

FABIO ALIVERNINI

Curriculum Vitae

General Information

<i>Full Name</i>	Fabio Alivernini
<i>Spoken Languages</i>	Italiano (lingua madre), Inglese (C1), Francese (B1), Spagnolo (B1)

Education

<i>Type</i>	<i>Year</i>	<i>Institution</i>	<i>Notes (Degree, Experience,...)</i>
PhD	2008	Università degli Studi di ROMA "La Sapienza"	Prosocialità, innovazione ed efficacia collettiva nei contesti educativi ed organizzativi
Specialty	2003	Università degli Studi di ROMA "La Sapienza"	Specializzazione in valutazione psicologica con voto di 60/60 con lode
Post-graduate studies	2002	Associazione di Psicologia Cognitiva (APC) - Roma	Specializzazione in psicoterapia
University graduation	1997	Università degli Studi di ROMA "La Sapienza"	Laurea in Psicologia con voto di 110 e lode
Training 04	2019	Utrecht University	Advanced course on using MPLUS
Training 03	2012	International Association for the Evaluation of Educational Achievement (IEA) – Amsterdam	Data analysis of international datasets
Training 02	2010	Educational Testing Service – Princeton IERI Institute	Assessment Designs and Item Response Theory
Training 01	1998 1999	Università degli Studi di ROMA "La Sapienza"	Postgraduate psychologist training. Ambito: metodologia della ricerca (Supervisore: Prof. Cristiano Violani)
Licensure 02	2019	Ministero dell'Università e della Ricerca	Abilitazione Scientifica Nazionale per la II fascia, SC 11/E1
Licensure 01	2000	Ordine Psicologi del Lazio	Psicologo e psicoterapeuta, iscritto n. 8936

Appointments

<i>Start</i>	<i>End</i>	<i>Institution</i>	<i>Position</i>
1/09/2020	-	Università di Roma "La Sapienza"	Professore Associato
03/06/2013	31/08/2020	Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	Ricercatore a tempo indeterminato presso ente di ricerca pubblico (M-PSI/03)
01/12/2008	02/06/2013	Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	Ricercatore a tempo determinato presso ente di ricerca pubblico (M-PSI/03)
17/11/2008	17/03/2010	Università degli Studi di ROMA "La Sapienza"	Professore a contratto (tecniche di analisi multivariata M-PSI/03)
01/01/1999	30/11/2008	Istituti di ricerca nazionali e regionali	Consulente scientifico (costruzione di strumenti di valutazione psicologica, analisi dei dati)

Teaching experience

<i>Year</i>	<i>Institution</i>	<i>Lecture/Course</i>
2012	Associazione Italiana di Psicologia (AIP)	Analisi di dati misti
2010	Università degli Studi Roma Tre	Docente nell'ambito del dottorato di Ricerca in Innovazione e Valutazione dei Sistemi di Istruzione
2010	Università degli Studi di ROMA "La Sapienza"	Tecniche di analisi multivariata M-PSI/03
2009	Università degli Studi di ROMA "La Sapienza"	Tecniche di analisi multivariata M-PSI/03
2008	Libera Università Maria Ss. Assunta (LUMSA)	Tecniche di analisi di dati misti in Psicologia (corso di formazione per dottorandi)
2008	Università degli Studi di ROMA "La Sapienza"	Tecniche di analisi multivariata M-PSI/03

Society memberships, Awards and Honors

<i>Year</i>	<i>Title</i>
2018	Vincitore del premio: “Emerald Literati Award” nel 2018 (outstanding paper) per il lavoro: “The relationships between school context, principal leadership and mediating variables”. Nel paper, attraverso un approccio psicometrico multilivello, viene sviluppato e testato un modello di equazioni strutturali della leadership organizzativa e delle sue determinanti psicologiche individuali e di gruppo (es. autoefficacia, clima organizzativo). Il premio “Emerald Literati Award” è tra quelli censiti sul portale cineca.it.
2011	Rappresentante per l’Italia alla IEA General Assembly, l’organo di governo della International Association for the Evaluation of Educational Achievement che coinvolge oltre 60 paesi in tutto il mondo. La IEA è un’organizzazione internazionale di ricerca fondata nel 1967, registrata legalmente in Belgio e in Olanda, che si occupa di sviluppo di strumenti psicometrici in ambito educativo e di ricerche comparative su larga scala.
2011 2010	National Research Coordinator per l’istituto di ricerca sovranazionale IEA (International Association for the Evaluation of Educational Achievement). Il lavoro di ricerca svolto ha previsto lo sviluppo di strumenti psicometrici per l’indagine di variabili psicologiche (es. atteggiamenti, la motivazione e l’autoefficacia) e di test cognitivi per la misurazione della reading literacy. Inoltre, sono stati sviluppati e analizzati modelli causali basati su variabili latenti.

Research Activities

<i>Keywords</i>	<i>Brief Description</i>
Immigrants Social Inclusion Psychometrics Assessment Multilevel Analysis Cultural integration	<p>Principal Investigator (PI) e direzione del gruppo di ricerca sullo sviluppo di strumenti psicometrici e modelli statistici di mediazione e moderazione di fattori legati all'integrazione di giovani migranti. Del gruppo fanno parte il Prof. Fabio Lucidi (Università "La Sapienza" di Roma), la Prof. Valeria Biasi (Università "Roma Tre"), la Prof. Núria Llevot Calvet (Universitat de Lleida), oltre che ricercatori dell'istituto nazionale di valutazione del sistema educativo e di formazione. L'attività è documentata dalle seguenti pubblicazioni scientifiche:</p> <ul style="list-style-type: none"> • Alivernini, F., Manganelli S., Cavicchiolo, E., Lucidi F. (2019) Measuring bullying and victimization among immigrant and native primary school students: Evidence from Italy. JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, 37. http://doi.org/10.1177/0734282917732890 • Alivernini, F., Cavicchiolo, E., & Manganelli, S. (2019). Brothers, ants or thieves: students' complex attitudes towards immigrants and the role of socioeconomic status and gender in shaping them. SOCIAL PSYCHOLOGY OF EDUCATION, 1–19. • Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2019). Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size. SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT, 0(0), 1–20. http://doi.org/10.1080/09243453.2019.1642214 • Alivernini, F., Manganelli, S., Cavicchiolo, E., Chirico, A., & Lucidi, F. (2018). The Use of Self-Regulated Cognitive Strategies Across Students With Different Immigrant Backgrounds and Gender. JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, 51, 073428291878507–13. http://doi.org/10.1177/0734282918785072 • Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2018). Support for Autonomy at School Predicts Immigrant Adolescents' Psychological Well-being. JOURNAL OF IMMIGRANT AND MINORITY HEALTH, 13(1), 264–8. http://doi.org/10.1007/s10903-018-0839-6 • Alivernini F, Manganelli S, Lucidi F (2018). Personal and Classroom Achievement Goals: Their Structures and Relationships. JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, p. 1-12, ISSN: 0734-2829, doi: 10.1177/0734282916679758 • Alivernini F, Manganelli S, Lucidi F (2017). From educational poverty to the assessment of academic success: concepts, indicators and tools. JOURNAL OF EDUCATIONAL, CULTURAL AND PSYCHOLOGICAL STUDIES, vol. 15, p. 21-52, ISSN: 2037-7932, doi: 10.7358/ecps-2017-015-aliv • Alivernini F, Manganelli S, Cavicchiolo E, Girelli L, Biasi V, Lucidi F (2017). Immigrant background and gender differences in primary students' motivations toward studying. JOURNAL OF EDUCATIONAL RESEARCH, p. 1-10, ISSN: 0022-0671, doi: 10.1080/00220671.2017.1349073 • Alivernini F, Manganelli S, Lucidi F (2016). The last shall be the first: Competencies, equity and the power of resilience in the Italian school system. LEARNING AND INDIVIDUAL DIFFERENCES, vol. 51, p. 19-28, ISSN: 1041-6080, doi: 10.1016/j.lindif.2016.08.010 • Alivernini F, Manganelli S (2016). The classmates social isolation questionnaire (CSIQ): An initial validation. THE EUROPEAN JOURNAL OF DEVELOPMENTAL PSYCHOLOGY, vol. 13, p. 264-274, ISSN: 1740-5629, doi: 10.1080/17405629.2016.1152174 • Di Leo I, Alivernini F, Lucidi F (2015). Psychometric Properties and Validity of an Instrument Measuring Lower Secondary Students' Perceived Competence in Educational Decision-making Process. PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES, vol. 205, p. 173-177, ISSN: 1877-0428

