Research and Training

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

The ability to use research is a qualifying professional dimension for those who work in training contexts. The course aims to provide essential knowledge and competences on this subject, promote the acquisition of application skills and start developing methodological skills to design empirical research paths in the educational and training fields.

Knowledge and understanding

At the end of the course, students will know:

– the characteristics and internal structure of the research process;

– the main research methods;

– the peculiarities of the relationship between research and training;

– the main data collection tools;

– how to set up the analysis and interpretation of the data collected.

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;

– read, understand and critically analyse research reports;

– prepare survey tools to learn about and operate in educational and training contexts.

***COURSE CONTENT***

The course examines the fundamental structure of the research process by integrating the methodological framework of its stages with the presentation of examples and concrete cases drawn in particular from childcare services. Research is presented as an activity aimed to support the training practice, essential for improving its quality and useful for consolidating the professional identity.

Students will be guided in the acquisition of the essential operational skills for the planning and implementation of survey tools and for the analysis of data, by directly experiencing their development beginning with real contexts and scenarios. The course will particularly focus on the survey methods that allow to directly gather the views of the individuals involved (questionnaires, interviews, focus groups) or observe their attitudes and behaviours (observational methods).

***READING LIST***

1. K. Montalbetti - C. Lisimberti, *Ricerca e professionalità educativa. Risorse e strumenti,* Pensa, Lecce, 2015.
2. 2. M.V. Raso, P.A. Lampugnani, E. Marone, C. Lichene, *Innovazione, continuità e ricerca nei servizi 0-6,* Zeroseiup, Bergamo, 2020 (upon request, different textbooks relating to empirical research conducted in other types of educational services may be recommended).
3. The teaching material will be available on the Blackboard platform.

***TEACHING METHOD***

The course includes the integrated use of complementary teaching methods: classes, participatory lessons, further-study sessions run by expert professionals and guided practical activities through which the students will try a critical analysis of research examples and the development of survey tools.

***ASSESSMENT METHOD AND CRITERIA***

The final oral exam is aimed at ascertaining students' knowledge, application skills and initial methodological skills; students will have to demonstrate critical and argumentative competence in re-reading, re-working and presenting the proposed contents.

 Specifically, the oral interview will focus on verifying the contents included in the reading list through general and reasoning questions, also starting from the cases contained in the textbooks and from the products created in the guided practical activities; the final mark will take into account correctness and quality of answers, command of language, ability to re-elaborate the methodological contents in a critical way, and ability to argue and motivate methodological choices.

***NOTES AND PREREQUISITES***

As it is introductory in nature, there are no prerequisites for attending the course.

Students *are expected to regularly check* the *Blackboard* platform 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.