Curriculum vitae

Francesco Arcidiacono

(November 2026)

University of Teacher Education BEJUNE
Research Department
Ch. de la Ciblerie, 45
2503 Biel/Bienne (Switzerland)
francesco.arcidiacono@hep-bejune.ch

Mercatorum University of Rome
Faculty of Society and Communication Sciences
Department of Human and Social Sciences
Piazza Mattei, 10 - 00186 Rome (Italy)
francesco.arcidiacono@unimercatorum.it

PRESENT POSITION

2025-present *Full Professor of Developmental and Educational Psychology*, Mercatorum University of Rome (Italy)

2011-present *Professor of Developmental Psychology and Social Interactions*, University of Teacher Education BEJUNE (Switzerland)

OTHER POSITIONS

2025 *Invited professor*, Department of Human, Philosophical and Educational Sciences, University of Salerno (Italy)

2021-2023 *Lecturer*, Institut national supérieur du professorat et de l'éducation de l'Académie de Nice, University Côte d'Azur (France)

2019-2022 *Head of the CeSPRe - Center for sustaining and promoting research*, University of Teacher Education BEJUNE (Switzerland)

2018-2022 *Invited professor*, Faculty of Social Sciences, Institute of Education, University of Tartu (Estonia)

2014-2022 *Head of the Research Department*, University of Teacher Education BEJUNE (Switzerland)

2013-2017 *Coordinator of research education (Secondary education and Special needs education)*, University of Teacher Education BEJUNE (Switzerland)

2011-2019 *Head of research projects*, University of Teacher Education BEJUNE (Switzerland)

2010-2013 *Invited professor*, Faculty of Social and Political Sciences, University of Lausanne (Switzerland)

2007-2010 *Post-doctoral research fellow*, Institute of Psychology and Education, University of Neuchâtel (Switzerland)

2005-2017 *Lecturer*, Faculty of Arts and Human Sciences, University of Neuchâtel (Switzerland)

2005-2007 *Post-doctoral research fellow*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), project "A comparative analysis of everyday

lives of families in Italy, Sweden and the United States" (funded by A. P. Sloan Foundation New York, USA)

2005-2006 *Lecturer*, Faculty of Psychology 2, University of Rome "La Sapienza" (Italy)

2002-2006 *Director of the research laboratory "Italian Center on Everyday Lives of Families"*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy)

2000-2004 *Lecturer*, School of specialization for teachers of secondary education, University of Rome III (Italy)

HIGHER EDUCATION AND DEGREES

2024 *Scientific qualification as "Professor I"* (n. 105645, SSD 11/E2 "Developmental and Educational Psychology"), Ministry of Education, University and Research (Italy)

2014 *National scientific qualification as "Professor II"* (n. 91054, SSD 11/E2 "Developmental and Educational Psychology"), Ministry of Education, University and Research (Italy)

2011 *National scientific qualification as "Maître de conférences"* (n. 11216215736, section of Psychology, Clinical Psychology, Social Psychology), Ministry of Education and Research (France)

2003 *PhD in "Psychology of Interaction, Communication and Socialization"*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), March 10th, 2003

2002 *Post-grade specialization degree in "Developmental and Educational Psychology"*, For.Com Interuniversities, Rome (Italy), December 17th, 2002

2002 *Professional degree of "School mediator"*, University of Rome "La Sapienza" (Italy), July 2nd, 2002

1999 *Master degree in "Psychology"*, Faculty of Psychology, University of Rome "La Sapienza" (Italy), June 22nd, 1999

FELLOWSHIPS AND GRANTS

2024 *Visiting professor*, Faculty of Educational Sciences, Interuniversity Research Center on Education and Profession, Laval University, Québec (Canada) [May]

2014 *Visiting professor*, Teacher Education Faculty, University of Belgrade (Serbia) [September]

2012 *Visiting professor*, Department of Psychology of Education, Moscow University of Psychology and Education (Russia) [May-November]

2011 *Visiting professor*, Institute of Psychology, University of Belgrade (Serbia) [May-June]

2010 *Visiting fellow*, Department of Psychology of Education, Moscow University of Psychology and Education (Russia) [April-May]

2010 *Visiting fellow*, Institute of Psychology, University of Belgrade (Serbia) [September]

2008 *Visiting fellow*, Department of Psychology of Education, Moscow University of Psychology and Education (Russia) [April]

2006 *Visiting fellow*, Institute of Psychology, University of Neuchâtel (Switzerland) [March-June]

2005 *Visiting fellow*, Sloan Center on Everyday Lives of Families, Department of Anthropology, University of California, Los Angeles (USA) [January]

2004 *Visiting fellow*, Sloan Center on Everyday Lives of Families, Department of Anthropology, University of California, Los Angeles (USA) [October-November]

2003 *Visiting fellow*, Sloan Center on Everyday Lives of Families, Department of Anthropology, University of California, Los Angeles (USA) [May]

2001 *Academic grant*, Methodological school "Interpreting the interaction: Methods and models to analyse categorical variables", Ce.U.B. Bertinoro (Italy)

2000 *Academic grant*, PhD course Summer Linguistics "Using Language", International Graduate School in Language and Communication, University of Odense (Denmark)

1999 *Academic grant*, laboratory "Technologies and discursive interaction", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy)

1998 *Academic grant*, Erasmus-Socrates, University of Neuchâtel (Switzerland)

1997 *Academic grant*, laboratory "Technologies and discursive interaction", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy)

1996 *Academic grant*, A.DI.SU. Lazio and University of Rome "La Sapienza" (Italy)

PROFESSIONAL ACTIVITIES

2026-present *External expert of scientific projects "European Education and Culture Executive Agency"*, European Commission (EU)

2026-present *Member of the scientific committee "Recherche appliquée & Développement"*, University of Teacher Education BEJUNE (Switzerland)

2026-present *External expert of scientific projects "C1 funding – Research Council"*, University of Leuven (Belgium)

2026-present *External expert of scientific projets "Joint Research Program of Scientists from the Republic of Serbia and the People's Republic of China"*, Science Fund of the Republic of Serbia

2026-present *Member of CERIBE: Research Center for Human Well-Being Across the Lifespan*, Department of Human and Social Sciences, Mercatorum University of Rome (Italy)

2026-present *Member of L-WELL LAB: Research Center for Well-Being Across the Lifespan,* Department of Human and Social Sciences at Mercatorum University of Rome (Italy), Affect & Adaptation Lab at Fielding Graduate University (USA), Laboratory of Sociocultural Psychology at University of Neuchâtel (Switzerland), HumanKind Lab at University of Leipzig (Germany)

2026 *Member of the selection committee "Mandats de recherche"*, University of Teacher Education BEJUNE (Switzerland)

2026 *Member of the Research Group "Promozione del benessere nei contesti scolastici, educativi e formativi"*, Department of Human and Social Sciences, Mercatorum University of Rome (Italy)

2026 *Member of the evaluation committee for associate professor's selection (GSD 11/PSIC-03 Social, Work and Organizational Psychology – SSD PSIC-03/A Social Psychology)*, Mercatorum University of Rome (Italy)

2025-present *Member of the Research Center "Observatoire de la profession enseignante"*, CRIFPE - Centre de recherche interuniversitaire sur la formation et la profession enseignante, Québec (Canada)

2025-present *External expert of scientific projects "Bando Fondazione di Sardegna 2024/2025"*, University of Cagliari (Italy)

2024-present *Member of the academic staff of the PhD curriculum "Human Science for innovation, inclusion and sustainability"*, Link Campus University of Rome (Italy)

2024 *President of the committee of external experts "Valutazione della ricerca e dei servizi dei Dipartimenti e delle Scuole affiliate in SUPSI"*, DFA-SUPSI (Switzerland)

2020-present *External expert of scientific projects "PROMIS"*, Science Fund of the Republic of Serbia, Belgrade (Serbia)

2023-present *Member of the "Centro Studi Clotilde e Maurizio Pontecorvo"*, Rome (Italy)

2023-present *Member of the group "Cadre de référence sur les compétences pour une culture démocratique"*, European Council and Swiss Conference of the Cantonal Ministers of Education (Switzerland)

2023 *Member of the recruitment committee "Professeur·e HEP associé·e. Accompagnement au changement dans les métiers de l'enseignement"*, University of Teacher Education Vaud (Switzerland)

2021 *Member of the evaluation committee "Candidature pour un poste de chercheur-e"*, University of Teacher Education BEJUNE (Switzerland)

2021 *Member of the selection committee "Maître de conférences en didactique des langues – Anglais"*, University of Franche-Comté, Besançon (France)

2020-present *External expert of scientific projects "IDEAS"*, Science Fund of the Republic of Serbia, Belgrade (Serbia)

2020-present *External expert of scientific projects "Social Sciences and Humanities Research Council of Canada"* (SSHRC), Ottawa (Canada)

2020-2022 *External expert of scientific projects "Covid-19 Coronavirus"* (FISR), Ministry of University and Research (Italy)

2020-2022 *Member of the "Comité éditorial"*, University of Teacher Education BEJUNE (Switzerland)

2020-2022 *Member of the "Groupe de coordination des éditions"*, University of Teacher Education BEJUNE (Switzerland)

2020 *Member of the evaluation committee "Candidature pour une collaboratrice ou collaborateur scientifique au sein du département de la recherche"*, University of Teacher Education BEJUNE (Switzerland)

2020 *Member of the presentation committee "Poste de professeur·e HEP associé·e dans le domaine de la sociologie des pratiques pédagogiques et l'observation du travail enseignant"*, University of Teacher Education Vaud (Switzerland)

2019-2026 *Member of the scientific committee "Recherche & Développement"*, University of Teacher Education BEJUNE (Switzerland)

2019-2026 *Member of the "CeSPRe - Center for sustaining and promoting research"*, University of Teacher Education BEJUNE (Switzerland)

2019 *Member of the selection committee "Maître de conférences en didactiques des lettres et du français"*, University of Franche-Comté, Besançon (France)

2019 *President of the evaluation committee "Candidature pour collaboratrice administrative ou collaborateur administratif au sein du département de la recherche"*, University of Teacher Education BEJUNE (Switzerland)

2018-present *External expert of scientific projects "Register of Expert Peer Reviewers for Italian Scientific Evaluation"* (REPRISE), Ministry of University and Research (Italy)

2018-2022 *Institutional representative for "Codirection of theses"*, swissuniversities, University of Teacher Education BEJUNE (Switzerland)

2018 *Member of the evaluation committee "Candidature pour un poste de doctorant-e"*, University of Teacher Education BEJUNE (Switzerland)

2018 *President of the evaluation committee "Candidature pour un poste de chercheur-e"*, University of Teacher Education BEJUNE (Switzerland)

2017-present *External expert of scientific projects "Structure fédérative de recherche en éducation"* (FR-EDUC), University of Franche-Comté, Besançon (France)

2017-2024 *Associate member of the Institute of Psychology and Education*, University of Neuchâtel (Switzerland)

2017-2021 *Member of the project's team "Accréditation institutionnelle de la HEP-BEJUNE"*, University of Teacher Education BEJUNE (Switzerland)

2017-2019 *Institutional representative for "Codirection of theses - valorization of French-Swiss codirections and of existing grants"*, Communauté du savoir. Partager, étudier & innover dans l'Arc jurassien franco-suisse, University of Teacher Education BEJUNE (Switzerland)

2017 *Co-author of the proposal n. 68 "Vers une société 4.0: développer les compétences numériques des citoyens à travers une formation appropriée aux enjeux de demain"* (National Research Program, State secretary of education, research and innovation; Applicants: S. Boéchat-Heer, D. Gyger Gaspoz, F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2017 *Member of the evaluation committee "Candidature pour la coordination de la formation à et par la recherché pour la formation secondaire"*, University of Teacher Education BEJUNE (Switzerland)

2017 *Member of the evaluation committee "Candidature pour responsable du département des publications/éditions"*, University of Teacher Education BEJUNE (Switzerland)

2016-2018 *Coordinator of the research unit "Education, société et cultures"*, University of Teacher Education BEJUNE (Switzerland)

2016-2017 *President of the evaluation committees "Candidature à un poste de responsable de projets de recherche"*, University of Teacher Education BEJUNE (Switzerland)

2016 *Member of the group "Recherche & Développement"*, Conseil académique des hautes écoles romandes (Switzerland)

2016 *Member of WiKO ÜGK "Consortium scientifique pour la vérification de l'atteinte des compétences fondamentales"*, Swiss Conference of Cantonal Ministries of Education (Switzerland)

2015-2020 *Member of the Center for Research on Social Interaction* (CRIS), University of Neuchâtel (Switzerland)

2015-2019 *Member of the Group of pedagogical and scientific coordination*, University of Teacher Education BEJUNE (Switzerland)

2015-2019 *Member of the Scientific Council*, University of Teacher Education BEJUNE (Switzerland)

2015-2016 *President of the evaluation committee "Candidature à un poste de responsable de projets de recherche"*, University of Teacher Education BEJUNE (Switzerland)

2015-2016 *President of the evaluation committee "Renouvellement des mandats de recherche"*, University of Teacher Education BEJUNE (Switzerland)

2014-present *Member of the educational committee "Special needs education"*, University of Teacher Education BEJUNE (Switzerland)

2014-2019 *Member of the Interinstitutional Conference of Research in Education BEJUNE "CiRED-BEJUNE"*, University of Teacher Education BEJUNE (Switzerland)

2014-2019 *President of the scientific committee of the Research Department*, University of Teacher Education BEJUNE (Switzerland)

2014-2015 *Member of the evaluation committee "Candidature pour le fonds de recherche en développement pédagogique"*, University of Teacher Education BEJUNE (Switzerland)

2014-2015 *President of the evaluation committee "Candidature à un mandat de chercheur"*, University of Teacher Education BEJUNE (Switzerland)

2013-2014 *Member of the evaluation committee "Candidature à un mandat de chercheur"*, University of Teacher Education BEJUNE (Switzerland)

2011-2016 *Coordinator of the research unit "Hétérogénéité, intégration scolaire et relation pédagogique"*, University of Teacher Education BEJUNE (Switzerland)

2011-2014 *Member of the scientific committee "Recherche"*, University of Teacher Education BEJUNE (Switzerland)

2011-2012 *Committee delegate for Switzerland*, International Society for Cultural Activity Research (ISCAR)

2011-2012 *Member of the evaluation committee "Renouvellement des mandats de recherche"*, University of Teacher Education BEJUNE (Switzerland)

2010 *Beneficiary of the professional contract "Remplacement du personnel des établissements d'enseignement public"*, Institute of Psychology and Education, University of Neuchâtel (Switzerland)

2007 *Beneficiary of the professional contract "Remplacement du personnel des établissements d'enseignement public"*, Institute of Psychology and Education, University of Neuchâtel (Switzerland)

2005-2006 *Webmaster "Italian Center on Everyday Lives of Families"*, University of Rome "La Sapienza" (Italy)

2005 *Beneficiary of the research contract "Collaboration and conflict in the division of labor: Comparative analysis between Italian and American couples"*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy)

2003-2004 *Activity of academic orientation*, Faculty of Psychology 1 and Faculty of Psychology 2, University of Rome "La Sapienza" (Italy)

2003 *Beneficiary of the research contract "Transcription and data coding"*, Department of Linguistics, University of Rome III (Italy)

2002-2006 *Director of the research laboratory "Italian Center on Everyday Lives of Families"*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy)

2002-2004 *Webmaster "Italian Center on Everyday Lives of Families"*, University of Rome "La Sapienza" (Italy)

2001 *Beneficiary of the research contract "The analysis of conflict sequences in dinnertime family conversations"*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy)

2000 *Activity of academic orientation*, Faculty of Psychology, University of Rome "La Sapienza" (Italy)

1999-2000 *Internship in Psychology*, Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy) & Mental Health Center A.U.S.L. C, Rome (Italy)

FUNDED AND INSTITUTIONAL RESEARCH PROJECTS

Direction of projects

2025-2028 *Créer et partager des dispositifs d'enseignement augmentés pour développer l'argumentation à visée cognitive en classe* ("Research Department" institutional project; months: 36 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2023-2025 *Surcharge de travail des enseignant·e·s débutant·e·s et bien-être* ("Développement de l'enfant à l'adulte" institutional project; months: 33 – Applicants: P. Gabola, F. Arcidiacono), University of Teacher Education Vaud (Switzerland)

2021-2025 *Swiss Digital Skills Academy. Mastering Open Educational Resources (OERs) and Open Educational Platforms (OEPs)* ("Renforcement des digital skills dans l'enseignement (P-8)" funded by swissuniversities; months: 54 - Applicants: G. Blandenier, F. Arcidiacono), EPFL (Switzerland) and partners

2021-2023 *ALE: Accompagner les enseignant·e·s en début de carrière par un outil de formation via la réflexion, l'interaction et le partage* ("Research Department" institutional project; months: 24 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2021-2023 *Higher Education Mobility Project* ("Swiss-European Mobility Programme" funded by Movetia; months: 25 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland), University Côte d'Azur, Nice (France), University of Tartu (Estonia)

2021 *Action publique, gouvernance et recherche en éducation* ("Publication grants" funded by Swiss National Science Foundation; months: 6 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2020-2023 *Développer une argumentation en classe: de la conception d'une activité à visée cognitive à des pistes pratiques favorisant l'apprentissage* ("Research Department" institutional project; months: 36 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2020 *Congrès 2020 de la Société suisse pour la recherche en éducation "Les savoirs au carrefour de la recherche, des pratiques et de la formation"* ("Scientific exchange" funded by Swiss National Science Foundation; months: 3 – Applicants: M. Giglio, F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2020-2021 *Higher Education Mobility Project* ("Swiss-European Mobility Programme" funded by Movetia; months: 15 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland), University of Tartu (Estonia)

2016-2019 *TAE: travail autonome encadré* ("Research Department" institutional project; months: 36 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2016-2017 *Pre-service teachers' perspectives of the integration of family and career life in Switzerland and in Israel* ("Research Department" institutional project; months: 12 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland), The Hebrew University of Jerusalem (Israel), Beit-Berl Academic College (Israel)

2015-2018 *REP-synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia* ("Institutional Partnerships SCOPES" funded by Swiss National Science Foundation and Swiss Agency for Development and Co-operation; months: 36 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland), University of Tartu (Estonia), University of Belgrade (Serbia)

2015-2017 *La mise en place d'un dispositif de recherche-formation professionnelle: espace de partage d'expériences pour les enseignants débutants* ("Research Department" institutional project; months: 24 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland), University of Neuchâtel (Switzerland)

2014 *Towards the collaborative improvement of research capacities essential for teacher education and practices in Serbia and Estonia (REP-synergy)* ("Preparatory Grants SCOPES"

funded by Swiss National Science Foundation and Swiss Agency for Development and Co-operation; months: 1 – Applicant: F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland)

2012 *Doing research in education through qualitative analyses of social interaction* ("Faculty Exchange" funded by Scientific & Technological Cooperation Programme Switzerland-Russia; months: 1 – Applicants: F. Arcidiacono, L. Obukhova), Moscow University of Psychology and Education (Russia)

2012-2015 *School and family together for immigrant children integration* ("Lifelong Learning Programme" funded by European Union; months: 36 – Applicant: F. Arcidiacono), "Sapienza" University of Rome (Italy), University of Teacher Education BEJUNE (Switzerland), Dinocroc International Training Institute of Rome (Italy), University of Edinburgh (Scotland), Regionale Arbeitsstellen zur Förderung von Kindern und Jugendlichen aus Zuwandererfamilien of Essen (Germany), Escuela de Negocios y Administración de Empresas of Barcelona (Spain), University of Rome III (Italy)

2010 *Argumentation and meaning in learning contexts: Revisiting the Piagetian tradition about the adult-child interactions* ("Students Exchange" funded by Scientific & Technological Cooperation Programme Switzerland-Russia; months: 1 – Applicants: A.-N. Perret-Clermont, L. Obukhova, F. Arcidiacono), Moscow University of Psychology and Education (Russia)

2010 *Razvoj kapaciteta mladih istraživača za kvalitativnu analizu socijalne interakcije / Developing the capacity of young researchers in qualitative analysis of social interaction* ("Fund for an Open Society" funded by Serbian Ministry of Education; months: 10 – Applicants: A. Baucal, F. Arcidiacono, N. Buđevac), University of Belgrade (Serbia)

2008-2011 *The development of argumentation in children's interaction within ad hoc experimental and classroom contexts* ("ProDoc" funded by Swiss National Science Foundation; months: 36 – Applicants: A.-N. Perret-Clermont, F. Arcidiacono), University of Neuchâtel (Switzerland)

2001-2022 *Family interactions and socialization practices of children with mental disorders* ("Young Researchers Project" funded by Ministry of University and Scientific and Technological Research; months: 12 – Applicants: S. Pirchio, F. Arcidiacono, B. Maroni), University of Rome "La Sapienza" (Italy)

Participation in projects

2025-2028 *DEM-ED: Academic Network to Empower Educators for Democracy and Peace* (funded by Swiss State Secretariat for Education, Research, and Innovation; months: 48 – Applicants: F. Arcidiacono, E. Jenny), Zurich University of Teacher Education (Switzerland) and partners

2025-2027 *The role of narratives in children's process of making meaning of reality* (funded by Children's Spirituality Research and Innovation Hub; months: 24), University of La Valletta (Malta) and partners

2022-2024 *MISEI: Master International en Sciences de l'Éducation Inclusive* ("Erasmus+ Programme" funded by European Union; months: 18 – Applicants: F. Arcidiacono, A. Iannaccone), University of Côte d'Azur - INSPE Nice (France), Catholic University of Milan (Italy), UNE Madrid (Spain), University of Neuchâtel (Switzerland), University Marien Ngouabi, Brazzaville (Congo), University of Teacher Education Vaud (Switzerland)

2022-2024 *Peer Exchange Network in Teacher Education (PEER-Net)* ("International project" funded by Swiss State Secretariat for Education, Research, and Innovation; months: 24 – Applicant: F. Arcidiacono), Zurich University of Teacher Education (Switzerland) and partners

2018-2019 *Educational systems and teacher education network in Switzerland, Tunisia and Egypt* ("Swiss – North African Academic Network" funded by Swiss State Secretariat for Education, Research, and Innovation; months: 12 – Applicant: F. Arcidiacono), Zurich University of Teacher Education (Switzerland) and partners

2018-2019 *Les discours des enseignants à propos d'activités relevant de la médiation dans le Volume Complémentaire du CECR – une étude empirique* (funded by Council of Europe; months: 12), University of Aveiro (Portugal), Ministry of Education (Luxembourg), University of Teacher Education BEJUNE (Switzerland), Justus-Liebig University of Giessen (Germany), University Le Mans (France)

2018-2019 *The cultural identity and training of future teachers: A Swiss-Moroccan comparative study* ("Seed money for cooperation with Mediterranean countries" funded by Leading House for the Middle East and North Africa; months: 12 – Applicants: M. Lebrun, F. Arcidiacono), University of Teacher Education BEJUNE (Switzerland), University Chouaïb Doukkali, El Jadida (Morocco)

2017-2020 *Dire Ecrire Lire en classe multiculturelle* ("OLang" funded by Swiss federal office of culture; months: 36), University of Teacher Education BEJUNE (Switzerland)

2017-2018 *Interactions entre jeunes: lien social, relations amicales et confiance envers les institutions* (funded by Caisse française des allocations familiales des Alpes-Maritimes & Caisse nationale française des allocations familiales; months: 12), University of Teacher Education BEJUNE (Switzerland), University of Nice "Sophia Antipolis" (France), University of Milan "Cattolica del Sacro Cuore" (Italy)

2015-2017 *The family novel: Intergenerational novels, family memoirs, changing society in changing fiction forms. New approaches to the family novel in European and American literature from 1950 to 2010* ("STAR Programme" funded by University of Naples "Federico II" and Compagnia di San Paolo; months: 24), University of Naples "Federico II" (Italy)

2013 *Development of educational research in the professionalization of teachers* ("Conference Grants SCOPES" funded by Swiss National Science Foundation and Swiss Agency for Development and Co-operation; months: 1), University of Teacher Education BEJUNE (Switzerland)

2012-2014 *Interactions sociales au sein de la classe pour développer les "capacités transversales" proposées dans le PER* ("Research" institutional project; months: 24), University of Teacher Education BEJUNE (Switzerland)

2012-2014 *Professionnalisation de la formation des enseignants: le cas de la Suisse* ("DORE" funded by Swiss National Science Foundation; months: 24), University of Teacher Education BEJUNE (Switzerland)

2011-2014 *Evaluation de la formation à l'enseignement préscolaire et primaire: l'analyse de production des mémoires de bachelor à la HEP-BEJUNE* ("Research" Institutional project; months: 36), University of Teacher Education BEJUNE (Switzerland)

2009-2013 *KP-Lab: Developing knowledge practices laboratory* ("6th Framework Programme" funded by European Union; months: 48), University of Neuchâtel (Switzerland)

2009-2011 *Fiction and media consumption within family: Discursive interactions, narratives and representations elicited by the use of domestic media* ("Cofin" funded by Italian Ministry of Education, University and Research; months: 24), "Sapienza" University of Rome (Italy)

2008-2011 *Argumentation as reasonable alternative to conflict* ("ProDoc" funded by Swiss National Science Foundation; months: 36), University of Lugano (Switzerland)

2008-2011 *Argupolis: Argumentation practices in context* ("ProDoc" funded by Swiss National Science Foundation; months: 36), University of Neuchâtel (Switzerland), University of Amsterdam (The Netherlands), University of Lausanne (Switzerland), University of Lugano (Switzerland)

2007-2012 *Co-operation agreement* (months: 60), Moscow University of Psychology and Education (Russia), University of Neuchâtel (Switzerland)

2007-2008 *Family cultures: A study of activities and representations of everyday practices of working families* ("Ateneo" funded by University of Rome "La Sapienza"; months: 12), University of Rome "La Sapienza" (Italy)

2006-2007 *The everyday life of working families: Artefacts, socialization processes and discursive interactions* ("Facoltà" funded by Faculty of Psychology; months: 12), University of Rome "La Sapienza" (Italy)

2005-2007 *A comparative analysis for the 21st century. The everyday lives of working families in Italy, Sweden and the United States* ("Basic Research on Working Families and everyday life" funded by A. P. Sloan Foundation, New York, USA; months: 24), University of California, Los Angeles (USA), University of Rome "La Sapienza" (Italy), University of Linköping (Sweden)

2005-2007 *The everyday life of working families: Artefacts, socialization processes and discursive practices* ("Cofin" funded by Italian Ministry of Education, University and Research; months: 24), University of Rome "La Sapienza" (Italy)

2005-2007 *The everyday life of families: Ethnographic observations and representations* ("Cofin" funded by Italian Ministry of Education, University and Research; months: 24), University of Rome "La Sapienza" (Italy), University of Bologna (Italy), University of Parma (Italy), University of Urbino "Carlo Bo" (Italy)

2005-2006 *The life of immigrant families from Morocco* ("Facoltà" funded by Faculty of Psychology; months: 12), University of Rome "La Sapienza" (Italy)

2004-2005 *Communication in families with children with linguistic disabilities* ("Facoltà" funded by Faculty of Psychology; months: 12), University of Rome "La Sapienza" (Italy)

2004-2005 *Interactions in families with children with linguistic and communicative disabilities* ("Ateneo" funded by University of Rome "La Sapienza"; months: 12), University of Rome "La Sapienza" (Italy)

2003-2004 *Discourse and learning. The discursive competence of the teacher* ("Facoltà" funded by Faculty of Psychology; months: 12), University of Rome "La Sapienza" (Italy)

2002-2005 *Everyday lives of working families: Italy, Sweden and the United States* ("Basic Research on Working Families and everyday life" funded by A. P. Sloan Foundation, New York, USA; months: 36), University of California, Los Angeles (USA), University of Rome "La Sapienza" (Italy), University of Linköping (Sweden)

2001-2002 *Discourse and learning. The discursive competence of the teacher* ("Ateneo" funded by University of Rome "La Sapienza"; months: 12), University of Rome "La Sapienza" (Italy)

2000-2002 *Discourse and learning. The discursive competence of the teacher* ("Cofin" funded by Italian Ministry of University and Scientific and Technological Research; months: 24), University of Rome "La Sapienza" (Italy), University of Milan "Bicocca" (Italy), University of Salerno (Italy), University of Perugia (Italy), University of Rome III (Italy)

2000-2002 *Managing discourse in the classroom* ("Cofin" funded by Italian Ministry of University and Scientific and Technological Research; months: 24), University of Rome "La Sapienza" (Italy)

1999-2000 *The conversation as instrument of social construction: Comparing activity systems* ("Ateneo" funded by University of Rome "La Sapienza"; months: 12), University of Rome "La Sapienza" (Italy)

APPOINTMENTS

Teaching

2026-2027 Professor at Mercatorum University of Rome, Faculty of Society and Communication Sciences (Italy):

- *Psicologia dello sviluppo*

Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Recherche en éducation* (Secondary education)
- *Recherche I* (Special needs education)
- *Recherche II* (Special needs education)
- *Recherche III* (Special needs education)

2025-2026 Professor at Mercatorum University of Rome, Faculty of Society and Communication Sciences (Italy):

- *Psicologia dello sviluppo*

Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Recherches documentaires et démarche de problématisation* (Primary education)
- *Recherche en éducation* (Secondary education)
- *Recherche I* (Special needs education)
- *Recherche II* (Special needs education)
- *Recherche III* (Special needs education)

2024-2025 Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Préparation et construction du canevas du mémoire professionnel de bachelor* (Primary education)
- *Recherches documentaires et démarche de problématisation* (Primary education)
- *Recherche en éducation* (Secondary education)
- *Recherche I* (Special needs education)
- *Recherche II* (Special needs education)
- *Recherche III* (Special needs education)

2023-2024 Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Préparation et construction du canevas du mémoire professionnel de bachelor* (Primary education)
- *Recherche en éducation* (Secondary education)
- *Recherche I* (Special needs education)
- *Recherche II* (Special needs education)
- Recherche III (Special needs education)

2022-2023 Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Construire une démarche méthodologique et un modèle d'analyse* (Primary education)
- *Recherches documentaires et démarche de problématisation* (Primary education)
- *Recherche en éducation* (Secondary education)
- *Recherche I* (Special needs education)
- *Recherche II* (Special needs education)
- *Recherche III* (Special needs education)
- *Plateforme GRAASP, Certificate of Advanced Studies: Coordinateur numérique en établissement* (Continuing education)

Professor at the University of Tartu, Doctoral School of Education Sciences (Estonia):
- *Kvalitatiivsed uurimismeetodid haridusteaduses / Qualitative research methods in education*

Professor at the University Côte d'Azur, Institut national supérieur du professorat et de l'éducation de l'Académie de Nice (France):
- *Approches d'analyse d'interactions sociales en contexte d'apprentissage*
- *L'analyse des interactions sociales en contexte d'apprentissage*

2021-2022 Professor at the University of Teacher Education BEJUNE (Switzerland):
- *Recherche III* (Special needs education)

Professor at the University Côte d'Azur, Institut national supérieur du professorat et de l'éducation de l'Académie de Nice (France):
- *L'analyse des interactions sociales en contexte d'apprentissage*

2020-2021 Professor at the University of Teacher Education BEJUNE (Switzerland):
- *Recherche / mémoire professionnel* (Special needs education)

Professor at the University of Tartu, Doctoral School of Education Sciences (Estonia):
- *Kvalitatiivsed uurimismeetodid haridusteaduses / Qualitative research methods in education*

2019-2020 Professor at the University of Teacher Education BEJUNE (Switzerland)
- *Recherche / mémoire professionnel* (Special needs education)

2018-2019 Professor at the University of Teacher Education BEJUNE (Switzerland):
- *Recherche 3 & mémoire professionnel* (Special needs education)

Professor at the University of Teacher Education BEJUNE (Switzerland) and the University of Neuchâtel (Switzerland):
- *Engaging children in mathematical thinking: Davydov's theory*

Professor at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):
- *Histoire de la psychologie* (temporary)

2017-2018 Professor at the University of Teacher Education BEJUNE (Switzerland):
- *Ateliers-séminaires d'accompagnement au mémoire* (Special needs education)

Professor at the University of Tartu, Doctoral School of Education Sciences (Estonia):
- *Kvalitatiivsed uurimismeetodid / Qualitative research methods in education*

2016-2017 Professor at the University of Teacher Education BEJUNE (Switzerland):
- *Recherche en éducation* (Secondary education)
- *Travail écrit de recherche* (Secondary education)

Professor at the University of Teacher Education BEJUNE (Switzerland):
- *Ateliers-séminaires d'accompagnement au mémoire* (Special needs education)

Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):
- *Réflexion et réflexivité dans les pratiques éducatives*

Professor at the University of Tartu, Doctoral School of Education Sciences (Estonia):

- *Kvalitatiivsed uurimismeetodid haridusteaduses / Qualitative research methods in education*

2015-2016 Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Recherche en éducation* (Secondary education)
- *Travail écrit de recherche* (Secondary education)

Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Ateliers-séminaires d'accompagnement au mémoire* (Special needs education)

Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Réflexion et réflexivité dans les pratiques éducatives*

2014-2015 Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Recherche en éducation* (Secondary education)
- *Travail écrit de recherche* (Secondary education)

Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Ateliers-séminaires d'accompagnement au mémoire* (Special needs education)

Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Contextes d'hétérogénéité et interactions sociales*

Professor at the University of Tartu, Doctoral School of Education Sciences (Estonia):

- *Qualitative and mixed methods research designs and data analysis approaches*

2013-2014 Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Recherche en éducation 2* (Secondary education)
- *Travail écrit de recherche* (Secondary education)

Professor at the University of Teacher Education BEJUNE (Switzerland)

- *Ateliers-séminaires d'accompagnement au mémoire* (Special needs education)

Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Analyser les interactions verbales: dispositifs et enjeux*
- *Interactions sociales et raisonnement dans les contextes éducatifs*

Professor at the University of Tartu, Doctoral School of Education Sciences (Estonia):

- *Socio-cultural approach to human development*

2012-2013 Professor at the University of Lausanne, Institute of Psychology (Switzerland):

- *Psychosociologie clinique I: questions générales*

Professor at the University of Teacher Education BEJUNE (Switzerland):

- *Recherche en éducation 1* (Secondary education)
- *Recherche en éducation 2* (Secondary education)
- *Travail écrit de recherche et d'observation*

Professor at the University of Teacher Education BEJUNE (Switzerland)

- *Ateliers-séminaires d'accompagnement au mémoire* (Special needs education)
- *Construire une démarche méthodologique de recherche et un modèle d'analyse* (Special needs education)

- *Initiation à la recherche en éducation* (Special needs education)

Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Analyser les interactions verbales: dispositifs et enjeux*
- *Interactions sociales et raisonnement dans les contextes éducatifs*

2011-2012 Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Introduction aux études en psychologie et éducation*
- *Les interactions adulte-enfant: analyse qualitative des échanges verbaux dans différents contextes*

Professor at the University of Lausanne, Institute of Psychology (Switzerland):

- *Psychosociologie clinique I: questions générales*

Professor at the University of Teacher Education BEJUNE (Switzerland):

- *La recherche en éducation 1* (Secondary education)
- *Recherche en éducation 2* (Secondary education)
- *Travail écrit de recherche et d'observation* (Secondary education)

2010-2011 Professor at the University of Lausanne, Institute of Psychology (Switzerland):

- *Psychosociologie clinique I: questions générales*

Lecturer at the University of Belgrade, Institute of Psychology (Serbia):

- *Doing qualitative research: How to organize and to analyze talk-in-interaction*

Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Épistémologie et raisonnement*
- *Introduction aux études en psychologie et éducation*
- *Introduction aux méthodes en psychologie et éducation*
- *L'interdisciplinarité mise en œuvre: concepts théoriques en débat*
- *Piaget revisité*
- *Pratiques de transcription et analyse d'interactions verbales*

2009-2010 Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Interagir et comprendre*
- *L'interdisciplinarité mise en œuvre: concepts théoriques en débat* (temporary)
- *Piaget revisité*

Lecturer at the Moscow University of Psychology and Education Department of Psychology of Education (Russia):

- *Argumentation and meaning in learning contexts: Revisiting Piaget*

2008-2009 Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Approfondissement bibliographique dans une autre langue*
- *Exercices de méthodologie, terrain et tutorat: théorie*

- *Objets partagés, perspectives croisées. Théories et méthodes en question* (temporary)
- *Piaget revisité*

2007-2008 Lecturer at the University of Neuchâtel, Institute of Psychology and Education (Switzerland):
- *Approfondissement bibliographique dans une autre langue*
- *Argumentation et formation*
- *Construction de l'espace de pensée*
- *L'apprentissage chez l'enfant: le cas de la notion de conservation des liquides*
- *Textes: argumentation et education*

2006-2007 Lecturer at the University of Neuchâtel, Institute of Educational Sciences (Switzerland):
- *Méthodologies qualitatives pour l'analyse de situations de socialisation*
- *Objets partagés, perspectives croisées* (temporary)
- *Psychologie de l'interaction discursive*

2005-2006 Lecturer at the University of Rome "La Sapienza", Faculty of Psychology 2 (Italy):
- *Psicologia dell'interazione discorsiva*
- *Psicopedagogia del linguaggio e della comunicazione*

Lecturer at the University of Neuchâtel, Institute of Educational Sciences (Switzerland):
- *Approches qualitatives de situations de socialization*
- *Logiques de l'enfant et logiques de l'adulte. Discours et instruction*
- *Objets partagés, perspectives croisées* (temporary)

2003-2004 Lecturer at the University of Rome III, School of specialization for teachers of secondary education (Italy):
- *Discorso e istruzione*

Lecturer at the University of Rome "La Sapienza", Department of Developmental and Social Psychology (Italy):
- *Trascrizione e analisi di conversazioni*

2002-2003 Lecturer at the University of Rome III, School of specialization for teachers of secondary education (Italy):
- *Discorso e istruzione*

2001-2002 Lecturer at the University of Rome III, School of specialization for teachers of secondary education (Italy):
- *Discorso e istruzione*

2000-2001 Lecturer at the University of Rome III, School of specialization for teachers of secondary education (Italy):
- *Laboratorio di psicologia e riflessione sulla pratica educativa e didattica*

1998-1999 Lecturer at the University of Neuchâtel, Institute of Psychology (Switzerland):
- *Travaux pratiques I. La recherche en psychologie: analyse de conversations à table*

Examination expertise

2011-2012 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland):
- *Pluralités en psychologie et éducation*

2010-2011 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland):
- *Démarches et épistémologie de la recherche en psychologie*

2009-2010 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland):
- *Colloque de recherche en psychologie et éducation*
- *Pluralités en psychologie et éducation*
- *Propaedeuticum mapsium*

2008-2009 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland):
- *Méthodologie de la recherche en psychologie*
- *Questions choisies de psychologie générale*

2007-2008 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland):
- *Exercices de méthodologie, terrain et tutorat: théorie*

2006-2007 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland):
- *Psychologie de l'apprentissage et dispositifs de formation*
- *Questions choisies de psychologie*

2005-2006 University of Rome "La Sapienza", Faculty of Psychology 2 (Italy):
- *Psicologia dell'alfabetizzazione*
- *Psicologia dell'educazione (corso avanzato)*

2004-2005 University of Rome "La Sapienza", Faculty of Psychology 2 (Italy):
- *Psicologia dell'alfabetizzazione*
- *Psicologia dell'educazione (corso avanzato)*
- *Psicopedagogia del linguaggio e della comunicazione*

2003-2004 University of Rome "La Sapienza", Faculty of Psychology 2 (Italy):
- *Psicologia dell'alfabetizzazione*
- *Psicologia dell'educazione (corso avanzato)*
- *Psicopedagogia del linguaggio e della comunicazione*

2002-2003 University of Rome "La Sapienza", Faculty of Psychology (Italy):
- *Psicologia dell'alfabetizzazione*
- *Psicologia dell'educazione (corso avanzato)*
- *Psicopedagogia del linguaggio e della comunicazione*

2001-2002 University of Rome "La Sapienza", Faculty of Psychology (Italy):
- *Psicopedagogia del linguaggio e della comunicazione*

Direction of PhD theses

2018-2019 University of Neuchâtel (Switzerland), University of Teacher Education BEJUNE (Switzerland):

- *Le développement des compétences psycho-sociales dans une visée d'amélioration du bien-être subjectif. Un enjeu scolaire et sociétal. Création d'un dispositif annuel d formation et évaluation à travers le prisme de la TAD chez des élèves du cycle 2*

2017-2018 University of Geneva (Switzerland), University of Teacher Education BEJUNE (Switzerland):

- *Compétences socio-communicatives et apprentissage des mathématiques pour les élèves de 10-12 ans dans un dispositif d'immersion réciproque allemand-français*

2009-2010 Moscow University of Psychology and Education Department of Psychology of Education (Russia):

- *Argumentation among children in the field of rhetoric*
- *The role of argumentation in constructing child hypotheses on the structure and operation of live organisms*

Expertise of PhD theses

2024-2025 University of Gothenburg, Department of Education, Communication and Learning (Sweden):

- *Learning to argue in primary school: A sociocultural study of group discussions with argumentative school tasks*

University of Naples "Parthenope", PhD curriculum in Sciences of mouvement and sport activities (Italy):

- *Attività didattica e percorsi universitari per l'inclusione: la funzione compensativa della pratica sportiva*
- *Brain connectomics via magnetoencephalography: The role of the study of brain connectivity in predicting disability in neurological diseases*
- *Cardiac magnetic resonance and myocarditis: The COCIS criteria for granting competitive sports eligibility*
- *Dinamica cerebrale e tratti di personalità negli sport di squadra*
- *Effetti della pratica del taijiquan associato all'health qigong su parametri clinici e dell'efficienza motoria nell'uomo*
- *Il ruolo delle pratiche artistiche nei processi di cura. Un lavoro di ricerca con pazienti affetti da malattie neurodegenerative*
- *Le malattie croniche infiammatorie intestinali (IBD) e l'attività fisica: una review sistematica delle evidenze*
- *Natural extracts as a functional integration in the treatment of neurodegenerative diseases*
- *Network analysis: dalle reti neurali alla cinematica del movimento umano*

2021-2024 University of Neuchâtel, Faculty of Arts and human sciences (Switzerland):

- *Le changement pédagogique: un processus impliquant acteurs, organisation et institution. Analyse de trois réformes scolaires de l'espace francophone bernois: entre changements et inertie*

- *SHOCK. Dall'educatore vulnerabile e ignorato alla formazione di un'equipe educativa dialogica e resiliente attraverso l'elaborazione emotiva: una teoria fondata*

2017-2018 University of Palermo, Department of Psychological, pedagogical and educational sciences (Italy):

- *La costruzione narrativa del prendersi cura dell'altro. Analisi di processi ed esiti di un dispositivo gruppale di caregiver di pazienti affetti da patologie neurodegenerative*

2016-2017 University of Belgrade, Institute of Psychology (Serbia):

- *Kako je angažovanje učenika povezano sa kvalitetom odnosa učenika i nastavnika? / How is students' engagement related to the quality of the relationship between students and teachers?*

2014-2015 University of Tartu, Institute of Education (Estonia):

- *Teacher reflection aimed at supporting the development of a practical knowledge of teachers' initial training*

2008-2012 University of Neuchâtel, Institute of Psychology and Education (Switzerland):

- *Analyse des coïncidences dans une perspective socioculturelle*
- *Argumenter? Expliquer? Que dois-je faire? Des mécanismes psychosociaux à l'œuvre chez des enfants dans différentes situations sociales*
- *Contextes de formation en alternance: développer et articuler des savoirs et des compétences*
- *Développement de l'argumentation dans des interactions entre enfants*

Direction of Master theses

2012-2026 University of Teacher Education BEJUNE, Special needs education and Secondary education (Switzerland): *30 works*

2005-2007 University of Rome "La Sapienza", Faculty of Psychology II (Italy): *8 works*

Direction of Bachelor theses

2025-2027 Mercatorum University of Rome, Psychological Sciences and Techniques (Italy): *76 works*

2022-2026 University of Teacher Education BEJUNE, Primary education (Switzerland): *14 works*

Expertise of Master theses

2024-2025 University Laval, Faculty of Graduate and Postdoctoral Studies, Québec (Canada): *1 work*

2012-2026 University of Teacher Education BEJUNE, Special needs education and Secondary education (Switzerland): *25 works*

2008-2013 University of Neuchâtel, Faculty of Arts and Human Sciences (Switzerland): *6 works*

Expertise of Bachelor theses

2011-2025 University of Teacher Education BEJUNE, Primary education (Switzerland): *13 works*

2020-2021 University of Applied Sciences and Arts of Southern Switzerland (Switzerland): *2 works*

Direction of research written essays

2011-2026 University of Teacher Education BEJUNE, Secondary education (Switzerland): *30 works*

Supervision of scientific paper awarded by academic prix

2013-2014 University of Neuchâtel, Faculty of Arts and human sciences (Switzerland):
- *Mise en place technique d'un concert: désaccords entre musiciennes et régisseurs* [Prix of Excellence 2014 "Société des Alumni diplômés et amis de l'Université de Neuchâtel"; paper in Speech therapy, Psychology and Education, Sciences of Language realized within the course "Analyser les interactions verbales: dispositifs et enjeux"]

Supervision of graduate stages and post-doc stages

2018-2021 University of Teacher Education BEJUNE (Switzerland):
- *Supervisor of post-doc stage "Desenvolvimento profissional e liderança no ensino de PLH/Développement professionnel et leadership dans l'enseignement de PLH"*; University of Aveiro (Portugal); months: 36

2018-2019 University of Teacher Education BEJUNE (Switzerland):
- *Supervisor of PhD stages*, University of Tartu (Estonia); months: 1

2016-2018 University of Teacher Education BEJUNE (Switzerland):
- *Supervisor of post-doc stage "Research-Fellowship visit"*, The Hebrew University of Jerusalem (Israel); months: 24

2014-2015 University of Teacher Education BEJUNE (Switzerland):
- *Supervisor of PhD stage "Training Agreement Ulisse 2014/15"*, University of Sassari (Italy); months: 1

2013-2014 University of Teacher Education BEJUNE (Switzerland):
- *Supervisor of post-doc stage "Borsa di studio per frequenza di corsi all'estero nell'ambito dell'Area scientifico-disciplinare Scienze Filosofiche, Pedagogiche e Psicologiche"*, University of Bari "Aldo Moro" (Italy); months: 9

2005-2006 University of Rome "La Sapienza", Faculty of Psychology 2 (Italy):
- *Supervisor of training stage in Psychology*; months: 6

2004-2005 University of Rome "La Sapienza", Faculty of Psychology 2 (Italy):
- *Supervisor of training stage in Psychology*; months: 6

MEMBERSHIP IN ACADEMIC SOCIETIES

American Anthropological Association (AAA); Association pour le Développement des Méthodologies d'Evaluation en Education (ADMEE); Associazione Italiana di Psicologia (AIP); European Association for Practitioner Research on Improving Learning (EAPRIL); European Association for Research on

Learning and Instruction (EARLI); International Association for the Study of Child Language (IASCL); International Association of Applied Psychology (IAAP); International Society for Cultural and Activity Research (ISCAR); Recherches et Pratiques en Didactique Professionnelle (RPDP); Société Suisse pour la Recherche en Education (SSRE); Society for Research in Child Language Disorders (SRCLD)

ENGAGEMENTS IN SCIENTIFIC EDITIONS AND JOURNALS

Editor of book series

Baucal, A., & Arcidiacono, F. *Social Interaction in Learning and Development*. Springer.

