UNIVERSITÀ DEGLI STUDI DI PADOVA

Course unit English denomination	**For a strategic approach to research design. Epistemological, methodological and axiological alignment**
SS	**PAED02/B**
Teacher in charge (if defined)	Michele Biasutti
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	March 2025
Course delivery method	☒ In presence ☒ Remotely ☐ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (70% minimum of presence) ☐ No
Course unit contents	The epistemological, methodological and axiological alignment of research is fundamental for the performance of quality research. Despite the numerous debates and texts that introduce the methodology of research in the social sciences and in educational research in particular, nowadays, the simple reading or review of research works, reveal the poor understanding, sometimes the naïve positioning of researchers with respect to how they understand their object of study and how they place it in a socio-cultural context. The course aims to lay the foundations for an in-depth and meaningful debate on the methodological choices made by the researcher, in a situated way, both with respect to the socio-cultural context and its needs, and with respect to a deontological and professional positioning that implies the feasibility of a given chosen research design. The lessons include a methodological approach to educational research, the transition from research problems to an effective research design and a review of the literature to understand the progress of research and represent research in a field. At the end of the course, students will be able to: 1. Recognize the epistemological, methodological and axiological principles of educational research. Specifically, PhD students will have to understand how these principles influence the design and conduct of research. 2- Design educational research in different contexts of study and intervention. Specifically, they will have to be able to align theory, methodology and practice in diversified research contexts, from field studies to intervention studies characterizing educational research.

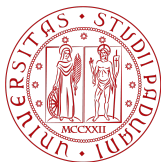|	
Learning goals	The teaching responds, in a general way, to the need identified by the entire module, namely: Developing an understanding of the situated approach in educational research: Overcoming the difficulty of aligning theory, methodology and practice in complex and diverse research contexts. Translating research problems into sustainable and responsible research designs: Addressing the complexity of formulating clear research problems that are consistent with the chosen research design. Effectively using literature review: Developing skills to analyse and synthesise existing literature in order to inform and support new studies. The teaching approach will be based on theoretical-conceptual and introductory seminars, followed by laboratories and dialogic lessons. The teaching corresponds to the approach of the entire module, which is based on the following principles: Interdisciplinarity: Encouraging the integration of different disciplines and methodological approaches to provide a comprehensive vision of educational research.
Teaching methods	Practical learning: Promote learning through hands-on laboratories that allow participants to immediately apply the theoretical knowledge acquired. Internationalization: Use English as the language of instruction for some lessons and laboratories, facilitating access to an international scientific community. Use of digital tools: Integrate advanced digital tools for data collection and analysis, preparing them for research in the modern context. The course will be evaluated through the development of a "Research Project" in which the doctoral students will illustrate the research problem, the methodological choices, the methods, the analysis and data collection tools, as well as the ethical issues raised by the type of research design. Self- and co-evaluation activities will be implemented.
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	Participants will be required to complete a final written multiple-choice assignment with open-ended questions, applied to their research project.
Suggested readings	Benvenuto, G. (2015) Stili e metodi della ricerca educativa. In Stili e metodi della ricerca educativa. (Vol. 1). Carocci. Trinchero, R. (2002). Manuale di ricerca educativa (pp. 1-432). Franco Angeli. Viganò, R. (2002). Pedagogia e sperimentazione: metodi e strumenti per la ricerca educativa (Vol. 2). Vita e pensiero. Mortari, L. (2007). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Roma: Carocci, 77-238. Moricca, C., & Pellegrini, M. (2016). Evidence-Based Education. Dieci punti di controversia. Form@ re, 16(2).

Gobo, G. (2021). Limiti dell'" approccio pragmatico" e insidie della metodologia bricolage. I metodi misti rischiano di riprodurre un'epistemologia positivista sotto mentite spoglie?. RIV Rassegna Italiana di Valutazione, (2020/76).

Calvani, A., De Angelis, M., Marzano, A., & Vegliante, R. (2022). Lo stato della ricerca didattica in Italia: una Scoping Review. Italian Journal of Educational Research, (29), 034-048.

