



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Methods in Educational Research - A-L

2425-3-G8501R041-G8501R066M-AL

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#### Course title

Research Methodology in Education

#### Topics and course structure

The course aims to deepen the role and meanings that the methods and principles of pedagogical-didactic research have for the development of teacher professionalism and its competent practice in professional contexts. The main objective of the course is to provide tools for the analysis, evaluation, and regulation of the process of constructing professional knowledge and its use in the school environment.

- Physical attendance in the classroom: participation in classroom lessons through the completion of activities required during the lesson (no other independent activities are required between lessons apart from the homework assignments)
- Simultaneous remote attendance: weekly viewing of lessons through the materials available on e-learning (uploaded shortly after the in-person lesson) and completion of weekly activities between lessons as well as homework assignments, all to be uploaded on the e-learning page by set deadlines to receive ongoing feedback
- Asynchronous remote attendance: viewing of lessons through the materials available on e-learning at any time of the year; completion of weekly activities between lessons as well as homework assignments (all to be uploaded on the e-learning page 2 weeks before the oral exam) with final feedback and not ongoing; additional assignments and activities to be uploaded on the e-learning page

The course includes 3 thematic blocks covered chronologically during the lessons: a) teacher professionalism, professional skills, and pedagogical knowledge; b) dialogic teaching and dialogic-argumentative skills; c) teacher-researcher and scientificity. Each block is structured into theoretical lectures and practical activities (exercises) evaluated by the teachers, which contribute to defining the final exam grade.

The fundamental concepts that the course proposes to critically elaborate, through the study of the texts proposed in the bibliography and the analysis of one's own process of conceptual change, are as follows:

- Teacher professionalism
- Professional skills
- Pedagogical knowledge
- Reflectivity
- Professional writing
- Criteria and indicators of observation
- Dialogic teaching
- Dialogic-argumentative ability
- Metacognitive routines
- Scientificity
- Teacher-researcher

## Objectives

The course aims to promote the development of the five objectives that structure the degree program (1. Knowledge and understanding; 2. Ability to apply knowledge and understanding; 3. Judgment autonomy; 4. Communication skills; 5. Learning ability). These objectives are redefined into three main goals, each further subdivided into sub-objectives:

A. Ability to apply certain tools of pedagogical-didactic research and to master the main epistemological assumptions:

- Use pedagogical research tools (observational tools, audio recordings, notes, logbook) to document what happens in the classroom
- Analyze students' communication and argumentative skills
- Conduct a rigorous observation of a didactic situation
- Use the logbook effectively to reflect on teaching practice

B. Ability to analyze one's own professionalism and the process of constructing professional knowledge:

- Question one's own educational and didactic ideas and beliefs
- Recognize one's own strengths as a teacher and professional areas to be enhanced
- Evaluate one's own communication and argumentative skills
- Evaluate one's own ability to design and conduct dialogic moments
- Reconstruct one's own learning path within a university course
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C. Ability to argue one's professional choices critically and scientifically:

- Be able to accurately and rigorously explain to colleagues the theoretical reasons underlying one's own didactic and professional choices

## Methodologies

The course has a dual teaching structure: in-person lessons (or online availability via audio or video) and activities carried out independently by students between lessons. These activities can be evaluated (exercises) and thus

contribute to the final grade, or discussed and deepened during lessons, but not evaluated by the teacher.

#### Lessons

- Theoretical insights by the teacher
- Dialogue sessions conducted in a large group
- Activities in small groups or pairs
- Presentations by external experts (teachers)
- Independent Activities
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#### Analysis of educational documentation (especially dialogues)

1. Preparation of argumentative and narrative texts
2. Self-assessment of the learning process
- 3.

### Online and offline teaching materials

The teaching materials provided during the lessons (slides, videos, educational documentation) are fully available on the course's e-learning page and can be consulted online

### Programme and references

Attending students will be offered the possibility to participate to practical exercises, to discuss examples of researches implemented in educational contexts, aimed at learning to reflect and make research on the experience, contexts, practices and relationships, as a key competence of the teaching profession.

#### References:

Pastori, G. (2017). In ricerca. Prospettive e strumenti per educatori e insegnanti. Parma: Junior-Spaggiari. Primo Capitolo

Kohl, H. (2023) [1969]. La scuola aperta. Milano: Babalibri.

Passalacqua, F. (2023). Per una lettura obbligatoria e clandestina de la scuola aperta un manuale di lotta per brigate di insegnanti-professionisti-combattente. In H. Kohl, La scuola aperta, pp. 108-152.

Altet, M., Charlier, E., Paquay, L., Perrenoud, P. (1996). Formare insegnanti professionisti. Tre insiemi di questioni. In M. Altet, E. Charlier, L. Paquay, P. Perrenoud (eds.) Formare gli insegnanti professionisti. Quali strategie? Quali Competenze? Roma: Armando Editore, pp. 17-23.

Cottini, L. (2006). Didattica Metacognitiva, pp. 1-13.

Dispensa didattica dialogica

## **Assessment methods**

The exam, for all three types of course attendance, consists of the assignments completed during the course and a final oral exam, in which the main theoretical concepts of the course and the student's conceptual change process are explored in depth.

To take the oral exam, it is necessary to have completed the assignments by the established deadlines, correctly uploaded them to the designated areas on the course's e-learning page, and received evaluations from the teachers for each of them.

It is highly recommended to use Padlet (or another digital tool) as a form of personal documentation during the course.

### **Evaluation Criteria for Assignments**

1. Analyticity: degree of detail in the analysis and identification of specific and observable elements
2. Consistency and logical correctness: quality and rigor of the reasons provided to support arguments and the use of concepts and theories from the bibliographic references
3. Linguistic correctness: orthographic, syntactic, and textual

### **Evaluation Criteria for the Oral Exam**

1. Analyticity: degree of detail in the analysis and evaluation of one's learning path and conceptual change
2. Consistency and logical correctness: quality of the arguments provided to support the evaluation of the learning process and the use of concepts and theories from the bibliographic references
3. Linguistic and expressive correctness

## **Office hours**

The professor is available for student office hours by appointment, in person or in his personal Webex room: <https://unimib.webex.com/meet/franco.passalacqua>

## **Programme validity**

The exam programs are legally valid for two academic years, as are the exercises completed and evaluated.

It is strongly recommended to contact the professor if you wish to take the exam with an exam program from a previous academic year

## **Course tutors and assistants**

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**Sustainable Development Goals**

QUALITY EDUCATION

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