UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Metodi e Tecniche della Ricerca Pedagogica

2627-3-E1901R138

Course title

Educators as researching professionals

Topics and course structure

The course aims to offer a general understanding of pedagogical research in the field, hinting at approaches and techniques that can characterize it, with particular reference to qualitative methods.
Specific focus will be to reason about the importance of developing a research posture of each educator and educator, in order to know how to build a curious gaze, capable of intelligent and critical innovation within work contexts, learning from experience and knowing how to connect theory and practice.

The course is planned to be divided into three parts: an initial part will be devoted to reflecting on the epistemological assumptions that can guide pedagogical research, the construction of a research posture and learning from experience within educational work; a second part will see the exploration of pedagogical research in the field, methods and techniques for collecting research material and its analysis; and the final part will be devoted to the presentation of pedagogical research projects and some practical experimentation involving students.

Objectives

With this teaching, with respect to the annual SUA-Cds card indicators of the course of study, the following learning is intended to be promoted, in terms of:

1. Knowledge and understanding
   • knowledge of the methods and tools used to analyse educational dimensions;

• knowledge of the fundamentals of educational planning, documentation and evaluation;
• knowledge of the paradigms and methodological approaches of educational research;
• knowledge and understanding of the relationship between research and educational practice;
• knowledge and understanding of empirical research approaches (participatory, collaborative, research-training), which help to bridge the gap between theory and practice in educational work;
• knowledge and understanding of the tools and methodological approaches required to adopt a research-oriented stance in first-level educational work.

2. Ability to apply knowledge and understanding
   • Apply knowledge and skills to design potential empirical research pathways in education, linking theory and practice;
   • Be able to analyse professional contexts from a pedagogical perspective;
   • Be able to use the operational tools of pedagogical research;
   • Be able to analyse and document one's own work.

3. Independent judgement
   • Acquire and consolidate analytical and critical thinking skills in educational situations, adopting reflective ethical and epistemological stances necessary to adopt a research perspective and approach in educational contexts.

4. Communication skills
   • Developing the ability to communicate effectively the rationale and criteria for adopting a research-oriented approach in educational work;
   • Knowledge and use of the specific language and terminology of pedagogical research methodology.

5. Learning skills
   • Ability to independently process and organise acquired knowledge

Methodologies

The teaching, which will be delivered in Italian, includes experiential, personal and group activation moments, alongside moments of communication and restructuring of theoretical frames of reference.
All the training activities planned in the 42 hours are conducted in presence.
Each lecture includes a part of didactic delivery (theoretical explanation, conceptual deepening) and an interactive part (dialogic exchanges, activities supervised by the lecturer such as individual exercises, group work, case work, planning, role playing). Approximately, it is estimated to be 50 percent Erogative Teaching and 50 percent Interactive Teaching.

Online and offline teaching materials

Cases, slides and videos. Where possible, they will be uploaded to the virtual classroom.

Programme and references

What is field research in education all about? What is its history in the national and international landscape? What

is the relationship between pedagogical research and the educational work that is carried out daily in services?
Around these questions, the course aims to offer an initial encounter with what pedagogical field research is about, with its epistemological and methodological assumptions.
A fundamental starting point for the course envisaged by the teaching will be to recognize that every educational professional can develop the competence to assume a research gaze and posture in everyday educational work, thus transforming contexts and services into fields of research, within which experience can constitute itself as a source of learning, transformation and innovation.

- Mortari L. (2003), Apprendere dall'esperienza. Il pensare riflessivo nella formazione, Franco Angeli, Milano.
- Coggi C. & Ricchiardi P. (2005), Progettare la ricerca empirica in educazione, Carocci, Roma.
- Daniele K. (2024), Il disagio degli adolescenti. Tornare a educare a scuola per promuovere la salute mentale, Franco Angeli, Milano.

Assessment methods

Type of examination: oral interview.
Only the final examination is scheduled. There are no intermediate tests.
The exam consists of an oral interview aimed at assessing critical understanding of the course topics and the texts in the bibliography. The choice of the oral interview as a mode of examination is consistent with the objectives of the teaching, as it allows through a dialogical communicative situation to interact with students to assess their ability to critically understand the course topics, pedagogical analysis and connection between theory and practice.
Going into more detail, the exam consists of an interview on the concepts and topics presented in the texts and, only for those who have attended, also on the topics covered in class. The student/student must show knowledge of the texts and be able to develop a critical argument around the conceptual cores that the texts highlight, connecting what he/she has learned from the study with his/her personal, internship and possibly professional experience. The interview therefore ascertains through questions the knowledge of the texts and the ability to critically use the knowledge acquired.

Grading will be on a 30-point scale, based on the following grading scale:

1. Inadequate
   Insufficient knowledge of the main topics covered in the syllabus and course reading list; very limited and poorly developed ability to argue, analyze, and critically evaluate; insufficient ability to connect theory and practice and to identify relevant connections between the texts and course topics; poor presentation skills and incorrect use of subject-specific vocabulary.
2. Satisfactory – More than satisfactory (18–23)
   General knowledge that is, in some respects, uncertain or incomplete regarding various topics in the course syllabus and bibliography; arguments, analysis, and critical thinking that are at times limited and not very independent; difficulty connecting theory and practice and identifying relevant connections between the course texts and topics; presentation skills and subject-specific vocabulary that are partially correct.
3. Fair (24–27)
   Adequate preparation on the main topics covered in the course syllabus and bibliography, but lacking depth on some more specific themes; ability to argue, analyze, and engage in critical thinking is present, but not always precise or independent; fair ability to connect theory and practice and to identify relevant connections between the course texts and themes; presentation skills and subject-specific vocabulary are mostly correct.
4. Good–Excellent (28–30/30 with honors)
   Comprehensive and in-depth preparation on the topics covered in the syllabus and course bibliography; ability to argue, analyze, and engage in structured and independent critical thinking; good/excellent ability to connect theory and practice and to identify relevant connections between the texts and course themes; good/excellent presentation skills and mastery of the discipline's specific vocabulary.

Office hours

By appointment, by writing to maria.gambacorti@unimib.it;

Programme validity

The program is valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

PEACE, JUSTICE AND STRONG INSTITUTIONS