

**Call for applications for national doctoral programme in  
Teaching & Learning Sciences: Inclusion, Technologies, Educational Research and Evaluation  
(XLI cycle – AA.YY. 2025/2028)**

**Art. 1**

**Call for application**

1. The University of Macerata has announced the following public competition for the selection of candidates for admission to the National Doctoral Programme in *Teaching and Learning Sciences: Inclusion, Technologies, Educational Research, and Evaluation* for the academic year 2024/2025 - XL cycle, as illustrated in the course description (Annex A).  
The doctoral programme will last three years, beginning on November 1st, 2025, and ending on October 31st, 2028.
2. Positions available:  
No. 30 doctoral scholarships positions, in specific centre of activities and for restricted research topics;  
No. 10 doctoral positions without scholarships, in specific centre of activities and for restricted research topics.
3. The breakdown of the positions by curricula and in each partner institution can be consulted in Annex B.
4. Details and obligations pertaining to the positions available for each curriculum are set out in the individual curriculum descriptions (Annexes C, D, E, F, G, and H), which form an integral part of this call.
5. This call for applications meets the legal requirements for notification to all effects and purposes. Any changes, updates or additions will be published **exclusively** on the webpage: <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41>.
6. The University of Macerata complies with the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers, available on the university webpage: <https://www.unimc.it/it/ricerca/hrs4r/hrs4r-human-resources-strategy-for-researchers>.

**Art. 2**

**Admission requirements**

1. Eligible candidates to the present call for applications are graduates holding a Specialist or Master's Degree or Master's Degree (single cycle) or degree obtained under the laws in force before Ministerial Decree No. 509 of November 3<sup>rd</sup> 1999 or a second level academic qualification awarded by institutions belonging to the AFAM sector (Higher Artistic and Musical Education), or an equivalent not Italian academic qualification (Master's Degree) obtained from a foreign University.
2. The eligibility of foreign degrees is verified by the Admission Committees solely for the purpose of admission to PhD courses, in compliance with the legislation in force in Italy and in the country where the qualification was awarded, as well as with international treaties or agreements on the recognition of qualifications for the pursuit of studies
3. All candidates will be provisionally admitted to the selection process and will be excluded from the doctorate if, upon verification, it turns out that their qualifications do not meet the requirements for admission to third-level courses.
4. Those who obtain the required qualification, mentioned in paragraph 1, by the date of enrolment in the PhD course, set forth in Art. 6 par. 1 below may also participate in the competition for admission. In this case, admission to the competition is subject to a reservation and the possible enrolment is regulated by the provisions of the following Art. 6.

**Art. 3**

**Application**

1. Applications shall be submitted, either in Italian or in English language, solely online via the following link <https://pica.cineca.it/unimc/dott-2025-din>, enclosing a copy of a valid identity document or passport, clearly showing its expiry date, and paying the non-refundable application fee of €15.00, within the telematic procedure, **no later than 11.59 p.m. (Italian time) on August 18<sup>th</sup>, 2025.**
2. Applications that do not follow the guidelines of the previous paragraph will not be considered.
3. Applications send without one or more of the following elements, by the deadline of this call:
  - application form, filled out in accordance with Articles 46 and 47 of Presidential Decree 445 of December 28<sup>th</sup>, 2000;
  - self-certification of Italian degree, referring to in Art. 2 par. 1;
  - declaration and documents stated in the following par. 8, concerning the equivalent not Italian academic qualification (Master's Degree), referring to in Art. 2 par. 1;
  - identity document or passport;
  - payment of the non-refundable application fee

will be **excluded** from the selection process.

4. **Application fees will not be reimbursed under any circumstances.**
5. Candidates may submit one application only. In the event of multiple applications, only the last submission in chronological order, will be considered valid.
6. Candidates intending to apply for a scholarship position must not have previously received a scholarship or partial scholarship for a doctoral programme. This condition must be self-declared in the application.
7. Candidates who obtained their degree in Italy must provide a self-certification with the list of the examinations undertaken, which is required for the assessment of prior academic studies
8. Candidates whose degree was obtained abroad must provide copies of Bachelor's degree and Master's degree diplomas, and copies of certifications of examinations taken, with the translations into Italian or English, **for each of the above degrees.**
9. Qualifications, publications and any other owned documents must be submitted in electronic pdf format and attached **exclusively** to the online application.
10. Notwithstanding the application requirements set out in Art.2 par. 4, all other qualifications submitted must be obtained before the deadline of this call.
11. When completing the online application procedure, candidates must select a curriculum and a research topic, from those available within the selected curriculum, and they must submit a research proposal related to their chosen research topic (maximum 13,000 characters including spaces), with specific reference to the epistemological and methodological framework.
12. **Candidates may also select, in the online application, to be interviewed in person or by videoconference.**
13. No amendments or additions to the application can be made after it has been submitted. If a submitted application needs to be amended, candidates must submit a new one with all the necessary elements, by paying the application fee again, within the same deadline as the one indicated in paragraph 1 of this Article. This application will replace the previously submitted one.
14. The validity of applications will be assessed by the University administration offices after the submission deadline specified in paragraph 1. The university reserves the right to request any additional information deemed necessary. Any false declarations will be subject to prosecution in accordance with current legislation.
15. Further communications concerning this call will be published on the webpage <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41>.

