



**Research Laboratory on Didactics and Evaluation - Department of Education
"Roma Tre" University**

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AUTHOR GUIDELINES

From the start, the *Journal of Educational, Cultural and Psychological Studies (ECPS)* has aimed to be an inclusive central repository for high quality research reports, reviews, theoretical and empirical articles. The Journal serves as an interdisciplinary forum for theoretical and empirical studies of pedagogical, psychological, historical and sociological issues.

As well as research reports, the *Journal* publishes theoretical and review articles. Research reports are quantitative or qualitative depending upon the methods employed by the researcher. All articles are addressed to a research audience, to teachers and trainers working in schools and in vocational training, and to scholars in allied disciplines in all the human sciences.

Educational, Cultural and Psychological Studies aims to: promote and develop research in the educational field; promote scientific reflection on psycho-socio-educational research methodologies, with particular reference to empirical-experimental research; disseminate and discuss the results of quantitative and qualitative studies in the field as well as offer scientifically high profile material to those young researchers or teachers who have to base their work on solid up-to-date knowledge. The journal takes original articles written in Italian or English into consideration for publication, along with abstracts in English and Italian. The accepted contributions focus on the following theme areas: "History and methodology of educational research", "Empirical-experimental didactic research", "Theory and history of education", "Intercultural education", "Life-long learning and on-going training", "Educational technologies and distance education", "Evaluation of and within educational systems", "Curriculum theory and disciplinary didactics", "Basic research on affective and cognitive processes, and on personological lines", "History and methodology of psychological research", "Psychological components of educational research", "Sociology of education and training", "Sociology of cultural processes".

The journal has **six-monthly issues** with contributions concerning pedagogic, psychological, historical and sociological sciences. Qualified empirical and theoretical contributions and review articles, are accepted. Reasoned bibliographies and research notes (that is, short studies, pilot studies, the refinement of instruments) are also published. All scientific papers are peer-reviewed. The feature "Comments, Reflections, Presentations, Reports, Debates, Interviews" includes reports or presentations of cultural events concerning the themes dealt with as well as comments, reflections, interviews and debates between two or more scholars who are experts on a certain topic. The "Reviews" feature includes comments and discussions on important recently published texts, possibly linked to the themes dealt with in that specific issue of the journal. The "News" feature includes information on forthcoming National and International Conferences, Study Days and Congresses concerning relevant scientific themes.

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EXAMPLES

Articles in journals:

Appel, L. (1931). Drawings of children as aids to personality study. *American Journal of Orthopsychology*, 10, 815-828.

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229.

Zavattini, G.C., Tambelli, R., & Mossi, P., (1989). Il disegno della famiglia come strumento in psicologia clinica. *Psicologia Clinica*, 2, 213-226.

Books:

Berlyne, D. E. (1971). *Aesthetics and psychobiology*. New York: Appleton-Century-Crofts.

Corman, L. (1964). *Le test du design de famille dans la pratique médico-pédagogique* (2nd ed.). Paris: P.U.F. (trad. it., Torino: Bollati Boringhieri).

Domenici, G. (2007). *Manuale della valutazione scolastica* (4a ed.). Roma-Bari: Laterza.

Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

Chapters in collected volumes:

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Krampen, M. (1992). On some effects of totalitarian architecture. In L. Y. Dorfman, D. A. Leontiev, V. M. Petrov, & V. A. Sozinov (Eds.), *Emotions and art: Problems, approaches, explorations* (pp. 203-214). Perm: Perm Institute for Arts and Culture.

Moretti, G., & Bove, G. (2009). Sviluppo di questionari per la rilevazione della soddisfazione della soddisfazione in ambito scolastico. In G. Domenici & R. Semeraro (a cura di), *Le nuove sfide della ricerca didattica tra saperi, comunità sociali e culture* (pp. 573-586). Roma: Monolite.

Published abstracts:

Biasi, V., & Bonaiuto, P. (2005). *Visual perception of physiognomic properties and meanings in relation to stress or comfort states*. [Abstract]. *Perception*, 35, 31-32.

Papers presented at conferences:

Bonaiuto, P., Biasi, V., Giannini, A. M., Calcagni, S., & Parsi, M. (2008). *Conflict overload effect manipulation and the perception of architectural incongruities*. Paper presented at the IAPS Conference, Rome.

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