

SARA MANGANELLI

Curriculum Vitae

General Information

Full Name	Sara Manganelli
E-mail	sara.manganelli@uniroma1.it
Spoken Languages	Italiano, Inglese

Licensure (Abilitazione nazionali)

Type	Year	Institution	Notes (Degree, Experience, ...)
Abilitazione Scientifica Nazionale	2020	Ministero dell'Università e della Ricerca	II Fascia – Psicometria SC 11/E1 – M-PSI/03
Licensure	2007	Ordine Psicologi del Lazio	Abilitazione professionale

Education

Type	Year	Institution	Notes (Degree, Experience, ...)
PhD	2013	Università di Roma “La Sapienza”	Dottorato di Ricerca M-PSI/03 in prosocialità, innovazione e efficacia collettiva nei contesti educativi ed organizzativi
University graduation	2003	Università di Roma “La Sapienza” – Facoltà di Psicologia	Voto 110 e lode – Tesi di Metodologie e Tecniche della Ricerca (M-PSI/03)
Training	2021	The Center for Statistical Training – Durham (North Carolina – USA)	Longitudinal Structural Equation Modeling
Training	2012	University of Utrecht, The Netherlands	Advanced Course on using Mplus
Training	2009	IEA Data Processing and Research Center, Hamburg, Germany	Data Management and Analysis Seminar - IEA PIRLS & TIMSS
Training	2008	IEA Data Processing and Research Center, Hamburg, Germany	Data Management and Analysis Seminar - IEA ICCS

Appointments

Start	End	Institution	Position
2024	-	Università di Roma “La Sapienza” – Dipartimento di Psicologia dei processi di Sviluppo e Socializzazione	Ricercatore a tempo determinato in tenure track (RTT) – M-PSI/03
2022	2024	Università telematica eCampus- Facoltà di Psicologia	Professore a contratto M-PSI/03
2015	2024	Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	Ricercatore M-PSI/03

2004	2013	Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	Consulente di ricerca per le indagini internazionali IEA ICCS e IEA PIRLS
2014	2015	Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione	Consulente di ricerca per il progetto PON M@t.abel+
2015	2016	Università Roma Tre- Dipartimento scienze della formazione	Consulente di ricerca per il progetto PRIN “Successo formativo, inclusione e coesione sociale: strategie innovative, ICT e modelli valutativi”
2015	2015	Università di Roma “La Sapienza” - Dipartimento di Psicologia Dinamica e Clinica	Docente del corso “Metodi e tecniche di ricerca” della scuola di specializzazione
2013	2014	IPRASE – Istituto Provinciale per la Ricerca e la Sperimentazione Educativa - Rovereto (TN)	Consulente di ricerca per il progetto Leadership e processi di miglioramento delle scuole

Institutional roles

Start	End	Institution	Position
2024	-	Università di Roma “La Sapienza”	Membro della Commissione Ricerca
2008	2012	International Association for the Evaluation of Educational Achievement	Data Manager per le indagini internazionali IEA ICCS e IEA PIRLS

Teaching experience

Year	Institution	Lecture/Course
2024-2025	Università di Roma “La Sapienza”	Tecniche Psicometriche nel C.d.S. Psicologia dello sviluppo tipico e atipico (LM-51)
2024-2025	Università di Roma “La Sapienza”	Psychometrics quantitative research and data analysis nel C.d.S Applied Dynamic and Clinical Psychology (LM-51)
2024-2025	Università di Roma “La Sapienza”	UAFPS – Psicometria nel C.d.S. Psicologia e processi sociali (L-24)
2023-2024	Università telematica eCampus- Facoltà di Psicologia	▪ Psicometria (L-24) ▪ Teorie e Tecniche dei Test (LM-51)
2022-2023	Università telematica eCampus- Facoltà di Psicologia	▪ Psicometria (L-24) ▪ Teorie e Tecniche dei Test (LM-51)
2015	Università di Roma “La Sapienza” - Dipartimento di Psicologia Dinamica e Clinica	Metodi e tecniche di ricerca (M-PSI/03 – Scuola di Specializzazione)

