



**UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA**

SYLLABUS DEL CORSO

Metodologia della Ricerca Pedagogica II - A-L

2627-1-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 attending 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 consists of 19 lessons (56 hours), organised as follows: a) Two three-hour classroom-based lectures (the first and last lessons of the course). During the first lesson, the lecturer presents the structure and content of the programme, as well as the examination and assessment procedures; in the last lesson, she summarises the main topics covered during the course and provides further information on the final examination. A live stream will be provided to enable non-attending students to take part in the first session. b) Seventeen three-hour classroom-based sessions delivered in a blended format (lecture-based and interactive). These sessions are structured to provide a varied learning experience. In the first part, the lecturer delivers a lecture (lecture-based). In the second part, students actively participate in interactive activities, such as discussing texts (included in the syllabus), analysing research materials (examples of observations, videos, etc.) and practical exercises related to the lesson's topic (including small-scale research projects and the analysis of real-world data). 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 (4 texts)

**Bibliography will be communicated before September 2026

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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 assessment will be marked out 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. Satisfactory – More than satisfactory (18–23)
General preparation, and in some respects uncertain or incomplete, on various topics covered in the syllabus and course reading list; ability to argue, analyse and think critically at times limited and lacking in independence; difficulty in linking theory and practice and in identifying relevant connections between the texts and course themes; presentation skills and subject-specific vocabulary partially correct
3. Fair (24–27)
Adequate preparation on the main topics covered in the syllabus and course reading list, but lacking in depth on some more specific issues; ability to argue, analyse and engage in critical thinking is present, but not always precise or independent; reasonable ability to link theory and practice and to identify relevant connections between the texts and course topics; presentation skills and subject-specific vocabulary are generally correct.
4. Good – Excellent (28–30/30L)
Comprehensive and in-depth knowledge of the topics covered in the syllabus and course bibliography; well-structured and independent ability to argue, analyse and critically evaluate; good/excellent ability to link theory and practice and to identify relevant connections between the texts and course topics; good/excellent presentation skills and command of the subject-specific vocabulary.

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 programme will be valid for two Academic-Years.

Course tutors and assistants

Valentina Culotta
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Sustainable Development Goals

NO POVERTY | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES
