

Course of Study in
"PSYCHOLOGICAL SCIENCES AND TECHNIQUES OF HUMAN RESOURCES"
 - [L24].
 a.y. 2021/2022

SUBJECT
EXPERIMENTAL PEDAGOGY

SDS: **M-PED/04** - ECT: **6**
 II YEAR; I SEMESTER

Lecturer: **Prof. Alessia Rosa**
 Disciplinary tutor: **Dr. Michela Bongiorno**

<p>Qualification and scientific background of the lecturer</p>	<p>Alessia Rosa is President of the IUL degree course in Psychological Sciences of Human Resources, Organisations and Enterprises.</p> <p>First researcher at the Northern Territorial Branch of INDIRE, she obtained her PhD in educational sciences at the University of Turin in the field of experimental pedagogy, starting her research activity on media education and the use of technologies as functional tools for education.</p> <p>In recent years, she has been working mainly on the use of the 3D printer in study paths based on the TMI methodology in order to develop social-relational skills among children in the last year of pre-schools. She has collaborated and taught with several universities in Italy and abroad.</p> <p>Initially engaged in quantitative research, she has gradually moved towards mixed methods. In addition to educational technology, her current areas of research interest are mainly in the 0-6 age group and in neurodidactics.</p>
<p>Description of contents and subdivision of the programme into teaching modules</p>	<p>TABLE AND DEFINITION OF CONTENTS</p> <p>The course in Experimental Pedagogy will cover the following contents:</p> <ul style="list-style-type: none"> ➤ Module 1 - Definition and boundaries of experimental pedagogy <ul style="list-style-type: none"> ▪ Unit 1: Fields of study and disciplinary boundaries

	<ul style="list-style-type: none"> ▪ Unit 2: Concept of empirical research in education ▪ Unit 3: Quantitative and qualitative research ▪ Unit 4: The phases of quantitative research ▪ 5th Unit: The phases of qualitative research <p>➤ Module 2 - Psycho-pedagogical approaches and the community as a resource</p> <ul style="list-style-type: none"> ▪ Unit 1: Evidence Based Education ▪ Unit 2: Research on learning and teaching ▪ 3rd Unit: Research in the field of neurodidactics ▪ Unit 4: The role of emotions and creativity in education
<p>Abstract</p>	<p>This course aims to address the epistemological and methodological issues of empirical research in the educational field and, in particular, to provide students with the tools to find and analyse educational research useful for understanding scientific developments in the field; to plan and implement empirical research, to critically use research results and strategies to improve professional practice. Skills in empirical research help to enhance the figure of the psychologist in the workplace as they provide operational tools for the design of training interventions.</p>
<p>Learning objectives</p>	<p>The course in Experimental Pedagogy intends to address and deepen the epistemological and methodological issues of empirical research in the field of education, encouraging the acquisition of tools aimed at: finding and analysing research in the field of education, knowing and understanding current scientific developments; designing empirical research, critically using the results of research to improve educational practice in work contexts.</p> <p>More specifically, the learning objectives of the course are:</p> <ul style="list-style-type: none"> A. To acquire the basic knowledge characterising the field and the special features of experimental pedagogy and the associated methods of scientific investigation. B. To acquire solid theoretical-methodological knowledge related to experimental pedagogy. C. To develop the ability to apply acquired knowledge to the understanding of diversified educational realities.

	<p>D. Designing possible applications of the concepts and tools studied.</p> <p>E. To acquire interpretative tools for educational and research situations.</p>
<p>Expected learning outcomes</p>	<p>A. Knowledge and understanding At the end of the course the student should know:</p> <ul style="list-style-type: none"> ▪ the theoretical foundations and main strategies of empirical research in education; ▪ the stages of implementing quantitative and qualitative empirical research; ▪ the main data collection tools; ▪ the main concepts of experimental research in education and teaching. <p>B. Applied knowledge and understanding At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> ▪ to search, identify, read, understand and use research results in professional practice; ▪ to design empirical research in the field of education, using appropriate scientific language; ▪ to identify suitable tools for data collection in educational research. <p>C. Autonomy of judgement At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> ▪ to critically analyse a scientific contribution of empirical research in education; ▪ to critically analyse an empirical research plan; ▪ to choose a research plan suitable for the empirical study of an educational problem; ▪ to choose data collection tools that are consistent with the research object and the chosen plan; ▪ to identify possible errors within educational research. <p>D. Communication skills At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> ▪ to summarize and communicate the results of empirical research in education;