16. The University does not assume any responsibility for any technical problems, internet issues or service interruptions. If a candidate provides an incorrect email address, the University will not be held liable for any failure to communicate with them. Furthermore, the University will not be held responsible for any problems or delays caused by third parties, unexpected events, or unforeseeable circumstances.

#### **Art. 4 Admission Committee**

1. The Rector nominates an Admission Committee, ensuring the participation of foreign or not affiliated people with the partner institutions, pursuant to Art. 11 co. 3 of [M.D. No. 226 of December 14th, 2021](#).
2. The Admission Committee is chaired by the Coordinator of the PhD course or his/her delegate.
3. The composition of the doctoral Admission Committee will be made available publicly after the deadline of the call, on this webpage: <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41>.

#### **Art. 5 Selection**

1. Admission to the doctoral course will follow a selection procedure based on qualifications and examinations aimed at ascertaining the candidate's preparation, ability, and aptitude for research.
2. Each application will be subject to a Preliminary assessment and will be declared eligible or ineligible for interview, on the basis of the criteria established in Annex A.
3. Results of the aforementioned preliminary assessment will be **exclusively** published on the webpage <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41> and this publication is considered an official notification.
4. Candidates who successfully pass the Preliminary evaluation, pursuing par. 2 of this article, are admitted to the **Interview**. The Admission Committee will examine and evaluate the above-mentioned candidates, on the basis of the interview evaluation criteria specified in Annex A.
5. Applicants who are admitted to interview **will be notified, exclusively**, through the publication of the interview schedule on the webpage <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41> and the published schedule of interviews is considered an official notification.  
Therefore, applicants who are admitted to the in-person interview are required to show up on the day and according to the way indicated in the webpage <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41> and they must bring a valid ID document to the interview.
6. If a candidate does not attend the interview, it will be assumed that he/she has withdrawn their application from the selection process.
7. **The interviews will be held in accordance with the way stated in the application form**, according to the schedule posted on the webpage on <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41>.
8. At the end of the interview, the Admission Committee assigns each candidate a score on a scale from 1 to 10. Candidates who receive a score of 7 or higher will be considered to have successfully completed the selection.
9. The doctoral Admission Committee will create separate rankings for each curriculum and for research topic. In the event of equal scores, priority will be given to the youngest candidate.
10. **If no suitable candidates are identified for a specific research topic, that position will be not assign.**

11. The selection documents and the ranking list for each PhD course will be approved by Rector's Decree, declaring the successful candidates in the number of places available.
12. The above mentioned final ranking list of successful candidates will be **exclusively** published on the webpage <https://www.unimc.it/it/dottorato-di-ricerca/ammissione-ai-corsi/bando-2025-din/tls-41>, thereby serving as official notification to candidates.
13. The individual evaluation assessments issued by the Admission Committee will be made available to each candidate via the application platform, at the end of the selection process (Art. 3, par. 1), in accordance with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

## **Art. 6**

### **Enrolment in the doctoral course**

1. The successful candidates, listed in the ranking lists, **must complete their enrolment by September 30<sup>th</sup>, 2025, under penalty of disqualification.**
2. The selected winners will not receive any further notice regarding the enrolment deadline.
3. Enrolment for a position different from the one stated in the Rector's Decree of the winners is not admitted.
4. Failure to obtain the required degree within the terms established in the previous par. 1 implies non-admissibility to the doctoral programme and, as a result, the inability to proceed with the enrolment.
5. In order to complete enrolment in the doctoral course, selected applicants are required to:
  - a) logging at <http://studenti.unimc.it/Home.do> and complete the enrolment form, within the deadline indicated in the par. 1 of this article;
  - b) proceed with the payment of the first instalment of the doctoral tuition fees and/or contributions (**Piano tasse**), within the deadline indicated in the par. 1 of this article;
  - c) uploading the following documents in the Attachments section of the enrolment form:
    - [Dichiarazione del percipiente](#) (all scholarship winners);
    - ISEE 2025 declaration or ISEE for doctoral course 2025 declaration (**for all scholarship winners who wish to benefit from the reduction of the second instalment of tuition fees**);
    - Copy of residence permit or copy of the request receipt for obtaining a residence permit (**non-EU citizens only**);
    - Copy of a health insurance (**non-Italian citizens only**).
6. The University of Macerata must **receive the enrolment form as well as the receipt of payment of due tuition fees, by the deadline indicated in the par. 1 of this article**, in order to confirm scholarship acceptance and enrolment completion. Those candidates failing to fulfil these requirements will be subject to exclusion.
7. Fees and/or registration contributions will not be refunded under any circumstances.
8. Any failure to complete the enrolment, by the deadline indicated in the par. 1 of this article, will be considered a withdrawal from the selection process.
9. If a scholarship winner expressly or implicitly waives their entitlement, the scholarship will be awarded to the next successful candidate listed in the final ranking list, according to the art. 5 par. 9 and 10.
10. The University of Macerata will notify those concerned of any change in the ranking list and the deadline for taking over, via the contact e-mail address indicated in the application.
11. Registration in a doctoral programme is compatible with a simultaneous registration in other University courses pursuant to [Law n. 33 of December 4th, 2022](#).

