



Decree of the Rector n. 1164 of 13/11/2023
Competition for awarding 1 research grant at the University of Udine

DISCLAIMER:

The official and legally binding call for applications is in Italian only. This document cannot be used for legal purposes and is only meant to provide information in English on the call for applications (Decree of the Rector n. 1164 of 13/11/2023). Please refer to the official call published on: <https://www.uniud.it/it/albo-ufficiale>

Any change and integration will be made available on the above mentioned web page. Therefore, no personal written communication regarding the examination date and/or competition results shall be provided to applicants.

Annex 1

Competition announcement for the assignment of 1 research grant at the University of Udine, entitled “Well-being at school: the role of cognitive, emotional and social aspects” SSD: M-PSI/04 (principal investigator, Marina Camodeca)

Art. 1

A selection procedure is hereby launched for the award of 1 research grant at the University of Udine, as identified in Attachment A which constitutes an integral part of the present announcement.

The research grant is linked to the research project and is subject and conditioned upon the relative funding.

The fellowship may be renewed, in compliance with Art. 22, Law No. 240 of 30 December 2010 (as in the text in force before the implementation of the Conversion Law of the D.L. 36/2022, L. 79/2022), Law No. 11 of 27 February 2015, and the current regulations of the University of Udine for awarding research grants, issued with the Rector’s Decree No. 182 of 31 March 2021. The renewal is subject to the scientific coordinator’s positive assessment of the researcher’s activities, an adequate scientific rationale, and a corresponding financial covering.

The research fellowship does not give rise to any right with regards to accessing University posts.

Any personal communication to candidates related to this selection will be sent exclusively to the email address indicated when registering for the selection, as mentioned in Art. 5.

Art. 2

The research grant described in this competition announcement and the required qualifications to apply for the position are identified in Attachment A. The lack of the admission requirements leads to the automatic exclusion from the competition procedure.

Possession of a PhD or equivalent degree obtained abroad or, only for the interested areas, of a medical specialization accompanied by an adequate scientific production, constitutes a preferential qualification for awarding the research fellowship of this selection, if it has not been provided as a mandatory requirement.

For the only purpose of the admission to the competition, the Examining Board (Art. 7) shall assess the equivalence of the qualification obtained abroad, except for the evaluation of the medical specialization



qualification to which Article 38 of the Legislative Decree 165/2001 and subsequent modifications and additions, and EU regulations on the matter, shall be applied.

The Examining Board will proceed to the evaluation of the qualification obtained abroad according to the documentation attached to the application form. The Examining Board may exclude the candidate if the submitted documentation does not provide sufficient information for the assessment.

Therefore, applicants must enclose all the documentation in their possession relating to their qualification in order to provide the Examining Board with sufficient information for assessment.

Candidates holding a qualification issued by a **European Research Area country**, if successful, must submit, if not already attached to the application form one of the following options:

- Supplement Diploma in English issued by the competent University.
- CIMEA Certificate of comparability of the foreign qualification, issued by CIMEA (Information Centre on Academic Mobility and Equivalence) via the "diplome" service at <https://cimea.diplome.eu/udine/#/auth/login>

Candidates holding a qualification issued by a **non-European Research Area country**, if successful, must submit, if not already attached to the application form one of the following options:

- Declaration of the on-site value of the qualification and the certificate relating to the degree with examinations and grades. A certificate in a language other than Italian or English must be accompanied by an official translation into one of these languages (certified by the competent diplomatic-consular authority or certified by a court in Italy).
- CIMEA Certificate of comparability of the foreign qualification, issued by CIMEA (Information Centre on Academic Mobility and Equivalence) via the "diplome" service at <https://cimea.diplome.eu/udine/#/auth/login>

If the Supplement Diploma or the statement/attestation of comparability are not available when signing the contract, the applicant must demonstrate that he/she has requested the documentation and submit it as soon as possible.

Any exclusion from the selection procedure due to lack of eligibility requirements, absence of required documents, failure to sign the selection application or submission of the selection application in a manner different from what is provided for in this call for applications will be communicated to applicants exclusively at the email address indicated in the application form.