Society memberships, Awards and Honors

Year	Title
2018	Vincitrice del premio “Emerald Literati Award” nel 2018 (outstanding paper) per il lavoro: “The relationships between school context, principal leadership and mediating variables”
2004	Vincitrice del premio “Igino Fagioli” per giovani ricercatori assegnato dalla Società Italiana di Ricerca sul Sonno per il lavoro: Quality of sleep and P300 amplitude in primary insomnia: A preliminary study

Funding Information [grants as PI-principal investigator or I-investigator]

Year	Title	Program	Grant value
2014-2015	Investigator (Consulente di Ricerca)	Valutazione M@t.abel+ Fondo Sociale Europeo (I-3-FSE-2009-2) Il progetto ha previsto la costruzione e la validazione di strumenti psicometrici per la valutazione della motivazione, dell’autoefficacia, degli atteggiamenti e delle competenze di studenti della scuola secondaria.	€ 2.103.474,20
2010-2011	Investigator (Data Manager)	PIRLS-Progress in International Reading Literacy Study (IEA - International Association for the Evaluation of Educational Achievement) Il progetto ha previsto la costruzione e validazione di strumenti psicometrici per la misura di variabili psicologiche connesse alla reading literacy	€ 490.000

Publications

- Alivernini F., Manganelli S., Lucidi F., Cavicchiolo E. (2023). Understanding and supporting the motivation of students from low-income families. *Contemporary Educational Psychology*, 73, 102177. DOI: 10.1016/j.cedpsych.2023.102177 [Second author; IF (2021) = 6,922; Scopus citations = 0].
- Albarelo F., Manganelli S., Cavicchiolo E., Lucidi F., Chirico A., Alivernini F. (2023). Addressing Adolescents’ Prejudice toward Immigrants: The Role of the Classroom Context. *Journal of Youth and Adolescence*, 52(5), 951 - 966. DOI: 10.1007/s10964-022-01725-y [Second and corresponding author; IF (2021) = 5,625; Scopus citations = 2].
- Cavicchiolo E., Sibilio M., Lucidi F., Cozzolino M., Chirico A., Girelli L., Manganelli S., Giancamilli F., Galli F., Diotaiuti P., Zelli A., Mallia L., Palombi T., Fegatelli D., Albarelo F., Alivernini F. (2022). The Psychometric Properties of the Behavioural Regulation in Exercise Questionnaire (BREQ-3): Factorial Structure, Invariance and Validity in the Italian Context. *International Journal of Environmental Research and Public Health*, 19(4), 1937. DOI: 10.3390/ijerph19041937 [IF (2021) = 4,614; Scopus citations = 8].
- Cavicchiolo E., Manganelli S., Girelli L., Cozzolino M., Lucidi F., Alivernini F. (2021). Adolescents at a Distance: The Importance of Socio-Cognitive Factors in Preventive Behavior during the COVID-19 Pandemic. *European Journal of Health Psychology*, 28(4), 161 - 170. DOI: 10.1027/2512-8442/a000083 [Second author; IF = 1,464; Scopus citations = 8].
- Alivernini F., Manganelli S., Girelli L., Cozzolino M., Lucidi F., Cavicchiolo E. (2021). Physical Distancing Behavior: The Role of Emotions, Personality, Motivations, and Moral Decision-Making. *Journal of Pediatric Psychology*, 46(1), 15 - 26. DOI: 10.1093/jpepsy/jsaa122 [Second author; IF = 3,624; Scopus citations = 24].

- Manganelli S., Cavicchiolo E., Lucidi F., Galli F., Cozzolino M., Chirico A., Alivernini F. (2021). Differences and similarities in adolescents' academic motivation across socioeconomic and immigrant backgrounds. *Personality and Individual Differences*, 182, 111077 - . DOI: 10.1016/j.paid.2021.111077 [First author; IF = 3,950; Citations = 8].
- Cavicchiolo E., Manganelli S., Girelli L., Chirico A., Lucidi F., Alivernini F. (2020). Immigrant Children's Proficiency in the Host Country Language is More Important than Individual, Family and Peer Characteristics in Predicting Their Psychological Well-Being. *Journal of Immigrant and Minority Health*, 22(6), 1225 - 1231. DOI: 10.1007/s10903-020-00998-4 [Second and corresponding author; IF = 1,955; Scopus citations = 6].
- Alivernini F., Cavicchiolo E., Manganelli S., Chirico A., Lucidi F. (2020). Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size. *School Effectiveness and School Improvement*, 31(2), 172 - 191. DOI: 10.1080/09243453.2019.1642214 [IF = 2,148; Scopus citations = 35].
- 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*, 39(4), 470 - 488. DOI: 10.1080/01443410.2019.1572104 [First author; IF = 1,586; Scopus Citations = 27].
- 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*, 76, 99 - 108. DOI: 10.1016/j.adolescence.2019.08.011 [Last author; IF = 2,284; Scopus citations = 30].
- 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*, 37(5), 652 - 664. DOI: 10.1177/0734282918785072 [Second and corresponding author; IF = 1,256; Scopus citations = 13].
- 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(2), 226 - 238. DOI: 10.1177/0734282917732890 [Second and corresponding author; IF = 1,256; Scopus citations = 33].
- Galli F., Chirico A., Mallia L., Alivernini F., Manganelli S., Zelli A., Hagger M.S., Lucidi F. (2023). Identifying Determinants of Neuro-Enhancement Substance Use in Students: Application of an Integrated Theoretical Model. *European Journal of Health Psychology*, 30(1), 29 - 39. DOI: 10.1027/2512-8442/a000115
- Cavicchiolo E., Manganelli S., Bianchi D., Biasi V., Lucidi F., Girelli L., Cozzolino M., Alivernini F. (2023). Social inclusion of immigrant children at school: the impact of group, family and individual characteristics, and the role of proficiency in the national language. *International Journal of Inclusive Education*, 27(2), 146 - 166. DOI: 10.1080/13603116.2020.1831628
- Bianchi D., Cavicchiolo E., Manganelli S., Lucidi F., Chirico A., Girelli L., Cozzolino M., Alivernini F. (2022). School absenteeism and self-efficacy in very-low-income students in Italy: Cross-lagged relationships and differential effects of immigrant background. *Children and Youth Services Review*, 136, 106446. DOI: 10.1016/j.childyouth.2022.106446
- Cavicchiolo E., Lucidi F., Diotaiuti P., Chirico A., Galli F., Manganelli S., D'Amico M., Albarello F., Girelli L., Cozzolino M., Sibilio M., Zelli A., Mallia L., Germani S., Palombi T., Fegatelli D., Liparoti M., Mandolesi L., Alivernini F. (2022). Adolescents' Characteristics and Peer Relationships in Class: A Population Study. *International Journal of Environmental Research and Public Health*, 19(15), 8907. DOI: 10.3390/ijerph19158907
- Bianchi D., Cavicchiolo E., Manganelli S., Lucidi F., Girelli L., Cozzolino M., Galli F., Alivernini F. (2021). Bullying and Victimization in Native and Immigrant Very-Low-Income Adolescents in Italy: Disentangling the Roles of Peer Acceptance and Friendship. *Child and Youth Care Forum*, 50(6), 1013 - 1036. DOI: 10.1007/s10566-021-09612-6
- Bianchi D., Cavicchiolo E., Lucidi F., Manganelli S., Girelli L., Chirico A., Alivernini F. (2021). School Dropout Intention and Self-esteem in Immigrant and Native Students Living in Poverty: The Protective Role of Peer Acceptance at School. *School Mental Health*, 13(2), 266 - 278. DOI: 10.1007/s12310-021-09410-4