## Art. 7

### Further fulfilments for candidates with foreign qualifications and visa applicants

1. Winners with admission qualifications obtained in non-EU countries who have not already provided documents for assessing the authenticity and equivalence of the second level qualification obtained when submitting the application (e.g. Diploma Supplement, Declaration of Value issued by the Italian diplomatic authorities in the country where the qualification was obtained, certificate of authenticity and comparability issued by centres such as ENIC-NARIC), will have to provide these documents during the enrolment phase (online in the "Attachments" section) or within two months of the start date of the course.
2. The University reserves the right to request a declaration of authenticity and equivalence for qualifications obtained in EU countries, as well as the provision of the original documentation.
3. Candidates with foreign qualifications who do not present the required documentation at the time of submission of the application or enrolment process will be provisionally enrolled and will be subsequently excluded from the doctoral course if they fail to provide the requested documentation, or if, upon verification, they do not meet the requirements of art. 2. In such cases, any scholarship payments received must be returned.
4. After completing the enrolment, candidates who are required to obtain a visa to stay in Italy must register on the [University](#) portal, make a "pre-enrolment application" for the doctoral course and follow the procedure indicated therein for the purpose of issuing a visa.
5. Upon arrival in Italy, candidates are required to promptly send the following documents to [scuola.dottorato@unimc.it](mailto:scuola.dottorato@unimc.it), for the purposes of payment of the scholarship:
  - a) valid residence permit. Those who do not have a valid residence permit must request one within 8 days of arriving in Italy following the procedure indicated in the [University Portal](#) and send a copy of the proof of application the receipt issued by the Questura (local police);
  - b) tax code, issued by the Italian Revenue Agency. Those who are not in possession of this code must request one by following the instructions on the [University Portal](#).

## Art. 8

### Scholarships

1. The scholarship for attending the doctoral course, set by the [M.D. no. 247 of February 23rd, 2022](#), is valued at a gross annual amount of € 16,243.00 for each recipient.
2. Scholarship recipients must sign up with INPS Separate Management Registration, pursuant to art. 2 par. 26 of the [Law n. 335 of August 8th, 1995](#), and the provisions of art. 4 of [Law no. 476 of August 13th, 1984](#).
3. Scholarship owners, who intend to carry out paid activities during the three-year PhD programme, must be authorised by the Academic Board. **The gross annual personal taxable income, compatible with the doctoral scholarship, should not exceed the amount of the scholarship defined by [M.D. no. 247 of February 23rd, 2022](#), stated in par. 1 of this article.**
4. **The compliance of the aforementioned limit will be assessed by the University administration offices from the first tax period following the start date of the course. If the gross annual personal taxable income exceeds the provided limit, the grant shall be suspended and the scholarship owner should be returned to the University unduly received monthly payments.**
5. The scholarship is not compatible with research grants, or any other scholarships, except in specific cases, such as those grants awarded by national or foreign institutions to enable scholars to spend time abroad for training and/or research activities.
6. The assignment of the scholarship is annual and is confirmed when the candidate has passed the verification tests for admission to the following year which are conducted by the Academic Board.

7. An increase of 50% to the scholarship is granted for three (3) months for research activities carried out abroad, with prior approval from the doctoral student's supervisor.
8. The initial two monthly instalments of the scholarship will be disbursed jointly within the current calendar year.
9. The scholarship payment is subordinate to the submission of the tax code, issued by the Italian Revenue Agency.
10. The fruition of the scholarship excludes the establishment of a subordinate employment relationship with the University.

#### **Art. 9**

##### **Grants for research activities**

1. In order to pursue research activities in Italy and abroad, **each doctoral student of the National Doctoral Programme** is granted an annual budget allowance of up to 20% of the amount of the scholarship, in accordance with Art. 9 co. 4 of [M.D. no. 226 of December 14th, 2021](#).
2. **Doctoral students who do not hold a scholarship** can benefit from an international mobility grant which is to be used to reimburse expenses incurred during research activities abroad, for three (3) months.

#### **Art. 10**

##### **Regional grants for the right to study**

1. Applicants to the competition for admission to PhD courses may apply for the allocation of benefits from the Regional Authority for the Right to University Education (Ente Regionale per il Diritto allo Studio Universitario ERDIS), according to the provisions set out in the website <https://erdis.it/>.