Additional information

UNIVERSITÀ DEGLI STUDI DI PADOVA

Course unit English denomination	**History of Educational Historiography and Comparative Education**
SS	PAED01/B
Teacher in charge (if defined)	Carla Callegari
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	December 10th and 11th, 2024
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (70% minimum of presence) ☐ No
Course unit contents	This course will focus on the history and methods of inquiry of contemporary educational historiography from both Italian and international perspectives. New sources and the historical-educational heritage will be visible and accessible during the planned visit to the Museum of Education. The course also aims to provide an in-depth examination of the history, method, and potential developments of comparative education from scientific and pedagogical perspectives.
Learning goals	- Acquire, contextualize, and critically approach contemporary educational theory, its history, and its methods of inquiry from both research and teaching perspectives. - Understand the possibilities offered by the historical-educational heritage as a source for the history of education by visiting the Museum of Education. Additionally, grasp aspects related to the critical construction of personal and collective memory. Familiarize with the epistemology and methods of comparative education.
Teaching methods	Lectures supported by slides and other materials, with active participation from doctoral students, targeted discussions with participants, and personal reflections to be shared. A visit to the Museum of Education and historiographical reflection on the sources will also be included.

Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	Knowledge of the history of pedagogy and education, at least in the modern and contemporary periods, as well as historical knowledge related to the history of Italy and Europe during the modern and contemporary eras.
Examination methods (if applicable)	Submission of an individually produced paper or multimedia project.
Suggested readings	The selected bibliography will be uploaded to the Moodle platform. Additional bibliographic indications will be provided during the class.
Additional information	

**UNIVERSITÀ
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Course unit English denomination	**Educational and vocational guidance: theories, practices and research**
SS	**PAED02/B**
Teacher in charge (if defined)	Lorenza Da Re
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	April-May 2025
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (70% minimum of presence) ☐ No
Course unit contents	The course will discuss the perspective of educational and career guidance (Da Re, 2024): guidance facilitates the personal, social, educational and professional inclusion of people, as a continuous and flexible process, lifelong, lifewide and lifedeep learning, which puts the person at the centre, and which aims at the self-realisation of each person, to enhance individual uniqueness and to promote the common good and social justice.
Learning goals	To develop knowledge with respect to some national and international research threads on the topic of educational and career guidance. To develop knowledge with respect to some transversal competences related to the topic. To develop reflective competences with respect to one's own life project and in relation to educational and career guidance.
Teaching methods	Participative teaching and learning methodologies will be adopted to encourage the active involvement of participants (group work, simulations and role playing, case studies, etc.).
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☐ Yes ☒ No
Prerequisites (not mandatory)	

Examination methods (if applicable)	Preparation of a short report to contextualise the proposed topics.
Suggested readings	Da Re, L. (2024) (Eds). Orientamento educativo e professionale: teorie, pratiche e ricerche. Lecce: PensaMultimedia.
Additional information	

Course unit English denomination	**Fundamentals of integrating digital tools and resources in educational and didactic research**
SS	**PAED02/A-B**
Teacher in charge (if defined)	Graziano Cecchinato, Marina De Rossi
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	May-June
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (70 % minimum of presence) ☐ No
Course unit contents	The course aims to provide basic knowledge and the development of research skills related to digital integration models and tools for scientific, educational and didactic approaches with reference to different contexts.
Learning goals	Knowledge of lines of research on the integration of technologies in teacher education: models for integrating technologies in didactics (TPACK; TPCK and ICT; TPCK and Web); affordance and ICT; ICT and didactic transposition. Knowledge of theoretical models of technological, pedagogical and social affordances of digital resources in educational and didactic research Elaboration of research-training designs on digital integration formats in didactics (flipped classroom) Elaboration of research-training designs on digitally integrated assessment models for in-service teacher training
Teaching methods	lectures, group work, exercises
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	

Examination methods (if applicable)	
Suggested readings	Makarova, E. A., & Makarova, E. L. (2018). Blending pedagogy and digital technology to transform educational environment. International Journal of Cognitive Research in Science, Engineering and Education:(IJCRSEE), 6(2), 57-66. Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. Sustainable operations and computers, 3, 275-285. Tondeur, J., Van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: A systematic review of qualitative evidence. Educational technology research and development, 65, 555-575. Zainuddin, Z., Chu, S. K. W., Shujahat, M., & Perera, C. J. (2020). The impact of gamification on learning and instruction: A systematic review of empirical evidence. Educational research review, 30, 100326. De Rossi, M., & Trevisan, O. (2018). Technological Pedagogical Content Knowledge in the literature: how TPCK is defined and implemented in initial teacher education. Italian journal of educational technology, 26(1), 7-23. Trevisan, O. (2023). Ri-pensare la didattica nell'era digitale. PensaMultimedia Trevisan, O., De Rossi, M., Christensen, R., Knezek, G., & Smits, A. (2023). Factors shaping faculty online teaching competencies during the Covid-19 pandemic. Educational technology research and development, 71(1), 79-98. Cecchinato, G., &; Foschi, L. C. (2020). Perusall: University learning-teaching innovation employing social annotation and machine learning. QWERTY-Interdisciplinary Journal of Technology, Culture and Education, 15(2), 45-67. Cecchinato, G., &; Foschi, L. C. (2019, June). Assessment Skills and Validity of Peer-and Self-Assessment in In-Service Teacher Training. In EdMedia+ Innovate Learning (pp. 86-91). Association for the Advancement of Computing in Education (AACE). Cecchinato, G., &; Papa, R. (2016). Flipped classroom: un nuovo modo di insegnare e apprendere. UTET. Foschi, L. C., &; Cecchinato, G. (2019). Validity and reliability of peer-grading in in-service teacher training. GIORNALE ITALIANO DELLA RICERCA EDUCATIVA. Foschi, L. C. (2024). Flipped Classroom: Genesi, evoluzione e prospettive di innovazione della scuola. CONOSCENZA, FORMAZIONE, TECNOLOGIE, 1-174.
Additional information	