- Alivernini F., Bianchi D., Cavicchiolo E., Manganelli S., Cozzolino M., Lucidi F., Park N. (2021). Positive Youth Development Among Youth Living in Poverty: The Role of Psychological Needs Satisfaction. *Youth and Society*, 1-23. DOI: 10.1177/0044118X211035956
- Girelli L., Cavicchiolo E., Alivernini F., Manganelli S., Chirico A., Galli F., Cozzolino M., Lucidi F. (2020). Doping Use in High-School Students: Measuring Attitudes, Self-Efficacy, and Moral Disengagement Across Genders and Countries. *Frontiers in Psychology*, 11, 663. DOI: 10.3389/fpsyg.2020.00663
- 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*, 2019(19), 163 - 174. DOI: 10.7358/ecps-2019-019-cavi
- Girelli L., Cavicchiolo E., Lucidi F., Cozzolino M., Alivernini F., Manganelli S. (2019). Psychometric properties and validity of a brief scale measuring basic psychological needs satisfaction in adolescents. *Journal of Educational, Cultural and Psychological Studies*, 2019(20), 215 - 229. DOI: 10.7358/ecps-2019-020-gire
- 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*, 21(4), 761 - 766. DOI: 10.1007/s10903-018-0839-x
- Cavicchiolo E., Girelli L., Leo I.D., Manganelli S., Lucidi F., Alivernini F. (2019). The effects of classroom composition and size on bullying and victimization of italian and immigrant high school students. *Rassegna di Psicologia*, 36(1), 5 - 20. DOI: 10.4458/1965-01
- 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*, 22(3), 629 - 647. DOI: 10.1007/s11218-019-09492-8
- Alivernini F., Manganelli S., Cavicchiolo E., Girelli L., Biasi V., Lucidi F. (2018). Immigrant background and gender differences in primary students' motivations toward studying. *Journal of Educational Research*, 111(5), 603 - 611. DOI: 10.1080/00220671.2017.1349073
- Alivernini F., Manganelli S., Lucidi F. (2018). Personal and Classroom Achievement Goals: Their Structures and Relationships. *Journal of Psychoeducational Assessment*, 36(4), 354 - 365. DOI: 10.1177/0734282916679758
- Lucidi F., Mallia L., Alivernini F., Chirico A., Manganelli S., Galli F., Biasi V., Zelli A. (2017). The effectiveness of a new school-based media literacy intervention on adolescents' doping attitudes and supplements use. *Frontiers in Psychology*, 8, 749 - . DOI: 10.3389/fpsyg.2017.00749
- 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*, 31(2), 98 - 117. DOI: 10.1108/IJEM-11-2015-0152
- Alivernini F., Manganelli S., Lucidi F., Di Leo I., Cavicchiolo E. (2017). Disadvantaged students and promotion factors of resilience. *Journal of Educational, Cultural and Psychological Studies*, 2017(16), 35 - 56. DOI: 10.7358/ecps-2017-016-aliv
- Alivernini F., Manganelli S., Lucidi F. (2017). From educational poverty to academic success assessment: Concepts, indicators and tools validated at national level. *Journal of Educational, Cultural and Psychological Studies*, 2017(15), 21 - 52. DOI: 10.7358/ecps-2017-015-aliv
- Girelli L., Manganelli S., Alivernini F., Lucidi F. (2016). A Self-determination theory based intervention to promote healthy eating and physical activity in school-aged children. *Cuadernos de Psicología del Deporte*, 16(3), 13 - 20. DOI:
- Alivernini F., Manganelli S. (2016). The classmates social isolation questionnaire (CSIQ): An initial validation. *European Journal of Developmental Psychology*, 13(2), 264 - 274. DOI: 10.1080/17405629.2016.1152174
- 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. *Journal of Educational, Cultural and Psychological Studies*, 2016(13), 163 - 190. DOI: 10.7358/ecps-2016-013-cavi
- 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*, 51, 19 - 28. DOI: 10.1016/j.lindif.2016.08.010

