# Research into Education Work

## Prof. Cristina Lisimberti

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

The course aims to provide basic knowledge, promote the acquisition of application skills, and introduce the development of methodological skills useful for becoming familiar with the field of empirical research in the educational field.

*Knowledge and understanding*

At the end of the course, students will know:

– the characteristics and specificities of research in the educational field, with particular attention to contexts and services aimed at children

- the empirical research strategies in the educational field

- the articulation of the empirical research process

- the main data collection tools

– how to appropriately choose devices and tools for data collection.

*Apply knowledge and understanding*

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

- correctly use the specific language of the discipline

- read, understand, and critically analyse empirical research reports in the educational field

- identify and build survey devices to be used in educational contexts.

***COURSE CONTENT***

The course will provide and in-depth analysis of the following themes:

a. Research as a resource for educational work

b. Research as an opportunity for educational services (with particular attention to childcare services)

c. The main types of empirical research

d. The design of an empirical research (phases, tasks)

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

f. Examples of empirical research in and for childcare services

***READING LIST***

K. Montalbetti, C. Lisimberti (2015). Ricerca e professionalità educativa. Risorse e strumenti. Lecce: Pensa Multimedia.

S. Stanzani (edited by) (2020). Bisogni delle famiglie e servizi educativi per l’infanzia. Una ricerca nel Comune di Mantova. Milano: Franco Angeli\*.

\* Upon request, various texts relating to empirical research conducted in other professional fields may be recommended.

***TEACHING METHOD***

The course involves the use of complementary teaching strategies: guided lessons and practical activities; the latter, in particular, will offer students the opportunity to critically reflect on research in the educational field and to mobilise the knowledge and skills acquired through the construction of simple empirical research devices.

Course materials made available on Blackboard form an integral part of the reading list.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam in the form of an interview, aimed at ascertaining students' knowledge, application skills and (initial) methodological competence; students will have to demonstrate critical and argumentative skills in re-reading, re-working and presenting the contents. To access the oral interview, students must submit a paper (at least 2 weeks before the exam date) aimed at mobilising the methodological competences. The paper will be drawn up starting from the format made available on the Blackboard platform, and will have to obtain a sufficient assessment (higher than or equal to 18/30).

Specifically, the oral exam will focus on verifying the contents of the reading list through a series of general questions and reasoning questions, beginning with the papers developed by the students. The following criteria will be taken into account for the assessment: correctness and quality of the answers provided, command of the language, clarity of presentation, reasoning skills and analytical rigour, ability to re-elaborate content in a critical way, quality of logical and methodological argumentation.

***NOTES AND PREREQUISITES***

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

Students are required to regularly consult the lecturer's webpage and 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.