Syllabus

Course Description

Course Title	Methodological courses 1st study year
Course Code	15144
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian; English; German
Degree Course	PhD Programme in Education and Social Sciences
Other Degree Courses (Loaned)	
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428 Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202 Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Prof. Aggregato Martina Irsara, Martina.Irsara@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12004 Prof. Giulia Cavrini,

	GCavrini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/13718 Prof. Ilaria Riccioni, Ilaria.Riccioni@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/14335 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 Prof. Federica Viganò, federica.vigano@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/21735 Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397 Prof. Dorothy Louise Zinn, DOROTHY.ZINN@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31663 Prof. Andrea Di Michele, Andrea.DiMichele@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34120 Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122 Dott. Johann Kienzl, Johann.Kienzl2@unibz.it Prof. Dr. Ulrike Elfriede Loch, Ulrike.Loch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38689 Prof. Maria Cristina Gatti, MariaCristina.Gatti@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/40909 Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 Prof. Attilio Carraro, Attilio.Carraro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42261 Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442 Prof. Dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621 dr. Cecilia Lazzeretti, Cecilia.Lazzeretti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45223 Dott. Sonia Maria Lisco, SoniaMaria.Lisco@unibz.it Dott. Caterina Fantoni, Caterina.Fantoni@unibz.it
Teaching Assistant	
Semester	All semesters
Course Year/s	1
CP	35
Teaching Hours	206
Lab Hours	6
Individual Study Hours	663
Planned Office Hours	0
Contents Summary	Training activities appropriate to the creation of common ground in the epistemology, methodology and ethics of research. Common core training in the areas of the philosophy of science

	and epistemology of the disciplines involved as well as research methodologies, both qualitative and quantitative, as well as current topics of debate and methodologies in an international context.
Course Topics	Higher education activities with reference to advanced research activities, new research methods in the educational and social field, interdisciplinary, multidisciplinary and transdisciplinary training activities, language training, in the field of didactics, research management and knowledge of European and international research systems, valorisation and dissemination of results, intellectual property and open access to data and research products, fundamental principles of ethics, gender equality and integrity.
Keywords	
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	SPSS lectures and laboratory
Mandatory Attendance	in accordance with the regulation
Specific Educational Objectives and Learning Outcomes	High-level theoretical and methodological training in a multilingual context, ability to work in the field of basic academic research and applied research in university, national and international settings, with a multilingual approach.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Presentation of in-progress research and written documentation of milestones and research activity to the Board of Directors and lecturers
Evaluation Criteria	No evaluation
Required Readings	will be indicated during the meetings .
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Responsible consumption and production, Quality education

Course Module

Course Constituent Title	Philosophy of science
Course Code	15144A
Scientific-Disciplinary Sector	NN
Language	Italian; German; English
Lecturers	Prof. Federica Viganò, federica.vigano@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/21735
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	5
Lab Hours	0
Individual Study Hours	15,5
Planned Office Hours	0
Contents Summary	The course introduces students to the basic literature and fundamental concepts of the philosophy of science and the sociology of science; the debate, its protagonists and implications for research.
Course Topics	Positivism, Critical Theory, Hermeneutics, Phenomenology, Constructivism, Grounded Theory. New theoretical approaches in the humanities and social sciences and their implications for research and development; new approaches to research in the social sciences and humanities and implications for research. A workshop on communicating the research content of PhD students is planned in collaboration with the unibz press office.
Teaching Format	Lecture and exercise
Required Readings	will be indicated in the meetings .
Supplementary Readings	Loner E, Fattorini E, Bucchi M (2023) The role of science in a crisis: Talks by political

	leaders during the COVID-19 pandemic. PLoS ONE 18(3): e0282529. https://doi.org/10.1371/journal.pone.0282529 Ella McCarthy and Will J Grant (2024), What are we talking about when we are talking about the audience? Exploring the concept of audience in science communication research and education, Public Understanding of Science 1 –17

Course Module

Course Constituent Title	Epistemology of Education and Social sciences
Course Code	15144B
Scientific-Disciplinary Sector	NN
Language	English; Italian; German
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428 Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 Prof. Ilaria Riccioni, Ilaria.Riccioni@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/14335 Prof. Dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621
Teaching Assistant	

Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	26: 5 Prof. Annemarie Augschöll 5 Prof. Jeanette Hoffmann 3 Prof. aggr. Doris Kofler 3 Prof. Monica Parricchi 10 Prof. Ilaria Riccioni
Lab Hours	0
Individual Study Hours	81
Planned Office Hours	0
Contents Summary	The course aims to impart basic scientific and professional skills and to acquire scientific research methods and the ability to express oneself in the educational and social sciences. The course aims to acquaint students with the theoretical and methodological scientific foundations of the educational and social sciences, as well as the principles and corresponding specificities of scientific work and research.
Course Topics	Prof. Annemarie Augschöll History of pedagogical ideas and their institutionalisation Childhood and educational biographies History of education and schools with a focus on South Tyrol (schools and education in South Tyrol and their historical genesis) Prof. Jeanette Hoffmann Epistemology of narration in pedagogical contexts (1h) Narrative learning in classroom interaction and professionalisation research (2h) Narrative acquisition in educational research and didactics (2h) Prof. Doris Kofler Fields of pedagogy between innovation through research and complexities Ethical components in the objectives of research and social relevance Transformation research

	Prof. Monica Parricchi Epistemology of education: approaches to research in social pedagogy The complexity paradigm The sustainability paradigm: The future between sustainability and resilience Prof. Ilaria Riccioni - Epistemology of the scoial sciences Epistemology in the social sciences Question of objectivity in the social sciences Methodenstreit Methodological positivism Hermeneutics
Teaching Format	Prof. Annemarie Augschöll: Inputs and interactive discussion of the topics Prof. Jeanette Hoffmann: Lecture, text discussion, analysis of narrative learning processes Prof. Doris Kofler: Theoretical inputs with discussion prompts Prof. Monica Parricchi: Interactive lecture, discussionInteractive lecture, discussion Prof. Ilaria RIccioni: frontal and partecipatory
Required Readings	**Annemarie Augschöll** · Vogt, M., Augschöll Blasbichler, A. (2021), Historical research in education: Understanding contemporary situations and conditions through analysis of the relevant history: Lucien Criblez. *Espacio, Tiempo y Educacio´n, 8* (2), 251–257. · Augschöll Blasbichler, A. (2018), Totalitarian school politics during fascism in Italy and their transgenerational effects. In History of Education Review: Special Issue: Powerful narratives and compelling explanations. E*ducational historians and museums at work, 47* (2), 155–168.

	Jeanette Hoffmann · Dehn, M., Merklinger, D., & Schüler, L. (2014). Narrative Acquisition in Educational Research and Didactics. In P. Hühn, J. Ch. Meister, J. Pier, & W. Schmid (Eds.), *Handbook of Narratology* (pp. 489–506). De Gruyter. https://doi.org/10.1515/9783110316469.489 · Hoffmann, J. (2020). Narratives Lernen in Unterrichts- und Professionsforschung. In R. Ertl-Schmuck, & J. Hoffmann (Eds.), *Spannungsfelder zwischen Theorie und Praxis in der Lehrer/innenbildung – Interdisziplinäre Perspektiven* (pp. 61–89). Beltz Juventa. **Doris Kofler** · Kollmorgen, R., Merkel, W, & Wagener, H. J. (Hrsg.) (2015), *Handbuch Transformationsforschung.* Springer. DOI 10.1007/978-3-658-05348-2 [Das Handbuch umfasst 761 Seiten, und Auszüge müssen je nach Forschungsschwerpunkt der PhD-Studierenden entsprechend ihrer Forschungsausrichtung ausgewählt werden.] **Monica Parricchi** · Giovannini E, Calvano G. *Educazione è Sostenibilità* Franco Angeli. https://francoangeli.it/Libro/Educazione-è-Sostenibilità?Id=29511 · *Educazione alla Sostenibilità Pedagogia Oggi, 16*(1), 2018 https://ojs.pensamultimedia.it/index.php/siped/issue/view/172 **Ilaria Riccioni:** Texts indicated in the final bibliography of each lecture power point
Supplementary Readings	Supplementary literature will be announced in the individual courses.

Course Module

Course Constituent Title	Qualitative methodology
Course Code	15144C

Scientific-Disciplinary Sector	NN
Language	German; English; Italian
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 Prof. Andrea Di Michele, Andrea.DiMichele@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34120 Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122 Prof. Dr. Ulrike Elfriede Loch, Ulrike.Loch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38689 Prof. Attilio Carraro, Attilio.Carraro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42261 Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	50: 8 Prof. Attilio Carraro 5 Prof. Heidrun Demo 8 Prof. Di Michele Andrea

	8 Prof. Barbara Gross 8 Prof. Ulrike Loch 5 Prof. Vanessa Macchia 8 Prof. Simone Seitz
Lab Hours	0
Individual Study Hours	156
Planned Office Hours	0
Contents Summary	The course aims to introduce the methodologies useful for the development of the entire qualitative research process, i.e.: acquisition and utilisation of specialist literature, including appropriate databases and digital media; development of a scientific question, research designs and their implementation; educational and social sciences and research methods; principles and specifics of scientific work and the development or discussion of the scientific question contained in the students' research projects and their implementation; fundamentals of empirical research: theoretical familiarisation with the basic rules and concepts of the research process.
Course Topics	Prof. Carraro: The aim of this module is to provide participants with basic knowledge and skills for writing research proposals and applications. The module consists of a theoretical introduction about what a research proposal is (the what, the why, and what it shouldn't do), and the presentation of the "5 steps model for writing a successful research proposal"; practical activities, i.e. designing, writing, presenting and assessing, a research proposal are also planned. Prof. Demo: - Qualitative Content Analysis: Fundamentals - Application of Qualitative Content Analysis based on completed research projects - Practical exercises with a focus on category development and coding Prof. Di Michele: The course aims to illustrate the fundamentals of historical

	research methodology, considering that they may be useful for any researcher who needs to set up a research project focusing on any topic addressed from a temporal perspective. The course topics will be as follows: - The characteristics of historical knowledge - The usefulness and meaning of history - The public and instrumental use of historical discourse - The elements of history: space, time and historical text - The historical evolution of the discipline - The role of sources: definition, identification, critical analysis... Prof. Gross: Mixed Methods Research: discussion of theoretical considerations, research design, data collection, data analysis, data merging, interpretation, and limitations. Implementation exercises. - Discussion of the participants' research topics and methods to sharpen their research proposals - Interview in educational and social sciences with a focus on semi-structured interviews - Focus group discussions Prof. Loch: Introduction in the methodology of narrative interviews (4 hours) and practicing narrative questions (6 hours): - Introduction in narrative interviewing - Practicing narrative interview tools - Preparing a narrative interview - Practicing narrative interview tools - Exchange about interview experience Prof. Macchia: Research Methodology - Action Research and Ricerca Formazione - Action research: introduction and examples of the action research process - Action research: analysis of a finished action research project - Examples IT CRESPI and DT CARN D.A.CH. Netzwerk

	Prof. Seitz: Current discourses on theoretical frames and qualitative methodology in inequity-critical educational research, links to the participants' research interests and research topics, with a particular focus on the potential of: - reconstructive research approaches - transnational and comparative research
Teaching Format	Prof. Carraro: Lecture, guided discussion, students' work, critical analysis of their proposals. Prof. Demo: - Prof. Macchia: Lecture and practical discussion, plenary work Prof. Gross: Lecture; discussion Prof. Loch: Lecture and practice, conducting an interviews Prof. Seitz: Lecture, methodologically guided discussion, analysis of empirical material Prof. Di Michele: Lecture, guided discussion, critical analysis of their proposals.
Required Readings	Prof. Carraro: Materials and e-resources presented during classes with PhD students. Prof. Di Michele: Materials and e-resources presented during classes with PhD students. Prof. Macchia: Giorgio Asquini (a cura di) 2025. La Ricerca-Formazione. Temi, esperienze, prospettive. Franco Angeli, Ianes D, Dell'Anna S, Demo H & Macchia V. (2020). IN-IN: Strumenti per l'Inclusione/Instrumente für Inklusion. Milano: FrancoAngeli, ISBN: 978-88-351-0563-3 open access Prof. Gross: Creswell, J. W., & Plano Clark, V. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: Sage. Barbour, R. S. (2018). *Doing focus groups* (2nd ed.). SAGE. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

