

**CURRICULUM T&LS2
INCLUSION**

Doctoral SCHOLARSHIP positions	11
Doctoral positions WITHOUT scholarship	3

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	INDIRE - Istituto nazionale di Documentazione, Innovazione e Ricerca Educativa (Florence)	Artificial Intelligence and Inclusive Design: Tools for Teaching, Organization, and Professional Development <u>Description</u> The research project aims to design, test, and validate models and tools for the inclusive planning and management of classroom groups, integrating active methodologies, digital technologies, and applications of Artificial Intelligence, in alignment with the Professional Competence Framework for Teachers defined by SAFI – School of Advanced Education in Education. The goal is to promote flexibility, personalization, and inclusion in learning pathways, with particular attention to students with disabilities, special educational needs (SEN), and high potential. The project also focuses on teachers' professional development and the impact on school contexts, including experimentation within innovation networks promoted by INDIRE.
Doctoral SCHOLARSHIP position	Università degli Studi di Roma TRE	The mise-en-scène of disability and otherness in film. A research project in the perspective of Special Pedagogy <u>Description</u> Since its beginnings, cinema has “mise-en-scène” (to use the typical modality with which the French indicate filmmaking) disability and otherness by investigating various aspects and bringing out typical and atypical elements of this representation (Longmore, 1985; Norden, 1994; Bocci, 1998; 2005; 2006; 2008; 2012; 2014; 2020; 2023; 2025; Bocci & Valtellina, 2023; Bocchi & Bruni, 1998; Iannicelli, 2023; Bonnefon, 2004; Schianchi, 2020; 2023). With the present research project we want to further explore this topic, both by re-analysing what has already emerged in the literature in this field through the assumption of new study and research perspectives (e.g. Disability Studies, Freak Studies, Crip-Studies, etc.) and also by developing it by adopting new or still little-investigated analysis perspectives in the Italian panorama.
Doctoral SCHOLARSHIP position	Università della Calabria	Assessing the quality of school inclusion in Italian schools <u>Description</u> The topic concerns the analysis of the quality of school inclusion within the Italian education system. The doctoral candidate, through the use of both quantitative and qualitative research methods, will investigate the strengths and critical issues of school contexts, with the aim of developing operational proposals to promote more accessible educational environments that can foster the active participation of all learners.
Doctoral SCHOLARSHIP position	Università degli Studi di Salerno	Assistive Technologies, well-being and school inclusion <u>Description</u> The doctoral project aims to investigate the inclusive potential of Assistive Technologies in school settings with the aim of facilitating the participation and learning of students with special educational needs. Specifically, it will be geared toward the study and design of tools and technologies that facilitate inclusion and are instrumental in improving well-being and quality of life in school settings.

