# . – Research and Training

## Prof. Orizio Enrico

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

The course aims to provide students with basic knowledge, promote the acquisition of applied skills and begin the development of methodological skills for the critical reading of empirical research in educational and learning environments.

***INTENDED LEARNING OUTCOMES***

Knowledge and understanding

At the end of the course, students will know:

- the themes, problems and characteristics of the research;

- the phases of empirical research;

- the main survey tools to be used in educational contexts/services with particular reference to those aimed at children;

- the specific language of the discipline.

Apply knowledge and understanding

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

- correctly use the fundamental concepts and the specific language of the discipline;

- choose and build tools for data collection;

- critically analyse research experiences.

“Independent judgment”, “Communication skills” and “Learning abilities”

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

- exercise an articulated judgment ability useful for discriminating the quality of devices and outcomes of research projects;

- effectively communicate and argue the methodological choices made in research contexts;

- learn critically from one's experiences by developing reflective ways of working.

***COURSE CONTENT***

The following thematic areas will be explored in depth during the course:

- The relationships between research and educational practice.

- The main research types.

- The fundamental structure of the empirical-experimental research process (phases).

- Tools for data collection (questionnaires, interviews, observational methods).

- Empirical research in training and education.

The theoretical analysis of the phases of the research methodology is supplemented by examples and presentations of concrete cases. In the presentation of the phases of the research process, the survey tools and the related examples, ample space will be given to childhood services and contexts (equal to 3 credits).

***READING LIST***

Compulsory textbook:

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

A textbook to choose from:

R. Viganò - A. Cattaneo (edited by), *La qualità dei progetti formativi. Una ricerca promossa dall’Ufficio Scolastico regionale per la Lombardia,* Vita e Pensiero, Milan, 2010.

G. Asquini ( a cura di), *La Ricerca-Formazione. Temi, esperienze, prospettive,* FrancoAngeli, Milano 2018.

Pugnaghi A., *Relazione educativa e organizzazione di contesto. Una ricerca nelle scuole d’infanzia della provincia di Modena*. Junior, Bergamo, 2015.

***TEACHING METHOD***

The course involves the use of complementary teaching strategies: frontal lectures, participatory lessons, and guided practical activities; these, in particular, will offer students the possibility of experimenting with the construction of one or more survey instruments

The teaching material available on Blackboard is an integral part of the reading list.

***ASSESSMENT METHOD AND CRITERIA***

There will be an oral examination designed to verify students’ basic knowledge and initial research methodology skills: questions will be on course content, exercises and critical analysis of research. Assessment will be based on: clarity of presentation, use of subject language, knowledge of fundamental concepts and their application, critical consideration.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Students are invited to regularly check the IT tools used for the course (Blackboard), for notices and updates.

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.