# -. Educational Research Methods (with workshop)

## Prof. Cristina Lisimberti

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

***Course aims***

The course aims to:

* provide basic knowledge, promote the acquisition of application skills, and initiate the development of methodological skills useful for becoming familiar with the field of empirical research in the educational field. Such knowledge and skills are essential to understand the role that research can take on in classes and schools, also with a view to improvement and experimentation;
* guide students in the development of a heuristic and reflective attitude.

***Intended learning outcomes***

*Knowledge and understanding*

At the end of this course, students will have to know:

* the specific language of the discipline;
* the functions of research in schools;
* the connections between research and reflexivity;
* the main types of empirical research;
* the phases of conducting empirical research;
* the main tools for collecting empirical data.

*Apply knowledge and understanding*

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

* correctly use the specific language of the discipline;
* read, understand and critically analyse research reports;
* reflect critically on one's teaching activity and one's choices;
* choose and design simple research devices and tools.

*“Independent judgement”, “Communication skills” and “Learning ability”*

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

* develop an articulated judgment ability particularly useful for distinguishing the quality of the devices and the results of research projects;
* effectively communicate and argue the methodological choices made in both research and school contexts;
* critically learn from one's own experience by implementing reflective working methods.

***COURSE CONTENT***

The course will explore the following thematic areas:

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

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

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

d. The main types of empirical research

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

f. 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 conducted by expert leaders and characterised by specific themes and methodologies agreed with the lecturer. Each session of the workshop will be aimed at producing a project/artefact that will be assessed by the conductor on the basis of parameters shared with the teacher and of criteria such as: completeness, consistency, originality, didactic usability.

***READING LIST***

**Compulsory textbook**:

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

**A textbook to choose from:**

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

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

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: frontal lessons, participatory lessons, case analysis, guided practical activities.

***ASSESSMENT METHOD AND CRITERIA***

***Assessment method***

Access to the exam is subject to attendance and passing of the workshop requirements.

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

To access the oral interview, students must submit (at least 2 weeks before the exam date) a paper aimed at mobilising methodological skills, drawn up starting from the format made available on the Blackboard platform, to which 0 to 5 points will be assigned. In case of insufficient assessment (equal to 0 points), students will not be able to access the oral interview.

The oral interview will focus on verifying the contents included in the reading list and addressed during the lessons and workshops through the use of general questions and reasoning questions, also starting from the products created by the students. In this case, 0 to 26 points will be assigned which will be added to those assigned to the written paper (from 1 to 5).

***Assessment criteria***

The following criteria will be considered for the assessment of the essay: compliance with the format; completeness and correctness of the information entered; consistency, internal validity and ability to justify the methodological choices made; ability to critically re-elaborate the path undertaken.

The following criteria will be considered for the assessment of the oral interview: correctness and quality of the answers provided, command of language, clarity of presentation, reasoning skills and analytical rigour, ability to re-elaborate the contents in a critical way, quality of the logical and methodological argumentation.

***NOTES AND PREREQUISITES***

***Notes***

* Attendance at the course, although not mandatory, is strongly recommended.
* Students are required to regularly consult the Blackboard IT platform, where notices and updates will be communicated from time to time.

***Prerequisites***

Since the course is introductory there are no content-related prerequisites for attending it.

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