#### **Art. 11**

##### **Taxes and university fees**

1. Taxes (Regional Tax for Higher Education, public liability insurance and stamp duty) and annual university fee (Contributo Onnicomprensivo Annuale, COA) for the attendance of the doctoral programmes are indicated on the webpage: <https://www.unimc.it/it/dottorato-di-ricerca/dottorandi/iscrizioni-e-tasse>.
2. The amount of the annual university fee (COA) depends on the student's ISEE for the doctoral course (Financial Revenue Status Index), in accordance with the Students' payments guidelines which can be consulted at <https://www.unimc.it/it/ateneo/normativa/regolamenti-di-ateneo/didattica-e-studenti>.
3. In line with the [Stability Law \(Legge di Stabilità\) of December 11th, 2016 par. 262](#), PhD students who have not been granted any scholarship are exempt from paying enrolment fees. Nevertheless, they are required to pay Regional Tax for Higher Education, public liability insurance and stamp duty.
4. Taxes and annual university fees exemption, with the exception of public liability insurance and stamp duty, is granted to individuals who have a disability, recognized by law, equal to or greater than 66%.
5. Withdrawal after enrolment or during the doctoral course does not entitle the student to a refund of paid taxes and fees.

#### **Art. 12**

##### **Personal Data Processing**

1. In accordance with Art. 13 of [2016/679/UE - GDPR](#), notice is hereby given that the University of Macerata is committed to respecting the confidential nature of the information provided by candidates: all personal data will be processed only for the purposes connected to and instrumental to this call, according to existing laws.

2. The Data Controller of personal data is the University of Macerata, with headquarters in Macerata, via Crescimbeni nn. 30-32, in the person of the Rector as Legal Representative. The Data Controller can be contacted at [urp@unimc.it](mailto:urp@unimc.it) or at the PEC address [ateneo@pec.unimc.it](mailto:ateneo@pec.unimc.it).
3. The Data Protection Officer, designed in pursuant to Article 37 of the GDPR, operates in conjunction with the Data Controller. The Data Protection Officer can be contacted at the following email address: [dpo@unimc.it](mailto:dpo@unimc.it).
4. All selection process records are public. In accordance with [Law No. 241 dated 7th August 1990](#), whoever has a legally relevant interest is entitled to legally exercise the right to access said records within 60 days of their approval.

#### **Art. 14**

##### **Officer in Charge of the administrative procedure**

1. Pursuant to [Law no. 241 of August 7th, 1990](#) and subsequent amendments, the officer in charge of the administrative procedure is Giovanna Biagetti, Doctoral Office, via Gramsci, 38 – 62100 Macerata (e-mail: [scuola.dottorato@unimc.it](mailto:scuola.dottorato@unimc.it); PEC: [ateneo@pec.unimc.it](mailto:ateneo@pec.unimc.it)).

#### **Art. 15**

##### **Final Provisions**

1. Doctoral students are required to observe the provisions of the [Code of Ethics of the University of Macerata](#).
2. For all issues not provided for in this call for applications, please refer to the Regulations containing the procedures for accreditation of centres and doctoral programmes and criteria for the establishment of doctoral courses by accredited institutions ([Ministerial Decree n. 226 of 12/14/2021](#)) as well as the University Doctoral Regulations ([R. D. No. 81 of 01/03/2023](#)).
3. In case of discrepancies between the two language versions of the present call for application, the Italian language version prevails.