<i>Keywords</i>	<i>Brief Description</i>
Civic engagement, Immigrants, Mediation Structural Equation M Moderation Adolescents	<p>Principal Investigator (PI) e direzione del gruppo di ricerca che ha sviluppato, per l'Italia, strumenti psicometrici e modelli statistici di mediazione e moderazione del civic engagement degli adolescenti. Il lavoro è stato svolto nell'ambito del progetto International Civic and Citizenship Education Study, che ha coinvolto 37 centri di ricerca e università in tutto il mondo. L'attività è documentata dalle seguenti pubblicazioni scientifiche:</p> <ul style="list-style-type: none"> • Cavicchiolo E, Alivernini F, Manganelli S (2016). Immigrants Are Like ... The Representation of Immigrants in Italy: The Metaphors Used by Students and Their Family Backgrounds. <i>JOURNAL OF EDUCATIONAL, CULTURAL AND PSYCHOLOGICAL STUDIES</i>, vol. 13, p. 163-190, ISSN: 2037-7932, doi: 10.7358/ecps-2016-013-cavi • Manganelli S, Lucidi F, Alivernini F (2015). Italian adolescents' civic engagement and open classroom climate: The mediating role of self-efficacy. <i>JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY</i>, vol. 41, p. 8-18, ISSN: 0193-3973, doi: 10.1016/j.appdev.2015.07.001 • Cavicchiolo E, Alivernini F, Manganelli S (2015). Students' Images of Immigrants in Italy: First Results from a National Mixed Methods Study. <i>PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES</i>, vol. 205, p. 163-167, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2015.09.049 • Manganelli S., Lucidi F., Alivernini F. (2014). Adolescents' expected civic participation: The role of civic knowledge and efficacy beliefs. <i>JOURNAL OF ADOLESCENCE</i>, vol. 37, p. 632-641, ISSN: 0140-1971, doi: 10.1016/j.adolescence.2014.05.001 • Manganelli S, Alivernini F, Lucidi F, Di Leo I (2012). Expected Political Participation in Italy: a Study based on Italian ICCS Data. <i>PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES</i>, vol. 46, p. 1476-1481, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2012.05.324 • Alivernini F, Manganelli S (2011). Is there a relationship between openness in classroom discussion and students' knowledge in civic and citizenship education?. <i>PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES</i>, vol. 15, p. 3441-3445, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2011.04.315