	Marvasti, A., & Tanner, S. (2020). Interviews with individuals. In M. R. M. Ward & S. Delamont (Eds.), *Handbook of qualitative research in education* (2nd ed., pp. 329–337). Edward Elgar Publishing. Robinson, J. (2020). Using focus groups. In M. R. M. Ward & S. Delamont (Eds.), *Handbook of qualitative research in education* (2nd ed., pp. 338–348). Edward Elgar Publishing. Prof. Loch: • Rosenthal, Gabriele (2018): Interpretive Social Research. An Introduction. Universitätsverlag Göttingen. (free download: Göttingen university press), Chapter 5; • Rosenthal, Gabriele (2011): *Interpretative Sozialforschung.* Weinheim: Juventa, 5. Kapitel. Prof. Seitz: will be announced before the course starts
Supplementary Readings	• Prof. Gross: Tashakkori, A., Johnson, R. B. & Teddlie, C. (2020). *Foundations of Mixed Methods Research* (2nd ed.). Sage • Prof. Seitz: will be decided together during the course

Course Module

Course Constituent Title	Quantitative methodology
Course Code	15144D
Scientific-Disciplinary Sector	NN
Language	English; German; Italian
Lecturers	Prof. Giulia Cavrini, GCavrini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/13718 Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397
Teaching Assistant	
Semester	All semesters

CP	0
Responsible Lecturer	
Teaching Hours	54 42 Prof. Giulia Cavrini 12 Prof. Demis Basso
Lab Hours	6 Prof. Giulia Cavrini
Individual Study Hours	188
Planned Office Hours	0
Contents Summary	The course belongs to the subject area of social statistics. It aims to provide the foundations of statistical reasoning, to help understand how and why to choose between the various statistical methods required to prepare the collection, representation, processing and synthesis of data, and to gain a thorough understanding of the theory underlying the various methods. The aim is to provide the methodological and statistical tools required to prepare a survey in the pedagogical and social field and for the subsequent analysis of the data collected and interpretation of the results obtained.
Course Topics	In particular, the basic concepts of descriptive and inferential statistics as well as some multivariate data analysis techniques will be introduced. The technical lectures are complemented by laboratory exercises using statistical software.
Teaching Format	The course consists of in-person 54 hours of lectures and 6 hours of lab sessions, during which the professor will present the various topics. The lecture content will be delivered using PowerPoint presentations, which will be made available to students on TEAMS. All sessions follow a mixed approach: traditional lecture-based teaching alternates with interactive learning moments, with proportions varying depending on the topic and the type of activity carried out. Typically, the interactive component will be more prominent during in-class exercises and lab sessions.
Required Readings	M.K. Pelosi, T.M. Sandifer, P. Cerchiello, P. Giudici *Introduzione alla statistica*, McGraw Hill, 2009 (ch. 0 - 5, 7-8). D. F. Iezzi *Statistica per le scienze sociali*, Carrocci 2009 (ch. 1-6 e 11). Lecture notes prepared by the teacher will also be provided.

Supplementary Readings	

Course Module

Course Constituent Title	Ethnographic research methods
Course Code	15144E
Scientific-Disciplinary Sector	NN
Language	German; Italian; English
Lecturers	Prof. Daniela Salvucci, Daniela.Salvucci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38071
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	20
Lab Hours	0
Individual Study Hours	62,5
Planned Office Hours	0
Contents Summary	Over the past century, the ethnographic method, theorized by Malinowski (1922) as a scientific and systematic fieldwork approach, has expanded from anthropology to other social sciences. Since the 1980s, scholars have critically reexamined it, emphasizing subjectivity, colonial power dynamics, and the need for reflexivity. Today, critical and reflexive ethnography—through techniques like participant observation, interviews, autoethnography, sensory and digital ethnography—plays a central role in social and educational research. It seeks to understand participants' perspectives, promote empathy and critical thinking, and support decolonial and social justice goals. This course introduces ethnographic methods, their epistemological and ethical dimensions, and offers PhD students in Education and Social Sciences the chance to apply them to their own research projects and reflect on ethnographic writing practices.
Course Topics	Introduction to ethnographic methods and approaches. From Malinowski's theorization and the Chicago school to contemporary