<b>COURSE DESCRIPTION OF THE NATIONAL DOCTORAL PROGRAMME</b> <i>Teaching &amp; Learning Sciences: Inclusion, Technologies, Educational Research and Evaluation</i> <b>(XLI Cycle – 2025/2028)</b>	
<b>Phd Coordinator</b>	<b>Prof. Maurizio SIBILIO</b> University of Salerno / Full Professor M-PED/03
<b>Administrative headquarter</b>	University of Macerata
<b>Lenght</b>	3 years (01/11/2025 – 31/10/2028)
<b>Scientific Disciplinary Area</b>	ANGL-01/A – ENGLISH LITERATURE ANGL-01/B - ANGLO-AMERICAN LANGUAGES AND LITERATURE ANGL-01/C - ENGLISH LANGUAGE AND TRANSLATION ASIA-01/F - LANGUAGES AND LITERATURE OF CHINA AND SOUTH EAST ASIA BIOS-10/A – APPLIED BIOLOGY CEAR-10/A - DESIGN ECON-06/A - BUSINESS ADMINISTRATION ECON-08/A – BUSINESS ORGANISATION FRAN-01/A – FRENCH LITERATURE FRAN-01/B - FRENCH LANGUAGE AND TRANSLATION GEOG-01/A - GEOGRAPHY GIUR-02/B – NAVIGATION LAW GIUR-05/A - CONSITITUTIONAL AND PUBLIC LAW GIUR-13/A - CRIMINAL PROCEDURAL LAW GIUR-15/A - ROMAN LAW AND LAWS OF ANCIENT TIMES GIUR-16/A - HISTORY OF MEDIAEVAL AND MODERN LAW GLOT-01/B - DIDACTICS OF MODERN LANGUAGES GSPS-01/A – POLITICAL PHILOSOPHY GSPS-05/A – GENERAL SOCIOLOGY GSPS-06/A - SOCIOLOGY OF CULTURE AND COMMUNICATION GSPS-07/A - SOCIOLOGY OF POLITICAL PHENOMENA HIST-01/A –MEDIEVAL HISTORY HIST-02/A – MODERN HISTORY HIST-04/C - LIBRARY MANAGEMENT IIND-03/B - DESIGN AND METHODS FOR INDUSTRIAL ENGINEERING IINF-05/A - DATA PROCESSING SYSTEMS INFO-01/A - COMPUTER SCIENCE ITAL-01/A – ITALIAN LITERATURE LICO-01/A – CONTEMPORARY ITALIAN LITERATURE LIFI-01/A – ITALIAN LINGUISTICS MATH-01/B - COMPLEMENTARY MATHEMATICS MATH-03/A - MATHEMATICAL ANALYSIS MEDF-01/A - TEACHING METHODS FOR PHYSICAL ACTIVITIES PAED-01/A – GENERAL AND SOCIAL PEDAGOGY PAED-01/B – HISTORY OF PEDAGOGY PAED-02/A - SPECIAL DIDATICS AND PEDAGOGY PAED-02/B – EXPERIMENTAL PEDAGOGY PHIL-03/A – MORAL PHILOSOPHY PHIL-05/A – HISTORY OF PHILOSOPHY PHYS-03/A - EXPERIMENTAL PHYSICS PSIC-01/A – GENERAL PSYCHOLOGY PSIC-02/A - PSYCHOLOGY OF DEVELOPMENT AND PSYCHOLOGY OF EDUCATION PSIC-04/B – CLINICAL PSYCHOLOGY SDEA-01/A - POPULATION STUDIES, ETHNOGRAPHY AND ANTHROPOLOGY SLAV-01/A – SLAVIC STUDIES STAA-01/L - ARABIC LANGUAGE AND LITERATURE STAT-01/A – STATISTICS STAT-02/A - STATISTICS FOR ECONOMICS
<b>Curricula</b>	T&LS1 - Educational research and evaluation
	T&LS2 - Inclusion
	T&LS3 - Educational technologies
	T&LS4 - Didactics & Humanities
	T&LS5 - Didactics & STEM
	T&LS6 - Faculty development

<b>Mandatory linguistic requirements</b>	All candidates must prove at least a B2 level English language proficiency. All candidates who are not Italian native speakers (L1) must prove at least a B2 level Italian language proficiency.
<b>Preliminary Evaluation Criteria</b>	1. Congruence, quality and originality of the project submitted in relation to the research topic and/or the chosen curriculum. 2. Congruence of the candidate's course(s) of study with the research topic and/or chosen curriculum. 3. Congruence of the candidate's educational and work experience, including extra-university experience, with the chosen research topic and/or the chosen curriculum. 4. National and international mobility experiences congruent with the chosen research topic and/or curriculum.
<b>Evaluation criteria for the interview</b>	Assessment of the relevance of the submitted qualifications, training profile, skills, experience and aptitudes to the project proposal, verification of knowledge of the English language proficiency and, for not Italian native speakers only, assessment of the Italian language proficiency.
<b>Obligations of PhD students</b>	Periods of study and research of <b>three (3) months abroad</b> .

## DISTRIBUTION OF AVAILABLE POSITIONS

	Curriculum T&LS1 RICERCA EDUCATIVA E VALUTAZIONE		Curriculum T&LS2 PEDAGOGIA SPECIALE E INCLUSIONE		Curriculum T&LS3 TECNOLOGIE DIGITALI PER L'INSEGNAMENTO		Curriculum T&LS4 DIDATTICA GENERALE E DIDATTICA DELLE DISCIPLINE UMANISTICHE		Curriculum T&LS5 DIDATTICA GENERALE E DIDATTICA DELLE DISCIPLINE STEM		Curriculum T&LS6 DIDATTICA UNIVERSITARIA	
Partner institutions activity venues	SCHOLARSHIP positions	Positions WITHOUT scholarship	SCHOLARSHIP positions	Positions WITHOUT scholarship	SCHOLARSHIP positions	Positions WITHOUT scholarship	SCHOLARSHIP positions	Positions WITHOUT scholarship	SCHOLARSHIP positions	Positions WITHOUT scholarship	SCHOLARSHIP positions	Positions WITHOUT scholarship
INDIRE - Istituto nazionale di Documentazione, Innovazione e Ricerca Educativa			1									
INVALSI - Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	1	2										
Università degli Studi "G. d'Annunzio" Chieti – Pescara			1				1					
Università degli Studi "Magna Græcia" di Catanzaro			1									
Università degli Studi "Suor Orsola Benincasa" di Napoli											1	
Università degli Studi della Campania "Luigi Vanvitelli"			1									
Università degli Studi di Cagliari									1			
Università degli Studi di Catania					1			1				
Università degli Studi di Enna "Kore"			1	1								
Università degli Studi di Macerata			3	1	1		4	1				
Università degli Studi di Messina											1	1
Università degli Studi di Napoli Federico II					1							
Università degli Studi di Napoli Parthenope							1					
Università degli Studi di Palermo											1	
Università degli Studi di Roma TRE			1					1			1	1
Università degli Studi di Salerno			1	1	1							
Università degli Studi di Siena											1	
Università della Calabria			1									
Università della Valle d'Aosta	1											
Università per Stranieri di Perugia							1					
	2	2	11	3	4	0	7	3	1	0	5	2

