

Curriculum Vitale

ALESSIA CADAMURO

Alessia Cadamuro is Associate Professor at the Department of Biomedical, Metabolic and Neural Science (University of Modena and Reggio Emilia). She obtained her Ph.D. in General and Experimental Psychology from the Alma Mater Studiorum (Department of Psychology), University of Bologna.

She is member of National Register of Psychology and member of the Section of Developmental and Educational Psychology of the Italian Association of Psychology, which basically enrolls university professors of psychology in Italy.

She is responsible for the internships for the degree course in Psychological Sciences and Techniques and in Digital Education.

Scientific interests

Her research mainly focuses on the study of developmental and educational psychology, and on learning theories. In particular, she works on the theory of mind, on metacognition, on cognitive and learning styles and on the relationship between children and teachers. Recently she began to investigate the use of new educational technologies for the development of metacognitive skills.

She is also interested in how managing conflicting intergroup relations in emergency contexts. For instance, she worked extensively in the aftermath of the earthquakes that struck Northern Italy in 2012, and in particular, on how the emergency after the disaster might be used to foster cohesion across cultural divides, by considering both children and adults, and on the protective role of Theory of Mind in facing stressors

The research activity is characterized by a high level of interdisciplinarity. Stable scientific partners are social psychologists and engineers experts of machine learning.

Research interests are documented by several articles and monographs published on metacognitive aspects involved in learning.

Awards and funded projects

She took part with the role of scientific coordinator or participant in international and national projects funded:

- FAR 2021 - Bando per il finanziamento di progetti di ricerca interdisciplinari Mission Oriented. "Inter-brain synchronization during face-to-face interaction: EEG-hyperscanning during empathic and cooperative interaction in Autism". Proponente: prof.ssa Angela Ciaramidaro.
- FONDO INTEGRATIVO SPECIALE PER LA RICERCA (**FISR**) – COVID19. Enhancing children's and parents' resilience in lockdown through theory of mind and social support (TOMSS). Start date: 15/10/2021, end date: 14/04/2022. Partner: University of Verona. Scientific coordinator for University of Modena and Reggio Emilia: Alessia Cadamuro.
- Erasmus + Sport "Collaborative partnerships," project title "PROGRES – PROMoting Gender Equality in Sports." Start date: 01/01/2021. End date: 31/12/2022. Partner: Malta Football Association, Malta (Coordinator); University of Modena and Reggio Emilia, Italy; Norges Fotballforbund, Norway; Football Federation of Macedonia Skopje, North Macedonia; Centrul de Dezvoltare Curriculara si Studii de Gen: FILIA, Romania; TREK ANAPTYKSIKON IPODOMON KE IPIRESION ANONIMI ETERIA,

Greece; Eusa Institute, Slovenia. Total budget: 400.000 Euro. Budget University of Modena and Reggio Emilia: 52.950 Euro. Scientific coordinator for University of Modena and Reggio Emilia: Loris Vezzali.