UNIVERSITÀ DEGLI STUDI DI PADOVA

Course unit English denomination	**Public History of education and new stories**
SS	**PAED01/B**
Teacher in charge (if defined)	Giordana Merlo
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	22 and 29 January 2025
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (70% minimum of presence) for 1st year students ☐ No
Course unit contents	- epistemological and methodological change of the history of childhood and school history - Public History of education new approach to the dissemination/participation of historical knowledge - Public History of education and new stories: possible paths for deepening and research.
Learning goals	1. Knowing the origin and development of new histories 2. Knowing the meanings and methodologies of the Public History of education 3. To be able to identify possible research routes in the history of childhood education and school history according to the approach of the Public History of education
Teaching methods	Lesson, with the support of various materials, and in-depth discussions with guided discussion and personal reflection.
Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No
Available for PhD students from other courses	☐ Yes ☒ No

Prerequisites (not mandatory)	Knowledge, at least of the essential lines, of the history of pedagogy and education (especially in contemporary times) and of Italian history from the Unification to the present day.
Examination methods (if applicable)	Delivery of individually produced paper or multimedia material
Suggested readings	The chosen bibliography will be uploaded to the platform. Other bibliographic indications will be provided in class.
Additional information	

PEDAGOGY, EDUCATION AND TRAINING SCIENCES
CURRICULUM:
RESEARCH ON INCLUSION, WELL-BEING AND SUSTAINABILITY IN EDUCATION

UNIVERSITÀ
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Course unit English denomination	**Identity and epistemic structure of pedagogical sciences and educational research**
SS	**PAED01/A**
Teacher in charge (if defined)	Andrea Porcarelli
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	November
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (% minimum of presence 50% for 1st year students) ☐ No
Course unit contents	The course is the entrance to a doctoral program in Education and Training Sciences, as it provides the general epistemological coordinates of the different disciplinary areas and helps PhD students to orient themselves in the complex field of education and training. The main pedagogical paradigms that characterize the scientific debate in Italy will be deepened
Learning goals	Identifying the epistemological characters of pedagogical sciences Understand the specificity of the four SSDs in which the pedagogical disciplines are articulated Identifying the generative core of the main pedagogical paradigms that characterize the Italian debate"
Teaching methods	Interactive lesson
Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	There are no prerequisites.
Examination methods (if applicable)	No examination, assessment based on active participation in the learning dialogue

Suggested readings	Recommended texts for further study:
	- Bertagna G., Dall'educazione alla pedagogia. Avvio al lessico pedagogico e alla teoria dell'educazione, La Scuola – SEI, Brescia 2009
	- Porcarelli A., Educazione e politica. Paradigmi pedagogici a confronto, FrancoAngeli, Milano 2012
	- Porcarelli A., Istituzioni di pedagogia sociale e dei servizi alla persona, Studium, Roma 2021

Additional information	

UNIVERSITÀ DEGLI STUDI DI PADOVA

Course unit English denomination	**Interculturality, documentation and early childhood system**
SS	**PAED02/B**
Teacher in charge	Emilia Restiglian
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	April-May 2025
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	English
Mandatory attendance	☐ Yes (% minimum of presence) ☒ No
Course unit contents	The course aims to provide basic knowledge of the childhood system, understood as the period before compulsory education, within a national and European dimension. A number of research strands related to childhood will be presented, particularly those related to interculturality and documentation as support for context assessment. Participants are invited to share ideas and practices in childhood education from their countries of origin. The course consists of two lectures: The teacher-as-researcher and the mosaic approach between split system and integrated system (4 hours) Interculturality and early childhood: educational system, practice and parents' involvement (3 hours)
Learning goals	Developing knowledge of the childhood system in Italy and Europe Developing knowledge of certain strands of research on childhood
Teaching methods	Lessons will be conducted in a participatory manner. Discussion and the construction of shared knowledge will be strongly encouraged.
Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites	None

Examination methods (if applicable)	Students will be required to critically discuss what they have acquired during the course in written and/or oral form. Assessment criteria will be presented and/or agreed with the participants.
Suggested readings	Clark, A. (2005) 'Ways of seeing: using the Mosaic approach to listen to young children's perspectives', in Clark, A., Kjørholt and Moss, P. (eds.) Beyond Listening. Children's perspectives on early childhood services. Bristol: Policy Press, pp. 29–49. https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf Simanjuntak, M. B., Lumingkewas, M. S., Sutrisno, S., & Hutabarat, C. (2023). The Importance of Applying Enculturation in Early Childhood (The Study of Intercultural and Language Learning). Innovative: Journal Of Social Science Research, 3(2), 5189-5196. https://j-innovative.org/index.php/Innovative/article/view/945/723
Additional information	The course is aimed at all researchers interested in childhood issues, even those from different areas.

Course unit English denomination	**Research in Social Pedagogy**
SS	**PAED01/A**
Teacher in charge (if defined)	Sara Serbati and Paola Milani
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	21st January
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	Italian
Mandatory attendance	☒ Yes (50% minimum of presence) ☐ No
Course unit contents	The course aims to introduce doctoral students to research contexts in the field of social pedagogy, with particular attention to issues related to social intervention from a social justice perspective. An epistemological and methodological reflection in social pedagogy will be proposed, with a specific interest in the theoretical and empirical study of themes and problems in social and family pedagogy. The territorial contexts where the discipline is implemented will be considered, with particular reference to social interventions in social services, as well as in the world of schools, volunteering, and the Third Sector. In particular, the relationship between theory and practice will be explored, reflecting on how they are closely interconnected in participatory and reflective co-research processes that provide value and meaning to pedagogical action in a social context.
Learning goals	to know the paradigm of social justice; to recognize the main contexts of implementation of social pedagogy; to identify the characteristics of co-research in social pedagogical research
Teaching methods	Lectures, case studies analysis, group discussions
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No

Prerequisites (not mandatory)	
Examination methods (if applicable)	Recorded Presence and Discussion of a Case Study
Suggested readings	The chosen bibliography will be uploaded to the platform. Other bibliographic indications will be provided in class.
Additional information	

Course unit English denomination	**Inclusion, Capability, Education (ICE)**
SS	**PAED02/A**
Teacher in charge (if defined)	Elisabetta Ghedin
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	February / Second Semester
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70% minimum of presence) ☐ No
Course unit contents	The course will present the interrelationship between inclusion enhancement and capability implementation toward the promotion of a flourishing education. Rethinking questions of flourishing education in the light of the value of educational equality – specifically conceived as genuine opportunities to achieve educational functionings – adds some important insights to the current debate on inclusive education. ICE assimilates and critically analyses the existing knowledge and evidence necessary for adequately preparing for the future and setting a purpose for education while acknowledging that the world around us is constantly changing towards accessibility and inclusion. Pedagogy characterized by flexibility and active student engagement that allows for community involvement and shared governance is critical to engendering a global consciousness in students that enables ethically informed decisions and actions to improve individual and collective flourishing.
Learning goals	To deeply understand the concepts and the implied research challenges about: - Education for Human Flourishing—A New Conceptual Framework for Promoting Ecosystemic Wellbeing in Schools - Diversity and inclusion: building functionings through capability enhancement - Transformative Learning Spaces and Capabilities
Teaching methods	Classroom discussion and active participation in reflective activities.

Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No
Available for PhD students from other courses	☐ Yes ☒ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	Narrative dossier
Suggested readings	Duraiappah, A.K.,* van Atteveldt, N.M.,* Borst, G., Bugden, S., Ergas, O., Gilead, T., Gupta, L., Mercier, J., Pugh, K., Singh, N.C. and Vickers, E. A. (eds.) (2022) Reimagining Education: The International Science and Evidence based Education Assessment. New Delhi: UNESCO MGIEP.. Norwich B (2022) Research about inclusive education: Are the scope, reach and limits empirical and methodological and/or conceptual and evaluative? Front. Educ. 7:937929. doi: 10.3389/feduc.2022.937929 Santi M., Ghedin E., 2024, "Philosophical Inquiry and the Childness of Communities: Connective Capabilities for Flourishing Education", in Walker M., A. Boni, D.C. Velasco. Reparative Futures and Transformative Learning Spaces, London: Palgrave, McMillan, pp. 239-261.
Additional information	

Course unit English denomination	**Universal Design and Research for All: an inclusive perspective on assessment and accessibility**
SS	**PAED02/A**
Teacher in charge (if defined)	Debora Aquario
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	February/ Second Semester
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70% minimum of presence) ☐ No
Course unit contents	The course will present the Universal Design for Learning (UDL) as a research-based framework for providing a positive environment for all individuals. Through its 3 principles, it gives value to accessibility as the key for a design that aspires to promote universal well-being and growth. The course will deepen the value of connecting UDL with Appreciative Inquiry as a philosophical and methodological approach but also as a habit of mind and a frame for research focused on generating value and well-being through research design. Moreover, the course will present how the appreciative approach could enrich the discussion about educational assessment towards accessible and fair culture and practices.
Learning goals	To gain an in-depth understanding of the concept of an "appreciative" and an "universal" approach to research. To deepen the methodologies and strategies for conducting research through the lens of Appreciative Inquiry and UDL To deepen the value of an appreciative and universal approach in the specific field of assessment. To know how to put into dialogue the topic of appreciation with the topic of accessibility in the assessment field. To understand the purpose of educational assessment in connection with the issue of social justice.
Teaching methods	Classroom discussion and active participation in reflective activities.
Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No

Available for PhD students from other courses	☐ Yes ☒ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	Narrative dossier
Suggested readings	- CAST (2024). Universal Design for Learning Guidelines version 3.0. Retrieved from https://udlguidelines.cast.org - Bushe G. R. (2012), Foundations of Appreciative Inquiry: History, Criticism, and Potential, AI Practitioner: The International Journal of AI Best Practice, 14 (1), pp. 8-20. - Griggs D.M., Crain-Dorough M. (2021), Appreciative inquiry's potential in program evaluation and research, Qualitative Research Journal, https://doi.org/10.1108/QRJ-06-2020-0059. - Aquario D. (2021), Through the lens of justice. A systematic review on equity and fairness in learning assessment, Education Sciences & Society, 2, pp. 96-110.
Additional information	

UNIVERSITÀ DEGLI STUDI DI PADOVA

Course unit English denomination	**Sustainable Organizational and educational services development**
SS	**PAED02/A**
Teacher in charge (if defined)	Monica Fedeli
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	July 2025
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70 % minimum of presence) ☐ No
Course unit contents	With increasing global awareness about the planetary challenges that damage our ecosystem, sustainability has become an important goal in every context of life and in all organizations or institutions. Developing a sustainability mindset means that an increasingly larger number of individuals decide to change their consumption habits, making voluntary changes in their lifestyle, or orienting their professional activity to maintain the health of our planet. This is a process of change that requires creating partnerships between research and organizational contexts, and co-creating a responsible vision of the future. In this context, the course aims to encourage PhD students to reflect on the role of research in the development of sustainability mindset in individuals and in organizations; on the importance to create partnership between the university and the organizations to co-design the direction of career development learning research. Partners engaged as participants in the research should be involved in a participatory process that motivates people to create a common sustainable world vision. PhDs will be also involved in a workshop where, through the research lens of Whole-Institution Approach (WIA) will be engaged in groupwork activities, case studies and simulations to analyze the indicators of research and systems' sustainability.
Learning goals	1. To reflect on the impact of research on individuals' and organizations' sustainability mindset. 2. To understand why it is important to co-design career development learning research. 3. To learn how to analyse systems' and research's sustainability.

Teaching methods	Interactive lectures Group/peer discussion Group/peer work
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	Group presentations with peers' and teacher's assessment
Suggested readings	Reading materials will be provided some weeks before the lessons
Additional information	

Course unit English denomination	**The impact of learning and teaching processes in organization**
SS	**PAED02/A**
Teacher in charge (if defined)	Monica Fedeli
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	July 2025
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70 % minimum of presence) ☐ No
Course unit contents	The impact of learning and teaching processes is central to the research in pedagogical sciences and organizational development as it informs instructional and educational practices. This module aims to provide students with an in-depth understanding of learning and teaching processes; their outcomes and impact on educational practices and organizational development. By exploring the various dimensions of impact evaluation, students will develop the skills and knowledge necessary to contribute meaningfully to the improvement of research outcomes and educational practices. This module aims to develop skills that can contribute to conducting research that looks not only at outcomes but also at impact. By considering the implications of impact evaluation, Ph.D. students will be better prepared to address the complex challenges of educational research and education and training today.
Learning goals	1. To examine the theoretical foundations and conceptual frameworks underpinning the impact of teaching and learning processes in organization. 2. To understand how learning processes and teaching methods can impact organizational development 3. To critically evaluate current practices and emerging trends in organization related to the impact analysis, including challenges and opportunities in evidence-based research and practices.
Teaching methods	Interactive lecturing Peer/group discussion Group/peer work

Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	Final group presentations with teacher's and peers' assessment
Suggested readings	Reading materials will be provided some weeks before the lessons
Additional information	

UNIVERSITÀ DEGLI STUDI DI PADOVA

Course unit English denomination	**Research Methods in Education**
SS	**PAED02/B**
Teacher in charge	Juliana Raffaghelli
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	March / Second Semester
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70 % minimum of presence) ☐ No
Course unit contents	The primary aim of this course is to equip participants with the theoretical knowledge and practical skills necessary to conduct robust and innovative educational research using advanced digital tools and methodologies. By the end of the course, participants will be proficient in using specific software and analytical techniques to gather, analyze, and interpret educational data effectively, liaising with the methodological reflection carried out in the prior course. The "Research Methods in Education" course addresses several critical challenges for researchers in the field of education: 1-Management and analysis of complex data: Participants need to develop advanced skills for managing and analyzing large quantities of both quantitative and qualitative data. 2-Utilization of advanced digital tools: Mastering the use of sophisticated online tools for implementing surveys and web analysis is essential. 3-Integration of different data analysis methods: Combining quantitative and qualitative data analysis techniques to provide comprehensive insights into educational research problems. As for the course content, The primary aim of this course is to equip participants with the theoretical knowledge and practical skills necessary to conduct robust, sustainable and responsible educational research using advanced digital tools and methodologies. In this regard, the conundrums of academic integrity by using AI-powered tools will be also revised. By the end of the course, participants will be proficient in using specific software and analytical techniques to gather, analyze, and interpret educational data effectively.The course content supports such an approach, through the following foci: The first lab will address the participants to see advanced online

tools for designing and conducting surveys, as well as for performing web-based analyses. This includes understanding how to effectively gather and analyze data from online sources, which is a recent frontier of research (4th research paradigm)

The second lab will take the participants to explore Open Source tools like Jamovi, Jasp, R, mainly adopted for quantitative analysis, but with several applications in text mining and data extraction (R). In this regard quantitative analysis will be discussed also from a epistemological and methodological point of view, in order to embrace naïf or uncritical usage of metrics and quantification in research. Particularly, data ethics and open data as part of a responsible research and innovation approach will be considered.

The third lab will dig deeper on the Qualitative Data Analysis in Educational Research with Atlas.ti/NVIVO/Text Mining Approaches. The participants will be taken to understand thematic analysis, grounded theory and content analysis, to observe the variaty of approaches to treating text as data. Aligning with this, the complex process of interpretation will be considered, as part of the methodological fulcrum of qualitative methods. Nonetheless, and as more recent approaches, text mining will be analysed as an approach where digital text can be quantified and hence treated as quantitative data. The concerns and issues in this practice will be also discussed.

Through these interactive lab sessions, participants will develop the necessary skills to conduct comprehensive educational research, utilizing both qualitative and quantitative methods, and leveraging advanced digital tools to enhance their research capabilities.

Learning goals	By the end of the teaching session, PhD students will achieve the following competences: 1- Technological and Instrumental Competence Utilize digital tools for data collection:Use LimeSurvey and other technologies to conduct CAWI (Computer-Assisted Web Interviewing) research. Understand how data analysis can with advanced software can be performed, acquiring basic skills in using Jamovi, Jasp, and R for quantitative data analysis. Understand how qualitative data with advanced software can be performed, acquiring basic skills to use Atlas.ti, NVIVO, and text mining techniques for qualitative data analysis. 2- Synthesis and Presentation Skills Develop synthesis and presentation skills for research results, being able to present research findings clearly and coherently, using appropriate techniques and tools. Improve scientific communication skills in English, being able to understand and present research topics in English, facilitating access to an international scientific community. 3- Critical and Reflective Approach Adopt a critical and reflective approach to educational research, being able to critically evaluate research methodologies and results, reflecting on the ethical and practical implications of the work conducted. Integrate interdisciplinary perspectives in research, being able to

incorporate different disciplinary perspectives to enrich the analysis and understanding of educational phenomena.

Teaching methods	The teaching approach is based on a hands-on, practical approach to learning, structured around interactive laboratories that emphasize real-research application. The teaching strategy focuses on the following principles: Experiential Learning: Each laboratory session is designed to provide participants with direct experience using various research tools and methods. International approach: The course is conducted in English to promote internationalization and to provide participants with the opportunity to engage with the global academic community. Interdisciplinary Integration: Encouraging the integration of different methodological approaches to address educational research questions comprehensively. Collaborative Learning: Fostering a collaborative learning environment where participants can work together to solve problems and share insights.
Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No
Available for PhD students from other courses	☐ Yes ☒ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	
Suggested readings	Flick, U. (2022). The SAGE handbook of qualitative research design. Ford, L. R., & Scandura, T. A. (Eds.). (2023). The SAGE handbook of survey development and application. SAGE Publications Limited. Tabron, L. A., & Thomas, A. K. (2023). Deeper than Wordplay: A Systematic Review of Critical Quantitative Approaches in Education Research (2007–2021). Review of Educational Research, 93(5), 756-786. https://doi.org/10.3102/00346543221130017 Zhou, Y., Zhou, Y., & Machtmes, K. (2024). Mixed methods integration strategies used in education: A systematic review. Methodological Innovations, 17(1), 41-49. https://doi.org/10.1177/20597991231217937 Saraswati, P., & Devi, A. (2023). Mixed Methods-Research Methodology an Overview. Mathews Journal of Nursing and Health Care, 5(4), 1-3. Gorard, S. (2010). Quantitative methods in educational research.
Additional information	

Course unit English denomination	**The Critical Emancipatory Paradigm in Pedagogical and Educational Research**
SS	**PAED01/A**
Teacher in charge (if defined)	Natascia Bobbo
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	December-January
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70 % minimum of presence) ☐ No
Course unit contents	The course aims to introduce doctoral students to the critical-emancipatory paradigm as an epistemic horizon with which to observe, interpret and understand educational phenomena. After describing the origin of the paradigm in the Frankfurt School, the main modern and contemporary authors belonging to the critical framework will be presented. An in-depth study of the contemporary Italian context will then be presented. Two tools belonging to this critical framework will be presented: the public sphere and the critical literacy workshop. A critical literacy workshop completes the course.
Learning goals	To know the critical-emancipatory paradigm in its specific meaning; to know how to identify its origins and the historical reasons for its emergence; to know the thinking of the main representatives of the critical epistemic framework; to know and know how to interpret the Italian context of education using a critical gaze; to know the tool of public sphere and critical literacy workshop to know how to use them as a research approach and educational/didactic attitude.
Teaching methods	Lecture, thematic workshop on critical literacy
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No

Prerequisites (not mandatory)	
Examination methods (if applicable)	Written examination with open and closed questions (multiple choice)
Suggested readings	Denzin, N. K., & Lincoln, Y. S. (Eds.). (2023). The Sage handbook of qualitative research. sage. Kincheloe, J. L. (2008). Critical pedagogy primer (Vol. 1). Peter Lang. Giroux H. (2020). On critical pedaogy, 2° editio, Bloomsbury McLaren, P., & Kincheloe, J. L. (Eds.). (2007). Critical pedagogy: Where are we now? (Vol. 299). Peter Lang. Giroux, H. A., & Pollock, G. (2010). The mouse that roared: Disney and the end of innocence. Rowman & Littlefield Publishers.
Additional information	

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Course unit English denomination	**Adult learning and education (ALE) research and narrative-biographical inquiry**
SS	**PAED01/A**
Teacher in charge (if defined)	Chiara Biasin
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	December-January / First Semester
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (70 % minimum of presence) ☐ No
Course unit contents	Within the pedagogy and education sciences, adult education is an established field of international research and studies. The aim of the course is to introduce Ph.D. students to adult education research and to explore narrative biographical studies as one of the most prominent research approach in this field.
Learning goals	a. To understand the impact of theoretical and empirical research in adult learning and education in order to facilitate inclusive research proposals for lifelong learning and sustainable personal, social, and global change. b. To appreciate and compare the different research frameworks that underpin modelling and practice in Adult Learning Education. c. To learn about the variety of epistemological and theoretical approaches related to narrative and biographical research in the field of adult education. d. To investigate (insider perspective) issues of the lives, education and learning of adults in different contexts.
Teaching methods	CLASS: Adult education and narrative-biographical research - 2 hours ENG (Biasin + international expert). CLASS: Life stories and adult education processes: the researcher's position/perspective - 2 hours ENG (Biasin + international expert). CLASS: Setting and tools of adult education for biographical and narrative research - 3 hours ENG (Biasin)
Course on transversal, interdisciplinary, transdisciplinary skills	☐ Yes ☒ No

Available for PhD students from other courses	☐ Yes ☒ No
Prerequisites (not mandatory)	
Examination methods (if applicable)	
Suggested readings	
Additional information	

