UNIVERSITÀ DEGLI STUDI DI BARI ALDO MORO

DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, PSICOLOGIA, COMUNICAZIONE

CORSO DI STUDIO MAGISTRALE A CICLO UNICO
IN SCIENZE DELLA FORMAZIONE PRIMARIA (LM-85 BIS)

COURSE OF STUDY: Primary teacher education

ACADEMIC YEAR: 2023-2024

ACADEMIC SUBJECT: Education and teaching research methods (Module: Education and teaching research methods 4+1 CFU - Theories and methods of school planning and evaluation 8 CFU)

General information	
Year of the course	*II*
Academic calendar (starting and ending date)	*I semester: from 30-9-2023 to 30-01-2024*
Credits (CFU/ETCS):	4+1
SSD	*M-PED/04*
Language	*Italian*
Mode of attendance	*Optional*

Professor/ Lecturer	
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Virtual room	*valeria.tamborra@uniba.it*
Office Hours (and modalities: e.g., by appointment, on line, etc.)	*Tuesdays from 10:00 a.m. to 12:00 p.m. (email appointment recommended)*

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
125	*24*	*10*	*91*
CFU/ETCS			
5	*4*	*1*	

Learning Objectives	○ Knowledge of the epistemology of education research ○ Knowledge of the basic methodological tools of education research ○ Knowledge of the research strategies in education and their development stages ○ Knowledge of the impact of empirical research on teaching practice
Course prerequisites	Restricted-access degree programme. Italian secondary school diploma is required for admission.

Teaching strategies	○ *Lectures* ○ *Lab exercises on case studies* ○ *In-depth workshops*
Expected learning outcomes in	

terms of	
Knowledge and understanding on:	○ Knowledge of basic theoretical, conceptual and methodological educational tools ○ Knowledge of key concepts related to research meanings and methodologies ○ Ability to critically consider the teaching implications of educational research
Applying knowledge and understanding on:	○ Knowledge of the methods of conducting empirical research within the primary school context ○ Ability to establish a direct relationship between concepts, paradigms, criteria, indicators, and evaluation practice with reference to the orientation aspect of education ○ Ability to design a research plan, identifying the appropriate strategy and subsequent methods and tools for data collection and analysis, on the basis of specific educational needs
Soft skills	• *Making informed judgments and choices* ○ Know how to choose the basic steps for developing a research project ○ Know how to distinguish the adequacy of a research strategy with respect to different fields of inquiry and cognitive problems ○ Know how to choose appropriate data collection and analysis techniques in line with different research objectives • *Communicating knowledge and understanding* ○ Know how to use the specific education research methodology language ○ Know how to communicate and discuss the choices made on the phase planning of an empirical research ○ Know how to use digital technologies to effectively present and communicate acquired knowledge • *Capacities to continue learning* ○ Know how to research new developments and trends in scientific research nationally and internationally by making use of the web and specialized bibliographic media ○ Know how to enrich one's knowledge through discussions with trainers and teachers already involved in school settings who can witness best practices
Syllabus	
Content knowledge	○ Epistemology of education research: idiographic and nomothetic research ○ Research strategies: case study-based research, interpretive research, research by experiment, and action research. ○ The staging of empirical research: construction of the theoretical framework, the formulation of hypotheses, sample construction, data collection, and analysis, interpretation of results ○ Data collection methods: questionnaire, survey and interview, observation Scientific research in the educational sciences
Texts and readings	○ Tamborra, V. (2023). La ricerca sperimentale in educazione. Un'indagine sulla valutazione del sistema universitario. Bari: Progedit ○ Trinchero, R. (2002). Manuale di ricerca educativa. Milano: FrancoAngeli (only paragraph 2.1.1 of the chapter 2; chapter 4) ○ Mialaret, G. (2019). Il nuovo Spirito Scientifico e le Scienze dell'Educazione. Brescia: Morcelliana
Notes, additional materials	*In-depth reading text for lab activities :* Baldassarre, M. (2009). Imparare a insegnare. Bari: Edizioni Dal Sud
Repository	The course materials will be provided by the lecturer through a special repository

	whose access arrangements will be communicated to students.

Assessment	
Assessment methods	Mid-course evaluation and final summative evaluation are provided
Assessment criteria	▪ *Knowledge and understanding* o The student is familiar with the theoretical, conceptual and methodological tools on which educational research is based o The student is familiar with key concepts regarding meanings and research methods. o The student is able to critically consider the didactic implications of educational research ▪ *Applying knowledge and understanding* o The student knows the methods of conducting empirical research within the primary school context o The student is able to establish a direct relationship between concepts, paradigms, criteria, indicators and evaluation practice with reference to the orientation aspect of education o The student is able to design a research plan, identifying the appropriate strategy and subsequent methods and tools for data collection and analysis, on the basis of specific educational needs ▪ *Autonomy of judgment* o The student knows how to choose the basic steps for developing a research project o The student knows how to distinguish the adequacy of a research strategy with respect to different fields of inquiry and cognitive problems o The student knows how to choose appropriate data collection and analysis techniques in line with different research objectives ▪ *Communication skills* o The student knows how to use the specific education research methodology language o The student knows how to communicate and discuss the choices made in the phase planning of an empirical research o The student knows how to use digital technologies to effectively present and communicate acquired knowledge ▪ *Capacities to continue learning* o The student knows how to research new developments and trends in scientific research nationally and internationally by making use of the web and specialized bibliographic media o The student knows how to enrich one's knowledge through discussions with trainers and teachers already involved in school settings who can witness best practices
Final exam and grading criteria	Assessment of learning will be measured on the basis of levels of achievement of the different assessment criteria through an oral interview.
Further information	
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