- Lucidi F., Pica G., Mallia L., Castrucci E., Manganelli S., Bélanger J.J., Pierro A. (2016). Running away from stress: How regulatory modes prospectively affect athletes' stress through passion. *Scandinavian Journal of Medicine and Science in Sports*, 26(6), 703 - 711. DOI: 10.1111/sms.12496
- 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*, 37(12), 1992 - 2012. DOI: 10.1080/09500693.2015.1060648
- Manganelli S., Lucidi F., Alivernini F. (2015). Italian adolescents' civic engagement and open classroom climate: The mediating role of self-efficacy. *Journal of Applied Developmental Psychology*, 41, 8 - 18. DOI: 10.1016/j.appdev.2015.07.001
- Manganelli S., Alivernini F., Mallia L., Biasi V. (2015). The development and psychometric properties of the «Self-regulated knowledge scale - University» (SRKS-U). *Journal of Educational, Cultural and Psychological Studies*, 2015(12), 235 - 254. DOI: 10.7358/ecps-2015-012-mang
- Manganelli S., Lucidi F., Alivernini F. (2014). Adolescents' expected civic participation: The role of civic knowledge and efficacy beliefs. *Journal of Adolescence*, 37(5), 632 - 641. DOI: 10.1016/j.adolescence.2014.05.001
- 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 and Behavioral Sciences*, 15, 442 - 446. DOI: 10.1016/j.sbspro.2011.03.118
- Alivernini F., Manganelli S. (2011). Is there a relationship between openness in classroom discussion and students' knowledge in civic and citizenship education?. *Procedia - Social and Behavioral Sciences*, 15, 3441 - 3445. DOI: 10.1016/j.sbspro.2011.04.315
- Alivernini F., Lucidi F., Manganelli S., Di Leo I. (2011). A map of factors influencing reading literacy across European countries: Direct, indirect and moderating effects. *Procedia - Social and Behavioral Sciences*, 15, 3205 - 3210. DOI: 10.1016/j.sbspro.2011.04.272
- Alivernini F., Lucidi F., Manganelli S. (2008). Assessment of academic motivation: A mixed methods study. *International Journal of Multiple Research Approaches*, 2(1), 71 - 82. DOI: 10.5172/mra.455.2.1.71
- Devoto A., Manganelli S., Lucidi F., Lombardo C., Russo P.M., Violani C. (2005). Quality of sleep and P300 amplitude in primary insomnia: A preliminary study. *Sleep*, 28(7), 859 - 863. DOI: 10.1093/sleep/28.7.859

Conference papers

- Girelli L., Maganzini, M., Cavicchiolo E., Manganelli S., Lucidi F., Alivernini F. (2022). New insights into the conceptualization of academic motivation: A network analysis study. XXX AIP Conference, Padova, 27-30 Settembre 2022.
- Alivernini F., Cavicchiolo E., Manganelli S., Germani S., Chirico A., Palombi T., D'amico M., Albarello F., Lucidi F. (2022) The validation of a time-efficient measure for assessing children's social isolation at school. 14th International Conference on Education and New Learning Technologies, 4-6 July Palma, Spain.
- Papa O., Marzoli, R., Manganelli S. (2021). Competenze digitali e informative: le differenze tra gli studenti e il ruolo della scuola. Seminario "I dati INVALSI. Uno strumento per la ricerca e la didattica", Roma 25-27 Febbraio 2021.
- Alivernini F., Cavicchiolo E., Girelli L., Lucidi F., Manganelli S. Adolescents' psychological well-being at school: the impact of individual and group characteristics and the role of autonomy support and peer relatedness. Self-Determination Theory Conference, Egmond Aan Zee (Olanda), 21-24 Maggio 2019.
- Manganelli S., Alivernini F., Cavicchiolo E., Girelli L., Bianchi D., Lucidi F. (2019). Proficiency in the host-country language predicts psychological well-being among immigrant children: A study based on an Italian national sample. International Conference "Challenges in Developmental and Social Research with Immigrant and Minority People", Roma, 16 Novembre 2019.
- Manganelli, S. (2017). La valutazione esterna delle scuole. Convegno "La valutazione esterna delle scuole". Roma, 11-15 dicembre 2017.
- Alivernini, F., & Manganelli, S. (2015). First Evidence on the Validity of the Students' Relatedness Scale (SRS) and of the School Well-being Scale (SWS). *Procedia - Social and Behavioral Science*, 205, 287-29. DOI: 10.1016/j.sbspro.2015.09.079.

