# Methodology of Education Research (with Workshop)

## Prof. Katia Montalbetti

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to make students aware of the importance of empirical research to acquire new skills, improve education, and innovate school systems.

Therefore, it will introduce the empirical research methods used in the field of education, and provide students with the key tools they need to read and plan empirical research works, and create the best conditions for the adoption of educational practices based on research.

Knowledge and understanding

At the end of the course, students will be able to:

- understand evidence-based guidelines in education

- know the main methods of empirical-experimental research

- identify the origins and the functions of research in the field of education

- describe the different steps to carry out empirical research

- manage key tools to collect empirical data

- know the forms and the functions of documentation in the school context

- use appropriate terminology

Ability to apply knowledge and understanding

At the end of the course, students will be able to:

- make full use of the key concepts and the specific terminology of this subject

- read, analyse, and understand examples of empirical research

- design research devices appropriate to the school context

- choose and create some tools for data collection

- use the documentation as a resource to support professional action

“Independent judgment”, “Communication skills” and “Learning ability"

At the end of the course, students will be able to:

* perform an articulated judgment ability particularly useful for distinguishing the quality of the devices and the results of research
* effectively communicate and argue the methodological choices made in both research and scholastic contexts
* learn critically from one's own experience by implementing reflective working ways

***COURSE CONTENT***

The following key topics will be investigated in the course:

a. The school as a permanent laboratory for research, experimentation, and innovation

b. Research as a resource for the teacher's professionalism

c. The relationship between research evidence and professional practice

d. Methodological skills in professional teaching practice (with particular attention to documentation)

e. The main types of empirical-experimental research

f. The design of an empirical-experimental research (phases, tasks)

g. The tools for data collection (observational methods, questionnaires, interviews)

h. Research carried out in the school context (primary and childhood)

The course is supplemented by didactic-workshop activities entrusted to expert conductors, and characterised by specific themes and methodologies agreed upon with the course teacher. Each workshop edition will be aimed at the production of a project/artefact, the assessment of which will be entrusted to the above-indicated conductor/s on the basis of parameters shares with the course teacher, and based on criteria of: completeness, coherence, originality, didactic value

***READING LIST***

Compulsory textbook:

K. Montalbetti-C. Lisimberti, *Ricerca e professionalità educativa. Risorse e strumenti*, Pensa, Lecce, 2015.

One of the following readings:

Balconi, *Documentare a scuola. Una pratica didattica e formativa*, Carocci, Roma, 2020.

The teaching material available on Blackboard will be considered part of the reading list for the exam.

***TEACHING METHOD***

The course will be based on complementary didactic strategies: frontal lectures, active participation in class, analysis of case studies, and practical exercises guided by the lecturer.

***ASSESSMENT METHOD***

The final exam will be based both on the reading list and the teaching material available on Blackboard; in particular, students will be tested on their knowledge of the topics explained during the course and the ability to apply their newly acquired skills to specific research situations. Onsly students who complete the workshop successfully can have access to the exam.

The exam consists of an oral interview preceded by a written test.

In the written test - before the interview - students will have to demonstrate their methodological knowledge and ability to design a research device within a predefined situation. For each exam session, the outline for the performance of the test will be made available on the platform where students will also have to upload their paper according to the time allowed.

Passing the written test (18/30) is a requirement to access the interview. The oral exam will be inspired by the discussion of the research device elaborated in the written test; in the interview, students will also have to demonstrate that they are able to critically reflect on the contents proposed in the Course and that they are able to link the topics studied to the development of teaching profession and to the innovation of school contexts.

The final mark will take into account all the elements collected in the assessment process (written test, interview, workshop).

***CRITERIA***

For the assessment of the written test, the following criteria will be considered: completeness, clarity and appropriateness of the language; pertinence, validity, adequacy and consistency of the methodological choices made in the design of the research device. The score obtained in the written test will be notified before the oral interview using the platform.

***NOTES AND PREREQUISITES***

Students are required to regularly consult the Blackboard IT platform, where notices and updates will be communicated from time to time.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.