

Research program:
“Disability between the culture of the sciences of education and of pedagogy: comparing tendencies.”

Annex C

(CQIA) – The Academy for Teaching and Learning Quality

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Research program

The research program is divided into three phases:

- Phase I: data collection of scientific literature on topics of special pedagogy in Italy with even detailed study to the leading scholars who have studied this discipline and their models of educational and didactical intervention.
- Phase II: critical analysis of the collected data by identifying the connections, similarities and differences between the different epistemological and anthropological visions that underlie these theories.
- Phase III: publication and dissemination of scientific results.

Research results

The expected results will cover:

- 1) the analytic and argued reconstruction the scientific literature related to the issues of special education in Italy, returning a summary of the different epistemological and anthropological paradigms, related to the culture of sciences of education and/or pedagogy, which underlie the main interpretations on disability. This bibliographic inspection examines also, in a comparative perspective, the major contributions that the international debate on the subject gives us;
- 2) a report that can return an overview, in the Italian context, and not only, of the major scholars in the last thirty years have dealt with the discipline giving account of the cultural choices that are the background to their different educational proposals.

Research subject

Since the publication of the Dewey volume, *The sources of A Science of Education* (1929), onwards, a common tendency among scholars of the discipline, and not only Italians, was to replace, or, in some cases, to overlap, the concept “pedagogy” with the expression “sciences of education”. This custom has also “infected” the special education that, because of the specific characteristics of its object/subject of investigation (the person with disability), has produced knowledge and techniques, responding to different anthropological and epistemological paradigms. They have created theoretical models and educational intervention devices often “fecundate” by other sciences, such as psychology, neurophysiology, biology, philosophy, sociology, ethnology, ethology, etc. The so-called sciences of education: they had and, undoubtedly, continue to have close relations with the special education proposing treatment techniques that, depending on the specifics of each discipline and every type of disability, authorize and legitimize specific intervention strategies, even at the educational level.

In light of this problem, this research aims to return a first inspection of the scientific literature related to special education in Italy with a detailed study of the leading scholars who, over the past thirty years, have dealt with this discipline. The research, in fact, want, on the one hand, to recognize and describe the most common models of intervention in terms of disability and, on the other, to classify these approaches according to the different anthropological and epistemological underpinning logics them. Logics related to the culture of sciences of education or pedagogy.

Finally, this census of the dominant theories in the Italian special education, and beyond, will be subjected to critical analysis in order to highlight, in a comparative perspective, whether in dealing with the disability persists, even today, a medical-psychological perspective, or prevails a pedagogical one,

by emphasizing the reasons and the awareness that motivate these different theoretical proposals of the current choices and scholars considered.

Research Structure

The research is divided into three phases:

- Phase I: data collection of scientific literature related to the issues of special education in Italy with a detailed study of the leading scholars who have dealt with the discipline and the educational intervention models they propose. This reconstruction, descriptive and catalogued, aims to return to a survey of the different epistemological and anthropological paradigms that underlie the main pedagogical interpretations on the subject of disability. This bibliographic inspection examines also, in a comparative perspective, the major contributions that the international debate on the subject gives us;
- Phase II: critical analysis of the collected data by identifying the connections, similarities and differences between the different epistemological and anthropological visions that underlie these approaches in order to clarify the cultural awareness and theoretical reasons that motivate these different educational proposals.
- Phase III: publication and dissemination of research results through articles in national and/or international scientific journals.