**CURRICULUM T&LS1**  
**EDUCATIONAL RESEARCH AND EVALUATION**

<b>Doctoral SCHOLARSHIP positions</b>	<b>2</b>
<b>Doctoral positions WITHOUT scholarship</b>	<b>2</b>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	INVALSI - Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	<p><b>From Data to Teaching: The Formative Use of INVALSI Tests for Improving Learning and Teacher Training</b></p> <p><u>Description</u> This research project aims to investigate how INVALSI test data can be used pedagogically and methodologically to enhance teaching, strengthen teacher training, and improve student learning outcomes. The project will explore whether and how INVALSI data analysis and interpretation are integrated into daily didactic planning, which training strategies are most effective in supporting teachers in this process, and what concrete effects can be observed on pupils' learning outcomes.</p>
Doctoral SCHOLARSHIP position	Università della Valle d'Aosta	<p><b>Evaluation cultures, educational success and teaching professionalism in secondary schools</b></p> <p><u>Description</u> The doctoral program aims to investigate the links between evaluation - assessment culture and educational success in secondary schools, also from a comparative perspective at European level, in order to identify models and devices for the professional development of teaching staff aimed at supporting fair and empowering teaching-learning processes and at preventing and combating school drop-out.</p>
Doctoral positions WITHOUT scholarship	INVALSI - Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	<p><b>Large language models and educational research: new perspectives to support innovations in learning and assessment processes</b></p> <p><u>Description</u> The research aims to explore the application of large language models (LLMs) in education, with a particular focus on the development of approaches designed to enhance the understanding of students' cognitive processes and to provide innovative support for formative and evaluative processes. From this perspective, INVALSI data and large-scale learning assessments represent a valuable resource to explore and enhance the use of LLMs in the innovation of educational and evaluative practices, contributing to the creation of tools that enrich interaction with educational resources and learning experiences.</p>
Doctoral positions WITHOUT scholarship	INVALSI - Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	<p><b>Process Data and INVALSI Data: Methods, Perspectives, Educational Applications</b></p> <p><u>Description</u> The research aims to explore the use of process data generated during computer-based INVALSI tests and large-scale learning assessments, specifically examining the most effective approaches for interpreting this information and understanding its value from an evaluative perspective. Furthermore, the research aims to investigate the potential of such data in terms of educational applications, support for personalized teaching and the measurement of non-disciplinary aspects, without increasing the assessment burden on students and teachers.</p>

**CURRICULUM T&LS2  
INCLUSION**

<b>Doctoral SCHOLARSHIP positions</b>	<b>11</b>
<b>Doctoral positions WITHOUT scholarship</b>	<b>3</b>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	INDIRE - Istituto nazionale di Documentazione, Innovazione e Ricerca Educativa (Florence)	<b>Artificial Intelligence and Inclusive Design: Tools for Teaching, Organization, and Professional Development</b>  <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	<b>The mise-en-scène of disability and otherness in film. A research project in the perspective of Special Pedagogy</b>  <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	<b>Assessing the quality of school inclusion in Italian schools</b>  <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	<b>Assistive Technologies, well-being and school inclusion</b>  <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.

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi della Campania "Luigi Vanvitelli"	<b>Design and Validation of Inclusive Practices in Educational Contexts: Models, Protocols, and Systemic Impact</b>  <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"	<b>Narrative writing for professional identity development during pre-service teacher training courses.</b>  <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	<b>Mindfulness and Inclusion Education</b>  <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	<b>Active Breaks in the Classroom: Effects on Cognitive Functioning, Well-being, and Inclusion</b>  <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.

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	<b>Welfare, training, and community for inclusive care</b> <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	<b>The transition to adulthood for people with disabilities: towards a self-determined Life Project</b> <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	<b>New models of social impact</b> <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"	<b>Embodied Inclusion and Teacher Education</b> <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	<b>Inclusion and innovative teaching methodologies in school contexts</b> <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	<b>Inclusive pedagogy and Artificial Intelligence: integrated strategies for teacher training</b> <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.

