

Curriculum Vitae

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Date of birth: 1st November 1992

Nationality: Italian

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PROFESSIONAL EXPERIENCES

10/2024-10/2027	<p>Postdoc fellow (100%) Free University of Brussels, Belgium Promoter: Dr. Stijn Van Petegem Project title: “<i>Parents’ involvement in school: A resource or risk factor for teachers’ well-being?</i>”</p>
10/2023-10/2024	<p>Collaboratrice scientifique (100%) Free University of Brussels, Belgium ERC project SAFE-SORRY (grant agreement No. 950289) Promoter: Dr. Stijn Van Petegem</p>
06/2022-06/2023	<p>Postdoc fellow (100%) University of Ferrara, Italy Promoter: Prof. Emilio Paolo Visintin ERC project SAFE-SORRY (grant agreement No. 950289) Principal Investigator: Dr. Stijn Van Petegem Free University of Brussels</p>
04/2018-09/2018	<p>Research Internship Social Psychology Laboratory (UniLaPS) – University of Lausanne, Switzerland Supervisor: Prof. Fabrizio Butera</p>
09/2017- 03/2018	<p>Research Internship Psychological Service for Educational and School Problems for Children with Developmental Delay (SERES) Department of Psychology – University of Bologna, Italy Supervisor: Prof. Annalisa Guarini</p>
04/2017-07/2017	<p>Research Internship Social Psychology Laboratory (UniLaPS) – University of Lausanne, Switzerland Supervisor: Prof. Fabrizio Butera</p>

EDUCATION

11/2018-06/2022	<p>Double title PhD in Psychology and Social Psychology Alma Mater Studiorum – University of Bologna, Italy Supervisors: Prof. Maria Cristina Matteucci, Prof. Carlo Tomasetto École doctorale Genève – Lausanne, University of Lausanne, Switzerland Supervisor: Prof. Fabrizio Butera Thesis title: “<i>Learning from Errors: Psychological, Relational and Cultural Aspects.</i>”</p>
09/2014- 11/2016	<p>Master’s degree in School and Community Psychology School of Psychology and Educational Science University of Bologna, Italy Magna cum Laude. Thesis title: “<i>School evaluation and motivation. An experimental study in Italian primary school.</i>”</p>
09/2011-11/2014	<p>Bachelor’s degree in Science of Behaviour and Social Relations School of Psychology and Educational Science University of Bologna, Italy Thesis title: “<i>The discussion in the classroom.</i>”</p>

PROFESSIONAL TRAINING

2021	<p>Course of statistics (Multilevel analysis in R) Ecole doctorale Université de Genève-Lausanne Prof. Alexandru Cernat – University of Manchester, UK</p>
2020	<p>Course of Qualitative methods Department of Psychology – University of Bologna. Prof. Cinzia Albanesi and Dr. Giulia Guarino – University of Bologna, Italy</p>
2020	<p>Course of statistics (Multilevel analysis in Mplus) Department of Psychology – University of Bologna. Prof. Carlo Tomasetto – University of Bologna, Italy Prof. Elisabetta Crocetti – University of Bologna, Italy Prof. Guido Alessandri – University la Sapienza Roma, Italy.</p>
2019	<p>Summer School in moderation and mediation with process Italian Association of Psychology (AIP), Chieti (Italy). Prof. Fabio Presaghi – University la Sapienza Roma, Italy.</p>
2019	<p>Courses of statistics for PhD students Regression analysis, exploratory and confirmatory factor analysis, General Linear Model.</p>

TEACHING EXPERIENCES

2023-ongoing	<p>Lecturer “Motivating Teachers, Parents, Students” Two main teaching topics: Topic 1 Need Analysis and Context Analysis for School Psychologists Topic 2 Understanding Parental Involvement in School Postgraduate Master’s Degree</p>
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	Organisation, preparation and teaching (13 hours per year) University of Padova, Italy
2023	Invited Lecturer “An Overview on Qualitative Methods” Master and PhD level Organisation, preparation and teaching (8 hours) University of Ferrara, Italy
2023	Adjunct Professor “Bibliographic research” for undergraduate students Bachelor level Organisation, preparation and teaching (14 hours) University of Bologna, Italy
2019-ongoing	Supervisor of Bachelor and Master Thesis University of Bologna, Italy University of Ferrara, Italy Free University of Brussels, Belgium

PUBLICATIONS

Book chapters

Matteucci, M. C., **Soncini**, A., & Ciani, A. (2019). From failure to success: the potential beneficial role of error, In A. M. Columbus (Ed.), *Advances in Psychology Research* [pp. 111-141], Nova Publishing, New York.

Soncini, A., & Matteucci, M. C. (2023). L'analisi dei bisogni nei contesti scolastico-educativi, In M. C. Matteucci (Ed.), *Psicologia scolastica. Aree e Strumenti per l'Intervento*, [pp. 47-70], Carocci, Roma.

Petruzzello, G., **Soncini**, A., Puzzo, G., & Toscano, F. (2024). Psychological and professional wellbeing of doctoral students: Insight from two cohorts of a major Italian University, In A. M. Columbus (Ed.) *Advances in Psychology Research* [pp. 1-25] Nova Publishing, New York. <https://hdl.handle.net/11585/970022>

Scientific Publications

Matteucci, M. C. & **Soncini**, A. (2021). Self-efficacy and psychological well-being in a sample of Italian university students with and without Specific Learning Disorder. *Research in Developmental Disabilities*, 110, 1-11.
<https://doi.org/10.1016/j.ridd.2021.103858>

Matteucci, M. C., **Soncini**, A., Floris, F., Truscott, S.D. (2024). School psychology in Italy: A mixed-method study of actual and desired roles and functions. *School Psychology International*. Online first:
<https://doi.org/10.1177/01430343241283116>.

Petruzzello, G., **Soncini**, A., Toscano, F., Puzzo, G., de Sio, S., Giusino, D., & Tomei, G. (2024). 'Is it me or...?'. A multimethod study to explore the impact of personal and contextual factors on PhD students' well-being. *European Journal of Higher Education*, Advance online publication: <https://doi.org/10.1080/21568235.2024.2352445>

Soncini, A., Floris, F. & Matteucci, M. C. (2022). Feeling supported and engaged during Covid-19: the role of family and colleagues in promoting teachers' well-being, *Teachers and Teaching: Theory and Practice*, 4, 1-15.

<https://doi.org/10.1080/13540602.2022.2144820>

Soncini, A., Floris, F., Matteucci, M. C., & Truscott, S. D. (2022). Oltre lo sportello d'ascolto: ruoli e funzioni degli psicologi nella scuola italiana [Beyond psychological help-desk: Roles and functions of Italian school psychologists], *Psicologia dell'Educazione*, 3, 99-111. <https://hdl.handle.net/11585/919606>

Soncini, A. & Matteucci, M. C. (2020). Clima dell'errore in aula e benessere: una rassegna della letteratura [Classroom climate and well-being: A literature review]. *Psicologia dell'Educazione*, 1, 61-74.

<https://hdl.handle.net/11585/781073>

Soncini, A., Matteucci, M. C., & Butera, F. (2020). Error handling in the classroom: an experimental study of teachers' strategies to foster positive error climate. *European Journal of Psychology of Education*, 36, 1-20.

<https://doi.org/10.1007/s10212-020-00494>

Soncini, A., Matteucci, M.C. & Butera, F. (2023). Errors: Springboard for learning or tool for evaluation? Ambivalence in teachers' error-related beliefs and practices, *Social Psychology of Education*, 27, 1455-1479.

<https://doi.org/10.1007/s11218-023-09867-y>

Soncini, A., Matteucci, M. C., Tomasetto, C., & Butera, F. (2024). Supportive error feedback fosters students' adaptive reactions towards errors: Evidence from a targeted online intervention with Italian middle school students. *British Journal of Educational Psychology*. Advance online publication: <https://doi.org/10.1111/bjep.12679>

Soncini, A., Politi, E. & Matteucci, M. C. (2021). Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted: the protective role of self-efficacy. *School Psychology*, 36, 494-503.

<https://doi.org/10.1037/spq0000469>

Soncini, A., Politi, E. & Matteucci, M. C. (2023). Time spent on distance learning moderates changes in teachers' work-related well-being one year after the first school closures, *School Psychology*. Advance online publication.

<https://doi.org/10.1037/spq0000575>

Soncini, A., Politi, E., Petruzzello, G., & Matteucci, M. C. (under review). "We never stop learning!". Teachers' perceptions of distance learning strengths relate to their professional growth and intention to integrate technology into teaching.

Soncini, A., Visintin, E. P., Matteucci, M. C., Tomasetto, C., & Butera, F. (2022). Positive error climate promotes learning outcomes through students' adaptive reactions towards errors. *Learning and Instruction*, 80, 1-9.

<https://doi.org/10.1016/j.learninstruc.2022.101627>

Soncini, A., Visintin, E. P., Matteucci, M. C., Van Petegem, S. (Manuscript in preparation). What do teachers think about parental involvement in school? Qualitative study on teachers' perceptions of positive and challenging aspects of parental school involvement.

Van Petegem, S., Nunes, C. E., Mouton, B., **Soncini, A.**, Lamprianidou, E., Skhirtladze, N., & Visintin, E. P. (accepted). Love, money and involved parenting? Associations between parents' perceptions of economic inequality, financial scarcity, and their school involvement. *Journal of Family and Economic Issues*.

Research Reports

Matteucci, M. C., **Soncini**, A. (2020). Psicologi scolastici in Emilia-Romagna [School Psychology in Emilia-Romagna]. Research report. DOI: [10.6092/unibo/amsacta/6536](https://doi.org/10.6092/unibo/amsacta/6536).

Matteucci, M. C., **Soncini**, A., Floris, F., & Truscott, S. (2022). La psicologia scolastica in Italia [School psychology in Italy]. Research Report. DOI: [10.6092/unibo/amsacta/6932](https://doi.org/10.6092/unibo/amsacta/6932).

Matteucci, M. C., **Soncini**, A., & Floris, F. (2021). Insegnanti e Pandemia [Teachers and Pandemic]. Research Report. DOI: [10.6092/unibo/amsacta/6537](https://doi.org/10.6092/unibo/amsacta/6537)

CONFERENCE PRESENTATIONS

Soncini, A., Puzzo, G., De Sio, S., Tomei, G., Toscano, F., Petruzzello, G. PhDs aren't alright: A qualitative exploration of risk factors influencing well-being in doctoral students. Contribution presented at the 2nd Conference of the Association of European Qualitative Research in Psychology (EQuIP), 2024, Milan, Italy.

Soncini, A., Visintin, E. P., Matteucci, M. C., & Van Petegem, S, What do teachers think about parental involvement in school?. Contribution presented at the Belgian Association of Psychology (BAPS) conference, 2024, Brussels, Belgium.

Giusino, D., **Soncini**, A., Tomei, G., Toscano, F., Puzzo, G., & Petruzzello, G, L'insostenibile carriera dei dottorandi: Uno studio sul ruolo di depressione, sindrome dell'impostore e supporto del tutor. Contribution presented at the Italian Psychology Association (AIP) conference - Work and Organizational Psychology Section, 2023, Verona, Italy

Soncini, A., Matteucci, M. C., Tomasetto, C., & Butera, F., Supportive error feedback fosters students' positive emotions and motivation after errors. An experimental study in an online learning environment. Contribution presented at the 20th Biennial Conference of European Association for Research on Learning and Instruction (EARLI), 2023, Thessaloniki, Greece.

Soncini, A., Politi, E., Floris, F. & Matteucci, M. C., How are teachers after the first school closures? Monitoring teachers' well-being after the first year of the pandemic. Contribution presented at the 44th annual conference of the International School Psychology Association (ISPA), 2023, Bologna, Italy

Soncini, A., Petruzzello, G., Tomei, G., & Castellano, P., You're Worthy of It! – An exploration of Impostor Syndrome Phenomenon among Italian Doctoral Students. Contribution presented at the Italian Psychology Association (AIP) conference - Work and Organizational Psychology Section, 2022, Padova, Italy.

Soncini, A., Politi, E., Floris, F., & Matteucci, M. C., Teachers navigate distance learning during COVID-19 without feeling emotionally exhausted, Contribution presented at JURE Junior Researchers conference of the European Association of Research in Learning and Instruction (EARLI), 2022, Porto, Portugal.

Soncini, A., Floris, F. & Matteucci, M. C., Feeling Supported and Engaged During COVID-19: The Role of Family and Colleagues in Promoting Teachers' Well-being. Contribution presented at the 43rd annual hybrid conference of the International School Psychology Association (ISPA), 2022, Leuven, Belgium.

Petruzzello, G., **Soncini**, A., Tomei, G., Giusino, D., Toscano, F., Benessere psicosociale dei dottorandi: Risultati preliminari di un'indagine su un ateneo italiano (Doctoral Students' Psychosocial Well-being: Preliminary results of a survey in an Italian University). Contribution presented at the Italian Psychology Association (AIP) conference - Work and Organizational Psychology Section, 2021, Verona, Italy.

Soncini, A. & Matteucci, M. C., Teachers' supportive error-handling strategies lead to a more positive error climate in classroom. Contribution presented at the 42nd annual hybrid conference of the International School Psychology Association (ISPA), 2021, online, Cypro.

Soncini, A., Visintin, E. P., Matteucci, M. C. & Butera, F., Learning from errors: a matter of classroom climate. A positive error climate promotes students' learning outcomes. Contribution presented at the Virtual Conference of the Association for Psychological Sciences (APS), 2021, online conference.

Soncini, A., Matteucci, M. C., Floris, F. & Politi, E., Le implicazioni della Didattica a distanza: autoefficacia ed esaurimento emotivo negli insegnanti durante il COVID-19 (Distance learning implications: self-efficacy and emotional exhaustion in Italian teachers during COVID-19). Contribution presented at the Junior Keynote Lecturer at the "COVID19 emergency: evolutionary and educational relapses", organized by the Italian Psychology Association (AIP) - Developmental and Educational Psychology section, 2020, Bari, Italy.

Matteucci, M. C., & **Soncini, A.**, Qualità di vita e benessere psicosociale in studenti universitari con diagnosi di DSA [Quality of life and psychological well-being of University students with Learning Disabilities]. Contribution presented at the 28th Congress of the Italian Association of Research and Interventions on Learning Psychopathology (AIRIPA), 2020, Ferrara, Italy.

Soncini, A., & Matteucci, M. C., The significance of errors in the learning process. Two studies in Italian primary and secondary schools. Paper presented at the 41st Conference of the International School Psychology Association (ISPA), 2019, Basel, Switzerland.

Matteucci, M.C., & **Soncini, A.**, Adaptation and validation of the perceived error climate questionnaire in Italian school system. Contribution presented at the 18th Biennial Conference of European Association for Research on Learning and Instruction (EARLI), 2019, Aachen, Germany.

Matteucci, M. C. & **Soncini, A.**, Error climate in classroom and mathematic achievements in Italian secondary school students. Contribution presented at the Italian Psychology Association (AIP) conference - Developmental and Educational Psychology section, 2018, Turin, Italy.

INTERNATIONAL PARTNERSHIPS

- 2022** | **PhWE Research Group – PhD students’ psychological well-being**
Co-founders:
Dr. Annalisa Soncini, Free University of Brussels, Belgium
Dr. Gerardo Petruzzello, University of Bologna, Bologna
https://x.com/PhD_wellbeing
- 2021** | **Global perspectives on teachers’ wellbeing and mental health following the COVID-19 pandemic**
Principal Investigators:
Prof. Olympia Palikara, University of Warwick, UK
Prof. Bonnie Nastazi, University of Tulane, USA
Prof. Kris Varjas, Georgia State University, USA
[GlobalPerspectiveonTeachersWellbeing](https://www.globalperspectiveonteacherswellbeing.com/)
- 2019** | **Failure Research Network – Learning from mistakes, errors, and failure**
Network of professors and researchers whose research interests focus on errors and failure in different contexts.
<https://www.failureresearch.com/table-id1/>

GRANTS AND RESEARCH FUNDINGS

- 10/2024** | **FNRS Research fundings – Chargé de Recherche**
Granted by Fonds de la Recherche Scientifique – Belgium
Project title: “*Parents’ involvement in school: A resource or risk factor for teachers’ well-being?*”
Three-years grant
- 01/2024** | **E-CER – Centre for Excellence in Research**
Granted by the European Association of Research in Learning and Instruction (EARLI)
Project title: “*Errors as a Springboard for Learning: Towards a Theoretical Framework and Educational Implications*”
Principal Investigators:
Prof. Maria Cristina Matteucci, University of Bologna, Italy
Prof. Maria Tulis, Salzburg University, Austria
Dr. Gabriele Steuer, Bielefeld University, Germany

Collaborators:
Dr. Annika Breternitz, University of Ostwestfalen-Lippe, Germany
Dr. Nick Garnett, Nottingham Trent University, UK
Prof. Elizabeth Peterson, University of Auckland, New Zealand
Dr. Annalisa Soncini, Free University of Brussels, Belgium
- 10/2023** | **FNRS Research fundings – Collaboratrice Scientifique grant**
Granted by Fonds de la Recherche Scientifique – Belgium
One year grant
- 21/06/2022** | **Co-tutorship doctoral thesis grant**
Granted by Swissuniversitie
- 31/07/2020** | **Marco Polo travel grant**
Granted by the Department of Psychology – University of Bologna

Project title: *"Exploring variables involved in the learning-from-error process in the Swiss context"*

AWARDS

09/2020 | **Best poster**
 Poster presented at the "COVID-19 emergency: evolutionary and educational relapses", organized by the Italian Psychology Association (AIP – Developmental and Educational Psychology section).

INSTITUTIONAL ROLES

01/2020 – 01/2022 | **Representative of PhD Students at the Department Committee**
 Department of Psychology – University of Bologna, Italy

EDITORIAL BOARD ACTIVITIES

2022 – ongoing | **Editorial Board Member**
 InMind Italia – Scientific Journal Online
<https://it.in-mind.org/>

LANGUAGES

Italian | Mother tongue
English | Advanced (C1) speaking, writing, understanding and reading skills
French | Advanced (C1) speaking, understanding and reading skills; Upper-Intermediate (B2) writing skills.