- ECLIPS “Enhancing the Capacity to combat child abuse through an Integral training and Protocol for childcare professionals” (**Horizon 2020** - Research and Innovation Framework Programme). Activity: REC-RDAP-GBV-AG-2020. Start date: 01/01/2020, end date: 31/12/2022. Partner: UC LEUVEN BE, Pressley Ridge Magyarorszag Alapitvány, NODIBINAJUMS CENTRS DARDEDZE LV, UNIVERSITA’ DEGLI STUDI DI MODENA E REGGIO EMILIA. Scientific coordinator for University of Modena and Reggio Emilia: Giovanna Laura De Fazio.
- Erasmus +, Key Action 2 “Strategic partnership in the field of school education,” project title “TILL – A European qualification of teacher competences for lifelong learning.” Start date: 01/09/2017, End date: 31/08/2020. Partner: Roman Catholic Diocese of Southwark Diocesan Trust (Coordinator); University of Modena and Reggio Emilia, FREREF, Network of European Region for Lifelong Learning, OREBRO UNIVERSITY; GO! Basisschool Vlinderwijs. Scientific coordinator for University of Modena and Reggio Emilia: Alessia Cadamuro.
- Impronte Digitali: connessioni tra nuove tecnologie e contrasto alla povertà educativa e sociale. Bando NUOVE GENERAZIONI- 2017-GER-01087, AREA contrasto povertà educativa. Durata 24 mesi - 17/04/2019– 16/04/2021, Budget complessivo € 367.000,00. Principali Partner: Comune di Reggio Emilia, UNIONE VAL D'ENZA, E35 - Fondazione per la Progettazione Internazionale, Comune di Scandiano, Dimora d'Abramo cooperativa sociale e di solidarietà, Accento Società Coop. Sociale, Augeo Società Cooperativa Sociale, ASSOCIAZIONE PRO.DI.GIO, UNIONE COMUNI PIANURA REGGIANA, CONSORZIO COOPERATIVE SOCIALI QUARANTACINQUE, Creativ Cise società cooperativa sociale, L'OVILE Cooperativa di Solidarietà Sociale srl, Pangea società cooperativa sociale, AZIENDA SPECIALE SERVIZI BASSA REGGIANA, Reggiana Educatori Società Cooperativa Sociale. Scientific coordinator for University of Modena and Reggio Emilia: Alessia Cadamuro
- Erasmus +, Key action 3 “Strategic partnership in the field of school education,” project title “UPPER - Systemic Upscaling of Peace Education Practices.” Start date: 01/09/2017. End date: 29/02/2020. Partner: FREREF, Network of European Region for Lifelong Learning, France (Coordinator); University of Modena and Reggio Emilia, Italy; ESHA European School Heads Association, Netherlands; Ministry of Education and Employment, Malta; International Institute for Humanitarian Law, Sanremo, Italy. Scientific coordinator for University of Modena and Reggio Emilia: Loris Vezzali.
- Erasmus +, Key action 2 “Cooperation for innovation and the exchange of good practices,” project title “Soundwords: Graphic Story Telling.” Start date: 01/09/2017. End date: 31/08/2020. Partner: University of Modena and Reggio Emilia, Italy; Allgemeine Sonderschule, Austria; PADAGOGISCHE HOCHSCHULE WIEN, Austria; STADTSCHULRAT FÜR WIEN, Austria (Coordinator); The CoED Foundation, UK; MALTA COLLEGE OF ARTS SCIENCE AND TECHNOLOGY, Malta; Escola Vida Montserrat, Spain; Max-Born-Berufskolleg, Germany; Liceo Artistico Arcangeli, Italy. Scientific coordinator for University of Modena and Reggio Emilia: Loris Vezzali.
- Progetto finanziato da Fondazione Manodori per “Attività di monitoraggio nell’ambito del bando WelCom” (convenzione del 22 marzo 2018). Budget UNIMORE: 5000 euro. Responsabile scientifico: Alessia Cadamuro.
- FAR Project 2016: “Ubiquitous objective measures of intergroup nonverbal behaviors.” Interdisciplinary project funded by University of Modena and Reggio Emilia: Scientific director: Simone Calderara. Scientific director of the psychological unit: Loris Vezzali.
- Research Cluster (2014): "Educational City. Critical Analysis of New Learning / Teaching Approaches ", within the Smart City and Community Cluster, activated and funded by the MIUR and the European Community. Scientific coordinator for University of Modena and Reggio Emilia: Rita Cucchiara.

Academic and Scientific collaborations

- University of Greenwich (UK, Sofia Stathi, Michèle Birtel, Sajid Humayun).
- University of Dunham (UK, Richard Crisp).
- University of Sussex (UK, John Drury).
- Slovak Academy of Sciences - Institute for Research in Social Communication (Slovakia, Barbara Lasticova, Simona Andraščíková).
- University of Oxford (UK, Miles Hewstone, Ralf Wölfer)
- Örebro University (Sweden, Ann Öhman).

She collaborates or has collaborated with scholars of developmental and educational psychology, from several Italian universities, mostly interested in metacognition and theory of mind.

She is member of international research group "On the consequences of natural disasters" with Loris Vezzali (University of Modena e Reggio Emilia), John Drury (University of Sussex), Dino Giovannini (University of Modena e Reggio Emilia), Luca Andrighetto (University of Genova). Her contribution is mainly linked to the study of the role of Theory of Mind as a factor of protection in dealing with stressful events. In particular, Theory of Mind was tested as the factor allowing children to reduce the detrimental effects of posttraumatic stress symptoms.

Within the Italian Technology Clusters in smart cities and communities (2014-2018), activated and funded by MIUR and the European Community, she is member of the project "Educating City": critical analysis of new learning / teaching approaches. The project involves several partners (University of Trento, University of Modena e Reggio Emilia, Almaviva, Fondazione Reggio Children, RAI); the ultimate goal is to offer to the school of each degree a set of knowledge, strategies and technological applications that innovate the educational approach. Her research is about "Teaching and learning processes in cross medial ecosystems: new technologies and metacognition".

Within the European Program SOCRATES Comenius was commissioned by Scierter (Center for Research and Advanced Training Services), to collaborate in the drafting of the DISCOVER Guide. "How to Increase and Support the Pleasure of Learning and Teaching" (2006).

Participation in the ABIFOD Research Project "Analysis of teacher training needs", promoted by the Territorial School Offices for the Modena, Reggio Emilia and Parma, and the VALFOR Research Center of the University of Modena and Reggio Emilia. Scientific coordinator: Luciano Cecconi, University of Modena and Reggio Emilia

Scientific Responsible of research / intervention project with university students: "Consciousness of cognitive styles", funded by the Free University of Bolzano and attended by the Faculty of Education Sciences. The research / intervention project included a study that would guide students to recognize their own cognitive styles and reflect on how they learn. Subsequently, a metacognitive training activity was carried out to enhance study strategies consistent with their cognitive styles.

Responsible for the research project "I learn in this way, the Metacognition Booklet". The project, which lasted for three years, was funded by the Re-Learning Association, and was conducted at numerous Educational Circles in the province of Reggio Emilia.

Editorial Activity

- Editorial Board Member:
 - Journal of Community and Applied Social Psychology
 - Journal of e-Learning and Knowledge Society
- Ad hoc reviewer:
 - Group Processes and Intergroup Relations.
 - Journal of Community and Applied Social Psychology.
 - Child and Youth Care Forum
 - International Journal of Psychology
 - Journal of Adolescence
 - Journal of Language And Education
 - Psicologia dell'Educazione
 - International Journal of Disaster Risk Reduction
 - Thinking Skills and Creativity
 - Testing, Psychometrics, Methodology in Applied Psychology

Publications

Peer-review articles in international journals:

Vitali, F., Bisagno, E., Coco, M., Cadamuro, A., Maldonato, N. M., & Di Corrado, D. (2022). A Moderated Mediation Analysis of the Effects of the COVID-19 Pandemic on Well-Being and Sport Readiness of Italian Team Sports Players: The Role of Perceived Safety of the Training Environment. *International journal of environmental research and public health*, 19(5), 2764.

Bisagno, E., Cadamuro, A., Rubichi, S., Robazza, C., & Vitali, F. (2022). A developmental outlook on the role of cognition and emotions in youth volleyball and artistic gymnastics. *Frontiers in Psychology*, 13.

Vezzali, L., Visintin, E. P., Bisagno, E., Bröker, L., Cadamuro, A., Crapolicchio, E., De Amicis, L., Di Bernardo, G. A., Huang, F., Lou, X., Stathi, S., Valor-Segura, I., & Harwood, J. (2022). Using sport media exposure to promote gender equality: Counter-stereotypical gender perceptions and the 2019 FIFA Women's World Cup. *Group Processes and Intergroup Relations*.

Cocco, V.M., Bisagno, E., Visintin, E.P., Cadamuro, A., Di Bernardo, G.A., Shamloo, S.E., Trifiletti, E., Molinari, L., Vezzali, L. (2022). Once upon a time...: Using fairy tales as a form of vicarious contact to prevent stigma-based bullying among schoolchildren. *Journal of Community and Applied Social Psychology*.

Cocco, V. M., Bisagno, E., Visintin, E. P., Cadamuro, A., Di Bernardo, G. A., Trifiletti, E., ... & Vezzali, L. (2021). Fighting stigma-based bullying in primary school children: An experimental intervention using vicarious intergroup contact and social norms. *Social Development*.

