Poglavlja/sections: 1, 2, 3, 4, 7 in 8.

SINGH, Kultar. *Quantitative Social Research Methods*. SAGE Publications Ltd, 2007.

MARTIN, William E., BRIDGMON, Krista D. *Quantitative and Statistical Research Methods: From Hypothesis to Results*. John Willey and Sons Ltd, 2012.

PUNCH, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. Sage Publications Ltd, 2013.

DILLMAN, Don A., SMYTH, Jolene D., CHRISTIAN, Leah Melani. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, 4th Edition. John Wiley & Sons Inc, 2014.

FIELD, Andy. *Discovering Statistics Using IBM SPSS Statistics*, 4th Edition. Sage Publications Ltd, 2013.

Cilji in kompetence:

Cilj: Objektivna ocena in razumevanje znanstvene literature. Sposobnost samostojnega raziskovanja in sodelovanja v raziskovalnih skupinah.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih
- sposobnost poglobljene kritične analize, sinteze in predvidevanja rešitev ter posledic
- obvladovanje raziskovalnih metod, postopkov in procesov, poglobljanje kritične in samokritične presoje
- avtonomnost v strokovnem delu
- razvoj komunikacijskih sposobnosti in spretnosti, obvladovanje (sodelovanje, koordiniranje, vodenje, soustvarjanje) komunikacije v mednarodnem okolju, tudi z eksperti na drugih področjih

Objectives and competences:

Objective: Objective evaluation and understanding of scientific literature. The ability to independently plan and execute a research project. The ability to cooperate within a research team.

Learning unit contribute to the development of the following generic and subject specific competences:

- the ability to apply knowledge in practice and innovative, creative problem-solving in new or unusual contexts
- the ability to 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
- autonomy in professional work
- the development of communication skills and capability to communicate (cooperation, coordination, leadership, co-creation) in an international environment and with experts in various fields

- kooperativnost, delo v skupini (in v mednarodnem okolju)
- sposobnost uporabe virov in ustrezno citiranje virov (harvardska metoda)
- 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;
- razvijati hipoteze in generativne, kreativne odgovore na klinične situacije ter analizirati psihosocialne intervence;
- zmožnost uspešno delati s skupino in/ali kot svetovalec, reflektirati učinkovitost skupinskega dela ter jo na podlagi rezultatov refleksije izboljševati;
- poglobljena sposobnost uporabe kritične refleksije in kontinuirane supervizije za ocenjevanje in večanje uspešnosti tako svojega dela s klienti kot dela drugih;
- zmožnost poglobljenega kritičnega odnosa do izbranega svetovalnega pristopa in presojanja njegovih meja ter primerjanja z drugimi alternativnimi pristopi;
- sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo;
- zmožnost avtonomno uporabljati vire za učenje z demonstracijo spretnosti upravljanja in integriranja informacij;
- zmožnost dokumentirati in s kritično refleksijo predstaviti svoje svetovalno delo tako strokovni kot laični javnosti za diskusijo in vzajemno učenje;
- sposobnost dokumentirati ter analizirati supervizijske rezultate in jih uporabiti pri nadaljnjem psihosocialnem delu;

- cooperation, working in a group (also in an international environment)
- the ability to use sources and proper citation
- the ability to connect knowledge and manage complexity faced in professional work
- the ability of documenting and presenting data to professionals and 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 develop hypothesis and generic, creative answers to clinical situations and analyze psychosocial interventions
- the ability to successfully work with groups and/or as co-therapist reflect the effectiveness of group work and improve it based on the results of the reflection
- The ability to use critical reflection and continuous supervision for assessing and enhancing the performance of both their work with clients and work of others
- The ability of an in-depth critical attitude towards selected modality or approach and evaluating its limitations, and comparing with other alternative approaches
- The ability to research, reflect and control their personal involvement in the processes of psychosocial help, which they co-create and run
- The ability to autonomously use resources for learning by demonstrating management skills and integration of information
- The ability to document and present their counselling work to professional and lay public with the aim of discussion and mutual learning
- The ability to document and analyze results of supervision and use them for further psychosocial work

- sposobnost uspešnega predvidevanja in obvladovanja posledic ustvarjenih rešitev;
- zmožnost učenja tudi v smislu samostojno usmerjanega strokovnega izpopolnjevanja;
- sposobnost sintetizirati lastno integracijo teorije, svetovalne prakse ter izkušenj procesa osebne rasti;
- sposobnost timsko sodelovati tako s klientskimi sistemi kot strokovnjaki (tudi z eksperti drugih disciplin);
- zmožnost avtonomije v profesionalni praksi;

- The ability to successfully anticipate and manage the consequences of created solutions
- The ability to learn in terms of self-directed professional development
- The ability to synthesize their own integration of theory, counselling practice, and experience of the process of personal growth
- The ability of teamwork with both clients systems and experts (including experts from other disciplines)
- The ability of autonomy in professional practice

Predvideni študijski rezultati:

- spozna in razume relevantna poglavja iz filozofije znanosti in epistemologije, tudi v povezavi z drugimi predmeti
- je sposoben/a zavzeti stališče do ključnih vprašanj v raziskovalnem procesu in lahko kritično vrednosti konkreten primer
- spozna in uporablja osnovne metode in tehnike kvantitativnega raziskovanja
- uporablja osnovno programsko opremo za kvantitativno analizo
- je sposoben/a izvesti načrt kvantitativne raziskave (definicija populacije, ki bo predmet raziskave, in temeljnih hipotez raziskave, določitev aktualnih statističnih spremenljivk, izbira vzorca, pridobivanje podatkov, urejanje, čiščenje in prikaz podatkov, izračun najpomembnejših parametrov za potrditev ali zavrnitev hipotez)
- kritično ovrednoti primernost določene raziskovalne metode za analizo konkretnega problema
- samostojno interpretira rezultate raziskave in demonstrira njihovo praktično uporabno vrednost

Intended learning outcomes:

- realizes and understands the relevant chapters from the philosophy of science and epistemology, in conjunction with other items
- are able / to take a position on key issues in the research process and can be critical in evaluating concrete examples
- learn and apply the basic methods and techniques of quantitative research
- use the essential software for quantitative analysis
- are able to plan and execute a quantitative research (definition of population which will be the subject of research and fundamental research hypotheses, determine the current statistical variables, sample selection, data acquisition, editing, clearing and display data, calculation of the most important parameters to confirm or reject hypotheses)
- critically evaluate the appropriateness of particular research methods
- independent interpretation of the research results and demonstration of their practical value

Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> - predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov) - vaje, kjer bodo študentje pri konkretnih statističnih problemih ponovili, utrdili in dodatno osvetlili pojme in metode, spoznane na predavanjih - projekt, ki ga bodo študentje pripravili samostojno ali v manjših skupinah vključeval bo konkreten statistični problem, ki ga bodo morali študentje v celoti rešiti z metodami, spoznanimi na predavanjih in vajah - uporaba spletne učilnice oziroma drugih sodobnih IKT orodij - individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj) 	<ul style="list-style-type: none"> - lectures with students' active participation (lecture, discussion, questions, case studies, problem-solving) - seminars where students will repeat and strengthen their knowledge regarding concepts and methods related to concrete statistical problems presented during lectures - the project prepared individually or in small groups of students. it will include a practical statistical problem that will have to be fully solved by students using the methods introduced during lectures and seminars - use of online classroom or other contemporary ICT tools - individual and group consultations (discussion, additional explanation, dealing with specific questions)
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Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<p>Pisni in/ali ustni izpit</p> <p>Sprejeta seminarska naloga je predpogoj za pristop k izpitu. Ustni izpit lahko vključuje zagovor seminarske naloge.</p> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	100%	<p>Written and/or Oral Exam</p> <p>The accepted seminar paper is a precondition for the exam. The oral exam may include a seminar paper defence.</p> <p>Grading scale - in accordance with the Rules of examination and evaluation of knowledge.</p>

Reference nosilca / Lecturer's references:

LJUBOTINA, Predrag, RASPOR, Andrej. Does religious affiliation affect students' entrepreneurial intention? = Ali verska pripadnost vpliva na podjetniško namero študentov? *Edinost in dialog: revija za ekumensko teologijo in medreligijski dialog*, 2024, letn. 79, št. 1, str. 223-254.

LJUBOTINA, Predrag, VADNJAL, Jaka. Career decisions in the mediterranean: to be or not to be an entrepreneur?. *International journal of Euro-Mediterranean studies*, 2023, vol. 16, iss. 2, str. 221-249.

LJUBOTINA, Predrag, RASPOR, Andrej. Deležniki slovenske glasbene industrije v kriznih razmerah. *Teorija in praksa: revija za družbena vprašanja*, 2023, letn. 60, št. 3, str. 441-459, 571.

PEČNIKAR OBLAK, Viktorija, CAMPOS, Maria João, LEMOS, Susana, ROCHA, Micaela, LJUBOTINA, Predrag, POTEKO, Kaja, KÁRPÁTI, Orsolya, FARKAS, Judit, PERÉNYI, Szilvia, KUSTURA, Urška, MASSART, Alain, DOUPONA, Mojca (2023): Narrowing the definition of social inclusion in sport for people with disabilities through a scoping review. *Healthcare*, 2023, vol. 11, issue 16, str. 1-18.

LJUBOTINA, Predrag, RASPOR, Andrej. Economics. *Recovery of Slovenian tourism after COVID-19 and Ukraine crisis*, 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*, 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*, 2022, vol. 12, no. 1, str. 23-37.

LJUBOTINA, Predrag, GOMEZEL, 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*, 2018, vol. 13, no. 1, str. 29-46.

LJUBOTINA, Predrag, VADNJAL, Jaka. Family Business Succession: Does Experience Gained in Family Firm Really Count? *Management*, 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*. 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*. 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*, 2014, 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*, 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*, 2020, let. 12, št. 1, str. 23-57.

VADNJAL, Jaka, LJUBOTINA, Predrag. Karijerne možnosti naslednikov družinskih podjetij. *Economic and business review*, 2019, letn. 21, 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. 2014, str. 2-6.

LJUBOTINA, Predrag, VADNJAL, Jaka. Kdo bo prevzel družinska podjetja? *Weekend: redna priloga časnika Finance*, 27.6.2014. 2014, str. 2-6.

LJUBOTINA, Predrag, VADNJAL, Jaka. Career 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, 2014, 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, 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.