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Doctoral SCHOLARSHIP position	Università degli Studi della Campania "Luigi Vanvitelli"	Design and Validation of Inclusive Practices in Educational Contexts: Models, Protocols, and Systemic Impact <u>Description</u> The PhD candidate will engage in an in-depth study of contemporary theories and models in special pedagogy, with the aim of designing, implementing, and validating innovative inclusive teaching protocols that are effective in both formal and non-formal educational settings. The project seeks to identify evidence-based best practices to be proposed as operational guidelines for decision-makers in the fields of education and training. The research pathway includes the development of robust methodological skills, both qualitative and quantitative, to enable critical analysis and impact evaluation of the implemented inclusive strategies. The candidate may also be involved in supporting teaching activities and assessment processes in disciplines related to the doctoral program.
Doctoral SCHOLARSHIP position	Università degli Studi di Enna "Kore"	Narrative writing for professional identity development during pre-service teacher training courses. <u>Description</u> Reflexivity represents a transformative factor in the construction of teacher professionalism, as it fosters the development of greater awareness and critical thinking about educational action. The project intends to explore, from a bio-systemic perspective, the dynamics through which narrative writing triggers processes of change, of continuous redefinition of professional identity and competencies, during pre-service teacher training courses.
Doctoral SCHOLARSHIP position	Università degli Studi "G. d'Annunzio" Chieti – Pescara	Mindfulness and Inclusion Education <u>Description</u> The path of studies and research is oriented towards the modeling of inclusive educational practices that, through body awareness, promote well-being in a biopsychosocial perspective and quality of life in school.
Doctoral SCHOLARSHIP position	Università degli Studi "Magna Græcia" di Catanzaro	Active Breaks in the Classroom: Effects on Cognitive Functioning, Well-being, and Inclusion <u>Description</u> In recent decades, numerous studies have shown that physical activity (PA) is one of the most effective and low-cost strategies for improving the psychophysical well-being of young people. Promoting physical activity during childhood and adolescence is crucial for fostering academic success, with positive effects on cognitive functions, emotional states, and academic performance (Morales et al., 2024). Currently, active breaks in schools are being proposed as a potential tool to enhance learning, but there is still no definitive evidence regarding their specific cognitive, behavioral, and emotional outcomes. Active breaks in the classroom, defined as short periods of time (between 5 and 15 minutes) during which physical activity is integrated into the lesson without the need for special equipment (Masini et al., 2020), have proven effective in typically developing children to reduce sedentary behavior, increase physical activity, and improve cognitive and behavioral functions. However, research on students with special educational needs is still limited and focuses on specific age groups. These students often present difficulties in executive functions and motor skills, with negative consequences on academic performance and social life (Arenas et al., 2024; Mazzoli et al., 2021). Physical activity has emerged as a possible non-pharmacological alternative to improve cognitive and motor skills, for example, in individuals with intellectual disabilities, learning disorders (LD), or ADHD, but empirical evidence remains limited, especially regarding which specific cognitive functions benefit the most (Infantes-Paniagua et al., 2021). In this context, research aims to study the effects of active breaks in the classroom on various aspects: cognitive processes, emotional and social functioning, and academic performance in students with special educational needs of different ages. It is hypothesized that the introduction of active breaks, including through exergaming, may be an effective strategy to improve performance and promote the academic and social inclusion of students with cognitive, emotional, and behavioral vulnerabilities in school and academic settings.

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Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	Welfare, training, and community for inclusive care <u>Description</u> Through the study and implementation of integrated care models, this line of research aims to focus on investigating active labor policies and the social and labor inclusion of the most vulnerable groups, such as women, young people, asylum seekers, and beneficiaries of humanitarian protection.
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	The transition to adulthood for people with disabilities: towards a self-determined Life Project <u>Description</u> This line of research aims to focus on personalized educational pathways to accompany students with disabilities into adulthood, with a view to creating a Life Project based on autonomy, social inclusion, and shared educational responsibility between schools, families, and the local community.
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	New models of social impact <u>Description</u> The proposal aims to identify and analyze new models of social impact capable of generating lasting change in the educational and social contexts in which they are embedded. The focus is on collaborative practices, inclusion processes, and empowerment strategies that encourage the active participation of communities and the dissemination of sustainable innovations at the cultural, relational, and territorial levels.
Doctoral positions WITHOUT scholarship	Università degli Studi di Enna "Kore"	Embodied Inclusion and Teacher Education <u>Description</u> The path aims to connect pedagogical knowledge, neuroscience and design, promoting a culture of learning environment as an inclusive educational resource. In this perspective, teacher training develops skills to rethink the school environment in an inclusive way, integrating sensory, aesthetic and functional aspects.
Doctoral positions WITHOUT scholarship	Università degli Studi di Salerno	Inclusion and innovative teaching methodologies in school contexts <u>Description</u> The doctoral project aims to explore the special educational needs emerging in school contexts and to improve the quality of inclusive processes through instructional design actions directed toward the enhancement of differences and the promotion of the educational success of each and every one. Special attention will be paid to methodological approaches and innovative and inclusive teaching strategies.
Doctoral positions without scholarship	Università degli Studi di Macerata	Inclusive pedagogy and Artificial Intelligence: integrated strategies for teacher training <u>Description</u> This line of research focuses on the study and creation of models and strategies useful for the pedagogical integration of Artificial Intelligence in teaching, with particular attention to inclusion, teacher training, and the development of educational guidelines capable of combining technological innovation and educational sustainability.