Cadamuro, A., Bisagno, E., Rubichi, S., Rossi, L., Cottafavi, D., Crapolicchio, E., & Vezzali, L. (2021). Distance learning and teaching as a consequence of the Covid-19 pandemic: A survey of teachers and students of an Italian high-school taking into account technological issues, attitudes and beliefs toward distance learning, metacognitive skills. *Journal of e-Learning and Knowledge Society*.

Vezzali, L., McKeown, S., MacCauley, P., Stathi, S., Di Bernardo, G. A., Cadamuro, A., Cozzolino, V., & Trifiletti, E. (2021). May the odds be ever in your favor: The Hunger Games and the fight for a more equal society. (Negative) media vicarious contact and collective action. *Journal of Applied Social Psychology*, 51(2), 121-137. doi:10.1111/jasp.12721

Cadamuro, A., Birtel, M. D., Di Bernardo, G. A., Crapolicchio, E., Vezzali, L., & Drury, J. (2021). Resilience in children in the aftermath of disasters: A systematic review and a new perspective on individual, interpersonal, group, and intergroup level factors. *Journal of Community and Applied Social Psychology*, 31 (3), 259-275. doi: 10.1002/casp.2500

Cadamuro, A., Di Bernardo, G. A., Trifiletti, E., Bisagno, E., Shamloo, S. E., Faccini, M., & Vezzali, L. (2021). Social dominance orientation in children: The validation of the Child SDO6 scale. *European Journal of Developmental Psychology*.

Bonanomi, A., Cadamuro, A., Olivari, M. G., Versari, A., Confalonieri, E. (2020). The psychometric properties of the Motivated Strategies for Learning Questionnaire (MSLQ): Multidimensional Rasch Analysis on primary school data. *TPM, Testing, Psychometrics, and Methodology in Applied Psychology*, 27(4), 1-18. doi:10.4473/TPM

Cadamuro, A., Bisagno, E., Di Bernardo, G. A., Vezzali, L., & Versari, A. (2020). Making the school Smart: the interactive whiteboard against disparities in children stemming from low metacognitive skills. *Journal of E-Learning and Knowledge Society*, 16(1), 33-43. <https://doi.org/10.20368/1971-8829/1135191>

Cocco, V. M., Bisagno, E., Di Bernardo, G. A., Cadamuro, A., Riboldi, S. D., Crapolicchio, E., ... Vezzali, L. (2020). Comparing story reading and video watching as two distinct forms of vicarious contact: An experimental intervention among elementary school children. *British Journal of Social Psychology*. doi:10.1111/bjso.12404

Stathi, S., Pavetich, M., Di Bernardo, G. A., Cadamuro, A., Cocco, V. M., & Vezzali, L. (2020). Intergroup fears and concerns among minority and majority groups: Implications for contact and attitudes. *Journal of Community Psychology*. Advanced on line publication. doi:10.1002/jcop.22322

Cadamuro, A., Bisagno, E., Pecini, C., Vezzali, L. (2019). Reflecting a... "Bit". What relationship between metacognition and ICT? *Journal of E-Learning and Knowledge Society*, 15, 183-195.

Birtel, M. D., Di Bernardo, G. A., Stathi, S., Crisp, R. J., Cadamuro, A., & Vezzali, L. (2019). Imagining contact reduces prejudice in preschool children. *Social Development*, 28, 1054-1073.

Trifiletti, E., Cocco, V. M., Pecini, C., Di Bernardo, G. A., Cadamuro, A., Vezzali, L., & Turner, R. N. (2019). A longitudinal test of the bi-directional relationships between intergroup contact, prejudice, dispositional empathy and social dominance orientation. *TPM, Testing, Psychometrics, and Methodology in Applied Psychology*, 26, 385-400.

Vezzali, L., Birtel, M. D., Di Bernardo, G. A., Stathi, S., Crisp, R. J., Cadamuro, A., & Visintin,

E. P. (2019). Don't hurt my outgroup friend: A multifaceted form of imagined contact promotes intentions to counteract bullying. *Group Processes & Intergroup Relations*. Advanced online publication.

