

CURRICULUM VITAE
Prof. LUISA MOLINARI, PhD

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Teaching Assignments

Psicologia dell'educazione – Bachelor Degree in Scienze e tecniche psicologiche.
Processi di intervento e tutela dell'infanzia e dell'adolescenza – Graduate Studies in Psicologia dell'intervento clinico e sociale.
Laboratorio di Psicologia Scolastica – Graduate Studies in Psicologia dell'intervento clinico e sociale.

Main Management Duties

From 2024 until now: Member of Consiglio Scientifico of the Graduate School in *Scienze umanistiche e sociali*.
From 2017 until now: Coordinator of *Unità Psicologico-Sociale*.
From 2021 to 2024: Director of the Graduate School *Dottorato in Scienze Umane*.
From 2014 t 2023: Coordinator of *Dottorato di ricerca in Psicologia*.
From 2012 to 2016: Chair of the Graduate Degree in *Psicologia dell'intervento clinico e sociale*.

Scientific and Professional Associations

Associazione Italiana Psicologi, sezione di Psicologia dello Sviluppo e dell'Educazione.
Albo Professionale degli Psicologi della Regione Emilia Romagna.
European Association for Research on Adolescence (EARA).
European Association of Research on Learning and Instruction (EARLI).

Editorial activity

Dal 2017 until now: Member of *Consiglio Editoriale* Il Mulino Press.
From 2006 until now: Co-editor of the Journal *Psicologia Clinica dello Sviluppo*, Il Mulino Press.
From 2007 to 2011 – Co-editor of the Journal *Psicologia dell'Educazione*, Erikson Press.

European Projects

GardensTo Grow: Urban horticulture for innovative and inclusive early childhood education (2017-2020). Erasmus+ Project.
Space and educare: Creating child and family friendly learning spaces in ECEC centres (2018-2021). Erasmus+ Project.

International collaborations

Department of Sociology, Indiana University, USA (1999; 2004).
Department of Psychology, Umeå University, Svezia (2012).
Department of Teacher Education, University of Helsinki.

Expert Advisor per la *Finnish Academy of Science*.

2019 – Panel member K20 (Educational and Developmental Psychology. Research Evaluation of proposals).

2020 – Panel Chair K20 (Educational and Developmental Psychology. Research Evaluation of proposals).

2021 – Panel Chair K20 (Educational and Developmental Psychology. Research Evaluation of proposals).

International Conferences

European Association for Research on Learning and Instruction (EARLI)

Conferences of the European Association for Research on Adolescence (EARA)

International Society for the Study of Behavioral Development (ISSBD)

World Conferences on Educational Sciences

Conferences of the International Society for Cultural and Activity Research (ISCAR)

Impact on Scopus (06/2024)

Documents: 57

Citations: 910

h-index: 16

Selection of main and recent publications

- Grazia, V., Molinari, L., Mameli, C. (2024). Contrasting school dropout: The protective role of perceived teacher justice. *Learning & Instruction*, 89, 101826.
- Grazia, V., Molinari, L. (2023). A multidimensional approach to the study of school climate and student engagement. *The Journal of Educational Research*, 116(6), 386-395.
- Molinari, L., Grazia, V. (2023). A multi-informant study of school climate: Student, parent and teacher perceptions. *European Journal of Psychology of Education*, 38(4), 1403-1423.
- Mameli, C., Grazia, V., Molinari, L. (2023). Student agency: Theoretical elaborations and implications for research and practice. *International Journal of Educational Research*, 122, 102258.
- Berti, S., Grazia, V., Molinari, L. (2023). Active student participation in whole-school interventions in secondary schools. A systematic literature review. *Educational Psychology Review*, 35(2), 1-27.
- Molinari, L., Grazia, V. (2023). Students' school climate perceptions: Do engagement and burnout matter? *Learning Environments Research*, 26, 1-18.
- Mameli, C., Grazia, V., Passini, S., Molinari, L. (2022). Student perceptions of interpersonal justice, engagement, agency and anger: A longitudinal study for reciprocal effects. *European Journal of Psychology of Education*, 37(3), 765-784.
- Grazia, V., Molinari, L. (2022). The Multidimensional School Climate Questionnaire (MSCQ) parent-version: Factorial structure and measurement invariance. *International Journal of School and Educational Psychology*, 10(2), 243-247.
- Grazia, V., Mameli, C., Molinari, L. (2021). Adolescents' profiles based on student agency and teacher autonomy support: Does interpersonal justice matter? *European Journal of Psychology of Education*, 36(4), 1117-1134.
- Mameli, C., Grazia, V., Molinari, L. (2021). The emotional faces of agency. *Journal of Applied Developmental Psychology*, 77, 101352-101360.
- Grazia, V., Mameli, C., Molinari, L. (2021). Being bored at school: Trajectories and academic outcomes. *Learning and Individual Differences*, 90, 102049-102058.

- Grazia, V., Molinari, L. (2021). School climate multidimensionality and measurement: A systematic literature review. *Research Papers in Education*, 36(5), 561-587.
- Grazia, V., Molinari, L. (2021). School climate research: Italian adaptation and validation of multidimensional school climate questionnaire. *Journal of Psychoeducational Assessment*, 39(3), 286-300.
- Mameli, C., Caricati, L., Molinari, L. (2020). That's not fair! The effects of teacher justice and academic achievement on Self and Other's resistant agency. *British Journal of Educational Psychology*, 90, 933-947.
- Mameli, C., Grazia, V., Molinari, L. (2020). Agency, responsibility and equity in teacher versus student-centred school activities: A comparison between teachers' and learners' perceptions. *Journal of Educational Change*, 21(2), 345-361.
- Molinari, L., Grazia, V., Corsano, P. (2020). School relations and solitude in early adolescence: A mediation model involving Rejection Sensitivity. *Journal of Early Adolescence*, 40(3), 426-448.

Parma, 13 giugno 2024