UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Methods in Educational Research II - M-Z

2627-1-F8502R004-F8502R00401-MZ

Course title

The Methodologies and the Logics of Educational Research

Topics and course structure

The object of the course is pedagogical research and training methodologies, observed and analyzed with particular attention to adult education. The main theories of research and training, their relationship with the most recent research in the human sciences and in the sciences of education will be studied in depth. The current reading of the scenario of research in the sciences of formation and of the new logics of the training action will be faced starting from a conception of training connected to the processes of thought and elaboration, sensitive to a hypothesis of learning from experience as enhancement of the contexts and operational situations in which subjects (trainers and trainees) find themselves building their relationship with reality and their existential and professional history.

Objectives

With this course we intend to develop the following learning in terms of knowledge and skills: - knowledge of research methods and analysis tools for training processes - knowledge of the fundamental criteria of training planning - to know how to analyze phenomena and identify training problems in specific contexts - know how to analyze pedagogically the professional contexts - know how to design interventions for individuals, groups (large and small) - know how to make good use of operational tools, know how to transform them into ad hoc projects.

(The course aims to provide philosophical notions and tools that will enable the student to:
understand complex contexts and be able to act appropriately within them, taking into account the different

research styles;
deal with situations that are always new, different and often changing;
understand the implications and repercussions of the professional activity carried out.
Expected learning outcomes:
Knowledge and understanding of the fundamental concepts exposed during the course with reference to the context of pedagogical research. The student will also be able to distinguish the different uses that are made of these concepts depending on the context in which they are called upon, taking into account, in particular, the problems indicated in the secondary literature.
Ability to consciously and critically apply this knowledge in relation to the personal contexts in which the student will be acting.
Clarity and autonomy of judgement regarding the scope of one's action within the pedagogical work context and the sustainability effects it produces).

Methodologies

The language used will be Italian.
The course will be held entirely in presence.

Learning from experience; Critical reflection; Practices analysis:
Classes of 3 hours each will initially take place in the delivery mode aimed at exploring the epistemological frames of reference of research in pedagogical camp, and then continue in the interrative mode (more or less 40%De and 60% DI) with exercises and pair and small group work aimed at exploring individual aspects of qualitative research in education and addressing specific pedagogical research methodologies.

Online and offline teaching materials

The teaching materials will be prepared ad hoc during the course.

Programme and references

The course aims to explore the relationship between training and research. This exploration will try to observe the consequences that the experimental logic has on the way of understanding the relationship between theory and practice in the educational, educational and pedagogical field. In this model the practice directly intertwines the construction of ethical values, the importance of situating the educational event, the life story, the experience, the aesthetics of existence in its specific historical-cultural contexts and refers to an idea transformative of knowledge, knowledge and construction of oneself and of the Self which has greatly influenced the discourse of educational sciences, especially from the nineteenth century onwards.

The knot between research and training as well as becoming significant on the methodological level, since it generates practical options and possibilities for field research, especially in adult education, allows us to observe the structure of the training experience. The epistemological frames, the methods, the representations, the languages ??will be object of an active critical reflection and elements elaborated individually and in groups to develop an awareness on the theory and ethics of the practice

of research in the pedagogical field.

References

J. Dewey, *Come pensiamo*, Cortina;

H. S. Becker, *I trucchi del mestiere. Come fare ricerca sociale*, il Mulino;

A. M. Franza, *Teoria della pratica formativa,* Franco Angeli;

L. Mortari, *Cultura della ricerca e pedagogia. Prospettive epistemologiche,* Carocci;

D. Demetrio, *Micropedagogia. La ricerca qualitativa in educazione*, Cortina

G. J. Biesta, *Riscoprire l'insegnamento*, Raffaello Cortina 2022..

Assessment methods

There are no midterm tests. The final exam is oral and includes the discussion of the topics covered during the lessons and the bibliography texts.

The decision to use an oral examination is consistent with the course objectives, as it allows the examiner, through a dialogue-based communicative situation, to interact with the student in order to assess their ability to critically understand the course topics, to carry out philosophical analysis, and to make connections between theory and practice.

The discussion will be evaluated taking into account the correctness of the linguistic expression, the property of technical-scientific language related to the topics, the themes and the authors treated during the course and in the texts. Furthermore, the evaluation will focus on the coherence and appropriateness of the argument and on the student's ability to critically reflect on the topics, creating significant relationships between the relevant elements of the program.

Assessment will be on a scale of 30, based on the following grading scale:

1. Unsatisfactory

Insufficient knowledge of the main topics covered in the syllabus and course reading list; very limited and scarcely independent ability to argue, analyse and think critically; insufficient ability to link theory and practice and to identify relevant connections between the texts and course topics; incorrect presentation skills and use of subject-specific vocabulary.

2. Pass – More than a pass (18–23)

General knowledge, which is in some respects uncertain or incomplete, of various topics covered in the syllabus

and course reading list; ability to argue, analyse and think critically that is at times limited and lacks independence; difficulty in linking theory and practice and in identifying relevant connections between the texts and course themes; presentation skills and subject-specific vocabulary that are partially correct.

3. Fair (24–27)

Adequate knowledge of the main topics covered in the course syllabus and reading list, but lacking in depth on some more specific themes; the ability to argue, analyse and engage in critical thinking is present, but not always precise or independent; a reasonable ability to link theory and practice and to identify relevant connections between the course texts and topics; presentation skills and subject-specific vocabulary are largely correct.

4. Good – Excellent (28–30/30L)

Comprehensive and in-depth knowledge of the topics covered in the syllabus and the course bibliography; well-structured and independent ability to argue, analyse and engage in critical thinking; good/excellent ability to link theory and practice and to identify relevant connections between the texts and the course topics; good/excellent presentation skills and command of the subject-specific vocabulary.

Students are reminded that

- all the texts on the syllabus must be read and studied in full
- a hard copy or ebook of the texts must be presented at the oral interview
- by law, the works of living authors, and up to the 70th year after their death, can only be photocopied in full only to the extent of 15% of the volume or essay.

NB: Students with PUOI must email the document to the lecturer before the examination. In addition to accepting PUOI-certified requests, the lecturer is available for any clarification of lecture topics by appointment in person or remotely.

Office hours

By appointment, writing an email to the teacher.

Programme validity

Two years.

Course tutors and assistants

Alessandra Tommasi

Marta Soffientini

Elena Mauri

Isabella Russo

Federica Mazzoccoli

Andrea Bucchi

Elisa Castagna

Elisa Casati

Sustainable Development Goals

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