# Methodology of Education Research (with Workshop)

## Prof. Claudio Goisis

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

The main aim of the course is to make students aware of the importance of empirical research for the construction of knowledge, for the improvement of teaching and educational practices and for school innovation.

In this perspective, the course aims to introduce future teachers to empirical research methods in the educational field and to provide some tools for reading and designing empirical research in education, creating favorable conditions for the adoption of didactic-educational practices based on research.

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Knowledge and understanding

At the end of the course, students will know:

- the main methods of empirical-experimental research

- the origins and functions of research in the school environment

- the stages to conduct an empirical research

- the main tools for collecting empirical data

- the forms and uses of documentation within the school context

- the subject-specific language

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, analyse, and understand examples of empirical research

- design simple research devices

- appropriately choose devices and tools for data collection

- appropriately use the main documentation tools

***COURSE CONTENT***

The course will explore the following thematic areas:

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

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

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

d. The main types of empirical-experimental research

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

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

g. Examples of research carried out in the school context

*The course is supplemented with didactic-workshop activities held by experts and characterised by specific themes and methodologies agreed with the lecturer. Each workshop edition will be aimed at the production of a project/artefact assessed by the experts based on parameters shared with the lecturer and on criteria of: completeness, consistency, originality, didactic use.*

***READING LIST***

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

B. BALCONI, *Documentare a scuola. Una pratica didattica e formativa*, Carocci, Rome, 2020.

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

***TEACHING METHOD***

The course involves the use of complementary teaching strategies: lectures, participatory lessons, guided practical activities.

***ASSESSMENT METHOD AND CRITERIA***

The final exam focuses on the volumes indicated in the reading list and on the material made available on the Blackboard platform; the assessment will focus on the knowledge acquired acquired by students on the main course topics, their ability to critically reflect on them and to apply and contextualise the skills and competences acquired with reference to specific research situations. Course attendance and fulfillment of the workshop requirements are necessary to take the exam.

The exam is divided into two parts: 1) a written test 2) a supplementary oral interview.

In the written test - preliminary to the interview - students will have to demonstrate their methodological knowledge and ability to design a research device within a predefined situation.

In the written test - preliminary to the interview - students will have to demonstrate that they have methodological knowledge and know how to design a research device within a predefined situation.

The written test will be assessed based on the following criteria: completeness, clear and appropriate language used in the text; relevance, validity, appropriate and consistent methodological choices made in the design of the research device. Analytical instructions regarding the format for the written test will be made available on the Blackboard platform at the beginning of the course. The maximum score assigned to the written test is 25/30.

Obtaining a pass mark in the writing test (18/30) is a requirement to access the interview. During the oral exam, clarifications and additional information concerning the device developed in the written test may be requested. Students will have to demonstrate their ability to critically reflect on the contents offered in the course and their ability to connect the topics studied to the development of teaching professionalism and the innovation of school contexts. The assessment of the oral interview will be based on the following criteria: correctness and quality of the answers provided, command of the language, clarity of presentation, reasoning skills and analytical rigour, quality of logical and methodological argumentation.

The final mark will be awarded taking into consideration the outcome of the written test and of the oral interview. For the workshop, the "Raise assessment" method is adopted: judgment B will allow a raise up to 1 point, judgment A up to 2 points.

***NOTES AND PREREQUISITES***

Since this is an introductory course, there are no content-related prerequisites for attending it.

Students are required to regularly consult the information tools used for the course (*lecturer web page and Blackboard IT platform*), where notices and updates will be posted 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.