**CURRICULUM T&LS3**  
**EDUCATIONAL TECHNOLOGIES**

<b>Doctoral SCHOLARSHIP positions</b>	<b>4</b>
<b>Doctoral positions WITHOUT scholarship</b>	<b>0</b>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Catania	<p><b>Teacher Training and the Use of Digital Technologies in Upper Secondary Schools</b></p> <p><u>Description</u> The topic concerns the analysis of the training processes of upper secondary school teachers in relation to the application of digital technologies in teaching processes, in an attempt to make knowledge accessible to each and every one. The doctoral candidate will firstly elaborate an epistemological reflection of the initial and in-service training of secondary school teachers, in the light of legislative provisions and then, will investigate, through the use of quantitative and qualitative analysis tools their digital skills applied in teaching processes, highlighting which educational technologies are used in didactics, with the aim of highlighting the strengths and weaknesses in relation to the improvement or otherwise of the results achieved by each and every one, and proposing operational solutions through the use of digital technologies.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	<p><b>Designing inclusive educational environments: gamification and artificial intelligence in the immersive classroom</b></p> <p><u>Description</u> This research project aims to explore the educational potential of integrating gamification and artificial intelligence within immersive environments, such as immersive classrooms. The aim is to analyse how these technologies, combined, can contribute to the construction of dynamic, engaging and personalized educational experiences, capable of adapting in real time to the individual needs of students. In particular, the research will focus on how immersive classrooms - three-dimensional and multisensory digital environments - can be enhanced by intelligent systems and playful mechanisms to improve motivation, attention and learning effectiveness. The project will also investigate the sustainability and scalability of these solutions in the educational context, considering factors such as cost, accessibility of technologies, training of teaching staff and integration with existing curricula.</p>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Napoli Federico II	<p><b>Adaptive Intelligent Learning Environments</b></p> <p><u>Description</u>  The continuous advancement of increasingly powerful and accessible technological devices enables learners to engage at any time with a personalized and continuous learning environment. These environments, enhanced through the integration of Artificial Intelligence, can be enriched by both physical artificial agents—offering tangible immersive experiences—and virtual agents operating in traditional settings or within Extended Reality (XR) environments.  By leveraging advanced learning analytics techniques for the continuous monitoring of learning processes, the project aims to design and develop an adaptive learning environment capable of fostering motivation and promoting the development of specific competencies in learners. These competencies range from technical skills (hard skills) to transversal abilities (soft skills), within a framework of personalized, dynamic, and learner-centered education.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Salerno	<p><b>Virtual learning environments, didactics and AI</b></p> <p><u>Description</u>  This doctoral project aims to explore the educational implications of using new forms of AI in school contexts. The aim is to design immersive learning environments through the use of specific technological solutions that can become an integral part of innovative and personalized educational pathways and experiences.</p>

**CURRICULUM T&LS4  
DIDACTICS & HUMANITIES**

<b>Doctoral SCHOLARSHIP positions</b>	<b>7</b>
<b>Doctoral positions WITHOUT scholarship</b>	<b>3</b>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi "G. d'Annunzio" Chieti – Pescara	<p><b>Humanities Education: Methodological Innovation and Educational Enhancement</b></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"> <li>• a critical analysis of traditional and innovative educational models and practices;</li> <li>• the design and implementation of educational pathways across various school levels and within teacher education programmes;</li> <li>• an examination of the role of digital technologies in the mediation of humanistic content;</li> <li>• attention to the epistemological, linguistic, aesthetic, and ethical dimensions of humanistic formation;</li> <li>• the recognition and promotion of the civic and democratic function of the humanities in the development of critical thinking and cultural identity</li> </ul>
Doctoral SCHOLARSHIP position	Università degli Studi di Macerata	<p><b>History didactics and communication for the younger generations</b></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><b>Inclusive teaching and communication of geography in marginal environments</b></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	<b>Innovative and inclusive teaching of British, English and Irish literature</b>  <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	<b>Digital pathways for innovative teaching of British, English and Irish literature</b>  <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	<b>Models, methods and contents for an innovative and inclusive didactics with particular reference to the didactics of History and Humanities.</b>  <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	<b>Title: Cognitive Video Grammar for Italian L2: An Embodied and Accessible Approach</b>  <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><b>Teacher training between contents, methodologies, technological tools and disciplinary didactics</b></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><b>New models and practices for inclusive geography teaching and communication of geographical knowledge in marginalized environments</b></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><b>Plurilingual Education: Theories, Strategies, and Technologies for Innovation in Teaching and Learning Processes</b></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>

**CURRICULUM T&LS5  
DIDACTICS & STEM**

<b>Doctoral SCHOLARSHIP positions</b>	<b>1</b>
<b>Doctoral positions WITHOUT scholarship</b>	<b>0</b>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Cagliari	<b>Retrieval-Augmented Generation (RAG) Technologies for Educational Innovation</b>  <b>Description</b> The project aims to explore the application of Retrieval-Augmented Generation (RAG) technologies to support personalization, transparency, and adaptivity in digital education. It will investigate the potential of these systems in assisting teaching practices, generating educational content, and developing learning support tools. The research may include experimental deployments in school or university settings, evaluation of effectiveness, and technological development, possibly in collaboration with international partners.