	trends. Holism, "otherness" and ethnography "at home". Interpretation and "thick description" (Geertz 1973). From the village to the multi-sided ethnography (Marcus 1995). "Writing culture" critique (Clifford and Marcus 1986) and the rigour of the qualitative (Olivier de Sardan 2015). "Writing against culture" (Abu-Lughod 1991): ethnography, power, and interculturality (Dietz 2011). Ethnographer's ethics and in-betweenness (inside/outside, science/art, activist/betrayer). Ethnography as education of "attention" (Ingold 2014, 2017). Participant observation and observation of participation (Tedlock 1991). Ethnographic fieldwork and ethnographic techniques (Oliver de Sardan 2015): explorations, fieldnotes (Emerson et al. 1995, Okely 2012), ethnographic journal, and personal diary. Ethnography as theory (Nader 2011) and narration. Ethnographic writing styles (Behar and Gordon 1996, Salvucci 2025, Tauber and Zinn 2021). Reflexivity, feminist ethnography (Davis and Craven 2023), and autoethnography (Beatty 2010, Reed-Danahay 2001). Evocative ethnography, and "thin description" (Jackson 2013). Collaborative (Lassiter 2005), reciprocal (Gay y Blasco and Hernández 2020), and participative ethnography (Schensul and LeCompte 2016). Ethnographic interviews (Sherman Heyl 2014), "participant listening" (Forsey 2010), narratives, and memories. Charting, mapping, and genealogies. Visual (Pink 2013) and sensory (Vannini 2023) ethnography. Artifacts' biographies, multispecies ethnography (Kiksey, Helreich 2010), digital ethnography (Pink et al. 2015), and multimedia, creative, interdisciplinary methods, such as the "deep mapping" (Boos et al. 2022).
Teaching Format	Lecture, in-class discussions and in-class activities.
Required Readings	(At least one article or chapter from the requested or the supplementary bibliography) Abu-Lughod, L. 1991, "Writing against Culture", in Richard G. Fox (ed.) *Recapturing Anthropology: Working in the Present*, Santa Fe (USA): School of American Research Press. Atkinson, A. Coffey, S. Delamont, J. Lofland, and L. Lofland (eds.) 2014 (2001) *Handbook of Ethnography*. London, UK: Sage. Beatty, A., 2010, "How Did It Feel for You? Emotion, Narrative, and

the Limits of Ethnography". *American Anthropologist* 112(3): 430–443.

Behar, R., and Gordon D., (eds.), 1996, *Women Writing Culture.* Berkeley: University of California Press.

Boos T., Ietri D. & Mastropietro E., 2022, "Deep Map and Short Residence as Crucial Elements for a Dialogic Research Method Investigating Places", *TheProfessional Geographer,* 1-11.

Clifford, J., and G. E. Marcus, eds. 1986. *Writing Cultures: Poetics and Politics of Ethnography*. Berkeley: University of California Press.

Davis D.-A. and Craven C., 2023, *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*, Rowman&Littlefield.

Dietz, G. 2011. "Towards a doubly reflexive ethnography: A proposal from the anthropology of interculturality". AIBR-Revista de Antropología Iberoamericana, 6(1): 3 – 26.

Emerson R., Fretz R., Shaw L., 1995. *Writing ethnographic fieldnotes*, Chicago: Chicago University Press.

Forsey, M. G., 2010, "Ethnography as participant listening", *Ethnography*, 11(4): 558-572.

Geertz C., 1973, *Interpretation of cultures*. New York: Basic Book

Gay y Blasco, P. and Hernández L., 2020, *Writing Friendship. A Reciprocal Ethnography*, London: Palgrave Macmillan.

Ingold, T., 2014, "That's enough about ethnography!", *Hau: Journal of Ethnographic Theory*, 4(1): 383–395.

Ingold, T., 2017, "Anthropology contra ethnography", *Hau: Journal of Ethnographic Theory*, 7 (1): 21–26.

Jackson, J. L. Jr., 2013, *Thin Description. Ethnography and the African Hebrew Israelites of Jerusalem*, Boston: Harvard University Press.

Kirksey, E. and Helmreich S., 2010, "The emergence of multispecies ethnography", *Cultural Anthropology*, 25(4): 545–576.