Editorial board memberships

Débats (series HEP-BEJUNE Publishers); Democrazia e Scuola; Formation et profession: revue internationale en éducation; Frontiers in Psychology. Educational Psychology (Guest Associate Editor); Frontiers in Psychology. Environmental Psychology (Review Editor); Frontiers in Psychology. Language Sciences (Guest Associate Editor); Frontiers in Psychology. Organizational Psychology (Guest Associate Editor); Иновације у настави/Teaching Innovations; Психологическая Наука и Образование/Psychological Science and Education; Rassegna di Psicologia; Ricerca & Didattica (series Pensa Publishers); Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics

Permanent reviewer and referee's engagements

Acta Psychologica; Antipodes Publishers; Appetite; Cahiers de psychologie et éducation; Canadian Journal of Educational Administration and Policy; Community Psychology in Global Perspective; Discourse Processes; Discover Education; Dossiers de psychologie et éducation; Educational Research Review; EuroAmerican Journal of Applied Linguistics and Languages; European Journal of Psychology of Education; Formation et pratiques d'enseignement en questions; Frontiers in Psychology. Cultural Psychology; Global Education Review; Human Arenas; Integrative Psychological & Behavioral Science; Interacções; International Journal of Applied Linguistics; International Journal of Educational Research; International Journal of Multiple Research Approaches; International Journal of Social Research Methodology; Journal of Language Aggression and Conflict; Learning, Culture and Social Interaction; L'éducation en débat: analyse comparée; Mind, Culture, and Activity: An International Journal; Multimodal Technologies and Interaction; QWERTY International Journal of Technology, Culture and Education; Presses universitaires suisses (Alphil Publishers); Psihološka istraživanja/Psychological Research; Psychology Hub; Recherches Familiales; Research in Science & Technological Education; Revue Internationale d'Éducation Familiale; Social Psychology of Education; Social Sciences & Humanities Open; Studies in Communication Sciences; Teaching and Teacher Education; Technology, Pedagogy and Education

INTERVIEWS (PUBLIC MEDIA, NEWSPAPERS)

- "CeSPRe: l'entretien". *BEJUNE info*, n. 9, October, 2019
- "הדפס כתבה הוראה היא לא מקצוע אידיאלי לשילוב קריירה ומשפחה" / "Teaching is not an ideal profession for combining career and family". *Globes*, December 14th, 2017
- "Chercher". *RadioActif Salon 2016 interjurassien de la formation*, April 13th, 2016
- "Research Education Practices: International projects". *RTS Radio televizija Srbije*, November 20th, 2015
- "Besser integriert in der Schule". *Wissen in 20 Minuten*, September 4th, 2015
- "Streit am Esstisch: Kids lernen zu argumentieren". *Wissen in 20 Minuten*, December 12th, 2013
- "Soft: un progetto per l'integrazione delle famiglie, attraverso i piccoli". *OrvietoSi. Il quotidiano di Orvieto e dell'Orvietano*, April 17th, 2013
- "Studying argumentation within the Piagetian tradition". *MGPPU Newsletter*, May 2010
- "Vie quotidienne. Flemmes du ménage?" *Coopération*, October 2007, n. 41, pp. 74-77
- "Research offers comparative insights into US and Italian working couples' coordination of household labor". *CELF Newsletter*, June 2007
- "Children's extra-curricular activities: Views from Italian and US families". *CELF Newsletter*, June 2007

CONFERENCE PRESENTATIONS

Organization

Iannaccone, A., & Arcidiacono, F. (2026). Symposium *Argumentation and learning within a dialogical and interactional perspective*. 31st ICAP Congress, Florence (Italy), 22/07/2026.

Wentzel, B., Perez-Roux, T., Arcidiacono, F., Medeiros Sarti, F., Mukamurera, J., & Vivegnis, I. (2026). Symposium *La formation universitaire des enseignants à l'épreuve des cadres de référence de l'action publique en éducation*. 37th ADMEE-Europe Congress "Apprendre à (s)'évaluer: quels paradigmes et quels leviers pour soutenir la formation dans une perspective de professionnalisation des métiers?", Biel/Bienne (Switzerland), 08/01/2026.

Arcidiacono, F., et al. (2025). Scientific Day *Collaborations créatives: corps, jeu et création dans l'enseignement. En hommage à Marcelo Giglio*. University of Teacher Education Vaud, Lausanne (Switzerland), 07/03/2025.

Arcidiacono, F., et al. (2024). *3rd International Congress on Education and Teaching Profession*. University of Geneva (Switzerland), 02-03/12/2024.

Arcidiacono, F., et al. (2024). 11th Swiss Festival of qualitative methods *Quoi de neuf? Continuités et renouvellement*. University of Fribourg (Switzerland), 07-08/11/2024.

Arcidiacono, F. (2024). Seminar *P3: Pratiques de Partage entre Pairs*. CeSPRe, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 24/10/2024.

Wentzel, B., Medeiros Sarti, F., Gouin, J.-A., Buser, M., & Arcidiacono, F. (2024). Symposium *Universitarisation et professionnalisation de la formation initiale des enseignants: recherches*

en cours et nouvelles possibilités de collaboration. 11th International Conference on Education, Montreal (Canada), 09/05/2024.

Arcidiacono, F. (2023). Seminar *P3: Pratiques de Partage entre Pairs*. CeSPRe, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 26/10/2023.

Wentzel, B., Hamel, C., Arcidiacono, F., Desmeules, A., & Celeri, I. (2023). Symposium *Regard évaluatif sur des dispositifs mis au service des trajectoires de développement professionnel*. 34th ADMEE-Europe Conference "Evaluer les apprentissages: continuités et ruptures", Mons (Belgium), 05/04/2023.

Arcidiacono, F., et al. (2022). International Conference *New horizons in education*. Faculty of Teacher Education, University of Belgrade (Serbia), 28/05/2022.

Wentzel, B., Arcidiacono, F., & Tapparel, S. (2022). Symposium *Les liens entre recherche et formation dans le champ de la professionnalisation*. 33rd ADMEE-Europe Conference "Pluralité de contextes, pluralité d'évaluations en éducation: quelles interactions et quels enjeux?", Guadeloupe (France), 12/04/2022.

Arcidiacono, F., et al. (2021). 8th Swiss Festival of qualitative methods *Le qualitatif en santé*. University of Fribourg (Switzerland), 04-05/11/2021.

Arcidiacono, F., Chatelain, S., & Kloetzer, L. (2021). *Collaborations créatives. Hommage à Marcelo Giglio*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 22/09/2021.

Arcidiacono, F., et al. (2021). International Conference *Innovative didactic systems in education*. Faculty of Teacher Education, University of Belgrade (Serbia), 21/05/2021.

Wentzel, B., Felouzis, G., Arcidiacono, F., & Akkari, A. (2020). Symposium *Action publique, gouvernance et recherche en éducation*. 8th International Conference on Education "Enjeux actuels et futurs de la formation et de la profession enseignante", Montreal (Canada), 30/04/2021.

Arcidiacono, F., et al. (2020). SSRE Congress *Knowledge at the intersection of research, practices and learning*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 31/08-02/09/2020.

Arcidiacono, F., et al. (2020). International Conference *Innovative didactic systems in education*. Faculty of Teacher Education, University of Belgrade (Serbia), 22/05/2020.

Bova, A., & Arcidiacono, F. (2019). Workshop *Tools for the analysis of argumentative interactions*. 5th ESTIDIA Conference "Hybrid Dialogues: Transcending Binary Thinking and Moving Away from Societal Polarizations", Naples (Italy), 19/09/2019.

Gyger Gaspoz, D., Boéchat-Heer, S., Ronveaux, C., & Arcidiacono, F. (2019). CAHR Conference *La trace dans la formation et la recherche en éducation*. University of Teacher Education BEJUNE, Delémont (Switzerland), 12-13/09/2019.

Arcidiacono, F., et al. (2019). Research day *Les enseignant·e·s face à l'insertion professionnelle: enjeux et réflexions*. University of Teacher Education BEJUNE, La Chaux-de-Fonds (Switzerland), 12/06/2019.

Arcidiacono, F., et al. (2019). International conference *Curricular (Re)forms in Education*. Faculty of Teacher Education, University of Belgrade (Serbia), 20/05/2019.

Raykov, M., Taylor, A., Pavlović Babić, D., Arcidiacono, F., Baucal, A., & Leijen, Ä. (2018). Panel discussion *Contribution of community-university partnership to student academic progress and employability*. ECER Conference "Inclusion and Exclusion, Resources for Educational Research?" Bolzano (Italy), 06/09/2018.

Arcidiacono, F., et al. (2018). Institutional research day *Une recherche au service de l'enseignement, en collaboration avec ses partenaires*. University of Teacher Education BEJUNE, Delémont (Switzerland), 13/06/2018.

Arcidiacono, F., et al. (2018). International conference *Modern approaches to the professional development and work of preschool and primary school teachers*. Faculty of Teacher Education, University of Belgrade (Serbia), 25/05/2018.

Arcidiacono, F., et al. (2017). Institutional research day *Une politique ouverte en matière de recherche en éducation*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 14/06/2017.

Arcidiacono, F., et al. (2017). International conference *Problems and dilemmas of teaching and learning theory and practice in formal education.* Faculty of Teacher Education, University of Belgrade (Serbia), 26-27/05/2017.

González-Martínez, E., & Arcidiacono, F. (2017). Symposium *Analyse conversationnelle de séquences d'instruction: description de pratiques et outil de formation*. CAHR Congress "La verbalisation au cœur de l'enseignement et de la formation", University of Teacher Education, Fribourg (Switzerland), 28/04/2017.

Grossen, M., Iannaccone, A., Arcidiacono, F., & Melfi G. (2017). Doctoral training *Les focus groups: de la récolte à l'analyse des données*. CRIS, University of Neuchâtel (Switzerland), 31/03/2017.

Domingos, J., & Arcidiacono, F. (2016). Atelier *Enseignement et formation de publics hétérogènes*. CUSO: Transversal program of development of general competencies, University of Neuchâtel (Switzerland), 12/12/2016.

Arcidiacono, F., & Richards, K. (2016). Meeting *Et TU CHerches… Etudiant·e·s et chercheur·e·s en dialogue*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 30/11/2016.

Arcidiacono, F., & Reffay, C. (2016). Scientific Day *La place de la recherche dans la formation des enseignant·e·s*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 09/11/2016.

Cingolani, L., & Arcidiacono, F. (2016). Symposium *Partecipazione e configurazioni interattive in diversi contesti di apprendimento*. 29th AIP Congress (Section of Developmental and Educational Psychology), Vicenza (Italy), 08/09/2016.

Arcidiacono, F. (2016). Symposium *Reflection on a research-based design for the improvement of research capacities in teacher education and practice.* EARLI-SIG Conference "Reflective minds and communities", University of Tartu (Estonia), 29/08/2016.

Arcidiacono, F., et al. (2016). Institutional Research Day *Dispositifs de recherche, dispositifs de formation*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Wentzel, B., & Arcidiacono, F. (2016). Symposium *Gouvernance et recherche en éducation: de la production de données probantes à la circulation des savoirs*. 3rd International Conference on Education "Enjeux actuels et futurs de la formation et de la profession enseignante", Montreal (Canada), 06/05/2016.

Domingos, J., & Arcidiacono, F. (2016). Atelier *Enseigner à des publics hétérogènes*. Réseau romand de conseil formation et évaluation pour l'enseignement universitaire, University of Neuchâtel (Switzerland), 25/04/2016.

Wentzel, B., Arcidiacono, F., Armi, F., Giglio, M., Kassam, S., Pagnossin, E., & Pasche Gossin, F. (2016). International Conference *Gouvernance et recherche en éducation*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 20-21/04/2016.

Arcidiacono, F., et al. (2015). International conference *Didactic and methodological approaches and strategies – Support to children's learning and development*. Faculty of Teacher Education, University of Belgrade (Serbia), 20/11/2015.

Arcidiacono, F. (2015). Institutional Research Day *Restitution des savoirs*. University of Teacher Education BEJUNE, Biel/Bienne, 18/06/2015.

Arcidiacono, F., & Wentzel, B. (2015). Scientific Research Day *Relation famille-école: perspectives de recherche en éducation*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 21/05/2015.

Arcidiacono, F. (2015). Conference-debate *Relation famille-école*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 20/05/2015.

Wentzel, B., & Arcidiacono, F. (2014). Scientific Research Day *Journée institutionnelle de la recherche*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 19/06/2014.

Giglio, M., & Arcidiacono, F. (2013). Scientific Research Day *Interactions sociales en classe et approches didactiques*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 06/06/2013.

Gremion, L., Ramel, S., Angelucci, V., Gremion, M., Willemin, S., Matthey, M.-P., Rodriguez-Diaz, J., Corti, D., & Arcidiacono, F. (2013). 2nd International Congress *De l'intégration à l'inclusion scolaire: regards croisés sur les défis actuels de l'école*. Biel/Bienne (Switzerland), 08-10/04/2013.