Vezzali, L., Di Bernardo, G. A., Stathi, S.; Cadamuro, A., Lášticová, B., & Andraščíková, S. (2018). Secondary Transfer Effect among Children: The Role of Social Dominance Orientation and Outgroup Attitudes. *British Journal Of Social Psychology*, 57, 547-566.

Vezzali, L., Versari, A., Cadamuro, A., Trifiletti, E., & Di Bernardo, G. A. (2018). Outgroup threats and distress as antecedents of common ingroup identity among majority and minority group members in the aftermath of a natural disaster. *International Journal of Psychology*, 53, 417-425.

Vezzali, L., Di Bernardo, G. A., Stathi, S., Cadamuro, A., Lasticova, B., & Andraščíková, S. (2018). Secondary transfer effect among children: The role of social dominance orientation and outgroup attitudes. *British Journal of Social Psychology*, 57, 547-566.

Di Bernardo, G. A., Vezzali, L., Stathi, S., Cadamuro, A., & Cortesi, L. (2017). Vicarious, extended and imagined intergroup contact: A review of interventions based on indirect contact strategies applied in educational settings. *Testing, Psychometrics, Methodology in Applied Psychology*, 24, 3-21.

Vezzali, L., Drury, J., Versari, A., & Cadamuro, A. (2016). Sharing distress increases helping and contact intentions via one-group representation and inclusion of the other in the self: Children's prosocial behaviour after an earthquake. *Group Processes and Intergroup Relations*, 19, 314-327.

Cadamuro, A., Versari, A., Vezzali, L., & Trifiletti, E. (2016). Preventing the detrimental effect of posttraumatic stress in young children: The role of theory of mind in the aftermath of a natural disaster. *European Journal of Developmental Psychology*, 13, 52-66.

Vezzali, L., Cadamuro, A., Versari, A., Giovannini, D. & Trifiletti, E. (2015). Feeling like a group after a natural disaster: Common ingroup identity and relations with outgroup victims among majority and minority young children. *British Journal of Social Psychology*, 54, 519-538.

Cadamuro, A., Versari, A., Vezzali, L., Giovannini, D., & Trifiletti, E. (2015). Cognitive performance in the aftermath of a natural disaster: The role of coping strategies, theory of mind and peer social support. *Child and Youth Care Forum*, 44, 93-113.

Battistelli, P.G., A. Cadamuro, A. Farneti, A. Versari, A. (2009). Do university students know how they perform? *International Electronic Journal of Elementary Education*, 2, 180-198.

Farneti A, Cadamuro, A.; Quadrello T (2008). Grandparents and new communication's technologies. *International Journal of Psychology*, 43, 671.

Peer-review articles in national journals:

Lazzaretti, L., Cadamuro, A., Di Bernardo, G. A., Pecini, C. (2019). Flipped Classroom e didattica tradizionale. Uno studio in una scuola primaria. *Psicologia dell'Educazione*, 2, 87-99.

Cadamuro A., Versari A., & Battistelli P. (2011). Processi di autovalutazione in età evolutiva: aspetti metacognitivi e stili attributivi. *Ricerche di Psicologia*, 3, 387-416. **7**

Battistelli P., & Cadamuro A. (2010). Le stime metacognitive e le attribuzioni causali in età evolutiva. *Metis*, XVII,171-200.

Cadamuro A., Giovannini D., & Pintus A. (2006). Modi di pensare e modi di apprendere: uno studio correlazionale con studenti di Scienze della Formazione. *Psychofenia*, IX, 137-160.

Farneti A., & Cadamuro A. (2005). La rappresentazione del legame nonni-nipoti nel suo evolversi nel tempo. *Età Evolutiva*, 80, 74-81.

Cicogna P., Occhionero M., & Cadamuro A. (2002). Differenze individuali nel ricordo autobiografico. *Psicologia Clinica e dello Sviluppo*, 2, 257-276.

National Books

Vezzali, L., Di Bernardo, G. A., & Giovannini, D. (2017). Ridurre il pregiudizio in classe. Come promuovere la coesione nella scuola multiculturale [Reducing prejudice in the classroom: How to foster cohesion within the multicultural school]. Torino: UTET Università.

Cadamuro A., & Farneti A. (2008). Insegnanti e bambini. Idee e strumenti per favorire la relazione. Carocci Editore, Roma.

Cadamuro A. (2004). Stili cognitivi e stili di apprendimento. Da quello che pensi a come lo pensi. Carocci Editore, Roma.

International book chapters:

Vezzali, L., Andrighetto, L., Drury, J., Di Bernardo, G. A., & Cadamuro, A. (2017). In the aftermath of natural disasters: Fostering helping toward outgroup victims. In E. Van Leeuwen & H. Zagefka (Eds.), *Intergroup helping: The positive side of intergroup behaviour* (pp. 305-330). New York, NY: Springer.

Cadamuro A. (2008). Introduction. The Actual Context. In: D. Neves, B. Edvinsson, M. Magnani, U. Vitrani (Eds.) "How to Increase and Support the Pleasure of Learning and Teaching". Discover Guide. Scienteer, Bologna (pp. 5- 9).

Cadamuro A. (2008). Metacognition and Motivation. In: D. Neves, B. Edvinsson, M. Magnani, U. Vitrani (Eds.) "How to Increase and Support the Pleasure of Learning and Teaching". Discover Guide. Scienteer, Bologna (pp. 77- 86).

Cadamuro A. (2008). Managing Diversity. In: D. Neves, B. Edvinsson, M. Magnani, U. Vitrani (Eds.) "How to Increase and Support the Pleasure of Learning and Teaching". Scienteer, Bologna (pp. 97- 108).

National book chapters:

Vezzali, L., Di Bernardo, G. A., Trifiletti, E., & Cadamuro, A. (2017). I Risultati della Ricerca: Qual è la strategia più efficace? In: *Ridurre il Pregiudizio in Classe. Come Promuovere la Coesione nella Scuola Multiculturale*, pp. 65-91. UTET Università: Novara.

Cadamuro, A. (2016). Stili cognitivi e stili di apprendimento. In: *Psicologia per la buona scuola*, pp. 41-53. Webster.

Cadamuro, A., Versari, A., Vezzali, L., & Giovannini, D. (2016). I bambini e il terremoto: strategie per fronteggiare lo stress. In: *Unimore e il terremoto del 2012 in Emilia-Romagna. Interventi e*

ricerche per fronteggiare l'emergenza e sostenere la ripresa, pp. 121-130. APM Edizioni: Carpi.

Vezzali, L., Giovannini, D., Di Bernardo, G. A., Cadamuro, A., & Versari, A. (2016). Le relazioni tra italiani e stranieri all'indomani del terremoto. In: Unimore e il terremoto del 2012 in Emilia-Romagna. Interventi e ricerche per fronteggiare l'emergenza e sostenere la ripresa, pp. 109-119. APM Edizioni: Carpi.

Cadamuro, A. (2014). La dimensione cognitiva e metacognitiva nell'età senile tra memoria e apprendimento (In: Educare «nella e alla» età senile) pp. 47-57. Spaggiari Edizioni srl: Parma.

Cadamuro, A., Versari, A., Vezzali, L., & Giovannini, D. (2014). Il terremoto in Emilia Romagna: effetti sui bambini di scuola primaria a Carpi, Novi di Modena e Rovereto sulla Secchia (In: Il terremoto muove tante idee), pp. 98-99, Edizioni Junior - Spaggiari Edizioni: Parma.

Taverna, L., Cadamuro, A., & Farneti, A. (2011). Stili cognitivi e differenze culturali. In Bonichini, S., Baroni, M.R.: Sviluppo e salute del bambino: fattori individuali, sociali e culturali (pp. 188-199). Cleup: Padova. ISBN: 978-88-6129-737-1

Battistelli P., Cadamuro A., & Farneti A. (2006). Sapere di non sapere. L'autovalutazione delle prestazioni cognitive. In: Pinelli M., Trubini C. "Il pensiero che pensa di pensare a ...", pp. 19 - 32. Uninova: Parma.

Battistelli P., Cadamuro A., & Farneti A. (2006). L'autovalutazione tra processi euristici e processi metacognitivi. In: Braga Illa F. (a cura di) "A proposito di rappresentazioni. Alla ricerca del senso perduto", pp. 309-340. Edizioni Pendragon: Bologna.

Reggio Emilia, 09/09/2022