	<ul style="list-style-type: none"> ▪ to describe and detail the stages of an empirical research; ▪ to outline in written form a research project using appropriate scientific language. <p>E. Learning ability</p> <p>At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> ▪ to surf the net to search sources and choose the most appropriate ones; ▪ to apply the knowledge acquired to construct research plans; ▪ to relate acquired knowledge and skills to different professional realities.
<p>Skills to be acquired</p>	<p>EXPECTED RESULTS</p> <p>A. Use of advanced textbooks, knowledge of some cutting-edge topics in experimental pedagogy</p> <p>B. Professional approach to work and possession of appropriate skills to devise arguments, support them and solve problems in experimental pedagogy. Ability to collect and interpret research data useful for making independent judgements.</p> <p>C. Ability to communicate information, ideas, problems and solutions to specialists and non-specialists.</p> <p>D. Ability to undertake studies in the field of experimental pedagogy with a high degree of autonomy.</p>
<p>Didactics organisation</p>	<p>DIDACTICS PROVISION</p> <ul style="list-style-type: none"> ➤ 4 hours of recorded video lessons available on the platform; ➤ 2 synchronous meetings on the platform; ➤ Podcasts of all the above-mentioned video lessons. <p>INTERACTIVE DIDACTICS</p> <ul style="list-style-type: none"> ➤ 1 course orientation forum; ➤ 2 thematic follow-up forums (1 per module); ➤ possibility to carry out work in groups; ➤ 2 structured <i>e-activities</i> (as described in the section “<i>in itinere assessment methods</i>”).

	<p>SELF-LEARNING</p> <p>Teaching materials are provided for each module: in-depth thematic studies, articles and slides by the lecturer, open access readings, online resources, reference bibliography, etc.</p>
<p>Recommended examination texts</p>	<ul style="list-style-type: none"> ➤ Coggi C., Ricchiardi P. (2005). <i>Progettare la ricerca empirica in educazione</i>, Rome, Carrocci. <p>To explore the topics of the second module</p> <ul style="list-style-type: none"> ➤ Vivanet G. (2014). <i>Che cos'è l'Evidence. Based Education</i>. Rome, Carrocci Faber. ➤ Lucangeli D. (2019) <i>Cinque lezioni leggere sull'emozione di apprendere</i>. Trento, Erickson. ➤ Calvani A., Trincherò R., <i>Dieci falsi miti e dieci regole per insegnare bene</i>. Rome, Carrocci Faber.
<p>In itinere assessment methods</p>	<p>Access to the final examination is subject to the following 2 e-activities:</p> <p>The e-activities can be realised in a collaborative way: the group will document their experience in a blog or in wiki, as indicated by the tutor.</p> <ul style="list-style-type: none"> ➤ E-tivity for module 1 Authentic test. Following a problem situation, the group or the individual student will have to find appropriate solutions to the problem situation based on the research data collected. ➤ E-tivity for module 2 Designing an educational or organisational intervention on the basis of empirical evidence. <p>Projects may also be subject to Peer Evaluation processes.</p>
<p>Procedure for the final examination</p>	<p>The assessment of learning will take the form of an oral interview on the course contents and on the final report submitted, if any. The grade (min 18, max 30 with possible honours) is determined by the level of performance for each of the following dimensions of the oral interview: mastery of contents, appropriateness of definitions and theoretical references, clarity of argument, command of specialist language.</p>

Language of instruction	Italian
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