<i>Keywords</i>	<i>Brief Description</i>
<p>Literacy Motivation Self-efficacy Attitudes Psychometrics Classification Trees</p>	<p>Principal Investigator (PI) e direzione del gruppo di ricerca per lo studio delle determinanti psicologiche della literacy, che ha sviluppato strumenti e modelli causali basati su approcci psicometrici. La ricerca è stata svolta nell'ambito del progetto PIRLS (Progress in International Reading Literacy Study) e TIMSS (Trends in International Mathematics and Science Study) che coinvolgono oltre 30 centri di ricerca in tutto il mondo e la Boston University (Prof. Ina Mullis). L'attività è documentata dalle seguenti pubblicazioni scientifiche:</p> <ul style="list-style-type: none"> • Alivernini F, Manganelli S (2015). Country, School and Students Factors Associated with Extreme Levels of Science Literacy Across 25 Countries. INTERNATIONAL JOURNAL OF SCIENCE EDUCATION, vol. 37, p. 1992-2012, ISSN: 1464-5289, doi: 10.1080/09500693.2015.1060648 • Alivernini F, Manganelli S (2015). A Multilevel Structural Equation Model Testing the Influences of Socio-Economic Status and Pre-Primary Education on Reading Literacy in Italy. PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES, vol. 205, p. 168-172, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2015.09.051 • Alivernini F (2011). Measurement invariance of a reading literacy scale in the Italian Context: a psychometric analysis. PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES, vol. 15, p. 436-441, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2011.03.1174) • Alivernini F, Lucidi F, Manganelli S (2011). Psychometric properties and construct validity of a scale measuring self-regulated learning: evidence from the Italian PIRLS data. PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES, vol. 15, p. 442-446, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2011.03.118 • Alivernini F, Lucidi F, Manganelli S (2012). The Validation of a Scale Measuring Teaching Styles in the Italian Context. PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES, vol. 46, p. 1487-1490, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2012.05.326 • Alivernini F (2013). An exploration of the gap between highest and lowest ability readers across 20 countries. EDUCATIONAL STUDIES, vol. 39, p. 399-417, ISSN: 0305-5698, doi: 10.1080/03055698.2013.767187 • Alivernini F, Manganelli S, Lucidi F (2013). Measuring Process-oriented Teaching. PROCEDIA: SOCIAL & BEHAVIORAL SCIENCES, vol. 84, p. 1346-1349, ISSN: 1877-0428, doi: 10.1016/j.sbspro.2013.06.754 • Alivernini F., Manganelli S., Di Leo I., Losito B. (2011) Factors Related to Students' Attitudes Towards Reading in Italy. Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans. April 8-12. • Alivernini F., Lucidi F., Losito, B., Manganelli, S. (2009) A Secondary Analysis of PIRLS 2006 Data for European Countries: a Regression and a Multigroup Structural Equation Modeling Approach. Paper presented at the European Conference on Educational Research 2009, Vienna. September 28-30.
<i>Keywords</i>	<i>Brief Description</i>
<p>Multilevel SEM Mediation Moderation Psychometrics Leadership Social context</p>	<p>Investigator (I) nel gruppo di ricerca coordinato dal Prof. Angelo Paletta dell'Alma Mater Studiorum Università di Bologna e dal Prof. Christopher Bezzina dell'Università di Malta. L'attività è legata allo sviluppo di modelli di misurazione psicometrici multilivello della leadership, ed è testimoniata dalle seguenti pubblicazioni scientifiche:</p> <ul style="list-style-type: none"> • Paletta A, Alivernini F, Manganelli S (2017). Leadership for learning: The relationships between school context, principal leadership and mediating variables. INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT, vol. 31, p. 98-117, ISSN: 0951-354X, doi: 10.1108/IJEM-11-2015-0152 • Paletta A, Alivernini F, Manganelli S (2015). Leadership per l'apprendimento: relazioni tra contesto scolastico, stile di leadership e variabili di processo. RICERCAZIONE, vol. 7, p. 163-182, ISSN: 2036-5330 dal 01-01-2014 al 31-12-2015