Arcidiacono, F., & Jaccard, S. (2012). Institutional Research Day *Hétérogénéité, intégration scolaire et relation pédagogique*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 20/06/2012.

Baucal, A., Buđevac, N., & Arcidiacono, F. (2012). Symposium *Studying social interaction in different contexts*. Congress EARLI-SIG "Patchwork. Learning diversities", Belgrade (Serbia), 30/08/2012.

Wentzel, B., Perrin, D., & Arcidiacono, F. (2012). Research Seminars *Recherche qualitative*. University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 26-27/01/2012.

Perret-Clermont, A.-N., Arcidiacono, F., Miserez, C., & Sinclaire-Harding, L. (2010). Doctoral course *Towards a social psychology of argumentative situations. Module II*. University of Neuchâtel (Switzerland), 10-12/05/2010.

Perret-Clermont, A.-N., Clément, F., & Arcidiacono, F. (2010). Doctoral course *Toward a social psychology of argumentative situations*. University of Neuchâtel (Switzerland), 27-29/01/2010.

Chair and discussant

Arcidiacono, F. (2026). Symposium *Processes of inequalities and unfairness in school and educational systems*. 31st ICAP Congress, Florence (Italy), 23/07/2026.

Arcidiacono, F. (2025). Scientific days *Vygotsky e la Psicoanalisi*. Laboratory ""Cultural Psychology and Human Development", University of Salerno (Italy)

Arcidiacono, F. (2025). Symposium *Trente ans d'universitarisation de la formation des enseignants: comparaisons internationales au regard de trois cas (Brésil, Québec, France)*. AREF Congress, Liège (Belgium), 08/07/2025.

Arcidiacono, F. (2024). Symposium *Les stages en enseignement réalisés en situation d'emploi: quels modèles pour favoriser le développement des compétences professionnelles et le bien-être au travail?* 11th International Conference on Education, Montreal (Canada), 10/05/2024.

Arcidiacono, F. (2024). Symposium *Discussion et mise en perspective. Universitarisation et professionnalisation de la formation initiale des enseignants: recherches en cours et nouvelles possibilités de collaboration*. 11th International Conference on Education, Montreal (Canada), 09/05/2024.

Arcidiacono, F. (2024). Round Table *Care or courage? Effective strategies for sustainable innovations within teacher education?* 8th Conference on Teacher Education Policy in Europe "Innovation in teacher education: Sustainable change & evaluating impact at macro, meso and micro level", Aix-en-Provence (France), 21/03/2024.

Arcidiacono, F. (2023). Symposium *Regard évaluatif sur des dispositifs mis au service des trajectoires de développement professionnel*. 34th ADMEE-Europe Conference "Evaluer les apprentissages: continuités et ruptures", Mons (Belgium), 05/04/2023.

Arcidiacono, F. (2022). Conference-Round table *Interactions, dialogues et apprentissage: quels apports d'une approche socioculturelle et dialogique pour la formation d'adultes?* Laboratory RIFT "Recherche, intervention, formation et travail", University of Geneva (Switzerland), 12/04/2022.

Arcidiacono, F. (2019). Panel *Impact of research and innovation on education*. 4th International Conference on Future Education, Belgrade (Serbia), 12/11/2019.

Arcidiacono, F. (2016). Atelier *Et si l'on arrêtait de penser que seul l'enseignant sait ce qui est bon pour ses élèves?* Seminar of special needs education "La motivation scolaire", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 23/11/2016.

Arcidiacono, F. (2016). Paper *The role of reflection in processes of professionalisation with a focus on teacher education.* EARLI-SIG Conference "Reflective minds and communities", University of Tartu (Estonia), 28/08/2016.

Arcidiacono, F. (2015). Session *New learning and teaching models.* International Conference "Education and New Developments", Porto (Portugal), 29/06/2015.

Arcidiacono, F. (2015). Ateliers *La première rentrée scolaire des enfants ayant des besoins particuliers: regard sur les pratiques de transition*. 3rd International Congress "De l'intégration à l'inclusion scolaire: rôles des communautés éducatives", Lausanne (Switzerland), 08/04/2015.

Arcidiacono, F. (2015). Ateliers *L'entrée à l'école: reconfiguration d'une communauté éducative autour de l'enfant/élève*. 3rd International Congress "De l'intégration à l'inclusion scolaire: rôles des communautés éducatives", Lausanne (Switzerland), 08/04/2015.

Arcidiacono, F. (2014). Symposium *Semantics and discourse of professionalization*. 4th International Conference ALAPP "Applied Linguistics and Professional Practice", University of Geneva (Switzerland), 12/09/2014.

Arcidiacono, F., Willemin, S., & Chaignat, E. (2014). Ateliers *Conscience phonologique, dysphasie, orthographie, difficultés de lecture*. Scientific Day "Mémoires Master en enseignement spécialisé 2013-2014", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 25/06/2014.

Arcidiacono, F. (2014). Conference-debate *Perspective internationale: présentation de la recherche ICILS sur les compétences en informatique et informationnelles des élèves*. Scientific Research Day "La culture numérique à l'école: quelles formations pour quelles pratiques?" University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 20/03/2014.

Wentzel, B., & Arcidiacono, F. (2013). Project Meeting SCOPES *The professionalization of teachers' training in different countries*. 8th EAPRIL Congress "Where Practice and Research on Learning and Development Meet", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 28/11/2013.

Arcidiacono, F. (2013). Session *Perspectives de formation initiale et continue des enseignants*. Scientific Research Day "Interactions sociales et approches didactiques", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 06/06/2013.

Giglio, M., & Arcidiacono, F. (2013). Session *Perspectives scientifiques d'étude sur les interactions sociales en classe*. Scientific Research Day "Interactions sociales et approches didactiques", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 06/06/2013.

Arcidiacono, F. (2013). Atelier *Diversité dans les écoles*. 2nd International Conference "De l'intégration à l'inclusion scolaire: regards croisés sur les défis actuels de l'école", Biel/Bienne (Switzerland), 10/04/2013.

Arcidiacono, F. (2013). Atelier *Communautés scolaires*. 2nd International Conference "De l'intégration à l'inclusion scolaire: regards croisés sur les défis actuels de l'école", Biel/Bienne (Switzerland), 08/04/2013.

Arcidiacono, F. (2013). Atelier *Relève scientifique et professionnelle*. International Conference "La professionnalisation des formations à l'enseignement en débat", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 21/02/2013.

Arcidiacono, F. (2012). Paper session *Different aspects of the system*. Congress EARLI-SIG "Patchwork. Learning diversities", Belgrade (Serbia), 31/08/2012.

Arcidiacono, F. (2012). Symposium *Studying social interaction in different contexts*. Congress EARLI-SIG "Patchwork. Learning diversities", Belgrade (Serbia), 30/08/2012.

Arcidiacono, F. (2011). Paper session *Making meaning in teaching natural science matter*. Congress ISCAR "Enhancing the cultural and the activity approach for the new generation development in a global world", Rome (Italy), 06/09/2011.

Scientific contributions in congresses and conferences

Wentzel, B., Arcidiacono, F., & Fiorio, M. (2026). *Gestion de la pénurie d'enseignant.e.s en contexte de crise: analyses comparées*. 3rd International Congress on education and teaching profession, Dakar (Senegal), 03/12/2026.

Arcidiacono, F. (2026). *Argomentazione e sviluppo cognitivo*. Course "Orientamento e transizioni nel ciclo di vita", Mercatorum University of Rome (Italy), 26/10/2026.

Arcidiacono, F. (2026). *The role of semiotic resources in promoting cognitive argumentation during practice-based science education in classroom*. 31st ICAP Congress, Florence (Italy), 22/07/2026.

Arcidiacono, F. (2026). *Family studies: Observing everyday lives as a social laboratory*. 1st International Online Conference on Social Sciences, Basel (Switzerland), 29/05/2026.

Arcidiacono, F., Miserez-Caperos, C., & Chatelain, N. (2026). P*rojet «Créer et partager des dispositifs d'enseignement augmentés pour développer l'argumentation à visée cognitive en classe»*. Research day "Transformer l'école et la société. Résultats et impacts des projets de recherche menés à la HEP-BEJUNE", Biel/Bienne (Switzerland), 13/05/2026.

Wentzel, B., & Arcidiacono, F. (2026). *Former et accompagner à l'ère de la pénurie: enjeux, tensions et opportunités? Mot de bienvenue et introduction*. 13th International Conference on Education, Montreal (Canada), 08/05/2026.

Arcidiacono, F. (2026). *L'entrée dans la profession: retours d'enseignants débutants lors d'un partage d'expériences d'insertion*. 37th ADMEE-Europe Congress "Apprendre à (s)'évaluer: quels paradigmes et quels leviers pour soutenir la formation dans une perspective de professionnalisation des métiers?", Biel/Bienne (Suisse), 08/01/2026.

Medeiros Sarti, F., Trento Rebello de Souza, D., & Arcidiacono, F. (2026). *Marché de la formation des enseignants au Brésil: son émergence et diversification*. 37th ADMEE-Europe Congress "Apprendre à (s)'évaluer: quels paradigmes et quels leviers pour soutenir la formation dans une perspective de professionnalisation des métiers?", Biel/Bienne (Switzerland) 08/01/2026.

Arcidiacono, F. (2025). *Argomentare per apprendere tra bambini e adulti*. Department of Human, Philosophical and Educational Sciences, University of Salerno (Italy), 25/11/2025.

Jenny, E., & Arcidiacono, F. (2025). *Des outils pour la prise en compte du plurilinguisme lors de l'évaluation d'un dispositif d'immersion réciproque en Suisse*. Conference "Bridging Voices in Plurilingual Education: Policies, Research, and Practices", Rome (Italy), 24/10/2025.

Arcidiacono, F. (2025). *Apprendere con il contesto: il ruolo dell'argomentazione tra bambini*. University of Bari (Italy), 21/10/2025.

Arcidiacono, F. (2025). *Lo sviluppo dell'apprendimento attraverso una rilettura di Piaget*. Department of Human, Philosophical and Educational Sciences, University of Salerno (Italy), 16/10/2025.

Arcidiacono, F. (2025). *Piaget dopo Piaget: tradizioni di ricerca sulle interazioni sociali*. Department of Human, Philosophical and Educational Sciences, University of Salerno (Italy), 15/10/2025.

Arcidiacono, F. (2025). *Origini dell'approccio storico-culturale e interesse in educazione*. Department of Human, Philosophical and Educational Sciences, University of Salerno (Italy), 07/10/2025.

Arcidiacono, F., & Iannaccone, A. (2025). *Condividere l'esperienza di ingresso nella professione: analisi narrativa di gruppi di discussione tra insegnanti debuttanti*. XXXVII AIP Congress "Developmental and Educationl Psychology", Udine (Italy), 15/09/2025.

Jenny, E., & Arcidiacono, F. (2025). *Insertion professionnelle: entre projection de futur.e.s enseignant.e.s en fin de formation primaire et perception d'enseignant.e.s novices*. 12th International Conference on Education, Montreal (Canada), 02/05/2025.

Arcidiacono, F., & Gabola, P. (2025). *Les groupes de discussion comme outils pour mobiliser la réflexion et améliorer le bien-être des nouvelles générations d'enseignant·e·s en surcharge de travail*. 12th International Conference on Education, Montreal (Canada), 01/05/2025.

Joliat, F., & Arcidiacono, F. (2025). *A l'école de la créativité*. Scientific Day "Collaborations créatives: corps, jeu et création dans l'enseignement. En hommage à Marcelo Giglio", Lausanne (Switzerland), 07/03/2025.

Arcidiacono, F. (2024). *Entrée dans la profession enseignante et surcharge de travail: réflexivité au sein d'un dispositif d'accompagnement de débutants, entre causes apparentes, vécus et stratégies envisagées*. 3rd International Congress on education and teaching profession, Geneva (Switzerland), 02/12/2024.

Radhouane, M., Arcidiacono, F., Jenny, E., & Akkari, A. (2024). *L'interculturalité au service des relations Nord-Sud en formation d'enseignant.e.s*. 5th RIED meeting "L'éducation à la diversité, entre crises, contestations et réformes", Marseille (France), 13/11/2024.

