

**CURRICULUM T&LS4
DIDACTICS & HUMANITIES**

Doctoral SCHOLARSHIP positions	7
Doctoral positions WITHOUT scholarship	3

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi "G. d'Annunzio" Chieti – Pescara	<p>Humanities Education: Methodological Innovation and Educational Enhancement</p> <p><u>Description</u> The doctoral scholarship is intended to support research in the field of humanities education (including literature, history, philosophy, and classical and modern languages and cultures), with a particular focus on methodological innovation and pedagogical reflection concerning teaching and learning processes. The aim is to explore, from both theoretical and applied perspectives, the ways in which the humanities may be transmitted, reinterpreted, and rendered meaningful for younger generations, within the context of contemporary cultural and technological transformations. The research project may encompass:</p> <ul style="list-style-type: none"> • a critical analysis of traditional and innovative educational models and practices; • the design and implementation of educational pathways across various school levels and within teacher education programmes; • an examination of the role of digital technologies in the mediation of humanistic content; • attention to the epistemological, linguistic, aesthetic, and ethical dimensions of humanistic formation; • the recognition and promotion of the civic and democratic function of the humanities in the development of critical thinking and cultural identity
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	<p>History didactics and communication for the younger generations</p> <p><u>Description</u> Research objects are the didactics of history and the communication of historical knowledge aimed at the younger generations. Projects are selected that aim to promote new models and methods for an inclusive teaching of history, capable of integrating and enhancing social and cultural differences within educational institutions and territorial communities. Projects are also encouraged that aim to analyse new forms of communication of historical knowledge, with a special focus on the effects on the transformation of the perception and representation of historical time.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	<p>Inclusive teaching and communication of geography in marginal environments</p> <p><u>Description</u> The objects of research are the teaching of geography and the humanities and the communication of geographical knowledge in marginal environments (inland areas, mountain and island environments) on a European and non-European scale. The research line is aimed at projects that have as their objective the analysis and development of models, methods and practices for an inclusive teaching of Geography, capable of integrating and enhancing territorial, social and cultural differences within educational institutions and local communities. Projects are also encouraged that aim to analyse new forms of communication of geographical knowledge, with a particular focus on the effects on the transformation of perception, representation and active citizenship practices, with reference to the commons.</p>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	Innovative and inclusive teaching of British, English and Irish literature <u>Description</u> The project aims to investigate effective, innovative and inclusive teaching practices applied to the teaching of UK and Irish literature. The investigation will aim to identify new teaching strategies and tools that enhance active participation and accessibility for all students, supporting the learning of selected literary texts, and promoting an equitable, participatory and needs-centred educational approach.
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	Digital pathways for innovative teaching of British, English and Irish literature <u>Description</u> The initiative aims to explore and analyse effective examples of didactic methodologies used to teach literature from the UK and Ireland. Starting from this analysis, a digital platform designed to facilitate the study and understanding of the chosen texts will be created, encouraging innovative educational approaches.
Doctoral SCHOLARSHIP position	Università degli Studi di Napoli Parthenope	Models, methods and contents for an innovative and inclusive didactics with particular reference to the didactics of History and Humanities. <u>Description</u> The research line intends to devote particular attention to paths aimed at investigating the crises of the present time, the constitution of a historical consciousness, the project of education in reference to the time of individual and social memory also in relation to digital
Doctoral SCHOLARSHIP position	Università per Stranieri di Perugia	Title: Cognitive Video Grammar for Italian L2: An Embodied and Accessible Approach <u>Description</u> This doctoral project aims to develop a video grammar of L2 Italian, grounded in the theoretical principles of Cognitive Linguistics, with a specific focus on the concept of embodiment, that is, the role of the body and sensorimotor experience in the construction of meaning. To this end, a systematic review of the literature on Cognitive Linguistics and language learning mediated by visual supports will be conducted, with particular attention to theoretical models, recent contributions on embodied cognition, and principles of inclusive instructional design. Based on the outlined theoretical framework, video modules will be designed and produced to present complex grammatical concepts through visual storytelling and concrete communicative situations, avoiding the use of traditional metalinguistic explanations. In parallel, complementary learning activities - such as classroom or self-paced exercises and assessment tools - will be developed to support and consolidate learning from an embodied perspective, while addressing the needs of learners with different cognitive styles and educational requirements. The primary objective is to create an inclusive and accessible educational tool, suitable also for learners with specific learning disorders (SLD) and disabilities, who often face significant obstacles when learning grammar through traditional approaches. The project includes the implementation of classroom experiments involving L2 learners from various profiles. Data collection will follow a mixed-methods approach, including interviews, classroom observations, grammatical production tests, and questionnaires on the usability and perceived effectiveness of the video materials. Data analysis will assess both the impact of the embodied approach on grammar learning and the inclusive quality of the developed content. Ultimately, the project aims to contribute to methodological reflection on grammar instruction and, based on empirical evidence, promote the design of innovative, experiential, accessible, and inclusive teaching tools.

Available positions	Main centre of activities	Research topic and description
Doctoral positions WITHOUT scholarship	Università degli Studi di Catania	<p>Teacher training between contents, methodologies, technological tools and disciplinary didactics</p> <p><u>Description</u> The topic concerns the analysis of the relationship between general didactics and disciplinary didactics in an attempt to elaborate a new initial and in-service teacher training for the European school, which is still an open question in the national and international panorama. The doctoral candidate will first develop an epistemological reflection of the link between pedagogy, general didactics and disciplinary didactics in the course of time, and then, on the training of the first-cycle school teacher, will investigate, through the use of quantitative and qualitative analysis tools, his or her disciplinary competences , methodological-didactic and digital skills, with the aim of eliminating the existing gap between the contents of the disciplines and teaching methodologies, developing operational proposals to foster learning processes for each and every one, the students' learning to learn through the aid of digital technology.</p>
Doctoral positions WITHOUT scholarship	Università degli Studi di Macerata	<p>New models and practices for inclusive geography teaching and communication of geographical knowledge in marginalized environments</p> <p><u>Description</u> The objects of research are the teaching of geography and the humanities and the communication of geographical knowledge in marginal environments (inland areas, mountain and island environments) on a European and non-European scale. The research line is aimed at projects that have as their objective the analysis and development of models, methods and practices for an inclusive teaching of Geography, capable of integrating and enhancing territorial, social and cultural differences within educational institutions and local communities. Projects are also encouraged that aim to analyse new forms of communication of geographical knowledge, with a particular focus on the effects on the transformation of perception, representation and active citizenship practices, with reference to the commons.</p>
Doctoral positions WITHOUT scholarship	Università degli Studi di Roma TRE	<p>Plurilingual Education: Theories, Strategies, and Technologies for Innovation in Teaching and Learning Processes</p> <p><u>Description</u> This interdisciplinary doctoral program explores educational theories, teaching strategies, and emerging technologies aimed at enhancing teaching and learning processes in school contexts. Special emphasis is placed on plurilingual education, plural approaches, and integrated intercomprehension. The research focuses on the integration of plurilingual education into school settings through the design, development, and implementation of didactic materials and tools, and their experimentation within interdisciplinary learning paths. The objective is to foster the development of both disciplinary and transversal competences by leveraging integrated intercomprehension, plurilingual CLIL, and evidence-based strategies and tools supported by national and international research. The program includes core, specialized, and elective activities to be defined in agreement with the doctoral supervisor(s), in line with the scientific and educational goals of the program.</p>