<i>Keywords</i>	<i>Brief Description</i>
Personality Attitudes Risky Behaviours Cluster analysis Mediation Moderation	<p>Investigator (I) nel gruppo di ricerca interessato a studiare le variabili psicologiche (es. personalità, atteggiamenti) alla base del rischio di incidenti in diverse tipologie di guidatori. Il gruppo è composto principalmente da accademici appartenenti a università italiane, come la Sapienza-Università di Roma (Prof. Fabio Lucidi, Prof. Cristiano Violani, Prof.ssa Anna Maria Giannini) e l'Università di Roma "Foro Italico" (Prof. Luca Mallia), oltre che da enti pubblici con responsabilità sulla sicurezza stradale come il Ministero degli Interni (Dott. Roberto Sgalla) e Università internazionali come la Sheffield Hallam- UK (Prof. Lambros Lazuras). L'attività in corso è testimoniata dalle seguenti pubblicazioni scientifiche:</p> <ul style="list-style-type: none"> • Lucidi, F., Mallia, L., Giannini, A. M., Sgalla, R., Lazuras, L., Chirico, A., Alivernini F., Girelli L., Violani C. (2019). Riding the Adolescence: Personality Subtypes in Young Moped Riders and Their Association With Risky Driving Attitudes and Behaviors. FRONTIERS IN PSYCHOLOGY, 10, 1992. http://doi.org/10.3389/fpsyg.2019.00300 • Lucidi, F., Girelli, L., Chirico, A., Alivernini, F., Cozzolino, M., Violani, C., & Mallia, L. (2019). Personality Traits and Attitudes Toward Traffic Safety Predict Risky Behavior Across Young, Adult, and Older Drivers. FRONTIERS IN PSYCHOLOGY, 10, 185. http://doi.org/10.3389/fpsyg.2019.00536

Selected Publications

List of the publications selected for the evaluation. For each publication report title, authors, reference data, journal IF (if applicable), citations, press/media release (if any).

