# Methods of Educational Research (with workshop)

## Prof. Cristina Lisimberti

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide basic knowledge, promote the acquisition of application skills and initiate the development of methodological skills useful for orienting oneself in the field of empirical research and educational experimentation. Such knowledge and skills are essential for understanding the role that research can play in classrooms and schools, including in the perspective of improvement and experimentation.

In this sense, future teachers will be accompanied in the critical analysis of empirical research in the educational field and in the devising of simple research devices to be implemented in school contexts.

Knowledge and understanding

At the end of the course, students will know:

- the specific language of the discipline

- the functions of research in the field of education

- the main types of empirical research

- the phases of conducting empirical research

- the main tools for the collection of empirical data

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 research reports

- choose and design simple devices and research tools

COURSE CONTENT

The following topical nuclei will be studied in depth during the course:

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

b. Research as a resource for the professionalism of the teacher

c. Method skills in professional teaching practice (with particular attention to observation)

d. The main types of empirical research

e. The design of an empirical research (tasks of the researcher)

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

g. Examples of research carried out in the school context

The course is supplemented by didactic-workshop activities entrusted to experienced conductors and characterised by specific themes and methodologies agreed with the lecturer. Each workshop edition will be aimed at producing a project/artefact that will be assessed by the presenter on the basis of parameters shared with the lecturer and based on criteria of completeness, consistency, originality and didactic use.

READING LIST

Compulsory text:

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

One text to be chosen from among:

G. Nicolodi, *Il disagio educativo alla scuola primaria,* FrancoAngeli*,* Milan, 2011.

G. Nicolodi, *Il disagio educativo al nido e alla scuola dell'infanzia*, FrancoAngeli, Milan, 2008.

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

TEACHING METHOD

The course involves the use of complementary teaching strategies: frontal lectures, participatory lectures, case analyses, and 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 knowledge acquired on the main course topics, and the ability to critically use this to mobilise and contextualise the skills and abilities acquired with reference to specific research situations will be verified. Access to the exam is subject to the attendance and passing of the workshop.

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

In the written test – prior to the interview – students must demonstrate their ability to mobilise the methodological skills acquired during the course.

For the assessment of the written test, the following criteria will be taken into account: completeness, clarity and appropriateness of the textual language used; relevance, validity, adequacy and consistency of the methodological choices made. Analytical indications regarding the format for the written test will be made available on the Blackboard platform at the beginning of the course.

Passing the written test (18/30) is a prerequisite for taking the oral interview. During the oral exam, clarifications and additions may be requested with respect to the written test. Students will have to demonstrate their ability to critically reflect on the contents proposed in the course and to link the topics studied to the development of teaching professionalism and innovation in school contexts. For the assessment of the oral interview, the following criteria will be taken into account: correctness and quality of the answers provided; command of the language; clarity of presentation; ability to reason and analytical rigour; and quality of the logical and methodological arguments used.

The final mark will be based on the outcome of the written test and the oral interview.

NOTES AND PREREQUISITES

Being introductory in nature, there are no prerequisites for attending the course.

Students are required to regularly consult the information tools used for the course (*Lecturer's webpage* and *Blackboard IT platform*), where notices and updates will be communicated from time to time.

Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.