Educational, Cultural and Psychological Studies
JOURNAL of

21
June 2020

Gaetano Domenici
Editoriale / *Editorial*
Politica, Scienze dell'uomo e della natura, Tecnologia: una nuova alleanza per la rinascita durante e dopo il coronavirus 11
(Politics, Human Sciences, Natural Sciences and Technology: a New Alliance for a Rebirth During and After the Coronavirus)

Studi e Contributi di Ricerca
Studies and Research Contributions

Saiful Prayogi - Ni Nyoman Sri Putu Verawati
The Effect of Conflict Cognitive Strategy in Inquiry-based Learning on Preservice Teachers' Critical Thinking Ability 27
(L'effetto della strategia cognitiva del conflitto sull'apprendimento centrato sull'abilità di pensiero critico degli insegnanti in formazione)

Anna Serbati - Debora Aquario - Lorenza Da Re
Omar Paccagnella - Ettore Felisatti
Exploring Good Teaching Practices and Needs for Improvement: Implications for Staff Development 43
(Esplorare le buone pratiche didattiche all'università e i bisogni di miglioramento: implicazioni per lo sviluppo della formazione dei docenti)

Patrizia Ghislandi - Juliana Raffaghelli - Albert Sangrà Giuseppe Ritella
The Street Lamp Paradox: Analysing Students' Evaluation of Teaching through Qualitative and Quantitative Approaches 65
(Il paradosso del lampione: analizzare, attraverso approcci qualitativi e quantitativi, la valutazione di un insegnamento accademico da parte degli studenti)

Islam M. Farag
Perfectionism and English Learners' Self-efficacy 87
(Perfezionismo e autoefficacia degli studenti nell'apprendimento dell'inglese)

Leena Holopainen - Doris Kofler - Arno Koch - Airi Hakkarainen Kristin Bauer - Livia Taverna
Ci sono differenti predittori della lettura nelle lingue che hanno un'ortografia trasparente? Evidenze da uno studio longitudinale 111
(Do Predictors of Reading Differ among Transparent Orthographies? Evidence from a Longitudinal Study)

Mohammad Tahan - Masume Kalantari - Tahereh Sajedi Rad Mohammad Javad Aghel - Maryam Afshari - Azam Sabri
The Impact of Communication Skills Training on Social Empowerment and Social Adjustment of Slow-paced Adolescents 131
(L'impatto della formazione delle abilità comunicative sull'empowerment e l'adattamento sociale degli adolescenti «a ritmo lento»)

Cristina Coggi - Paola Ricchiardi
L'empowerment dei docenti universitari: formarsi alla didattica e alla valutazione 149
(Empowerment in Higher Education: Training in Teaching and Assessment)

Irene Dora Maria Scierri - Federico Batini
Misurare l'omonegatività: validazione italiana della Multidimensional Scale of Attitudes Toward Lesbians and Gay Men 169
(Measuring Homonegativity: Italian Validation of the Multidimensional Scale of Attitudes Toward Lesbians and Gay Men)

Parte Monografica
E-learning per l'istruzione superiore: nuove indagini empiriche

Monographic Section
E-learning for higher education: new empirical investigations

Massimo Margottini - Francesca Rossi
Processi autoregolativi e feedback nell'apprendimento online 193
(Self-regulation Processes and Feedback in Online Learning)

Valeria Biasi - Anna Maria Ciraci - Daniela Marella
Innovazioni per la qualificazione degli ambienti virtuali di apprendimento e della didattica online nella formazione terziaria: una indagine esplorativa 211
(Innovations for the Qualification of Virtual Learning Environments and Online Didactic in Tertiary Education: An Exploratory Survey)

Giovanni Moretti - Arianna Lodovica Morini
L'utilizzo del podcasting nella didattica universitaria 233
(The Use of Podcasting in the University Teaching)

Antonella Poce
A Massive Open Online Course Designed to Support the Development of Virtual Mobility Transversal Skills: Preliminary Evaluation Results from European Participants 255
(Un MOOC progettato per sostenere lo sviluppo delle abilità trasversali di mobilità virtuale: risultati prelimari di valutazione dai partecipanti europei)

Gabriella Aleandri - Emanuele Consoli
Metodi autobiografici e coding per lo sviluppo dell'autoconsapevolezza e delle competenze trasversali 275
(Autobiographical Methods and Coding for Increasing Self-awareness and Transversal Skills)

Lucia Chiappetta Cajola
E-learning inclusivo e studenti con DSA a Roma Tre: dati di ricerca e prospettive di sviluppo 301
(Inclusive E-learning and Student with Specific Learning Disorders at Roma Tre University: Research Data and Development Perspective)

Fabio Bocci - Gianmarco Bonavolontà
Sviluppare ambienti inclusivi nella formazione universitaria online: esiti di una ricerca esplorativa 325
(Develop Inclusive Environments in Online University Education: Results of an Exploratory Research)

Note di Ricerca
Research Notes

Concetta La Rocca
Open Badge a scopo formativo: resoconto di una esperienza didattica in ambito universitario 343
(Open Badge for Educational Goals: Relationship of a Teaching Experience at University)

Commenti, Riflessioni, Presentazioni, Resoconti, Dibattiti, Interviste
Comments, Reflections, Presentations, Reports, Debates, Interviews

Barbara De Angelis
E-learning e strategie inclusive: uno studio per rilevare le opinioni dei docenti dell'Università Roma Tre 357
(E-learning and Inclusive Strategies: A Study Designed to Detect Teachers' Opinions of the Roma Tre University)

Journal of Educational, Cultural and Psychological Studies 367
Notiziario / *News*

Author Guidelines 371

Journal of Educational, Cultural and Psychological Studies

Notiziario / News

8th European Conference on Education – ECE 2020, London (UK), July 16-19, 2020.

