Syllabus

Course Description

Course Title	Research Methods and Academic Writing in Educational Contexts
Course Code	11403
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	dr. Alessandra Giglio, Alessandra.Giglio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37750 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 dr. Matteo Largaiolli, Matteo.Largaiolli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47495
Teaching Assistant	
Semester	First semester
Course Year/s	1.
CP	7
Teaching Hours	30
Lab Hours	20
Individual Study Hours	125
Planned Office Hours	21
Contents Summary	This is a module of the basic training area. It is placed in the first semester of the first year of the Master's degree course, as it is intended to provide orientation and an initial approach to research

	methodology, with particular reference to the educational contexts of pre-school and primary schools.
Course Topics	The module introduces the theoretical-methodological foundations of research methodology, with a focus on research for schools and teacher training, as well as scientific writing, with the intention of promoting, starting with descriptive writing, the skills necessary for reflective writing.
Keywords	research methodology, scientific writing
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Dialogue lectures, analysis of research publications and simulated design of different research moments, academic writing activities.
Mandatory Attendance	in accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Students should be able to - Acquire the theoretical-methodological foundations of research in education, with particular reference to pre-school and primary school. - Learn to make use of both descriptive and reflective writing to support research, the reporting of educational visits and field experiences, the initiation of the drafting of the student's portfolio (understood as a tool for description-reflection on the experience) but also as a support for the progressive declination of a professional development plan. Disciplinary skills Knowledge and understanding - of the key concepts in educational research; - of theories and practices relating to research in education; - of the textual structures of the Italian language, with particular reference to the scientific domain. Ability to apply knowledge and understanding - expressed through activities and problem-situations in which the application of theories, methodologies, techniques and tools of educational research is required; - expressed through the application of text structures to the understanding, evaluation and writing of written texts, with particular reference to academic writing.

	Transversal/soft skills Autonomy of judgement expressed through: - capacity for reflection, discussion, in-depth study and personal reworking on the emerging themes of the course; - critical ability, coherence, methodological rigour, precision and accuracy in both oral and written expression; - ability to listen to and understand different points of view in the scientific field, across the disciplines covered during the degree course. Communication skills expressed through: - ability to communicate effectively and appropriately in professional and academic contexts in both oral and written expression; - ability to communicate in a group and to support one's own ideas; - active listening. Learning ability expressed through: - ability to reflect on one's own performance and related self-evaluation; - ability to deal critically and consciously with scientific texts from any discipline, both on the receptive side (reading) and the productive side (writing); - ability to analyse and identify the development needs of one's own knowledge. The skills and abilities described will be assessed both in itinere (through individual and group activities) and in the final examination.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	There will be ongoing written tests, the outcome of which will be discussed in a short oral discussion on the day of the examination. The modalities of the intermediate written tests will be explained by the lecturer(s) at the beginning of the course.
Evaluation Criteria	A single final mark will be awarded for the module. In the case of a negative mark for the entire module, any partial examinations

	successfully passed will be counted as having been passed in the next attempt to sit the entire module examination. It should be noted that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations). Specifically, for the written tests, the following are considered and assessed: relevance, logical structure, clarity of argument, lexical appropriateness and completeness. In relation to the oral test, the following will be considered and assessed: relevance, clarity of argumentation, capacity for critical analysis, ability to rework and reflect on the experience gained during the course or apprenticeship or even in the professional field, demonstrating the ability to transpose theory into practice and to read theory in practice.
Required Readings	Welcome G. (2015). *Stili e metodi della ricerca educativa.* Rome: Carocci. Corno, D. (2012). *Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica..* Milan: Mondadori. Materials selected by the lecturer and made available during the course. .
Supplementary Readings	Lucisano, P. & Salerni, A. (2002). *Metodologia della ricerca in educazione e formazione*. Rome: Carocci. MIUR (2012). *Indicazioni nazionali per il curricolo della scuola dell'infanzia* Mortari, L. (2009). *La ricerca* per *i bambini*. Milan: Mondadori. Mortari, L. & Ghirotto (2019). *Metodi per la ricerca educativa*. Rome: Carocci. Trinchero, R. (2002). *Manuale di ricerca educativa*. Milan: Franco Angeli.

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Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Research Methods and Scientific Work in Educational Contexts
Course Code	11403A
Scientific-Disciplinary Sector	PAED-02/B
Language	Italian
Lecturers	dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666
Teaching Assistant	
Semester	First semester
CP	5
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	95
Planned Office Hours	15
Contents Summary	The course presents the basic concepts of research methodology in education and illustrates the main methodological approaches, through which simple educational and didactic research paths can be understood and deconstructed. It also aims to promote a general culture of reflection, observation and documentation in teaching-learning contexts.
Course Topics	Observational research/research with intervention Qualitative research/quantitative research Research design Data collection and analysis
Teaching Format	Dialogue lectures, analysis of research publications and simulated design of different research moments

Required Readings	Coggi C., Ricchiardi P. (2005). Progettare la ricerca empirica in educazione. Firenze, Carocci
Supplementary Readings	

Course Module

Course Constituent Title	Introduction to Academic Writing (Lab.)
Course Code	11403B
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	dr. Alessandra Giglio, Alessandra.Giglio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37750 dr. Matteo Largaiolli, Matteo.Largaiolli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47495
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1: Dr. Largaiolli Matteo Gruppo 2 e 3: Dr. Giglio Alessandra
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop aims to increase and consolidate the linguistic awareness of students in order to promote the skills necessary to deal with the writing of scientific and professional texts in Italian with confidence and method ("term paper", research report, internship report, etc.).
Course Topics	Basic Elements Main differences between spoken and written The notion of 'text' from the perspective of text linguistics

	Text typology by dominant function (descriptive, narrative, expository, argumentative, prescriptive texts): main features The functioning of the text: coherence and cohesion (main tools of cohesion: recurrence, paraphrase, pro-forms, connectives) Punctuation and spelling The writing process/planned writing: conception, planning, selection and organisation of content, drafting and revision (outline and table of contents; writing in paragraphs and the director's sentence) Scientific writing Main text types, with particular reference to the scientific article Scientific prose: stylistic features, connectives and argumentation, textual deissi, graphic aspects (tables, diagrams, etc.) Direct and indirect citations; bibliographical references; the bibliography; editorial rules Scientific writing and new media
Teaching Format	Frontal dialogic lecture phases alternated with practical exercises (individual and group) in textual analysis and elaboration.
Required Readings	Corno, D. (2012). *Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica.* Milano: Mondadori.
Supplementary Readings	