



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Metodologia della Ricerca Pedagogica II con Laboratorio - 1

2425-1-F8501R056-T1

---

#### Course title

RESEARCH METHODS IN EDUCATION

#### Topics and course structure

The course will analyze 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 (intercultural/intergenerational ..), cultural negotiation and intercultural communication, social inclusion and so on. These issues will be presented during the courses as "key-objects" 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 attending and NON-attending students, some qualitative research methods/ 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**

The course combines different tools and strategies, such as: lectures and discussion on different materials (e.g. written texts, slide, videos or research materials offered by the teacher or provided by students; observations, interviews, other research materials; workgroup sessions; presentations of on going researches.

The course includes a total of 56 hours of activities; each 3-hour lesson includes a part of teaching (theoretical explanation, conceptual analysis) and an interactive part (dialogic exchanges, activities supervised by the teacher such as individual exercises, group work, case work, designs, role playing). In general, out of the total of 56 hours, there will be about 20 hours of delivery and 36 hours of interactive activities.

Lectures will be held mainly in presence, with a maximum of 10% mixed (in person and remote).

The course will be held in Italian.

Additional English materials - such as articles, videos, ecc. - could be used during the course.

## **Online and offline teaching materials**

The e-learning page will be constantly updated to provide attending and non attending students with all the didactic materials used in class, additional reading, articles, texts, and other stimuli for further study.

## **Programme and references**

The course illustrates the meanings and practices of research in education, focusing in particular on the qualitative perspective and related methods. Particular attention will be paid to accompanying students to get to know theoretical and methodological perspectives to face the educational work with a "researcher" gaze. The themes of rigor, scientific nature and ethics of research will be illustrated starting from the discussion of research examples and the active participation of students in investigative micro-experiences.

References for all students: attending and not-attending students

### **.Bibliografia d'esame:**

The bibliography is the same for attending and non-attending students and consists of 4 texts, 3 of which are compulsory for all and 1 of your choice, identified from the list of texts below; To facilitate the choice, the texts are divided into two sections – Section I: Examples of research; Section II: Methodological Analysis.

During the course, other texts of your choice may be suggested based on the topics discussed in class.

### Compulsory texts (3) for all students

1. Dewey, J. Come pensiamo. Tr. it. Raffaello Cortina, Milano, 2019;
2. Mortari, L. Cultura della Ricerca e Pedagogia: prospettive epistemologiche, Carocci, Roma, 2007; oppure Bove, C. Ricerca educativa e formazione. Contaminazioni metodologiche, Franco Angeli, Milano, 2009.
3. Bove, C. Capirsi non è ovvio. Dialogo tra insegnanti e genitori in contesti educativi interculturali Franco Angeli, Milano, 2020.

\*\*Section I. Examples of research in education \*\*

- Bove, C. Accogliere i bambini, Le culture dell'ambientamento nei servizi educativi 0-6, Carocci, Roma, 2022.
- Caronia, L., Colla, V. I Compiti a casa, Raffaello Cortina, Milano, 2024.
- Corsaro, W. Le culture dei bambini, Il Mulino, Bologna, 2003.
- Daniele, K. Il disagio degli adolescenti. Tornare a educare a scuola per promuovere la salute mentale, Franco Angeli, Milano, 2024.
- D'Ignazi, P. Ragazzi immigrati. L'esperienza scolastica degli adolescenti attraverso l'intervista biografica, Franco Angeli, Milano, 2009.
- Gambacorti-Passerini, M.B. Pedagogia e Medicina: un incontro possibile. Un'esperienza di ricerca in salute mentale, Franco Angeli, Milano, 2016.
- Milani, P. Ius, M. Sotto un cielo di stelle. Educazione, Bambini, Resilienza, Cortina, Milano, 2010.
- Mortari, L., Sità, C. L'affido familiare. Voci di figlie e figli, Carocci, Roma, 2021.
- Mortari L., Guberti M., Ghirotto L. (a cura di), Covid-19. Il sapere dall'esperienza, Franco Angeli, Milano, 2023.
- Mussi, A. Non solo vulnerabili. Una rilettura pedagogica della genitorialità migrante a partire dalle voci di alcune donne arabo-musulmane a Milano, Junior, Bergamo, 2023.
- Tobin, J. et. al. Infanzia in tre culture. Vent'anni dopo, Cortina, Milano, 2010.
- Tobin, J. (eds), Preschool and Im/migrants in five countries, Peter Lang, Belgium, 2016.
- Sottocorno M. Il fenomeno della povertà educativa. Criticità e sfide per la pedagogia contemporanea, Guerini, Milano, 2022.

\*\*Sezione II: Texts on methodological issues: \*\*

- Hammerslay, M. (2015) *Il mito dell'evidence based. Per un uso critico della ricerca sociale*. Raffaello Cortina, Milano
  - Ghirotto L., Mortari L. I metodi della ricerca educativa, Carocci, Roma, 2019.
  - Madrid Akpovo, S. Moran, M. J., Robyn Brookshire, Collaborative Cross Cultural Research Methodologies in Early Care and Education Context. Routledge, 2018;
  - Pagani, V. Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa, Junior, Bergamo, 2020.
  - 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.
  - Sorzio, P. La ricerca qualitativa in educazione. Problemi e metodi, Carocci, Roma, 2006.
  - Merrill B., West L. Metodi biografici per la ricerca sociale, tr. it. Apogeo, 2012.
  - Raccolta Articoli: Baldacci, M. (2010), "La ricerca empirica in pedagogia", 10.13128/Studi\_Formaz-8581; Pescarmona, I., Sità, C., Bove C. (2023), "Riconoscersi situati: posizionamenti, dinamismi di potere e tensioni epistemologiche nella ricerca educativa", in Pedagogia e Vita, 81(2); Mussi, A., Gambacorti-Passerini, M.B. & Tarozzi, M. (2023), "Ripensare la prossimità. Competenze di accesso al campo nella ricerca empirica in educazione dopo la pandemia", in Pedagogia e Vita, 81(2), pp. 45-57; Baldacci, M.

Other texts could be suggested during the course.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

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.

## **Assessment methods**

Type: Oral exam

There is only a final exam/test. There are no intermediate tests

The exam consists of an interview on in-depth studies not covered in class but present in the texts indicated in the bibliography and, for attending students, on the topics covered in class.

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:

- level of knowledge of the concepts and topics present in the texts to be studied (knowledge)
- ability to critically articulate and reprocess the discourse (comprehension);
- ability to use concepts to understand educational problems (knowledge and models);
- clarity and adequacy of language (exposure).

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

Erasmus students: the exam could be taken in English.

## **Office hours**

At the end of the lessons, by appointment ([chiara.bove@unimib.it](mailto:chiara.bove@unimib.it); [maria.gambacorti@unimib.it](mailto:maria.gambacorti@unimib.it)).

## **Programme validity**

The programm will be valid for two Academic-Years.

## **Course tutors and assistants**

Valentina Buffon  
Valentina Culotta

## **Sustainable Development Goals**

QUALITY EDUCATION | REDUCED INEQUALITIES

---