UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Metodologia della Ricerca Pedagogica II - A-L

2526-1-F8502R004-F8502R00401-AL

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 attenting 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

With this teaching, with respect to the annual SUA-Cds form indicators of the course of study and with constant and participative attendance of the lectures and the Laboratory related to the course, the following learning is to be promoted, in terms of

KNOWLEDGE AND COMPREHENSION SKILLS:

- in-depth knowledge of the paradigms and methodological approaches of educational research;
- knowledge and understanding of the relationships between research and educational practice;
- knowledge and understanding of participatory, collaborative, formative research approaches that lend themselves to bridging the gap between theory and practice;
- knowledge and understanding of methodological tools and approaches for assuming a researcher's posture in pedagogical work;
  -APPLIED KNOWLEDGE AND UNDERSTANDING:
- Ability to critically reflect on issues and methods for field research in education, relating different paradigms to practice;
    - ability to interrogate and read educational issues and practices with a researcher's posture;
    - ability to relate theoretical knowledge and practice, knowing how to read contexts with a reflexive posture and attention to transformation

-AUTONOMY OF JUDGEMENT

- ability to use the logic of enquiry, knowledge of research methods and tools to read and understand educational situations;
  -ability to understand the complexity of recurring issues in educational and training services and the relationships between theory and practice, in order to promote transformation/improvement processes in different educational contexts based on the logic of enquiry and the criteria of research.
- practising a reflexive and *researcher* perspective in pedagogical work
- COMMUNICATION SKILLS
- Development of the ability to communicate the logics and methodological criteria that guide practice, from a research perspective;
- Knowledge and use of the language and vocabulary of research as tools for analysis and reflection on educational practice;

LEARNING SKILLS

- Ability to rework educational experiences and to organise knowledge in a research perspective closely linked to practice;
- Ability to identify methods and tools to support one's own and others' personal growth and professional growth.
- Ability to use the researcher's gaze for confrontation among peers, inside and outside educational contexts

Methodologies

The course combines different tools and strategies, such as: lectures and discussion on different materials (e.g. written texts, slide, videos or reserch 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

.**Exam bibliography:**

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, Ghirotto, L. Metodi per la ricerca educativa, Carocci, Roma 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.
– 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.
– 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.
  • Merril 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. The exam consists of an interview on the concepts and topics presented in the texts and, only for attending students, also on the topics covered in class. *The oral interview will last approximately 15 minutes, varying in length depending on the questions and the candidates' preparation. The questions will mainly focus on the exam program and the texts indicated in the exam bibliography. Knowledge of the contents of the texts and the ability to present them with a critical posture are essential criteria for taking the 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 and communicative skills).

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).

Programme validity

The programm will be valid for two Academic-Years.

Course tutors and assistants

Valentina Buffon
Valentina Culotta
Alessia Polidori

Sustainable Development Goals

NO POVERTY | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES