**Corso di Dottorato in Filosofia, Epistemologia, Scienze Umane**

Università di Cagliari, Dipartimento di Pedagogia, Psicologia, Filosofia

*Titolo del corso:* Research Methods in Educational Psychology

*N. ore: 8*

*Docente:* Maria Luisa Pedditzi, SSD-MPSI04; pedditzi@unica.it

*Modalità di erogazione:* 6 ore in presenza e 2 ore online.

*Calendario degli incontri:*

17 gennaio 2024, ore 9:00-13:00 e 24 gennaio, ore 9:00-11:00 in presenza.

14 febbraio, ore 10:00-12:00 online.

*Aula e/o link:* Aula 4A. Il link per l’incontro online su Teams sarà comunicato a febbraio

*Lingua*: Italiano ma con la possibilità di erogare in lingua inglese in presenza di studenti stranieri

*Conoscenze preliminari richieste:* non sono richiesti particolari prerequisiti

*Breve descrizione del corso*:

This course describes the main research methods in educational psychology, linking them to theoretical perspectives and key issues concerning the discipline. The course content will focus specifically on applied research in schools, through a description of the main quantitative, qualitative and mixed methods. In analysing with doctoral students some recent research articles, it will explain how to plan research in educational psychology and the main difficulties that researchers may face in this field and in dealing with emerging challenges.

*Articolazione interna degli incontri seminariali:*

i) incontro 1: temi chiave della disciplina e metodi quantitativi e qualitativi di ricerca; ii) incontro 2: metodi di ricerca misti. ii) incontro 3: pianificare una ricerca in psicologia dell’educazione.

*Riferimenti bibliografici*

- Witt Mitchell, A., McConnell, J.R. (2012). A historical review of Contemporary Educational Psychology from 1995 to 2010. *Contemporary Educational Psychology, 37*, 136–147.

- Yoshikawa, H., Weisner, T.S., Kalil, A., Way, N. (2008). Mixing Qualitative and Quantitative Research in Developmental Science: Uses and Methodological Choices. *Developmental Psychology, 44*, 2, 344 –354.

- McCrudden, M., Marchand, G., Schut, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology, 57*, 1–8.

- Shi J., Cheung, A.C.K. (2022). The Impacts of a Social Emotional Learning Program on Elementary School Students in China: A Quasi-Experimental Study. *Asia-Pacific Educational Research*. https://doi.org/10.1007/s40299-022-00707-9.

Letture per l’approfondimento:

- Pedditzi, M.L.; Fadda, R.; Lucarelli, L. (2022). Risk and Protective Factors Associated with Student Distress and School Dropout: A Comparison between the Perspectives of Preadolescents, Parents, and Teachers. *International Journal of Environmental Research and Public Health, 19*, 12589. https://doi.org/10.3390/ ijerph191912589.

Herbert J. Walberg, H., Haertel, G.D. (1992). Educational Psychology's First Century. *Journal of Educational Psychology, 84*(1), 6-19.

- Hernández-Torrano, D., Yuh-Shan Ho (2021) A bibliometric analysis of publications in the Web of Science category of Educational Psychology in the last two decades. *Psicología Educativa, 27*(2), 101-113.

- Begeny, J.C., Levy R.A., Hida, R., Norwalk, K. (2018). Experimental research in school psychology internationally: An assessment of journal publication sand implications for internationalization. *Psychology in the Schools, 55*, 120–136.

- Mc Crudden, M., Marchand G. (2020). Multilevel Mixed Methods Research and Educational Psychology. *Educational Psychologist, 55*(4), 197–207.

- Pellerey, M. (2005). Verso una nuova metodologia di ricerca educativa: la ricerca basata su progetti (Design-Based Research). *Orientamenti Pedagogici, 52*(5), 721-737.

*Valutazione finale:* si: nel corso dell’ultimo incontro si discuteranno delle proposte/progetti di ricerca sull’applicazione dei research methods in Educational Psychology.