UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Metodologia della Ricerca Pedagogica II con Laboratorio - 2

2223-1-F8501R056-T2

Course title

The Methodologies and the Logics of Educational Research

Topics and course structure

The object of the course is pedagogical research and training methodologies, observed and analyzed with particular attention to adult education. The main theories of research and training, their relationship with the most recent research in the human sciences and in the sciences of education will be studied in depth. The current reading of the scenario of research in the sciences of formation and of the new logics of the training action will be faced starting from a conception of training connected to the processes of thought and elaboration, sensitive to a hypothesis of learning from experience as enhancement of the contexts and operational situations in which subjects (trainers and trainees) find themselves building their relationship with reality and their existential and professional history.

Objectives

With this course we intend to develop the following learning in terms of knowledge and skills: - knowledge of research methods and analysis tools for training processes - knowledge of the fundamental criteria of training planning - to know how to analyze phenomena and identify training problems in specific contexts - know how to analyze pedagogically the professional contexts - know how to design interventions for individuals, groups (large and small) - know how to make good use of operational tools, know how to transform them into ad hoc projects

Methodologies

Learning from experience;

Critical reflection;

Practices analysis

Online and offline teaching materials

The teaching materials will be prepared ad hoc during the course.

Programme and references for attending students

The course aims to explore the relationship between training and research. This exploration will try to observe the consequences that the experimental logic has on the way of understanding the relationship between theory and practice in the educational, educational and pedagogical field. In this model the practice directly intertwines the construction of ethical values, the importance of situating the educational event, the life story, the experience, the aesthetics of existence in its specific historical-cultural contexts and refers to an idea transformative of knowledge, knowledge and construction of oneself and of the Self which has greatly influenced the discourse of educational sciences, especially from the nineteenth century onwards.

The knot between research and training as well as becoming significant on the methodological level, since it generates practical options and possibilities for field research, especially in adult education, allows us to observe the structure of the training experience. The epistemological frames, the methods, the representations, the languages ??will be object of an active critical reflection and elements elaborated individually and in groups to develop an awareness on the theory and ethics of the practice of research in the pedagogical field.

ReferencesJ. Dewey, *Come pensiamo*, Cortina;

H. S. Becker, *I trucchi del mestiere. Come fare ricerca sociale*, il Mulino;

A. M. Franza, *Teoria della pratica formativa,* Franco Angeli;

L. Mortari, *Cultura della ricerca e pedagogia. Prospettive epistemologiche,* Carocci;

D. Demetrio, *Micropedagogia. La ricerca qualitativa in educazione*, Cortina

G. J. Biesta, *Riscoprire l'insegnamento*, Raffaello Cortina 2022..

Programme and references for non-attending students

The course aims to explore the relationship between training and research. This exploration will try to observe the consequences that the experimental logic has on the way of understanding the relationship between theory and practice in the educational, educational and pedagogical field. In this model the practice directly intertwines the construction of ethical values, the importance of situating the educational event, the life story, the experience, the aesthetics of existence in its specific historical-cultural contexts and refers to an idea transformative of knowledge, knowledge and construction of oneself and of the Self which has greatly influenced the discourse of educational sciences, especially from the nineteenth century onwards.

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Assessment methods

The exam is oral and includes the discussion of the topics covered during the lessons and the bibliography texts.

The discussion will be evaluated taking into account the correctness of the linguistic expression, the property of technical-scientific language related to the topics, the themes and the authors treated during the course and in the texts. Furthermore, the evaluation will focus on the coherence and appropriateness of the argument and on the student's ability to critically reflect on the topics, creating significant relationships between the relevant elements of the program.

If the pandemic conditions will continue the exams and the workshops will be conducted online.

Office hours

Tuesday, 10-13

Programme validity

Two years.

Course tutors and assistants

Alessandra Tommasi

Marta Soffientini

Vincenzo Culotta

Chiara Lo Conti

Andrea Bucchi

Elisa Castagna

Elisa Casati

Sustainable Development Goals