Lassiter, L. E., 2005, "Collaborative Ethnography and Public Anthropology," *Current Anthropology*, 46(1): 83-106.

Malinowski B., 1922, "Introduction: The subject, method and scope of this enquiry", in *Argonauts of the Western Pacific*, London: Routledge and Kegan Paul.

	Marcus, G., 1998 [1995], “Ethnography in/of the World System: the Emerge of the Multi-sited Ethnography”, in Marcus, George, 1998, *Ethnography through thick and thin*, Princeton: Princeton University Press, pp. 79-104. Okely, J. 2012, *Anthropological Practice Fieldwork and the Ethnographic Method Anthropological practice fieldwork and the ethnographic method*, London: Routledge. Olivier Sardan, J-P., 2015, *Epistemology, Fieldwork, and Anthropology*. London: Palgrave Macmillan. Perecman, E. and Curran S., 2006, *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. SAGE Publication.
Supplementary Readings	Is part of the required reading list: Pink, S. 2013, *Doing visual ethnography*. SAGE. Pink S. et al. 2015, *Digital Ethnography. Principles and Practice*. SAGE Reed-Danahay, D. 2001. “Autobiography, Intimacy and Ethnography.” In Handbook of Ethnography, edited by P. Atkinson, A. Coffey, S. Delamont, J. Lofland, and L. Lofland, 407–25. London: Sage. Salvucci, D. 2025, “It is Like Being ‘in’ a Story”: The Influence of Nineteenth- and Early Twentieth-Century Literature on Bronislaw Malinowski’s work as reflected in his letter exchange with Elsie Masson”, in Schwab C., Ahrens F., Riedl K., *Ethnography and Folklore in Print: Cross-Genre Explorations of Nineteenth-Century Social Knowledge*, pp.169-190. Bielefeld: Transcript Verlag. Sherman Heyl, B., 2014, “Ethnographic interviewing”, in Atkinson et al. Handbook of Ethnography, Sage. Tauber, E. and Zinn D. L. (eds.), 2021, *Gender and Genre in Ethnographic Writing*, London: Palgrave Macmillan. Tedlock, B. 1991, “From Participant Observation to the Observation of Participation: The Emergence of Narrative Ethnography”, *Journal of Anthropological Research*, 47(1): 69-94. Vannini, P. (ed.) 2023, *The Routledge International Handbook of Sensory Ethnography*, Routledge.

	Further bibliographical references will be provided during the lessons

Course Module

Course Constituent Title	English for Academic purposes
Course Code	15144F
Scientific-Disciplinary Sector	NN
Language	English
Lecturers	Prof. Aggregato Martina Irsara, Martina.Irsara@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12004 Prof. Maria Cristina Gatti, MariaCristina.Gatti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40909 dr. Cecilia Lazzeretti, Cecilia.Lazzeretti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45223
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	20 6 Prof. Maria Cristina Gatti 7 Prof. aggr. Martina Irsara 7 Dr. Cecilia Lazzeretti
Lab Hours	0
Individual Study Hours	62,5
Planned Office Hours	0
Contents Summary	This course aims to familiarise PhD students with academic research conventions and academic discourse in English, in both spoken and written contexts. Participants will learn how to formulate research questions and a thesis statement, how to

	present an argument, how to structure paragraphs for coherence and cohesion, how to write an abstract in English for an academic audience and aspects of effective oral presentations. Genre and corpus approaches will be used to heighten learners' awareness of academic language in use, through such observation skills as validating, formulating and checking hypotheses about the rhetorical structures and language characterising academic genres. Corpus work will contribute to learning by 'noticing' or 'discovery', encouraging students to adopt an inductive approach in analysing academic language.
Course Topics	• Academic writing and its conventions • Linguistic features of academic writing in English • Aspects of reading for academic writing • Exploiting basic corpus techniques to explore academic language • Compiling a corpus representative of academic language use • Developing arguments • Structure of abstracts • Use of English in academic writing for educational research • Structuring oral presentations • Using effective linking phrases during oral presentations • Make effective use of presenting software such as PowerPoint
Teaching Format	Lecture, workshop, seminar, discussion, individual work
Required Readings	Selected chapters from: Burton, G. (2011). *Collins Academic Skills Series: Presenting*. London: HarperCollins. Swales, John M. & Feak, C. (2009). *Abstracts and the writing of abstracts.* Ann Arbor, MI: University of Michigan Press. Swales, John M. & Feak, C. (2014). *Academic writing for graduate students: Essential tasks and skills*. 3rd ed. Ann Arbor, MI: University of Michigan Press. Readings and slides for the course will be available on OLE.
Supplementary Readings	Gilmore, A. (2009). Using online corpora to develop students'