Jenny, E., & Arcidiacono, F. (2024). *Apprentissage de la L2 et des mathématiques par des élèves à profil bi-plurilingue en contexte bilingue*. Meeting "Metalinguistic Awareness: Recomposing Cognitive, Linguistic, And Cultural Conflicts. Studies in Honor of Maria Antonietta Pinto", Rome (Italy), 08/10/2024.

Dania, A., Impedovo, M. A., & Arcidiacono, F. (2024). *A quasi-community lens on supporting action research and affectivity in teaching*. Conference of the European Association for Research on Learning and Instruction (EARLI-SIG) "Walking the Talk: Co-constructing the politics of meaning, diversity and learning", Bari (Italy), 12/09/2024.

Arcidiacono, F., & Wentzel, B. (2024). *Accompagner et professionnaliser les futur·e·s enseignant·e·s par la recherche*. 11th International Conference on Education, Montreal (Canada), 09/05/2024.

Arcidiacono, F. (2024). *Autour de l'argumentation: modèles analytiques*. CRIFPE, Laval University (Canada), 02/05/2024.

Ben-Uri, I., Arcidiacono, F., & Convertini, J. (2024). *Development of resilience-promotion activities kit for Ukrainian pre-school children and their mothers as part of school-counseling training*. 5th

Annual Meeting of the Swiss Society for Early Childhood Research (SSECR) "Belonging & Connecting", St. Gallen (Switzerland), 10/01/2024.

Arcidiacono, F., Fasulo, A., Sterponi, L., & Fatigante M. (2023). *Famiglie all'italiana. L'eredità di Clotilde Pontecorvo sullo studio delle interazioni tra genitori e figli*. Conference "Un'idea di educazione. Il contributo di Clotilde Pontecorvo per l'educazione del futuro", Rome (Italy), 27/11/2023.

Arcidiacono, F., Haberey-Knuessi, V., & Gabola, P. (2023). *Mise en place d'un cadre réflexif sécurisé pour améliorer le soutien aux enseignant·e·s et aux soignant·e·s en début de carrière: un défi incontournable pour favoriser le bien-être et la durabilité de ces professionnels*. International confernce on Education, Training and Professional Practices "Se construire avec et dans le monde part d'autrui, part de soi", Paris (France), 20/09/2023.

Arcidiacono, F., Miserez-Caperos, C., & Convertini, J. (2023). *Ressources sémiotiques mobilisées par les enseignant·e·s à l'école primaire et leur rôle dans le développement de l'argumentation à visée cognitive chez les élèves.* SSRE Congress "Times of transition? Education between persistence and change", Zurich (Switzerland), 29/06/2023.

Miserez-Caperos C., Convertini J., Arcidiacono F. *Amener les élèves à développer des argumentations en classe: comment les enseignant·e·s s'y prennent-ils?* SSRE Congress SSRE, Lausanne (Switzerland), 13/09/2022.

Convertini, J., Arcidiacono, F., & Miserez-Caperos, C. (2022). *Developing young children's cognitive argumentation in collaboration with teachers: The role of verbal and non-verbal argumentative components in classroom activities*. 14th annual International Conference on Education and New Learning Technologies, Palma de Mallorca (Spain), 05/07/2022.

Arcidiacono, F., & Pontecorvo, C. (2022). *Matérialité: espaces et objets comme expansion d'expériences quotidiennes*. Workshop "Interactions sociomatérielles: espaces, corps et artefacts", Neuchâtel (Switzerland), 29/04/2022.

Arcidiacono, F., & Padiglia, S. (2022). *Perspectives psychosociales d'accompagnement des enseignants débutants: un dispositif de recherche-formation pour la mise en œuvre de pratiques réflexives*. 33rd ADMEE-Europe Conference "Pluralité de contextes, pluralité d'évaluations en éducation: quelles interactions et quels enjeux?" Guadeloupe (France), 12/04/2022.

Arcidiacono, F. (2022). *Key issues in educational theory and practice nowadays: How to prepare new generations for the future and to address inequalities in society.* Tartu (Estonia), 30/03/2022.

Bergamaschi, A., Santagati, M., Blaya, C., & Arcidiacono, F. (2022). *Attitudes xénophobes et rôles de l'éducation formelle: lorsque l'engagement des enseignants est gagnant même dans un contexte «indifférent aux différences»*. Conference on inclusive education "L'éducation en situation migratoire", Suresnes (France), 26/01/2022.

Arcidiacono, F., & Convertini, J. (2021). *Verbal and non-verbal forms of argumentation at kindergarten*. 14th ICERI International Conference of Education, Research and Innovation, Seville (Spain), 08/11/2021.

Arcidiacono, F. (2021). *Riflessioni sui dispositivi di formazione/accompagnamento tra esperienze di ricerca e pratiche osservate*. SUPSI Scientific Day "Uno sguardo sulla formazione dell'insegnante: teoria e modelli a confronto", Locarno (Switzerland), 21/06/2021.

Arcidiacono, F. (2021). *Action publique, gouvernance et recherche en éducation: Discussion*. 8th International Conference on Education "Enjeux actuels et futurs de la formation et de la profession enseignante", Montreal (Canada), 30/04/2021.

Arcidiacono, F. (2020). *Social interactions in a pandemic media environment*. Conference "Media Literacy and New creativity", Belgrade (Serbia), 28/11/2020.

Baucal, A., & Arcidiacono, F. (2020). *Toward a dialogical and sociocultural method of inquiry: Three steps participative generalization and reflection (3PGR)*. International Conference "At the frontiers of the mind. Contributions of a dialogical and sociocultural approach to the study of interactions in institutional contexts", Lausanne (Switzerland), 28/11/2020.

Bergamaschi, A., Santagati, M., Blaya, C., & Arcidiacono, F. (2020). *Attitudes xénophobes et rôle de l'éducation formelle: lorsque l'engagement des enseignants est gagnant même dans un contexte «indifférent aux différences»*. International Conference INSHEA "L'éducation en situation migratoire", Suresnes (France), 12/11/2020.

Convertini, J., & Arcidiacono, F. (2020). *Start arguing to solve a task: Preschool children already engaged when the teacher presents the activity*. 13th ICERI International Conference of Education, Research and Innovation, Seville (Spain), 09/11/2020.

Arcidiacono, F., & Padiglia, S. (2020). *Partage de savoirs entre formation et terrain professionnel: analyse dialogique d'expériences chez les enseignants débutants*. SSRE Congress "Knowledge at the intersection of research, practices and learning", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 01/09/2020.

Bergamaschi, A., Santagati, M., Blaya, C., & Arcidiacono, F. (2020). *Xenophobic attitudes and the role of formal education: When teachers' involvement is winning even in a context ''indifferent to differences"*. Conference "Discrimination and interculturalism: Exploring their intersection in theory and practice", Barcelona (Spain), 27/03/2020.

Arcidiacono, F. (2019). *Supporting novice teachers: Crossing boundaries between the university and the school context*. International Academic Conference IISES, Dubrovnik (Croatia), 27/08/2019.

Bergamaschi, A., Blaya, C., Santagati, M., Arcidiacono, F. (2019). *La construction sociale de la xénophobie. Analyse d'expériences ordinaires chez des collégiens et lycéens français, italiens et suisses.* International Congress AREF, Bordeaux (France), 05/07/2019.

Melfi, G., Arcidiacono, F., Ben-Uri, I., & Bova, A. (2019). *Is the teaching profession really good for work-family integration? Swiss and Israeli pre-service teachers' perceptions*. 7th International Conference on Teacher Education "The Story of Innovation in Teacher Education", Tel Aviv (Israel), 24/06/2019.

Jenny, E., & Arcidiacono, F. (2019). *Exploring the impact of a Swiss bilingual program through a mixed method design*. International Conference "Education and New Developments", Porto (Portugal), 23/06/2019.

Ligorio, M. B., Impedovo, M. A., & Arcidiacono, F. (2018). *Espressione ed evoluzione dell'agency in una comunità di apprendimento online*. 31st AIP Congress (Section of Developmental and Educational Psychology), University of Turin (Italy), 17/09/2018.

Pavlović Babić, D., Baucal, A., Arcidiacono, F., Buđevac, N., & Blagdanić, S. (2018). *Collaboration between researcher and teacher communities: Implications for pre-service teachers' education*. ECER Conference "Inclusion and Exclusion, Resources for Educational Research?" Bolzano (Italy), 06/09/2018.

Ben-Uri, I., Arcidiacono, F., Melfi, G., & Bova, A. (2018). *"If I would have known…" Work-family conflict and facilitation attitudes among teachers in Israel and Switzerland*. ECER Conference "Inclusion and Exclusion, Resources for Educational Research?" Bolzano (Italy), 04/09/2018.

Bergamaschi, A., Colombo, M., Blaya, C., Santagati, M., Arcidiacono, F., Melfi, G., & Dihb, N. (2018). *"Xenophobia is socially constructed". An analysis of ordinary experience of xenophobia among middle school and high school students in France, Italy and Switzerland*. ESA Conference "Education and Social cohesion", UCL Institute of Education, London (United Kingdom), 30/08/2018.

Gonçalves, L., Andrade, A. I., & Arcidiacono, F. (2018). *Heritage language teaching: Designing professional development*. LEAD Summer School in Second Language Acquisition, University of Tübingen (Germany), 25/07/2018.

Bova, A., Arcidiacono, F., & González-Martínez, E. (2018). *Identifying the homework task: Multimodal resources used by parents and children during argumentative sequences*. 9th Conference ISSA, Amsterdam (The Netherlands), 03/07/2018.

Arcidiacono, F., Baucal, A., Pavlović Babić, D., Blagdanić, S., & Buđevac, N. (2018). *Reflection on REP-Synergy project outcomes: Implications for teaching practice and teacher education in Serbia*. International Conference TEERM 2018, La Valletta (Malta), 09/06/2018.

Blagdanić, S., Buđevac, N., Arcidiacono, F., Pavlović Babić, D., & Baucal, A. (2018). *Reflection on REP-Synergy project: Improvement of research capacities of the (future) teachers and young researchers in Serbia*. International Conference TEERM 2018, La Valletta (Malta), 09/06/2018.

Baucal, A., Arcidiacono, F., & Buđevac, N. (2018). *"I want here to agree": The complex interplay between social and cognitive aspects of peer interaction*. 48th Annual Meeting of the Jean Piaget Society "The Dynamics of Development: Processes, (Inter)Action, & Complexity", Amsterdam (The Netherlands), 01/06/2018.

Boissonnade, R., & Arcidiacono, F. (2018). *What people do when solving the selection task? Empirical findings and reflections on reasoning as a complex activity*. 48th Annual Meeting of the Jean Piaget Society "The Dynamics of Development: Processes, (Inter)Action, & Complexity", Amsterdam (The Netherlands), 01/06/2018.

Arcidiacono, F. (2018). *Children's interactions as social practices in educational contexts*. Seminar "Education and Environment within the context of Child's Development", University of Tartu (Estonia), 21/05/2018.

Arcidiacono, F., & Gyger Gaspoz, D. (2018). *Relations entre pratiques enseignantes et recherche:*

partage d'expériences. Rencontres Jeunes Chercheurs en EIAH. University of Besançon (France), 04/04/2018.

Gremion, F., Arcidiacono, F., Iannaccone, A., Melfi, G., & Padiglia, S. (2018). *Le focus group: un dispositif d'accompagnement pour le stage en emploi?* Conference "Innovation et recherche: métamorphose de la formation enseignante?" Lausanne (Switzerland), 15/02/2018.

Arcidiacono, F., Bova, A., & González-Martínez, E. (2018). *Homework-related argumentative discussions at home: Multimodal resources used by parents and children*. Conference ARGAGE "Argumentation and Language", Lugano (Switzerland), 07/02/2018.

Ben-Uri, I., Arcidiacono, F., Melfi, G., & Bova, A. (2017). *Pre-service and in-service teacher's perspectives of work-family relations: A Swiss-Israeli scientific collaboration*. International Multiplayer Induction Teams Conference "Learning Community, Partnership and Creativity", Beit Berl Academic College, Kfar-Saba (Israel), 06/11/2017.