Conference WEBINAR: Live Stream Presentation via Zoom - Pre-recorded Virtual Presentation.

This conference is associated with the Scopus and DOAJ listed *IAFOR Journal of Education*.

The ECE Organising Committee welcomes papers from a wide variety of interdisciplinary and theoretical perspectives, and submissions are organised into the streams and substreams listed below:

- *Teaching & Learning*: Learning Experiences, Student Learning & Learner Diversity; Teaching Experiences, Pedagogy, Practice & Praxis; Assessment Theories & Methodologies; Curriculum Design & Development; Adult, Lifelong & Distance Learning; Education & Difference; Gifted Education, Special Education, Learning Difficulties & Disability; Interdisciplinary, Multidisciplinary & Transdisciplinary Education.
- *Educational Structures*: Educational Policy, Leadership, Management & Administration; Educational Research, Development & Publishing; Professional Training, Development & Concerns in Education; Primary & Secondary Education; Higher Education.
- *Community & Society*: Education, Sustainability & Society; Social Justice, Development & Political Movements; International Education.
- *Language & Culture*: Language Development & Literacy; Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL); Challenging & Preserving; Culture, Inter/Multiculturalism & Language.
- *Psychology, Mind & Brain*: Mind, Brain & Psychology; Human Emotional & Cognitive Development & Outcomes within Educational Contexts; Counselling, Guidance & Adjustment in Education.
- *Innovation & Technology*: Design, Implementation & Assessment of Innovative Technologies in Education; Nurturing Creativity & Innovation;

New, Innovative & Radical Education; Knowledge Creation, Preservation & Access; Curation, Librarianship, Information & Archival Science.
- *Special Themes and Areas of Focus*: Authors have the optional opportunity of identifying whether their paper addresses either the 2020 IAFOR Special Theme and/or one of the ongoing IAFOR Special Areas of Focus.
- *IAFOR 2020 Special Theme*: «Embracing Difference».

Venue and location: University College London (UCL), London (UK)

Website: https://ece.iafor.org/

12th Asian Conference on Education – ACE 2020, Tokyo (Japan), October 30 - November 2, 2020.

Conference WEBINAR: Live Stream Presentation via Zoom - Pre-recorded Virtual Presentation.

This conference is associated with the Scopus and DOAJ listed *IAFOR Journal of Education*.

The 12th Asian Conference on Education (ACE 2020) is an interdisciplinary conference and offers online presentation options.

ACE 2020 encourages academics and scholars to meet and exchange ideas and views in an international forum stimulating respectful dialogue. This event will afford an exceptional opportunity for renewing old acquaintances, making new contacts, networking, and facilitating partnerships across national and disciplinary borders.

Venue and location: Toshi Center Hotel, Tokyo (Japan)

Website: https://ace.iafor.org/

International Conference Webinar, *Online Didactic for Secondary and University Education in Ordinary versus Emergency Contexts / Didattica online per l'istruzione secondaria e universitaria in contesti ordinari e di emergenza*, Fondazione Università degli Studi Roma TrE - Education & *ECPS Journal*, Roma (Italy), 3-5 Dicembre 2020.

Conference WEBINAR: Piattaforma Tims

This conference is associated with the Scopus and DOAJ listed *ECPS Journal* (https://www.ledonline.it/index.php/ECPS-Journal).

The serious crisis that humanity is going through because of Covid-19 has taken on new and more radical meanings than the pandemics or other major natural disasters of which we have historical memory. The social impact of Covid-19's extraordinary contagion force and tragic death effects has been very strong.

The recognized need to have to appeal above all to new scientific knowledge in order to stem the tragic pandemic, have made us feel and grasp a more widespread awareness of the importance of scientific knowledge, but also of the precariousness of human existence; the deceitfulness of many scales of shared values and the impossibility of finding the solution to every problem with available technological devices, but also capable, by changing their use, of reducing the negative effect of the lock down on school and university learning, allowing you to practice online training.

These and other effects of the pandemic, now the subject of many investigations, pose questions to which to give reliable, albeit interlocutory, answers.

The conference aims to carry out a critical analysis of some issues that emerged from this tragic pandemic experience, and others that will be highlighted thanks to cognitive investigations attributable to the qualification of education and training processes. For example, starting from some simple questions, of the type mentioned below:

- Technological solutions for remote operation can make it possible even more than operating in presence the facilitation of the achievement of those cultural results traditionally «reserved», only for the best students?
- FaD can also contribute to traditional teaching, in presence, high qualification elements?
- Politics are really invested as never before to promote conditions of a closer and more fruitful mutual cooperation between human sciences, nature and technology to answer many of the problems that have emerged with this pandemic?
- Networking of «video lessons» to replace «face to face lessons», e in the download of study materials, how does it differ from the FaD?
- How the Training is designed, organized and implemented with cultural success Remote?
- What are the qualitative and quantitative effects on the cognitive, emotional and relational level of students who are not in possession of particular technological devices in FaD experiences?
- Why and how to bend modern technologies to the results of the most advanced and accredited empirical-experimental, theoretical and applicative research on cognitive, emotional and dynamic-relational and social

development in different age groups? And what effects on such development and attitudes. do the self-assessment processes in FaD produce?
- In addition to the countries, has Covid-19 also produced an asymmetric shock among students, categories and socio-cultural classes?

Venue & location: Fondazione Univeristà degli Studi Roma TrE - Education, Roma (Italia)

Website: http://www.roma3education.com/

Conctat information: fondazione@pec.roma3education.it