	writing skills. *ELT Journal, 63*(4), 363-372. Graham, A. (2018). *English for academic purposes: A handbook for students*. St. Albans: Critical Publishing. Retrieved from: https://www.criticalpublishing.com/asset/211915/1/Graham_Web_Material.pdf Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching, 41*(4), 543-562. Karpenko-Seccombe, T. (2020). *Academic writing with corpora: A resource book for data-driven learning.* London and New York: Routledge. Swales, John M. & Feak, C. (2010). From text to task: Putting research on abstracts to work. In M. Ruiz-Garrido, J. C. Palmer-Silveira & I. Fortanet-Gomez (Eds.), *English for professional and academic purposes* (pp. 169-182). Amsterdam: Brill-Rodopi.

Course Module

Course Constituent Title	Information Literacy
Course Code	15144G
Scientific-Disciplinary Sector	NN
Language	German; Italian; English
Lecturers	Dott. Johann Kienzl, Johann.Kienzl2@unibz.it Dott. Sonia Maria Lisco, SoniaMaria.Lisco@unibz.it Dott. Caterina Fantoni, Caterina.Fantoni@unibz.it
Teaching Assistant	
Semester	All semesters
CP	0

Responsible Lecturer	
Teaching Hours	10 2 Dr. Caterina Fantoni 6 Dr. Sonia M. Lisco 2. Dr. Johann Kienzl
Lab Hours	0
Individual Study Hours	31
Planned Office Hours	0
Contents Summary	The course covers standard Information Literacy competences according to the International Guidelines for Higher Education and Doctoral Programmes and explores the fields of application of bibliometrics. The course explores the individual stages of the publication process and provides tools for identifying high-quality journals. In addition, predatory journals will be analyzed and strategies for avoiding them will be suggested. PhD students will learn about journal evaluation criteria and become familiar with the main bibliometric indicators. Students will be shown the best bibliographic research tools and guidelines for preventing plagiarism and ensuring academic integrity. At the end of the training, they will also be able to use reference management software, the university's research information system, and master the correct syntax for citations.
Course Topics	Information literacy - Citation style guidelines (e.g. APA 7th edition) - Reference management software features - Academic integrity concepts and introduction to the use of Turnitin Bibliometrics - Predatory and low quality journals - Open Access - Publication process - Introduction to peer review - Bibliometric databases - Research evaluation in the Italian research context
Teaching Format	Workshops and seminars

Required Readings	None
Supplementary Readings	**Supplementary readings:** American Psychological Association. (2020). *Publication manual of the american psychological association* (7th edition). American Psychological Association. https://doi.org/10.1037/0000165-000 De Vita, G., Begley, J., & Bowen, D. (2021). *Roadmap to a successful PhD in business and management and the social sciences*. Lang. https://doi.org/10.3726/b18616 Gosling, P., & Noordam, L. D. (2011). *Mastering Your PhD: Survival and Success in the Doctoral Years and Beyond* (2nd edition). Springer. https://doi.org/10.1007/978-3-642-15847-6 Bibliometrics: Beall, J. (2015). Predatory journals and the breakdown of research cultures. *Information development, 31*(5), 473–476. https://doi.org/10.1177/0266666915601421 Björk, B.-C., & Hedlund, T. (2004): A formalised model of the scientific publication process. *Online Information Review, 28*(1), 8–21. https://doi.org/10.1108/14684520410522411