1. Alivernini F, Cavicchiolo E, Manganelli S, Chirico A, Lucidi F (in press). Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size. *SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT*, ISSN: 0924-3453, doi: <https://doi.org/10.1080/09243453.2019.1642214> [Impact Factor = 1,82; 5-year Impact Factor = 2,87; Scopus Citations = 1]
2. Alivernini F, Cavicchiolo E, Girelli L, Lucidi F, Biasi V, Leone L, Cozzolino M, Manganelli S (2019). Relationships between sociocultural factors (gender, immigrant and socioeconomic background), peer relatedness and positive affect in adolescents. *JOURNAL OF ADOLESCENCE*, vol. 76, p. 99-108, ISSN: 0140-1971, doi: <https://doi.org/10.1016/j.adolescence.2019.08.011> [Impact Factor= 2,35; 5-year Impact Factor = 2,94; Scopus Citations = 0]
3. Alivernini F, Cavicchiolo E, Manganelli S (2019). Brothers, ants or thieves: students' complex attitudes towards immigrants and the role of socioeconomic status and gender in shaping them. *SOCIAL PSYCHOLOGY OF EDUCATION*, vol. 22(3), p. 629-647, ISSN: 1381-2890, doi: <https://doi.org/10.1007/s11218-019-09492-8> [Impact Factor = 1,80; 5-year Impact Factor = 2,16; Scopus Citations = 1]
4. Alivernini F, Manganelli S, Cavicchiolo E, Lucidi F (2019). Measuring Bullying and Victimization Among Immigrant and Native Primary School Students: Evidence From Italy. *JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT*, vol. 37(2), p. 226-238, ISSN: 0734-2829, doi: <https://doi.org/10.1177/0734282917732890> [Impact Factor = 1,40; 5-year Impact Factor = 1,59; Scopus Citations = 9]
5. Alivernini F, Cavicchiolo E, Manganelli S, Chirico A, Lucidi F (2019). Support for Autonomy at School Predicts Immigrant Adolescents' Psychological Well-being. *JOURNAL OF IMMIGRANT AND MINORITY HEALTH*, vol. 21(4), p. 761-766, ISSN: 1557-1920, doi: <https://doi.org/10.1007/s10903-018-0839-x> [Impact Factor= 1,58; 5-year Impact Factor = 1,75; Scopus Citations = 4]
6. Alivernini F, Manganelli S, Cavicchiolo E, Chirico A, Lucidi F (2019). The Use of Self-Regulated Cognitive Strategies Across Students With Different Immigrant Backgrounds and Gender. *JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT*, vol. 37(5), p. 652-664, ISSN: 0734-2829, doi: <https://doi.org/10.1177/0734282918785072> [Impact Factor =1,40; 5-year Impact Factor = 1,59; Scopus Citations = 3]
7. Alivernini F, Manganelli S, Cavicchiolo E, Girelli L, Biasi V, Lucidi F (2018). Immigrant background and gender differences in primary students' motivations toward studying. *THE JOURNAL OF EDUCATIONAL RESEARCH*, vol. 111(5), p. 603-611, ISSN: 0022-0671, doi: <https://doi.org/10.1080/00220671.2017.1349073> [Impact Factor= 1,15; 5-year Impact Factor = 1,86; Scopus Citations = 13]
8. Alivernini F, Manganelli S (2016). The classmates social isolation questionnaire (CSIQ): An initial validation. *EUROPEAN JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*, vol. 13(2), p. 264-274, ISSN: 1740-5629, doi: <https://doi.org/10.1080/17405629.2016.1152174> [Impact Factor= 1,30; 5-year Impact Factor = 1,72; Scopus Citations = 19]
9. Alivernini F, Manganelli S, Lucidi F (2016). The last shall be the first: Competencies, equity and the power of resilience in the Italian school system. *LEARNING AND INDIVIDUAL DIFFERENCES*, vol. 51(1), p. 19-28, ISSN: 1041-6080, doi: <https://doi.org/10.1016/j.lindif.2016.08.010> [Impact Factor= 1,65; 5-year Impact Factor = 2,52; Scopus Citations = 17]
10. Alivernini F, Lucidi F (2011). Relationship Between Social Context, Self-Efficacy, Motivation, Academic Achievement, and Intention to Drop Out of High School: A Longitudinal Study. *THE JOURNAL OF EDUCATIONAL RESEARCH*, vol. 104(4), p. 241-252, ISSN: 0022-0671, doi: <https://doi.org/10.1080/00220671003728062> [Impact Factor= 1,05; 5-year Impact Factor = 1,86; Scopus Citations = 80].

