



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Metodologia della Ricerca Pedagogica - A-L

2526-3-G8501R041-G8501R066M-AL

Course title

Research Methodology in Education

Topics and course structure

Course Description

The course aims to deepen students' understanding of the role and meaning of pedagogical and didactic research methods and principles in the development of teacher professionalism and in the competent exercise of the teaching profession across various educational contexts. The primary objective is to provide tools for the analysis, evaluation, and regulation of the process of constructing professional knowledge and its application within the school setting.

Attendance Options

Students may choose among three different modes of attendance:

- In-person attendance: Participation in classroom sessions through the completion of individual or group activities proposed during the lessons. This mode does not require students to engage in additional activities between sessions, except for the evaluated exercises.
- Synchronous online attendance: Weekly viewing of recorded lessons through the materials made available on the e-learning platform (uploaded shortly after the in-person session), along with the completion of weekly assignments and the evaluated exercises. These tasks must be submitted within set deadlines in order to receive individual and/or group feedback.
- Asynchronous online attendance: Viewing of lessons through the materials available on the e-learning platform at any time during the academic year. Students are required to complete all weekly assignments and evaluated exercises (to be submitted at least two weeks before the oral exam). Feedback is provided only at the end of the course. One additional evaluated exercise is required for this attendance mode compared to the other two.

Course Structure

The course is organized into three thematic units, addressed sequentially during the semester:

- a) Teacher professionalism, professional competencies, and pedagogical knowledge;
- b) Dialogic teaching and dialogic-argumentative skills;
- c) The teacher as researcher and the notion of scientific rigor.

Each unit includes both theoretical lectures (expository teaching) and practical activities or exercises (interactive teaching), all of which contribute to the final course grade.

Key Concepts

The course fosters critical engagement with the following core concepts, developed through the study of assigned readings and reflection on one's own conceptual change process:

- Teacher professionalism
- Professionalization process
- Pedagogical knowledge
- Reflexivity
- Documentation (Learning journal, Self-assessment rubric)
- Metacognition and metacognitive monitoring processes
- Self-regulation
- Feedback
- Dialogic teaching
- Dialogic-argumentative competence
- Metacognitive routines
- Scientific rigor
- Teacher as researcher
- Conceptual change

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

Course Format

The course is structured along two complementary instructional modalities:

- (1) in-person lectures (or access to audio/video recordings online), and
- (2) autonomous student activities carried out between sessions.

These activities may be subject to evaluation (i.e., designated as exercises contributing to the final grade) or may instead serve as non-assessed opportunities for discussion and deepening during the lessons.

Lectures

- Theoretical insights provided by the instructor
- Whole-class discussions
- Small-group or pair work
- Guest lectures by external experts (e.g., school teachers)

Independent Activities

- Analysis of educational documentation (particularly classroom dialogues)
- Production of argumentative and narrative texts
- Self-assessment of one's learning process

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