Course Module

Course Constituent Title	Research Ethics
Course Code	15144H
Scientific-Disciplinary Sector	NN
Language	English; German; Italian
Lecturers	Prof. Livia Taverna, Livia.Taverna@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/4202
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	5
Lab Hours	0
Individual Study Hours	15,5
Planned Office Hours	0
Contents Summary	The course aims to clarify the ethical aspects of interest in research, introducing students to the principles of scientific integrity (presentation of EU guidelines), as well as providing information on how to apply for approval by the Data Protection Office and the Research Ethics Committee.
Course Topics	1. Ethical principles of research: Reliability, Honesty, Respect and Responsibility 2. Ethics and methodology for ethical science 3. Ethical and legal aspects of research 4. Procedures for designing research protocols
Teaching Format	Lesson and group discussion
Required Readings	Martinson, B., Anderson, M. e de Vries, R. (2005). Scientists behaving badly. *Nature*, 435, 737- 738. https://doi.org/10.1038/435737a.
Supplementary Readings	• Brighi, A., Laghi, F., Ligorio, B., Milani, L., Palladino, B.E., Zanetti, M.A. (2021). Etica della ricerca o ricerca etica? *Psicologia clinica dello sviluppo,* (2), 276–278. https://doi.org/10.1449/101503 • National Academy of Sciences, National Academy of Engineering, & Institute of Medicine. (2009). *On being a scientist: A guide to responsible conduct in research* (3rd ed.). The National Academies Press. https://doi.org/10.17226/12192.

Course Constituent Title	Coaching I
Course Code	15144I
Scientific-Disciplinary Sector	NN
Language	German; Italian; English
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397 Prof. Dorothy Louise Zinn, DOROTHY.ZINN@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31663
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	10 3 Prof. Demis Basso 3 Prof. Heidrun Demo 4 Prof. Dorothy Zinn
Lab Hours	0
Individual Study Hours	31
Planned Office Hours	0
Contents Summary	In addition to being a means for mutually beneficial learning through engagement with one's PhD students' peers, Coaching I aims to foster constructive and critical discussion of the students' thesis projects as they progress. It also aims to provide support and guidance for questions of research ethics and milestones such as the direct participation in scientific events and the preparation of a publication.
Course Topics	Progress on doctoral students' research projects; students' doctoral paths and milestones.

Teaching Format	Discussion.
Required Readings	Will be announced during the meetings
Supplementary Readings	

Course Module

Course Constituent Title	Systematic Literature review
Course Code	15144J
Scientific-Disciplinary Sector	NN
Language	German; Italian; English
Lecturers	dr. Alessandra Imperio, Alessandra.Imperio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38516
Teaching Assistant	
Semester	All semesters
CP	0
Responsible Lecturer	
Teaching Hours	6
Lab Hours	0
Individual Study Hours	19
Planned Office Hours	0
Contents Summary	The course provides an overview of the main research synthesis methodologies in the social and educational fields (narrative reviews, critical reviews, scoping and mapping reviews, systematic reviews, meta-analyses and umbrella reviews), with a specific focus on conducting systematic reviews. Through critical analysis of real examples and protocols, as well as practical exercises, the course will address the key aspects of this method: formulating an appropriate research question for a systematic review; defining the types of studies to be included; designing a comprehensive search for studies and selecting suitable ones; assessing the quality and relevance of studies; synthesising study results, in narrative or quantitative form, as appropriate; assessing whether the results of the review are robust; disseminating the results of the review. The aim of the course is to provide a general understanding of the

	method, enabling further independent study and application.
Course Topics	- Types of research synthesis in the social and educational fields. - Systematic review: theoretical foundations and operational principles. - Main steps for conducting a systematic review. - Critical aspects and limitations.
Teaching Format	The lessons combine theoretical input with practical/reflective activities.
Required Readings	Scientific papers provided by the lecturer. Petticrew, M., & Roberts, H. (2006). Systematic Review in the Social Sciences. A practical guide. Blackwell Publishing. Pellegrini, M., & Vivanet, G. (2018). Sintesi di ricerca in educazione. Basi teoriche e metodologiche. Carocci Editore.
Supplementary Readings	Cooper, H., Hedges, L.V., & Valentine, J.C. (Eds.) (2009). *The Handbook of Research Synthesis and Meta-Analysis* (2nd Edition). Russell Sage Foundation. Ghirotto, L. (2020). *Le systematic review nella ricerca qualitativa. Metodi e strategie*. Carocci editore.