UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Methods in Educational Research II With Workshop - 1

2122-1-F8501R056-T1

Course title

RESEARCH METHODS IN EDUCATION

Topics and course structure

The course will explore the main theoretical and methodological issues/problems of field research in education. It will discuss, in particular, the possibilities and limits of qualitative research in education. Main goal is the development of a researcher-attitude in the educational work. Specific attention will be on the critical analyses on some key issues in contemporary educational contexts, such as for example the themes of dialogue, cultural negotiation and intercultural communication. These issues will be presented during the courses as "key-object" to encourage the development of an habitus of research in the educational work.

Examples of research in education will be presented and discuss during the course.

During the course-workshops, which is COMPULSORY for both attenting and NON-attending students, some qualitative research tools will be analyzed and discussed thanks to practical experiences. Each workshop will present and discuss a specific research tool among.

Objectives

Main learning objects are:

-to provide students with a deep knowledge of the main issues and problems of research in education and of its relationship with the other human and social sciences and its link with training;

-to encourage the development of critical thinking on the main issues, problems, and methods of educational research;

-to stimulate students to use the logic of inquiry to connect theory and practice, to understand the complexity of the diverse educational contexts, to develop projects and interventions in educational settings

Methodologies

Class lectures, case-analyses, group discussions, work in small groups.

Online and offline teaching materials

Online and off line teaching materials (such as for example scientific articles) will be provided during the course.

Programme and references for attending students

The course will critically discuss the meaning and the end of educational research, with a focus on qualitative method in education. By using an idea of "class" as a community of practice & community of research, the course will combine the theoretical framework of the logic of inquiry to the need to develop a reflexive habit of thinking to reduce the gap between theory and practice in education. These issues will be explored through examples of research and by the active participation of students to micro-experience of inquiry.

References for attending students

Compulsory texts (3)

1. Dewey, J. *Come pensiamo.* Raffaello Cortina, Milano, 2019; [How we think]

2. Demetrio, D. *Micropedagogia. La ricerca qualitativa in educazione* (nuova edizione), Raffaello Cortina, Milano, 2020

3. Bove, C. (2020). *Capirsi non è ovvio. Dialogo tra insegnanti e genitori in contesti educativi interculturali.* Franco Angeli, Milano.

An (1) additional text is required, to be selected by students among the following list:

Section 1 - Examples of research (**additional texts could be provided during the course)

1. Bove, C. *Le idee degli adulti sui piccoli. Ricerche per una pedagogia culturale.* Junior, BG. 2004;
2. Corsaro, W. *Le culture dei bambini.* Il Mulino, Bologna.
3. Caronia, L., Caron, A. H. *Crescere senza fili. I nuovi riti dell'interazione sociale.* Tr.it. Cortina, Milano, 2010.
4. D'Ignazi, P. *Ragazzi immigrati. L'esperienza scolastica degli adolescenti attraverso l'intervista biografica*. Franco Angeli, Milano, 2009.
5. Milani, P. Ius, M. *Sotto un cielo di stelle. Educazione, Bambini, Resilienza*, Cortina, Milano, 2010.
6. Mortari, L. *La ricerca per i bambini*. Mondadori, Milano. 2009;
7. Pescarmona, I. (2020), Crescere al plurale. Uno studio interculturale sulla prima infanzia. Progedit
8. Pescarmona, I. (a cura di) (2021) Intercultura e infanzia nei servizi educativi 0-6. Prospettive in dialogo. Aracne.
9. Sclavi, M. *A una spanna da terra. Una giornata di scuola negli stati Uniti e in Italia e i fondamenti di una metodologia umoristica.* Bruno Mondadori, Milano (2005).
10. Pontecorvo, C. , Arcidiacono, F. *Famiglie all'italiana. Parlare a tavola* Cortina, Milano, 2007
11. Quassoli, F. *Riconoscersi.* Cortina, Milano, 2006.
12. Tobin, J. et. al. *Infanzia in tre culture. Vent'anni dopo.* Cortina, Milano, 2010.
13. Tobin, J. (eds), *Preschool and Im/migrants in five countries.* Peter Lang, Belgium, 2016
14. Zoletto D., *A partire dai punti di forza. Popular culture, eterogeneità, educazione*. Franco Angeli, Milano, 2020
15. ***Altri possibili testi potranno essere segnalati durante lo svolgimento del corso.***

Sezione B –Methodological debate

1. Hammerslay, M. *Il mito dell'evidence based. Per un uso critica della ricerca sociale.* Cortina, Milano, 2016.,
2. Bove, C. Sità, C. "Col-legare le voci nella ricerca. Sostenere esperienze di inquiry collaborativa tra ricercatori e professionisti". In *Encyclopaideia*, open access + Moran, M. J. , Bove, C. (et. al.) "Learning from each other. The design and implementation of a cross-cultural research and professional development model in Italian and U.S. toddler classrooms". In *Teacher and teaching education,* April 2017, open-access. https://isiarticles.com/bundles/Article/pre/pdf/158410.pdf
3. Madrid Akpovo, S. Moran, M. J., Robyn Brookshire, *Collaborative Cross Cultural Research Methodologies in Early Care and Education Context.* Routledge, 2018;
4. Mortari, L. *Cultura della ricerca e pedagogia.* Carocci, Roma.
5. Pagani, V. *Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa,* Junior, 2020
6. Sorzio, P. Bembich, C. (2020). *La ricerca empirica in educazione. Prospettive per gli educatori socio-pedagogici e di nido*. Carocci, Roma.

References for Erasmus-students:

1. Dewey, J. *How we think. Revised Edition.*

2. Madrid Akpovo, S. Moran, M. J., Robyn Brookshire, *Collaborative Cross Cultural Research Methodologies in Early Care and Education Context.* Routledge, 2018.
3. Tobin, J . (eds.) Preschool and Im-migrants in Five Countries. Peter Lang, 2016.
4. Tobin, J. (eds.), *Preschool in three cultures revisited. Japan, China and United States.* Sage, 2009.

Programme and references for non-attending students

Same as non-attending students

Assessment methods

Oral exam

It will consist in an oral-interview based on the texts indicated by the program. Attending students will be required to know how to connect the theoretical knowledge of the texts with the issues, the themes and the exercises carried out during the course.

The course workshop will be evaluated by the workshop leader (approved/not approved)

Assessment criteria:

- theoretical knowledge (clear understanding of the subject)
- clarity of explanation and depth in critically reflect on the main subjects of the course;
- Capacity to connect issues and theories to the educational problems;
- Linguistic accurancy

The exam can only be taken by students who have already passed the final test of the workshop.

Office hours

At the end of the lessons, by appointment (chiara.bove@unimib.it)

Programme validity

The programm will be valid for two Academic-Years.

Course tutors and assistants

Valentina Buffon (tutor)

Sharon Valena

Sara Basaglia