Part X—Other Publications

- Alivernini F, Cavicchiolo E, Girelli L, Di Leo I, Manganelli S, Lucidi F (2019). The Effects of Classroom Composition and Size on Bullying and Victimization of Italian and Immigrant High School Students. *RASSEGNA DI PSICOLOGIA*, vol. 36, p. 5-20, ISSN: 1974-4854, doi: 10.4458/1965-01
- Manganelli S, Cavicchiolo E, Mallia L, Biasi V, Lucidi F, Alivernini F (2019). The interplay between self-determined motivation, self-regulated cognitive strategies, and prior achievement in predicting academic performance. *EDUCATIONAL PSYCHOLOGY*, ISSN: 0144-3410, doi: 10.1080/01443410.2019.1572104
- Caterina Lombardo, Silvia Cerolini, Fabio Alivernini, Andrea Ballesio, Mariana Fernandes, Cristiano Violani, Fabio Lucidi (2019). Validation of a brief scale assessing Eating Self-Efficacy. *PSYCHOTHERAPY AND PSYCHOSOMATICS*, ISSN: 1423-0348
- Cavicchiolo E, Girelli L, Lucidi F, Manganelli S, Alivernini F (2019). The classmates social isolation questionnaire for adolescents (CSIQ-A): Validation and invariance across immigrant background, gender and socioeconomic level. *JOURNAL OF EDUCATIONAL, CULTURAL AND PSYCHOLOGICAL STUDIES*, vol. 2019, p. 163-174, ISSN: 2037-7932, doi: <https://doi.org/10.7358/ecps-2019-019-cavi>
- Chirico, Andrea, Fegatelli, Dario, Galli, Federica, Mallia, Luca, Alivernini, Fabio, Cordone, Susanna, Giancamilli, Francesco, Pecci, Stefano, Tosi, Gian Marco, Giordano, Antonio, Lucidi, Fabio, Massaro, Mina (2019). A study of quiet eye's phenomenon in the shooting section of “laser run” of modern pentathlon. *JOURNAL OF CELLULAR PHYSIOLOGY*, vol. 234, p. 9247-9254, ISSN: 0021-9541, doi: 10.1002/jcp.27604
- Lucidi F, Girelli L, Chirico A, Alivernini F, Cozzolino M, Violani C, Mallia L (2019). Personality Traits and Attitudes Toward Traffic Safety Predict Risky Behavior Across Young, Adult, and Older Drivers. *FRONTIERS IN PSYCHOLOGY*, vol. 10, p. 1-11, ISSN: 1664-1078, doi: 10.3389/fpsyg.2019.00536
- Lucidi F, Mallia L, Giannini AM, Sgalla R, Lazuras L, Chirico A, Alivernini F, Girelli L, Violani C (2019). Riding the Adolescence: Personality Subtypes in Young Moped Riders and Their Association With Risky Driving Attitudes and Behaviors. *FRONTIERS IN PSYCHOLOGY*, vol. 10, p. 1-12, ISSN: 1664-1078, doi: 10.3389/fpsyg.2019.00300
- Lucidi, Fabio, Mallia, Luca, Giannini, Anna Maria, Sgalla, Roberto, Lazuras, Lambros, Chirico, Andrea, Alivernini, Fabio, Girelli, Laura, Violani, Cristiano (2019). Riding the adolescence. personality subtypes in young moped riders and their association with risky driving attitudes and behaviors. *FRONTIERS IN PSYCHOLOGY*, vol. 10, p. 1-12, ISSN: 1664-1078, doi: 10.3389/fpsyg.2019.00300
- Pica G, Mallia L, Pierro A, Alivernini F, Borellini V, Lucidi F (2019). How stressful is retirement! Antecedents of stress linked to athletes' career termination. *JOURNAL OF APPLIED SOCIAL PSYCHOLOGY*, vol. 49, p. 488-497, ISSN: 0021-9029, doi: 10.1111/jasp.12599
- Alivernini F, Manganelli S, Lucidi F (2018). Personal and Classroom Achievement Goals: Their Structures and Relationships. *JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT*, p. 350-365, ISSN: 0734-2829, doi: 10.1177/0734282916679758
- Cavicchiolo E, Alivernini F (2018). The Effect of Classroom Composition and Size on Learning Outcomes for Italian and Immigrant Students in High School. *JOURNAL OF EDUCATIONAL, CULTURAL AND PSYCHOLOGICAL STUDIES*, vol. 18, p. 437-448, ISSN: 2037-7932, doi: <https://doi.org/10.7358/ecps-2018-018-cavi>
- Girelli L, Alivernini F, Lucidi F, Cozzolino M, Savarese Giulia, Sibilio M, Salvatore S (2018). Autonomy Supportive Contexts, Autonomous Motivation, and Self-Efficacy Predict Academic Adjustment of First-Year University Students. *FRONTIERS IN EDUCATION*, vol. 3, p. 1-11, ISSN: 2504-284X, doi: 10.3389/feduc.2018.00095
- Girelli L, Alivernini F, Salvatore S, Cozzolino M, Sibilio M, Lucidi F (2018). Coping with the first exams: Motivation, autonomy support and perceived control predict the performance of first-year university students. *JOURNAL OF EDUCATIONAL, CULTURAL AND PSYCHOLOGICAL STUDIES*, vol. 18, p. 165-185, ISSN: 2037-7932, doi: 10.7358/ecps-2018-018-gire

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