Art. 3

The research grant referred to in this call for applications cannot be awarded:

- a. to employees of Universities and the entities referred to in Article 22, section 1, of Italian Law no. 240 of 30 December 2010 (in the text prior to the reform introduced by Law no. 79 of 29 June 2022);
- b. to those who have already been awarded research grants pursuant to Italian Law no. 240 of 30 December 2010 (prior to the reform introduced by Law no. 79 of 29 June 2022) for the maximum period provided by law, even if not continuously, excluding the period in which the grant was used in conjunction with the doctorate, up to the legal term of the relative course;
- c. to those who have already benefited from research grants and fixed-term researcher contracts provided for, respectively, in Articles 22 and 24 of Italian Law no. 240 of 30 December 2010 (in the text prior to the reform introduced by Law no. 79 of 29 June 2022), for a total of 12 years, even if not consecutive;
- d. to anyone who has a degree of kinship or affinity, up to and including the fourth degree, with:
 - the Rector, the Director General or a member of the Board of Directors of the University of Udine;



- the scientific supervisor or a professor/researcher belonging to the department or organisation hosting the research grant in question.

The research grant provided for in this call for applications cannot be combined:

- a) with scholarships of any kind, except for those granted by Italian or foreign institutions to supplement, by means of stays abroad, the fellow's training or research activities;
- b) with other research grants;
- c) with an employment relationship, even if part-time, without prejudice to the relevant provisions for employees of public administrations.

The grant awarded under this call for applications is also incompatible with simultaneous attendance at university degree courses, either Bachelor's degree or Master's degree courses, research Doctorates with scholarships and medical specializations, in Italy or abroad.

Art. 4

Applicants must enclose with their application, under penalty of exclusion, the following documents:

- a) their professional scientific CV, highlighting the candidate's aptitude for carrying out and implementing the research project (Attachment A);
- b) their identity card, their passport or any other identification document¹;
- c) (for candidates with a foreign qualification only) certification or self-certification of both the academic qualification required for the admission to the selection, and of the exams (with evaluation) took during the period of study abroad, and of any other document that can be useful to the evaluation of the degree by the Examining Board.

Applicants can attach to the application, publications and any other certification considered useful to demonstrate the qualification based on the research program (Attachment A) and to certify any research activity accomplished at public or private institutes (indicating the starting and ending date and the duration).

The documents and qualifications mentioned above must be submitted in Italian or English. Those that are not as requested will not be evaluated. Documents originally written in a language other than Italian or English must come with a translation in Italian or English, that the candidate will do on its own responsibility. The translation can be an abstract concerning the thesis.

Italian and Community candidates wishing to submit qualifications referring to conditions and facts attested by Public Administrations must proceed exclusively with self-certification.

Non-EU citizens legally residing in Italy may self-certify only data that can be verified or certified by Italian public bodies. They may also use declarations in lieu when provided for by an international convention between Italy and the declarant's country of origin.

Non-EU citizens not residing in Italy cannot self-certify.

Only the qualifications possessed by the candidate on the date the application form is submitted and submitted in accordance with the procedures set out in Article 5 will be assessed.

Failure to submit mandatory documents provided for in this article will constitute grounds for exclusion from the selection.

¹ Please be aware that the residence permit is not an identification document.



Art. 5

The submission of the applications for the present call starts on November 16, 2023 at 2:00 pm (Italian time) and ends on December 7, 2023 at 2:00 pm (Italian time).

The application to take part in the selection must be completed, under penalty of exclusion, using the appropriate online procedure, available at the link <https://pica.cineca.it/>. The procedure involves an applicant registration step, for those who do not already have an account, and then an application completion step.

Once completed, the online application must be signed in the manner described in the online procedure (manual signature with attached identity document or digital signature), under penalty of exclusion from selection. The application does not have to be signed if you access the above-mentioned online procedure using your SPID ID.

The qualifications referred to in Article 4 must be attached to the application in .pdf format. Individual .pdf files may not exceed 30MB.

The application for participation in the selection is automatically sent to the University of Udine with the definitive closing of the online procedure.

The University Administration:

- is not responsible if it is impossible to read the submitted documentation in electronic format due to damaged files;
- shall not accept or take into consideration qualifications or documents received in paper form or by any means other than what is specified in this article.

Reference to documents or publications already submitted in connection with other competitions is not allowed.

The Administration is not responsible for any missing document or communication because of inaccurate indication of residence and/or address submitted by the candidate during the application. Also, the Administration is not responsible if the candidate has not communicated changes in this information, or has communicated them too late. The Administration is also not responsible for any postal or telegraphic problems not attributable to the Administration itself.

