|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Philosophy** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Methodology 2 | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | IV | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Biljana Radovanovic | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Description  Providing insight in a phenomenon of research, and most of all, scientific research, which represents the finest methodological form and problem-oriented structure. It includes consideration and familiarisation with elements, such as: beginning, problem, structure of hypotheses and their verification, etc. What follows are methods for data collection, being: surveying/measuring and conduction of experiments. Methods widely used and also included are: statistic, analytic, synthetic, deductive, inductive, comparative, as well as methods of modelling.  Aim  By the time the course is completed, a student will be able to differentiate between these methods and their positive and negative aspects in the fields of science where they are being used in. More broadly speaking, this also helps establish critical relation toward human cognitive and practical methodology itself, which is a crucial contributory factor for scientific research and quality interpretation of already existing scientific knowledge. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Lectures  Forms of historical approaches to research. Emergence of a Modern notion of research. Beginning of research. Types of hypotheses and what hypotheses are. Experiment, observation, surveying. Statistical, modelling method. Analytic-Synthetic distinction. Inductive method. Deductive method and axiomatic systems. Comparative method. ‘Ideal type’ method. Scientific explanation. Comprehension in the humanities. Structure of scientific knowledge.  Student tutorials, other forms of instructions, study research work  Analysis of the original philosophical texts through a dialogue. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **20** | | **Written examination** | | |  |
| **Student tutorials** | **20** | | **Oral examination** | | | **45** |
| **Seminar essay** | **15** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |