

ANNALISA MORGANTI
Curriculum Vitae et Studiorum

Associated Professor of Didactics and Special Education
Department of Philosophy, Social and Human Sciences and Education
University of Perugia
Italy

EDUCATION AND PROFESSIONAL TITLES

- 2000 - Degree in Education Sciences. Faculty of Education, University of Perugia. 110/110 cum laude.
- 2004 - Postgraduate specialization course in Modular Didactics and Orientation, achieved at the Faculty of Education of the University of Roma Tre - Department of Education.
- 2007 - Ph.D. in "Educational Sciences and Educational Professions" - Faculty of Education. University of Perugia.

ACADEMIC ROLES

2015 - current: Associate Professor in Didactics and Special Education. University of Perugia.

From 2017 - Eligible for the role of Full Professor in the sector 11 / D2 (teaching, special pedagogy and educational research), achieved through National Scientific Qualification - D.D. 1532/2016.

RESEARCH ACTIVITIES

- From 2019 - current: European scientific coordinator of the three-year project: Erasmus Plus - 612163-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN - EPPKA3 - Support for Policy Reform - IPI-SOC-IN - Social inclusion in the fields of education and training entitled: "Algorithm for new Ecological approaches to Inclusion" ECO-IN (<https://eco-in.eu>).

- 2020 - current: Member of the international research group related to the three-year Erasmus + KA203 - Strategic Partnerships for higher education. Project entitled: "Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education Students with Dyslexia" (VRAILEXIA). KA203-B03D69E0

- 2020 - current: Head of the Laboratory of the "Research Laboratory for Innovation in the Future of Education", LIFE Lab, set up at the Interuniversity Research Center "Human Impact Research" of the University of Perugia.

- 2019 - current: Member of the Stakeholder Committee of the European project MAGIC SENS - Managing Graduated approach and Including balanced Curriculum for Special Educational Needs Students - ID n. 2018-1-RO01-KA201-049489 - _CUP J15E18000200006
- From 2014 to 2017: European scientific coordinator of the three-year project: Erasmus Plus- Strategic Partnership for School- 2014-1-IT02-KA201-003578, entitled: "Evidence Based Education European Strategic Model for School Inclusion (EBE-EUSMOSI)" (<http://inclusive-education.net>). The project received an evaluation of 97/100 qualifying as a "good practice". Award ceremony took place in Florence on 10/10/2019.
- From 2014 to 2017: Scientific supervisor and member of the Scientific Advisory Board of the European project SSP - School Still Plays - EC Project Grant 550482-LLP-1-2013-1-IT-KA1ECETB, coordinated by TUCEP Tiber Umbria Comett Education Program.
- 2017 - current: Chair at the European Network on Social and Emotional Competences (ENSEC) with the task of research collaboration, policy support and funding, Special Interest Groups.
- 2016- 2017: Scientific coordinator of the joint project: "Investigating Italian teachers' utilization of evidence-based teaching strategies when working with students with special educational needs", within the incoming mobility program for internationally renowned researchers (Visiting Researcher). Visiting Researcher: Prof. David Ross Mitchell, University of Canterbury (New Zealand).
- From 2015 to 2017: Member of the Scientific Advisory Board of the European project RADAR - Regulation AntiDiscrimination and AntiRacism / Just / 2013 / FRAC / AG / 6271
- 2014 - current: Coordinator of the national research group of the Italian Society of Special Pedagogy "Research Methodologies in Special Pedagogy and Didactics".
- 2014 - current: Member of the SIPED national research group "Disability and Inclusion".
- From 2012 to 2016: European scientific coordinator of the three-year project: LifeLong Learning Program LLP Call for Proposal 2012 (EAC / 27/11) Comenius Multilateral Projects, Reference 527206-LLP-2012-IT-COMENIUS-CMP, entitled: "European Assessment Protocol for Children's SEL Skills "(EAP_SEL). The project was awarded by: Directorate-General for Education, Youth, Sport and Culture of the European Commission, the recognition of "success story" (Brussels, 21 December 2017, EAC.A.3 / AB / MP / ff Ares (2017) - File code: 2015 / DISSEMINATION / 001) (www.eap-sel.eu).

OTHER INSTITUTIONAL OFFICES

- From 2019 - current - Dean for the Primary Education degree course at the University of Perugia.
- From 2020 - current - Head of the specialization course for support teachers. University of Perugia.

- From 2019 - current - Member of the Academic Board of the Ph.D. Program in "Human Sciences" of the University of Perugia.

- From 2016 - 2019 - Member of the board of the Department of Philosophy, Social Sciences, Humanities and Education of the University of Perugia.

- From 2014 - current - Delegate for the Department of Philosophy, Social Sciences, Humanities and Education of the University of Perugia, for students with disabilities and SLD.

SCIENTIFIC AFFILIATIONS

- 2017- current: Chair of the European Network for Social and Emotional Competences (ENSEC)
- 2020 – current: Member of the Board of Directors of the Society for Learning and Education informed by Evidence (SAPIE)
- 2014 – 2017: Member of the Board of Directors of the Italian Society of Special Pedagogy (SIPES)
- Member of the Italian Society of Special Pedagogy (SIPES)
- Member of the Italian Society of Pedagogy (SIPED)
- Member of the Society for Learning and Education informed by Evidence (SAPIE)
- Member of the European Network for Social and Emotional Competence (ENSEC)

AWARDS

- 2013 Minerva Etrusca Award for the publishing and dissemination activities of the UNESCO Club Perugia - Gubbio.
- Italian Pedagogy Award 2015, conferred by the Italian Society of Pedagogy for the book entitled "Emotional Intelligence and school integration", Carocci, Rome, 2012.

PARTICIPATION IN EDITORIAL COMMITTEES OF JOURNALS

- Member of the Scientific Committee: "Integrazione Scolastica e Sociale". Trento: Erickson.
 - Member of the Editorial Committee: "Italian Journal of Special Education for Inclusion"
 - Member of the Scientific Committee of the Special Pedagogy and Inclusion Section, Educational Processes and Educational Sciences series, Guerini e Associati, Milano.
 - Member of the scientific committee of the editorial series "Traiettorie Inclusive", Franco Angeli, Milano.
 - Member of the editorial scientific committee of the Itard Institute for Research, Training, Certification, Consulting, Services, Publishing Publisher - Istituto Itard.
 - Member of the review committee of the international journal "CEPS Journal".
- Reviewer for: Italian Ministry of Education, Routledge Publisher, Oxford University Press - ORE for Education.

RECENT PUBLICATIONS

- Calvani A., Marzano A., Morganti A. (*in press*). La didattica in classe. Casi, problemi, soluzioni. Roma: Carocci.
- Marsili F., Morganti A., Sisti F. (*in press*), L'approccio schoolwide alla valutazione dell'inclusione scolastica in Europa: una revisione della letteratura. *Giornale Italiano del Neurosviluppo*.
- Marsili F., Morganti A., Signorelli A. (2021). The Italian leadership on inclusive education: myth or reality? *Science Insights Education Frontiers*, Agosto 2021.
- Marsili F., Morganti A., Signorelli A. (2021). Intelligenza Emotiva e Psudotazione. Una riflessione pedagogica. *Psicologia dell'Educazione*. (3), 19-35.
- Morganti A. (a cura di) (2021). Realizzare il proprio potenziale con dignità e uguaglianza L'Agenda 2030 per l'educazione allo sviluppo sostenibile. Napoli: ESI. ISBN 978-88-495-4427-5.
- Morganti A. (2021). Una risposta ai problemi interpersonali. *Scuola dell'infanzia*. Vol. 6, pp. 22-23. ISSN: 1590-3206.
- Morganti A. (2021). Differenze e conflitti emotivi. *Vita Scolastica*. Vol. 6, p.19. ISSN:0042-7349
- Marsili F., Morganti A., Vivinet G. (2020). Nuovi orizzonti di ricerca in educazione speciale: le sintesi di sintesi. *Italian Journal of Special Education for Inclusion*. Vol.1, pp.184-200. ISSN 2282-6041
- Morganti A., Pascoletti S., Signorelli A. (2020). *Index per le Tecnologie Socio Emotive*. Milano: Mondadori. Trad. It. Morganti A., Pascoletti S., Signorelli A., (2019), *Index for Social and Emotional Technologies. Challenging approaches for inclusive education*. Routledge: Abingdon, Oxon UK.
- Badia, M., Escotorín, P., Morganti, A., Roche, R. (2020). *Educational intervention for an inclusive culture in primary school: The qualitative dimension of PRO-SEL programme*. In J. Głodkowska (Ed.) *Inclusive Education - Unity in Diversity*. Wydawnictwo Akademii Pedagogiki Specjalnej. Warszawa. Polonia. pp.187-199. ISBN 978-83-978-83-66010-74-1.
- Morganti A. (2020). Educazione ecosostenibile. *Scuola dell'infanzia*. Vol. 3, pp. 22-23. ISSN: 1590-3206.
- Morganti A. (2020). "Le competenze socio-emotive". *Scuola dell'infanzia*. Vol. VI, pp. 20-21. ISSN: 1590-3206.
- Darja Zorc - Maver, Annalisa Morganti and Janez Vogrinc (2019), *A Comparative Analysis of Inclusion in Slovenia and Italy*, in P. Zgaga (ed.) *Inclusion in education: Reconsidering limits, identifying possibilities*. Peter Lang GmbH, Berlin. pp. 97-111. ISBN 9783631778593.

- Morganti, A., Pascoletti, S., Signorelli A. (2019), Inclusion, Educazione Socio-Emotiva, Tecnologie: Prove di Incontro. *Nuova Secondaria* - n. 4, Anno XXXVII, pp. 98-110. ISSN 1828-4582
- Morganti, A., Pascoletti, S., Signorelli A. (2019), *Index for Social Emotional Technologies: Challenging Approaches to Inclusive Education* in Zsolnai, A. & Rausch, A. (Eds.). 7th ENSEC Conference - *Well-being and Social, Emotional Development* - Book of Abstracts. Budapest: ELTE, p. 54.
- Morganti A., Signorelli A., Marsili F. (2019). "Supportare l'educazione socio-emotiva attraverso un modello schoolwide: i risvolti sulla qualità dei processi inclusivi". *Integrazione Scolastica e Sociale*. Vol. 17, 2, p. 139-147.
- Morganti A. (a cura di) (2019). "Un modello strategico europeo per l'inclusione a scuola. Evidenze che guidano e ispirano". Numero monografico. *L'Integrazione Scolastica e Sociale*. Vol. 17, 2, p. 118-120.
- Morganti A. (2019). *L'autodeterminazione*. In D'Alonzo (a cura di). *Dizionario di Pedagogia speciale*. Brescia: Editrice Morcelliana, pp.36-42. ISBN-10: 882840020X
- Morganti A., Roche R., Signorelli A., Zinant L. (2019) AA.VV. *Le emozioni nei contesti sociali e personali*, Atti del Convegno Interdipartimentale, Perugia: Morlacchi University Press.
- Morganti A. (2019), Educazione socio-emotiva. *Scuola dell'infanzia*. Vol. 2, pp. 20-21. ISSN: 1590-3206.
- Morganti A., (2019), Insegnare per includere. *La vita Scolastica*. Vol. 4, pp. 24-25. ISSN:0042-7349
- Morganti A., Pascoletti S., Signorelli A., (2019), *Index for Social and Emotional Technologies. Challenging approaches for inclusive education*. Routledge: Abingdon, Oxon UK.
- Morganti A., Signorelli A. (2019). Conosci te stesso per conoscere gli altri. Competenze emotive e sociali per affrontare la sfida della diversità. *Psicologia e Scuola*, 4, 47-53. (marzo-aprile)
- Morganti A. (2019), Una questione di "alleanze". *Scuola dell'infanzia*. Vol. 6, pp. 6-8. ISSN: 1590-3206.
- Morganti A. (2019), Strategie per gestire le emozioni. *Scuola dell'infanzia*. Vol. 7, p. 27. ISSN: 1590-3206.
- Morganti A., Signorelli A. (2019), Costruire abilità interpersonali e sociali. Tecniche di apprendimento cooperativo. *Vita Scolastica*. Vol. 7, pp. 29-32. ISSN:0042-7349
- Morganti A. (2019). La didattica metacognitiva. *Scuola dell'infanzia*. Vol.5, p. 27. ISSN: 1590-3206
- Morganti A. (2018). "Bisogni umani, evidenze e collaborazione in rete: le chiavi per promuovere l'inclusione". *Difficoltà di Apprendimento e Didattica Inclusiva*, vol. 6, n. 1, p. 119-127. doi: 10.14605/DADI611810.
- Morganti A. (2018), Valorizzare le differenze. *Scuola dell'infanzia*. Vol.2, p.25. ISSN: 1590-3206.

- D. Mitchell (2018) *Cosa funziona realmente nella didattica speciale e inclusiva. Le strategie basate sull'evidenza*. Trento: Erickson (trad.it a cura di A. Morganti). ISBN 978-88-590-1711-0. pp. 454.
- Morganti A. (2018), *L'insegnante efficace. Promuovere le competenze socioemotive per l'inclusione*. Roma: Carocci.
- De Santis M., Morganti A. (2018), *Insegnanti abili e efficaci: una risorsa per contrastare l'abbandono scolastico* in Scierri I.D.M., Bartolucci M., Salvato R. (a cura di), *Lettura e dispersione*, Milano: Franco Angeli. pp. 219-230. ISBN:9788891734952
- Murdaca A., Morganti A., Oliva P. (2017), *Minori stranieri tra resilienza e adattamento scolastico*. *ITALIAN JOURNAL OF SPECIAL EDUCATION FOR INCLUSION*, V, vol, 1, p. 101-113, ISSN: 2282-5061
- Morganti A., Stracke (2017), *EBE-EUSMOSI: Evidence-Based Education European Strategic Model for School Inclusion*. pp.141-142. In *Smart Universities: Education's Digital Future* - ISBN:978-3-8325-4595-6
- Morganti A., Signorelli A. (2017). *La didattica inclusiva: la sfida di un'educazione "senza barriere"*. *Psicologia e Scuola*, vol. 50, p. 1-8, ISSN: 0392-680X
- Morganti A., Marsili F., Signorelli A. (2017). *Una proposta inclusiva tra gli approcci alla gifted education: The Schoolwide Enrichment Model*. *L'integrazione Scolastica e Sociale*, vol. 16, p. 35-42, ISSN: 1720-996X
- Morganti A., Roche R. (2017). *Prosocialità ed emozioni: un'alleanza per l'inclusione a scuola*. *Psicologia e Scuola*, vol. 50, p. 30-37, ISSN: 0392-680X
- Morganti A., Bocci F. (a cura di) (2017). *Guida: Didattica Inclusiva per la Scuola Primaria. Educazione socio-emotiva e Apprendimento cooperativo per costruire competenze inclusive attraverso i "compiti di realtà"*. Firenze: Giunti EDU, ISBN: 978-88-09-99113-2
- Morganti A., Signorelli A. (2016). *Insegnanti alle prese con programmi educativi evidence-based: l'esperienza italiana del Promoting Alternative Thinking Strategies (PATHS®)*. *Italian Journal of Special Education for Inclusion*, vol. 4, p. 123-138, ISSN: 2282-5061
- Cottini L., Morganti A. (2016). *Does the school inclusion really work?* *EDUCATION SCIENCES & SOCIETY*, vol. 7, p. 13-32, ISSN: 2038-9442, doi: <http://dx.doi.org/10.3280/ess1-2016oa3240>
- Cottini L., Fedeli D., Morganti A., Pascoletti S., Signorelli A., Zanon F., Zoletto D. (2016). *Una scala per valutare l'inclusività delle scuole e delle classi italiane*. *FORM@RE*, vol. 16, p. 65-87, ISSN: 1825-7321, doi: [10.13128/formare-18512](https://doi.org/10.13128/formare-18512)
- Morganti A., Pascoletti S., Signorelli A. (2016). *Per un'educazione inclusiva: la sfida innovativa delle tecnologie per l'educazione socio-emotiva*. *FORM@RE*, vol. 16, p. 52-66, ISSN: 1825-7321, doi: <http://dx.doi.org/10.13128/formare-19159>

- Morganti A. (2016). Eric Schopler. Il pioniere della cultura dell'autismo. In: Crispiani P. (a cura di). *Storia della Pedagogia Speciale. L'origine, lo sviluppo, la differenziazione*. p. 532-544, Pisa: Edizioni ETS, ISBN: 978-884674359-6
- Morganti A. (2016). Insegnanti emotivamente intelligenti. In: Maurizio Sibilio (a cura di). *Vicarianza e didattica. Corpo, cognizione, insegnamento*, p. 353-365, Brescia: E L S La Scuola, ISBN: 9788835046172
- Morganti A. (2016). *The implementation of Social Emotional Learning Curriculum in Italy*. In: *European Assessment Protocol for Children's SEL skills*. Final Conference Proceedings. p. 7-11, ©BERTONI EDITORE, ISBN: 9788897593102, Perugia, 11st February 2016
- Cottini L., Morganti A. (2015). Quale ricerca per una pedagogia speciale dell'inclusione. *FORM@RE*, vol. 15, p. 116-128, ISSN: 1825-7321, doi: DOI: <http://dx.doi.org/10.13128/formare-17207>
- Cottini L., Morganti A. (2015). *Evidence-based education e Pedagogia speciale. Principi e modelli per l'inclusione*. STUDI SUPERIORI, p. 1-348, Roma: Carocci, ISBN: 978-88-430-7676-5, ISSN: 1724-3254
- Cottini L., Morganti A. (2013). Evidence based education and special education: a possible dialogue. *ITALIAN JOURNAL OF SPECIAL EDUCATION FOR INCLUSION*. vol. 1, p. 65-82, ISSN: 2282-5061

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