Applicants are advised not to wait until the last few days before the closing date to submit their application. The University accepts no responsibility for any malfunctions due to technical problems and/or overloading of the communication line and/or application systems.

Art. 6

The selection procedure is held in accordance with the modality indicated in Attachment A.

The test will aim to assess the general preparation, experience and aptitude for research of the candidate. It will consist in the evaluation of the professional scientific curriculum, of the publications and qualifications presented, and of the interview, where foreseen.

Art. 7

The Examining board for the competition is identified in Attachment A of the present competition announcement, of which it is an integral part.



At its first meeting, the Examining board shall appoint its President and Secretary, and establish the criteria and methods for evaluating the qualifications and the interview, where foreseen.

The results of the qualifications assessment must be disclosed to applicants during the interview, where foreseen.

The Examining board can award a maximum of 100 points (one hundred out of one hundred) to the selection.

At the end of the evaluation procedure, the Examining board shall formulate the general merit list based on the overall score of each candidate, and draw up the minutes of the whole competition procedure.

Based on the ranking list, the assignment is awarded to candidates who have obtained a minimum overall score of 70/100 (seventy out of one hundred).

The Examining board's judgement is final.

The ranking list will be made public exclusively through publication on the University's official website.

Applicants will not be notified of the outcome of the evaluation.

Those who do not declare their acceptance of the research grant and do not present themselves at the research centre within the deadline communicated by the latter, even if not formally, shall lose the right to receive it. Exceptions to this term will only be granted in cases of documented force majeure.

Art. 8

The research activity cannot be started before signing the contract defining the terms and conditions of the collaboration.

The activity covered by the research grant must have the following characteristics:

- a) it must be carried out as part of the research programme covered by the grant and not be a merely technical support to it;
- b) it must have a close connection with the realization of the research program for which the winner of the grant has been awarded the contract;
- c) it must be continuous and, in any case, temporally defined, not merely occasional, and in coordination with the overall activity of the University;
- d) it must be carried out autonomously, solely within the limits of the programme prepared by the programme supervisor, without predetermined working hours.

The researcher is required to submit a detailed written report on the work carried out and the results achieved, accompanied by the opinion of the scientific supervisor, to the reference organisation at the intervals set out in the contract. The researcher must also submit interim reports and timesheets, if requested by the reference organisation.

Either the fellow or the reference organisation may withdraw from the contract.

The reference organisation may terminate the contract not only in the cases referred to in Article 9, sections 2 and 3, of the "Internal rules for awarding research grants pursuant to law 240 of 30 December 2010" of the University of Udine, but also in the event the research project and therefore the financial coverage on which the research grant is based cease to exist.



Art. 9

The following legal dispositions shall apply to the grant referred to in this call for applications:

- for tax matters, the provisions of Article 4 of Italian Law no. 476 of 13 August 1984, as subsequently amended and supplemented;
- for social security matters, the provisions of Article 2(26) *et seq.* of Italian Law no. 335 of 8 August 1995, as subsequently amended and supplemented;
- for mandatory maternity leave, the provisions of the Italian Ministerial Decree of 12 July 2007;
- with regard to sick leave, the provisions of Article 1(788) of Italian Law no. 296 of 27 December 2006 and subsequent amendments.

During the period of mandatory maternity leave, the allowance paid by INPS according to Art. 5 of the Italian Ministerial Decree of 12 July 2007 is supplemented by the University up to the full amount of the research grant.

The grant will be paid in monthly instalments.

Art. 10

The data collected as part of the procedure referred to in Art. 5 are necessary to properly manage the selection procedure, for any subsequent management of the research grant and for purposes related to managing services provided by the University. The University of Udine is the Data Controller. At any time, the data subject may request access, rectification and, depending on the University's institutional purposes, cancellation and restriction of processing or oppose the processing of their data. The data subject can always lodge a complaint with the Italian Data Protection Authority. The complete disclosure is available on the University of Udine website in the "Privacy" section, accessible from the home page www.uniud.it Direct Link: <https://www.uniud.it/it/it/pagine-speciali/guida/privacy>

Art. 11

For all matters not expressly mentioned in this call for applications, refer to the regulations in force on the subject cited in the introduction and to the "Internal rules for awarding research grants pursuant to Italian Law no. 240 of 30 December 2010" of the University of Udine, issued by Rector's Decree no. 182 of 31 March 2021.

Art. 12

The procedure supervisor is Dr Sandra Salvador, Head of the Research Services Area of the University of Udine.

The Responsible office at the University of Udine is "Area Servizi per la Ricerca - Ufficio Formazione per la Ricerca", via Mantica n. 31 - 33100 Udine, Italia.

To request information about the call for applications, please complete the following form available on the University of Udine website:

https://helpdesk.uniud.it/SubmitSR.jsp?type=req&accountId=universityofudine&populateSR_id=42105



Attachment A

Responsabile scientifico della ricerca / Principal investigator:

Nome e cognome / Name and surname: Marina Camodeca
Qualifica / Position: Professoressa Associata / Associate Professor
Dipartimento / Department: Lingue e Letterature Comunicazione Formazione e Società / Languages and Literature, Communication, Education and Society
Area MUR / Research field: 11 - Scienze storiche, filosofiche, pedagogiche, psicologiche
Settore concorsuale e Settore scientifico disciplinare / Scientific sector: 11/E2; M-PSI/04 - Psicologia dello sviluppo e psicologia dell'educazione

Titolo dell'assegno di ricerca / Topic of the research fellowship "assegno di ricerca":

I bandi sono consultabili dal sito dell'Ateneo, del MUR e di Euraxess / The calls are available on the University, MUR and Euraxess websites

Testo in italiano:

Star bene a scuola: il ruolo degli aspetti cognitivi, emotivi e sociali.

Text in English:

Well-being at school: the role of cognitive, emotional and social aspects.

Obiettivi previsti e risultati attesi del programma di ricerca in cui si colloca l'attività dell'assegnista di ricerca / Foreseen objectives and results of the research programme performed by the research fellow "assegnista di ricerca":

I bandi sono consultabili dal sito dell'Ateneo, del MUR e di Euraxess / The calls are available on the University, MUR and Euraxess websites

Testo in italiano:

Abstract del progetto	Il presente progetto mira a investigare il benessere di bambini e adolescenti nel contesto scolastico. La letteratura evidenzia numerosi fattori di rischio e di protezione che concorrono all'adattamento dei bambini, ma manca ancora un quadro complessivo che li analizzi in modo congiunto e che consideri anche situazioni di fragilità (es. bambini con disturbi dell'apprendimento, immigrati). Si prevede di analizzare i dati su un campione di almeno 200 bambini. Le misure ottenute si baseranno su risposte a questionari o osservazioni nel contesto naturale. Ci aspettiamo che difficoltà relazionali o emotive si ripercuotano in modo negativo sui risultati scolastici, l'autostima e l'autoefficacia, e, viceversa, che aspetti cognitivi o individuali impattano sulla competenza socio-emotiva. I risultati emersi saranno oggetto di pubblicazioni su riviste scientifiche internazionali e di presentazioni a convegno.
Obiettivi del progetto	Nonostante i numerosi studi che si sono occupati di benessere in età evolutiva, c'è ancora molto da comprendere riguardo al ruolo dei fattori di rischio (es. bullismo, esclusione dal gruppo, conflitto con l'insegnante) o di protezione (es. prosocialità, popolarità nel gruppo, regolazione emotiva) per lo sviluppo delle competenze e per il benessere. Inoltre, molti studi hanno considerato separatamente i vari aspetti cognitivo, emotivo, sociale, motivazionale, mentre considerarli insieme può consentire di spiegare in modo più accurato comportamenti e vissuti adattivi e maladattivi. Il presente progetto ha l'obiettivo di ampliare le conoscenze sull'argomento e contribuire a rilevare alcuni indicatori del benessere scolastico dei bambini,