**CURRICULUM T&LS6  
FACULTY DEVELOPMENT**

<b>Doctoral SCHOLARSHIP positions</b>	<b>5</b>
<b>Doctoral positions WITHOUT scholarship</b>	<b>2</b>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Roma TRE	<p><b>Theories, Teaching Strategies, and New Technologies for Enhancing Teaching-Learning Processes and the Internationalization of Education in the University Context</b></p> <p><u>Description</u> The training program and research project fall within the scope of Faculty Development, with in-depth exploration of theories, teaching strategies, and the application of technologies to enhance guidance and teaching-learning processes in the university context. The aim is to explore how to contribute to the development of transversal and guidance-related skills in university students by employing specific teaching strategies and tools recognized as effective by national and international research. A particular focus is placed on the enhancement and valorization of university teaching to support the development of internationalization processes in education. The training program includes common, specific, and elective activities, chosen by the PhD student in agreement with their supervisor(s).</p>
Doctoral SCHOLARSHIP position	Università degli Studi "Suor Orsola Benincasa" di Napoli	<p><b>Faculty Development between pedagogical planning and ethical and political challenges</b></p> <p><u>Description</u> Faculty Development, as a strategic lever for the improvement of teaching-learning processes, is increasingly interconnected with the organization of university quality evaluation and rewards. The pedagogical and ethical-political scope of this theme requires a multidisciplinary, theoretical and empirical investigation, which critically reads the challenges related to teaching professionalism and university organization as a whole.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Siena	<p><b>The dilemma of participation in the organizational learning. The case of the TLCs</b></p> <p><u>Description</u> The project aims to probe the construct of “participation” of university faculty in Teaching &amp; Learning Center (TLC) activities. Drawing on organizational learning studies, the focus is to intercept emerging forms of participation and detect organizational factors that facilitate or hinder faculty engagement, organizational and human resistance, and devices to support participation. The research design will adopt a mixed-methods approach, integrating qualitative survey methodologies with quantitative tools. Specifically, netnographic observations, analysis of teaching practices and autoethnographies will be used for the qualitative component, combined with quantitative survey tools. The expected results will help outline the most effective research-training trajectories to support faculty participation and strengthen the role of TLCs as scientific academic units of professional and organizational development.</p>

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Messina	<p><b>Inclusive teaching in the academic field</b></p> <p><u>Description</u> The Implementation of Faculty Development Programs to Promote Psychological Well-Being Among Educators: Effective Strategies, Success Stories, and Obstacles in Adopting Innovative Practices. This project aims to explore the most effective strategies for promoting psychological well-being among educators, thereby supporting their professional development and personal growth. The objective is to analyze case studies of institutions that have achieved positive results in these initiatives and to discuss the common challenges that may arise during the implementation of such programs. Some useful intervention strategies include offering training courses on mindfulness techniques and establishing peer support programs, where educators can share experiences, face common challenges, and develop useful coping strategies. Additionally, the intention is to implement coaching and mentorship programs, complemented by psychotherapy pathways, to provide targeted individual support and foster genuine professional and personal development. Finally, practical workshops on time and stress management will be proposed to help reduce the risk of burnout and enhance overall productivity among educators.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Palermo	<p><b>Title: Artificial Intelligence, metacognition, personalisation in faculty development</b></p> <p><u>Description</u> Artificial intelligence (AI) emerges as a promising tool to personalize learning and promote the development of metacognitive skills. Integration of AI, metacognition, and personalized teaching as fundamental elements for an engaging and stimulating learning environment</p>
Doctoral positions WITHOUT scholarship	Università degli Studi di Roma TRE	<p><b>Enhancing educational offerings and promoting innovation in the university context: an empirical study on postgraduate training courses</b></p> <p><u>Description</u> The training program is structured around the Faculty Development curriculum and delves into models, theories, and instructional strategies with the aim of enhancing educational offerings and fostering innovation within the university context. Candidates are expected to conduct an empirical research project using a mixed methods approach. The reaserch is intended to explore how learning pathways can be effectively enhanced, particularly for students enrolled in advanced postgraduate courses delivered primarily through distance education. The training program includes common, specific, and elective activities to be selected by the doctoral students in agreement with their supervisor(s).</p>
Doctoral positions WITHOUT scholarship	Università degli Studi di Messina	<p><b>Inclusive Teaching in Academic Settings</b></p> <p><u>Description</u> Inclusive teaching in the university environment represents a set of approaches, strategies and practices aimed at ensuring equal learning and participation opportunities for all students, valorising diversity as a resource. In recent years, many academic institutions have introduced measures to support students with disabilities, with specific learning disorders and/or with other disadvantaged situations, promoting the accessibility of physical and digital environments, teaching flexibility and the use of assistive technologies. However, the state of inclusiveness is still uneven and critical issues remain linked to organisational, cultural and methodological barriers, which limit the full implementation of the principles of equity and participation. Investigating the issue of university inclusion is essential to protect the rights of individuals, to improve the quality of higher education, to promote teaching and organisational innovation and to adequately respond to the challenges posed by the growing diversification of the student population. In this context, research and critical reflection play a central role in supporting the evolution of practices and policies towards an increasingly welcoming, equitable and inclusive university.</p>