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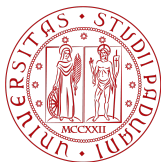|	
Course unit English denomination	**History and Theory of Children's literature and Media: Concepts, Domains, Interfaces, Adaptations**
SS	**PAED01/A**
Teacher in charge (if defined)	Marnie Campagnaro
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	January 2025
Course delivery method	☒ In presence ☐ Remotely ☐ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (% minimum of presence – 50% for 1st year students, curriculum RISWE) ☐ No
Course unit contents	The course is divided into two main parts. **First Part:** It examines the historical evolution of children's literature and media, providing an overview of key genres and formats, from picturebooks to contemporary visual narratives. The course will analyse crucial moments in historical development and the evolution of representations of childhood. **Second Part:** It addresses theoretical aspects and the interactions between texts, images, and digital media. Special attention is given to ecocriticism and climate literacy, exploring how these themes, already present in late 19th-century narratives, have evolved and been integrated into contemporary storytelling with a transdisciplinary perspective relevant to the doctoral curriculum.
Learning goals	● Identify and analyse the historical evolution of genres, formats, and representations of childhood in literature and media, drawing comparisons between traditional and contemporary narratives. ● Apply theoretical and crossmedial concepts to understand the interactions between text, image, and media, evaluating how these narrative interfaces have evolved and adapted to cultural and social changes. ● Develop skills in critical and comparative analysis to interpret the integration and adaptation of key themes, such as

environmental issues, within children's literature and media, demonstrating an awareness of their ethical and social implications.

Teaching methods	Active Learning: ● Case Study Analysis and Discussion ● Group-based Project ● Ecocritical Debate and Reflection
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	No prerequisites.
Examination methods (if applicable)	No formal exam. Assessment will be based on two assignments: one individual and one group-based, to be developed during the course, and on active learning and engagement in dialogic practices.
Suggested readings	Reynolds, Kim. *Children's Literature: A Very Short Introduction.* Oxford: Oxford University Press, 2011. Haaland, Gunnar, Ommundsen, Ase Marie, and Kummerling-Meibauer, Bettina. *Exploring Challenging Picturebooks in Education: International Perspectives on Language and Literature Learning.* London & New York: Routledge, 2021. Chapters 1, 2, 4. Campagnaro, Marnie, and Goga, Nina. "Material Green Entanglements: Research on Student Teachers' Aesthetic and Ecocritical Engagement with Picturebooks of Their Own Choice." *International Research in Children's Literature* 15 (2022). DOI: 10.3366/ircl.2022.0469.
Additional information	

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Course unit English denomination	**Foundations of General and Intercultural pedagogy**
SS	**PAED01/A**
Teacher in charge (if defined)	Luca Agostinetto - Andrea Porcarelli
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	December 2024
Course delivery method	☐ In presence ☐ Remotely ☒ Blended
Language of instruction	English
Mandatory attendance	☒ Yes (% minimum of presence – 50% for 1st year students, curriculum RISWE) ☐ No
Course unit contents	The course aims, in its first part, to clarify the epistemological characteristics of the fields of education and helps PhD students to orient themselves in the different fields of research. Our main focus will be on general and social pedagogy. The second part of the course is dedicated to intercultural pedagogy, its epistemological structure, and the importance it holds in a contemporary context marked by super-diversity and intersectionality, opening a multitude of research topics at the academic level.
Learning goals	Identifying the epistemological characters of pedagogical sciences Understand the specificity of the four SSDs in which the pedagogical disciplines are articulated know the epistemological and content-related foundations of intercultural pedagogy; Understand the main areas of intercultural educational research
Teaching methods	Interactive lesson
Course on transversal, interdisciplinary, transdisciplinary skills	☒ Yes ☐ No
Available for PhD students from other courses	☒ Yes ☐ No
Prerequisites (not mandatory)	There are no prerequisites.

PEDAGOGY, EDUCATION AND TRAINING
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Examination methods (if applicable)	No examination, assessment based on active participation in the learning dialogue
Suggested readings	Akkari, A., & Radhouane, M. (2022). Intercultural Approaches to Education: From Theory to Practice. Cham: Springer International Publishing AG. https://library.oapen.org/bitstream/20.500.12657/53323/1/978-3-030-70825-2.pdf (Part I, Chapters 1, 2, 3, 4; Part III Chapters 12, 13) Porcarelli A. (2021), The debate on the epistemological identity of social pedagogy: a personalist proposal, Nuova Secondaria Ricerca, n. 8 (38), pp. 3-20.
Additional information	