	<p>in ambito cognitivo (es. comprensione del testo), motivazionale, sociale (es. relazioni con i pari), emotivo. Ci si aspetta di riuscire a valutare anche situazioni di rischio, come per esempio l'appartenenza a un background migratorio o i disturbi specifici dell'apprendimento.</p>
Stato dell'arte	<p>La scuola è un contesto altamente significativo per lo sviluppo dei bambini, fin dalla scuola dell'infanzia. I bambini, infatti, trascorrono gran parte del loro tempo in questo ambiente, dove imparano contenuti, condividono esperienze, si relazionano con adulti e coetanei, sviluppano competenze sociali ed emotive (Aureli et al., 2008). È pertanto fondamentale, per un corretto sviluppo psicologico del bambino e per un migliore successo nello studio, che il contesto scuola sia vissuto e percepito positivamente dagli allievi e dagli insegnanti e sia dunque foriero di benessere.</p> <p>Sappiamo che il benessere è stato declinato nelle prospettive edonistica (che sottolinea gli aspetti di felicità, piacere e senso di soddisfazione per la vita) ed eudemonica (che dà importanza al funzionamento psicologico positivo, all'autonomia, alla realizzazione del proprio potenziale e all'armonico sviluppo umano) (Dodge et al, 2012; Ryan & Deci, 2001), così come è stato considerato fondamentale all'interno del concetto di salute in ottica bio-psico-sociale dall'OMS e dalla psicologia positiva (Sameroff, 2010; Seligman & Csikszentmihalyi, 2000).</p> <p>Il benessere scolastico è un costrutto complesso, alla cui realizzazione concorrono diverse componenti (Hascher, 2007; Mastorci et al., 2021). Per esempio, l'autoefficacia nelle proprie competenze, la connessione con gli altri e le buone relazioni con pari e insegnanti (Gini et al., 2007; Iannello et al., 2021) contribuiscono a superare difficoltà, come il bullismo. In ambito emotivo, essere abili a esprimere, comprendere e regolare le emozioni rende gli studenti più capaci nelle interazioni sociali (Denham et al., 2003), mentre emozioni positive nei contesti di apprendimento rendono non solo più piacevole stare a scuola, ma hanno anche ripercussioni sul successo scolastico (Pekrun, 2006). Infine, l'empatia, la prosocialità, l'autostima concorrono al benessere in ogni contesto (Eisenberg, 2000).</p> <p>A fronte di tali aspetti, alcune situazioni di rischio minano il benessere di bambini e adolescenti. Queste riguardano difficoltà nelle relazioni con i pari (es. bullismo, esclusione; Mazzone et al., 2017), o in famiglia, disturbi dell'apprendimento che possono minare la fiducia in sé stessi e la soddisfazione (Tobia & Marzocchi, 2015), il pregiudizio dovuto all'appartenenza a un gruppo minoritario (es. immigrati; Iannello et al., 2021).</p> <p>Appare pertanto fondamentale comprendere come i vari ambiti (cognitivo, sociale, emotivo, motivazionale) interagiscono tra loro per contribuire al benessere globale di bambini e adolescenti.</p>
Descrizione del progetto	<p>Si prevede di analizzare i dati di almeno 200 partecipanti di scuola dell'infanzia e di scuola primaria. Le variabili oggetto di studio saranno valutate con interviste, osservazioni e questionari somministrati ai bambini, agli insegnanti e ai genitori. Tra questi, indichiamo l'SCBE per rilevare il comportamento sociale con i pari, l'SDQ per i punti di forza e debolezza, l'STRS per la qualità della relazione insegnante-bambino, questionari self-report per individuare il coinvolgimento nel bullismo (o nomine dei pari), l'autoefficacia, le emozioni, le MT e le AC-MT per rilevare le competenze nella comprensione del testo e nella matematica.</p> <p>Saranno condotte analisi statistiche (es. regressioni, modelli di moderazione e mediazione, analisi della varianza) e interpretati i risultati, che saranno oggetto di presentazioni in convegni e di pubblicazioni in</p>



	riviste scientifiche internazionali.
Possibili potenzialità applicative	<p>Ci aspettiamo che i risultati di questa ricerca contribuiscano alle conoscenze sull'argomento del benessere di bambini e adolescenti, individuando i fattori di rischio e di protezione, in base all'età dei soggetti e ad eventuali situazioni di rischio, e fornendo un quadro globale che metta insieme aspetti cognitivi, emotivi, sociali e motivazionali.</p> <p>Con l'obiettivo di produrre pubblicazioni scientifiche internazionali, i risultati saranno disseminati e contribuiranno alla letteratura sul benessere in età evolutiva.</p> <p>Da un punto di vista applicativo e sociale, i risultati saranno condivisi con le scuole (partecipanti e non), attraverso incontri o momenti formativi, in modo tale che specifici aspetti possano essere evidenziati anche nella pratica didattica a scuola, con l'obiettivo di rendere le scuole più accoglienti dei bisogni dei bambini, e i bambini più contenti di andare a scuola. Nel lungo periodo, i risultati potrebbero costituire la base per sviluppare programmi di intervento evidence-based, che fondino i loro principi sui meccanismi rilevati nella ricerca di base.</p>
Bibliografia	<p>AURELI, T. (2008), <i>Lo sviluppo nel contesto</i>, in T. Aureli, E. Bascelli, M. Camodeca & S. Di Sano (a cura di), <i>Il bambino in classe. Aspetti teorici e strumenti di valutazione</i>, Carocci, Roma, pp. 11-30.</p> <p>DENHAM S. A., et al. (2003), <i>Preschool emotional competence: Pathway to social competence?</i> in "Child Development", 74, pp. 238-256.</p> <p>DODGE, R. et al. (2012), <i>The challenge of defining wellbeing</i>, in "International Journal of Wellbeing", 2(3), pp. 222-35.</p> <p>EISENBERG, N. (2000), <i>Emotion, regulation, and moral development</i>, in "Annual Reviews of Psychology", 51, pp. 665-97.</p> <p>HASCHER, T. (2007), <i>Exploring students' well-being by taking a variety of looks into the classroom</i>, in "Hellenic Journal of Psychology", 4, pp. 331-349.</p> <p>IANNELLO, N. M. et al. (2021). <i>Prejudice and ethnic bullying among children: The role of moral disengagement and student-teacher relationship</i>, in "Frontiers in Psychology", 12, 713081.</p> <p>MASTORCI, F., VIENNA, A., PINGITORE, A. (2021), <i>A Modern Framework of Adolescence Health Programs</i>, in "Health", 13, pp. 685-93.</p> <p>MAZZONE, A., et al. (2017), <i>Bullying Perpetration and Victimization in Early Adolescence: Physiological Response to Social Exclusion</i>, in "International Journal of Developmental Science", 11, 121-130.</p> <p>PEKRUN, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. <i>Educational Psychology Review</i>, 18, 315-341.</p> <p>RYAN, R. M., DECI, E. L. (2001). <i>On happiness and human potentials: A review of research on hedonic and eudaimonic well-being</i>, in "Annual Review of Psychology", 52, 141-166.</p> <p>SAMEROFF, A. (2010), <i>A unified theory of development: A dialectic integration of nature and nurture</i>, in "Child Development", 81, pp. 6-22.</p> <p>SELIGMAN, M. E. P., CSIKSZENTMIHALYI, M. (2000), <i>Positive psychology. An introduction</i>, in "American Psychologist", 55, pp. 5-14.</p> <p>TOBIA, V., MARZOCCHI, G. M. (2015a). Il benessere scolastico: una ricerca su bambini con sviluppo tipico e con bisogni educativi speciali. <i>Difficoltà di Apprendimento</i>, 3, 221-232.</p>



Text in English:

Abstract	The present project aims to investigate children’s and adolescents’ well-being in the school context. The literature highlights numerous risk and protective factors that contribute to the adaptation of children, but there is still a lack of an overall picture that analyzes them jointly and that also considers situations of fragility (e.g., children with learning disabilities, immigrants). We plan to analyze data on a sample of at least 200 children. The measurements obtained will be based on questionnaires or observations in the natural context. We expect that relational and emotional difficulties have a negative impact on academic achievement, self-esteem and self-efficacy, and, conversely, that cognitive or individual aspects impact social-emotional competence. The results will be published in international scientific journals and presented in conferences.
Objectives of the project	Despite the numerous studies that have dealt with well-being in the developmental period, there is still much to understand regarding the role of risk (e.g., bullying, exclusion from the group, conflict with the teacher) or protection factors (e.g., prosociality, popularity in the group, emotional regulation) for skill development and well-being. Furthermore, many studies have considered the various cognitive, emotional, social, and motivational aspects separately, whereas considering them together can allow for a more accurate explanation of adaptive and maladaptive behaviors and experiences. This project aims to broaden knowledge on the subject and help detect some indicators of children’s school well-being, in the cognitive (e.g., text comprehension), motivational, social (e.g., relationships with peers), emotional fields. It is expected to also investigate risk situations, such as belonging to a migration background or having learning disabilities.
State of the art	The school is a highly significant context for the development of children, starting from kindergarten. In fact, children spend most of their time in this environment, where they learn contents, share experiences, relate to adults and peers, develop social and emotional skills (Aureli et al., 2008). It is therefore essential, for a correct psychological development of the child and for academic success, that the school context is experienced and perceived positively by pupils and teachers and is therefore a harbinger of well-being. We know that well-being has been declined in the hedonistic (which emphasizes the aspects of happiness, pleasure and a sense of satisfaction with life) and eudemonic perspectives (which gives importance to positive psychological functioning, autonomy, the realization of one's potential and the harmonious human development) (Dodge et al, 2012; Ryan & Deci, 2001), just as it has been considered fundamental within the concept of health from a bio-psycho-social perspective by the WHO and by positive psychology (Sameroff, 2010; Seligman & Csikszentmihalyi, 2000). School well-being is a complex construct, the realization of which involves various components (Hascher, 2007; Mastorci et al., 2021). For example, self-efficacy in one's own skills, connection with others, and good relationships with peers and teachers (Gini et al., 2007; Iannello et al., 2021) contribute to overcoming difficulties, such as bullying. Being able to express, understand and regulate emotions makes students more capable in social interactions (Denham et al., 2003), while positive emotions in learning contexts not only make it more pleasant to be in school, but also have repercussions on school success (Pekrun, 2006). Finally, empathy,



	<p>prosociality, self-esteem contribute to well-being in every context (Eisenberg, 2000).</p> <p>Some risk situations undermine the well-being of children and adolescents. These concern difficulties in relationships with peers (e.g., bullying, exclusion; Mazzone et al., 2017), or in the family, learning disabilities that can undermine self-confidence and satisfaction (Tobia & Marzocchi, 2015), prejudice due to belonging to a minority group (e.g., immigrants; Iannello et al., 2021).</p> <p>Therefore, it appears essential to understand how the various fields (cognitive, social, emotional, motivational) interact with each other to contribute to the overall well-being of children and adolescents.</p>
Project description	<p>We plan to analyze the data of at least 200 participants from kindergarten and primary school. The variables under study will be evaluated with interviews, observations and questionnaires administered to children, teachers and parents. Among these, we indicate the SCBE to detect social behavior with peers, the SDQ for strengths and weaknesses, the STRS for the quality of the teacher-child relationship, self-report questionnaires to identify involvement in bullying (or peer nominations), self-efficacy, emotions, MT and AC-MT to detect skills in text comprehension and mathematics.</p> <p>Statistical analyzes will be conducted (e.g., regressions, moderation and mediation models, analysis of variance) and the results will be interpreted and presented at conferences and submitted for publication in international scientific journals.</p>
Possible application potentialities	<p>We expect that the results of this research will contribute to the knowledge on the well-being of children and adolescents, identifying risk and protective factors, based on the age of the subjects and possible risk situations, and providing a global picture that brings together cognitive, emotional, social and motivational aspects.</p> <p>With the aim of producing international scientific publications, the results will be disseminated and will contribute to the literature on well-being in childhood.</p> <p>From an applicative and social point of view, the results will be shared with the schools (participating and not), through meetings or seminars, so that specific aspects can also be highlighted in the teaching practice at school, with the aim of making schools more welcoming of children's needs, and children happier to go to school. In the long run, the results could form the basis for developing evidence-based intervention programs, which base their principles on the mechanisms found in basic research.</p>
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	<p><i>Adolescence Health Programs</i>, in "Health", 13, pp. 685-93.</p> <p>MAZZONE, A., et al. (2017), <i>Bullying Perpetration and Victimization in Early Adolescence: Physiological Response to Social Exclusion</i>, in "International Journal of Developmental Science", 11, 121–130.</p> <p>PEKRUN, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. <i>Educational Psychology Review</i>, 18, 315–341.</p> <p>RYAN, R. M., DECI, E. L. (2001). <i>On happiness and human potentials: A review of research on hedonic and eudaimonic well-being</i>, in "Annual Review of Psychology", 52, 141-166.</p> <p>SAMEROFF, A. (2010), <i>A unified theory of development: A dialectic integration of nature and nurture</i>, in "Child Development", 81, pp. 6–22.</p> <p>SELIGMAN, M. E. P., CSIKSZENTMIHALYI, M. (2000), <i>Positive psychology. An introduction</i>, in "American Psychologist", 55, pp. 5-14.</p> <p>TOBIA, V., MARZOCCHI, G. M. (2015a). Il benessere scolastico: una ricerca su bambini con sviluppo tipico e con bisogni educativi speciali. <i>Difficoltà di Apprendimento</i>, 3, 221-232.</p>
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Struttura dell'Università di Udine presso la quale verrà sviluppata l'attività di ricerca / Department or other structure of the University of Udine where research activities will be carried out:

Dipartimento di Lingue e Letterature, Comunicazione, Formazione e Società (DILL) / Department of Languages and Literatures, Communication, Education and Society

Importo dell'assegno di ricerca (al lordo oneri carico assegnista) / Total grant gross for the research fellowship:

€ 19.367,00

Durata dell'assegno di ricerca / Duration of the research fellowship "assegno di ricerca":

12 mesi / months

Finanziamento / Financed by:

La copertura finanziaria graverà sui fondi/progetto:

- Risorse d'Ateneo: bando interno finanziamento assegni 2023 (D.R. n. 406/2023) - CUP: G23C23000780005;
- Progetto/fondi: FondFRIULI_2023_EDUCAZIONE – CUP: G23C23001840007.

Requisiti di ammissione / Minimum qualifications necessary:

- Possesso del titolo di Dottore di ricerca o titolo equivalente conseguito all'estero;
- possesso di un curriculum scientifico professionale idoneo allo svolgimento dell'attività di ricerca contemplata.
- Research doctorate or equivalent qualification obtained abroad;
- professional scientific curriculum suitable for the research activity above mentioned.

Procedura selettiva / Competition procedure:

Valutazione per titoli e colloquio / Evaluation of titles and oral exam



I risultati della valutazione dei titoli saranno resi noti agli interessati nel corso del colloquio / The evaluation of the qualifications will be disclosed to candidates during the interview

Calendario del colloquio / Calendar of the oral exam	Modalità / Modality	Videoconferenza / Videoconference
	Data / Date	19 dicembre / December 2023
	Ora / Time	16:00 / 4:00 pm (Italian time)
	Luogo / Place	-

Per sostenere il colloquio i candidati devono esibire un valido documento di riconoscimento. / Candidates must come to the interview with a valid identity document.

Eventuali variazioni saranno rese note esclusivamente mediante pubblicazione all'albo ufficiale on line dell'Ateneo / Any change will be made public solely through publication on the University web site http://web.uniud.it/ateneo/normativa/albo_ufficiale

Nota / Note: Le indicazioni sulle modalità di svolgimento della prova in modalità telematica saranno inviate ai candidati con successiva email da parte del Presidente della Commissione. Ai fini dell'identificazione e a pena di esclusione dalla procedura selettiva, ciascun candidato è tenuto ad identificarsi prima che il colloquio abbia inizio, esibendo il medesimo documento di identità allegato alla domanda di ammissione al concorso. Il candidato deve risultare reperibile nella giornata e all'orario indicato sul bando. Il mancato collegamento, l'irreperibilità del candidato nel giorno o nell'orario stabilito o la mancata esibizione del documento identificativo, sono motivo di esclusione dalla procedura selettiva. La registrazione delle prove orali è vietata. L'Ateneo adotterà pertanto tutti i provvedimenti in suo potere per tutelare i soggetti coinvolti qualora venissero diffuse tramite internet – o altri mezzi di diffusione pubblica – video, audio o immagini della procedura selettiva. / Instructions on how the video interviewing will be conducted will be provided to candidates by the Chairman of the Examining Board via email. For identification purposes, each candidate is required to identify him/herself before the interview by exhibiting the same identification document attached to the application. Candidates must be available on the day and time established by the call for applications. Failure of the candidate to establish a video connection, the unavailability of the candidate on the day and/or time established or failure of the candidate to provide the required identification document are all grounds for exclusion from the selection procedure. Recording of the video interviews is prohibited. The University will adopt all the measures within its power to protect all personnel involved as a result of dissemination via the internet or via other forms of public dissemination, of videos, audios or other pictures of the selection procedures.

Commissione giudicatrice / Examining Board:

Nome e Cognome	Qualifica	SSD	Università
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