- 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 and Behavioral Science*, 205, 168-172. 10.1016/j.sbspro.2015.09.051
- Cavicchiolo, E., Alivernini F., Manganelli S. (2015). A mixed method study on teachers' diaries: teachers' narratives and value-added patterns. *Procedia - Social and Behavioral Science*, 205, 485-492. 10.1016/j.sbspro.2015.09.048.
- Cavicchiolo E., Alivernini F., Manganelli S. (2015). Students' images of immigrants in Italy: first results from a national mixed methods study. *Procedia - Social and Behavioral Science*, 205, 163-167. 10.1016/j.sbspro.2015.09.049
- Alivernini F., Lucidi F., Manganelli S. (2015). Gli ultimi saranno i primi: livelli di competenza, equità e resilienza. Convegno PISA 2012: Contributi di approfondimento. Roma 26-27 Febbraio 2015.
- Alivernini F., Manganelli S., Lucidi F. (2013). Measuring process-oriented teaching. *Procedia - Social and Behavioral Sciences*, 84, 1346-1349. DOI10.1016/j.sbspro.2013.06.754
- Manganelli S., Alivernini F., Lucidi F., Di Leo I. (2012). Expected political participation in Italy: a study based on ICCS Italian data. *Procedia - Social and Behavioral Sciences*, 46, 1476-1481. 10.1016/j.sbspro.2012.05.324
- Alivernini F., Lucidi F., Manganelli S. (2012). The validation of a scale measuring teaching styles in the Italian context. *Procedia - Social and Behavioral Sciences*, 46, 1487-1490. DOI10.1016/j.sbspro.2012.05.326
- Alivernini F., Manganelli S. (2012). Science competencies across PISA OECD countries: comparing exceptionally high and low performers. Conference Improving Education through Accountability and Evaluation Lessons from Around the World Conference. Roma 3-5 Ottobre 2012.
- Alivernini F., Manganelli S., Di Leo I., Losito B. (2011). Factors related to students' attitudes toward reading in Italy. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New Orleans, 8-12 April.
- Alivernini F., Manganelli S., Vinci E., Losito B. (2010). Students' knowledge and understanding in civic and citizenship education in Italy. Paper presented at the European Conference on Educational Research (ECER). Helsinki, 25-27 August
- Alivernini F., Di Leo I., Manganelli S. (2010). A comparative evaluation of the gap between extreme proficiency levels: a study across 30 OECD countries. Paper presented at The second Biennial Meeting of the EARLI Special Interest Group on Educational Effectiveness. Leuven, 25-27 August
- 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 (ECER). Wien, 28-30 September
- Alivernini F., Manganelli S., Vinci E. (2008). Multilevel analysis of the Progress in International Reading Literacy Study Italian data. Paper presented at the Third IEA (International Association for the Evaluation of Educational Achievement) International Research Conference. Taipei, 18-20 September

Other publications (National papers and book chapters)

- Papa O., Marzoli R., Manganelli S. (2023). Digital and informative skills: the differences between students and the role of the school. In Falzetti P. (Ed). *The school and its protagonists: the students*. Milano: Franco Angeli s.r.l. <https://series.francoangeli.it/index.php/oa/catalog/book/962>
- Paletta A, Alivernini F, Manganelli S (2015). Leadership per l'apprendimento: relazioni tra contesto scolastico, stile di leadership e variabili di processo. *Ricerca Azione*, 7, 163-182.
- Alivernini F., Manganelli S. (2014). La misurazione a livello nazionale delle variabili collegate al successo scolastico e formativo degli studenti: situazione attuale e prospettive di sviluppo. *Ricerca Azione*, 6, 71-84.
- Alivernini F., Di Leo I., Manganelli S. (2012). Italy. In IEA PIRLS 2011 Encyclopedia. TIMSS & PIRLS International Study Center Lynch School of Education. Chestnut Hill, MA: Boston College
- Manganelli S. (2011). La terza indagine IEA sull'educazione civica e alla cittadinanza. Capitolo 3: Le conoscenze civiche degli studenti; Capitolo 6: Il ruolo delle scuole e della comunità. Napoli: Tecnodid editrice
- Alivernini F., Manganelli S., Di Leo I. (2011). Democratic climate in classroom, does it make any difference? Working Paper INVALSI n° 13-2011

- Alivernini, F., Manganelli, S., Vinci, E., Di Leo, I. (2010). An evaluation of factors influencing reading literacy across Italian 4th grade students. *US-China Education Review*, 7(5), 88-93
- Alivernini F., Lucidi F., Manganelli S., Losito B. (2010). Reading literacy in Italy: testing a model with school, teacher, family and student factors. Working Paper INVALSI n° 6-2010.
- Alivernini F., Manganelli S., Vinci E. (2010). Multilevel analysis of PIRLS 2006 data for Italy. Working Paper INVALSI n° 1-2010.
- Alivernini F., Lucidi F., Manganelli S., Ricciardi I. (2007). Una valutazione della motivazione allo studio nella scuola di base attraverso domande aperte e analisi del contenuto computer assistita. *Psicologia dell'Educazione e della Formazione*, 9(1), 43-65.