Baucal, A., Arcidiacono, F., Leijen, Ä., & Buđevac, N. (2017). *Educational researchers and teacher educators: Learning to collaborate across boundaries*. 17th Biennial Conference EARLI "Education in the Crossroads of Economy and Politics. Role of Research in the Advancement of Public Good", Tampere (Finland), 31/08/2017.

Baucal, A., Arcidiacono, F., Pavlović Babić, D., Buđevac, N., & Blagdanić, S. (2017). *Research-based teacher education and practices: Learning how researcher and teacher communities can collaborate*. Conference ECER "Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research", University of Copenhagen (Denmark), 24/08/2017.

Bova, A., & Arcidiacono, F. (2017). *Children's acquisition of argumentative and explanatory discourse competence: Examining the contribution of family interactions at mealtime*. Conference IPrA "Pragmatics in the real world", Belfast (Northern Ireland), 20/07/2017.

Arcidiacono, F., Iannaccone, A., Melfi, G., Padiglia, S., & Gremion, F. (2017). *Enseignants débutants: un dispositif d'accompagnement révélateur de changements et tensions identitaires propres au temps de l'insertion.* Congress SSRE "Les temps de l'éducation et de la formation", University of Fribourg (Switzerland), 27/06/2017.

Pontecorvo, C., Arcidiacono, F., & González-Martínez, E. (2017). *The multimodal identification of homework tasks during parent-child interaction*. Conference "Language as a Form of Action", Institute of Cognitive Sciences and Technologies, Rome (Italy), 23/06/2017.

Arcidiacono, F., & González-Martínez, E. (2017). *Réalisation des devoirs scolaires lors d'interactions parents-enfants: quelle est la tâche? Comment l'accomplir?* Congress CAHR "La verbalisation au cœur de l'enseignement et de la formation", University of Teacher Education, Fribourg (Switzerland), 28/04/2017.

Ben-Uri, I., Arcidiacono, F., & Melfi, G. (2017). *Pre-service teachers' future perspectives of work-family relations: A Swiss-Israeli scientific collaboration*. International Symposium on Education and Psychology, Kyoto (Japan), 06/04/2017.

Boissonnade, R., & Arcidiacono, F. (2017). *Using the selection task as an instrument for teacher education: A preliminary experimental research*. 23rd Conference "Empirical Studies in Psychology", University of Belgrade (Serbia), 25/03/2017.

Arcidiacono, F. (2016). *Implementing teacher education and practices through an international research-based design*. Scientific seminar "European VET week 2016", Cometa Research Como (Italy), 18/11/2016.

Arcidiacono, F. (2016). *Interazioni discorsive in famiglia: parlare a tavola*. Scientific Day "Il romanzo familiare", University of Naples "Federico II" (Italy), 17/10/2016.

Arcidiacono, F., Leijen, Ä., Buđevac N., & Baucal, A. (2016). *REP-synergy: A project on research education practices in Serbia and Estonia*. Conference EARLI-SIG "Reflective minds and communities", University of Tartu (Estonia), 29/08/2016.

Studer, P., & Arcidiacono, F. (2016). *A critical reflection of professionalization of teacher education in Switzerland: Reflexivity and self in students' scientific writing practices*. Conference EARLI-SIG "Reflective minds and communities", University of Tartu (Estonia), 28/08/2016.

Arcidiacono, F., Baucal, A., & Buđevac, N. (2016). *Research-based design for teacher education and practices: Reflections on key barriers in collaboration between researcher and teacher communities*. Conference ECER "Leading Education: The Distinct Contributions of Educational Research and Researchers", University College Dublin (Ireland), 25/08/2016.

Pirchio, S., Arcidiacono, F., Carrus, G., Maricchiolo, F., Padiglia, S., Passiatore, Y., & Taeschner, T. (2016). *Children integration through language learning in the SOFT project in different countries*. 31st International Congress of Psychology, Yokohama (Japan), 25/07/2016.

Arcidiacono, F., Iannaccone, A., Melfi, G., & Padiglia, S. (2016). *La mise en place d'un dispositif de recherche-formation professionnelle: espaces de partage d'expériences pour les enseignants débutants*. Congress SSRE "Où s'arrête l'école? Transformations et déplacements des frontières éducatives", University of Lausanne (Switzerland), 29/06/2016.

Arcidiacono, F. (2016). *Recherche et formation: interactions, pistes, perspectives*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Arcidiacono, F., Melfi, G., Padiglia, S., & Gremion, F. (2016). *La mise en place d'un dispositif de recherche-formation professionnelle: espaces de partage d'expériences pour les enseignants débutants*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Arcidiacono, F., & Padiglia, S. (2016). *REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Arcidiacono, F., Padiglia, S., & Miserez-Caperos, C. (2016). *School and family together for a multilingual learning: Transition and participation in the SOFT project*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Boissonnade, R., & Arcidiacono, F. (2016). *La tâche de sélection de Wason comme outil de formation des enseignants à la recherche*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Boissonnade, R., & Arcidiacono, F. (2016). *TAE: travail autonome encadré*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Leijen, Ä., & Arcidiacono, F. (2016). *An introduction to the practice-based research*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Tartu (Estonia), 18/05/2016.

Leijen, Ä., & Arcidiacono, F. (2016). *Introduction to deductive and inductive approaches in qualitative research: An introduction*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Tartu (Estonia), 17/05/2016.

Studer, P., & Arcidiacono, F. (2016). *Reflexivity and self in scientific writing practices: A critical perspective of professionalization of teacher education in Switzerland*. Conference DiscourseNet 17 "Reflexivity and Critique in Discourse", University of Navarra, Pamplona (Spain), 16/03/2016.

Leijen, Ä., & Arcidiacono, F. (2015). *Introduction to the practice-based research - its role in reflection and improvement of teaching practice (research as a regular part of teachers' work)*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 24/11/2015.

Arcidiacono, F., & Leijen, Ä. (2015). *Introduction to inductive and deductive approaches*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 23/11/2015.

Arcidiacono, F. (2015). *Multilingual teaching and learning: The implementation of a pedagogical design based on the narrative format model*. International Conference "Didactic and methodological approaches and strategies - Support to children's learning and development", Faculty of Teacher Education, University of Belgrade (Serbia), 20/11/2015.

Arcidiacono, F., Padiglia, S., & Miserez-Caperos, C. (2015). *School and family together for a multilingual learning: Transitions and participation in the SOFT project*. Conference ECER "Education & Transition. Contributions from Educational Research", Corvinus University of Budapest (Hungary), 09/09/2015.

Pauletto, F., Aronsson, K., & Arcidiacono, F. (2015). *Intergenerational argumentation: Entitlement and accounts around dinner time directives in Italy and Sweden*. 14th Conference IPrA, Antwerp (Belgium), 29/07/2015.

Studer, P., & Arcidiacono, F. (2015). *Reflexivity and teacher professionalization. An analysis of scientific writing practices*. Congress SSRE "Discourses on Quality and Education", Saint-Gall (Switzerland), 01/07/2015.

Miserez-Caperos, C., Padiglia, S., & Arcidiacono, F. (2015). *Vers une qualité de l'apprentissage des langues et des relations école-famille: le projet SOFT en Suisse*. Congress SSRE "Discourses on Quality and Education", Saint-Gall (Switzerland), 29/06/2015.

Padiglia, S., & Arcidiacono, F. (2015). *Towards integrative approaches through multilingual activities: Teachers, pupils and families experiencing a collaborative project*. International Conference "Education and New Developments", Porto (Portugal), 28/06/2015.

Arcidiacono, F. (2015). *Promoting learning quality through evaluation.* 1st Swiss Conference on Educators Professional Development "Towards Excellence in Education", Dubai (United Arab Emirates), 04/06/2015.

Arcidiacono, F. (2015). *Practices of learning in special needs education*. 1st Swiss Conference on Educators Professional Development "Towards Excellence in Education", Dubai (United Arab Emirates), 04/06/2015.

Arcidiacono, F. (2015). *Pedagogical action and learning theories*. 1st Swiss Conference on Educators Professional Development "Towards Excellence in Education", Dubai (United Arab Emirates), 03/06/2015.

Arcidiacono, F., & Iannaccone, A. (2015). *Partage d'expériences et recherche-formation professionnelle: vers un dispositif pour les enseignants débutants*. 2nd International Conference on education "Enjeux actuels et futurs de la formation et de la profession enseignante", Montreal (Canada), 01/05/2015.

Boissonnade, R., & Arcidiacono, F. (2015). *La tâche de sélection de Wason comme outil de formation des enseignants à la recherche*. Conference CAHR "Exercices, problèmes, situations et tâches comme lieux de rencontre", Geneva (Switzerland), 24/04/2015.

Arcidiacono F., & Studer P. (2015). *La reflexivité dans l'écriture du mémoire. Une piste pour évaluer la qualité de la formation des futurs enseignants*. 27th Congress ADMEE-Europe "L'évaluation à la lumière des contextes et des disciplines", Liège (Belgium), 28/01/2015.

Arcidiacono, F., & Pontecorvo, C. (2014). *Home spaces and objects as expanding elements of the everyday lives of families.* International workshop "Expansion(s) of experience. Symbolic and material dimensions", University of Neuchâtel (Switzerland), 07/11/2014.

Arcidiacono, F., & Studer, P. (2014). *Reflexivity and self in scientific writing practices: Towards a professionalization of teachers' education*. 8th International Conference on Dialogical Self, The Hague University of Applied Sciences (The Netherlands), 22/08/2014.

Arcidiacono, F., & Bova, A. (2014). *Children's reactions to parents' arguments. A study of argumentative exchanges at mealtimes*. 8th Conference ISSA "Argumentation", University of Amsterdam (The Netherlands), 04/07/2014.

Perret-Clermont, A.-N., Arcidiacono, F., Breux, S., Greco Morasso, S., & Miserez Caperos, C. (2014). *Knowledge-oriented argumentation in children*. 8th Conference ISSA "Argumentation", University of Amsterdam (The Netherlands), 04/07/2014.

Joliat, F., & Arcidiacono, F. (2014). *L'évaluation des mémoires au service de l'amélioration d'une formation professionnalisante: l'analyse des «best practices» dans la production de savoirs*. 26th

Congress ADMEE "Cultures et politiques de l'évaluation en éducation et en formation", Marrakech (Morocco), 16/01/2014.

Arcidiacono, F. (2013). *L'objet, l'autre et la culture*. Research Day "L'intersubjectivité en questions", University of Lausanne (Switzerland), 29/11/2013.

Joliat, F., & Arcidiacono, F. (2013). *How to improve a professional teachers' training in knowledge writing production: In search of "best practices" through the analysis of bachelor dissertations in educational sciences*. 8th Congress EAPRIL "Where Practice and Research on Learning and Development Meet", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 28/11/2013.

Arcidiacono, F., & Boéchat-Heer, S. (2013). *Teachers' perceptions on the integration of digital tablets: A study in a Swiss secondary school*. 8th Congress EAPRIL "Where Practice and Research on Learning and Development Meet", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 27/11/2013.

Impedovo, M. A., & Arcidiacono, F. (2013). *Self regulated learning in a online learning course for teachers: A case study*. 8th Congress EAPRIL "Where Practice and Research on Learning and Development Meet", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 27/11/2013.

Arcidiacono, F., López-Facal, R., & Jiménez-Aleixandre, M. P. (2013). *The construction of students' national identities through argumentative practices in classroom*. 15th Conference EARLI "Responsible Teaching and Sustainable Learning", Munich (Germany), 27/08/2013.

Pontecorvo, C., & Arcidiacono, F. (2013). *Les recherches sur les activités d'écriture et le travail de groupe au service de la formation des enseignants*. Research Day "Interactions sociales et approches didactiques", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 06/06/2013.

Joliat, F., & Arcidiacono, F. (2013). *Mémoire professionnel et production de savoirs*. International Conference on education "Enjeux actuels et futurs de la formation et de la profession enseignante", Montreal (Canada), 03/05/2013.

Joliat, F., & Arcidiacono, F. (2013). *L'effet professionnalisant des mémoires de bachelor produits à la HEP-BEJUNE: analyse des typologies, des postures d'écriture, des méthodes et des types de savoirs produits.* International Conference "La professionnalisation des formations à l'enseignement en débat", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 20/02/2013.

Joliat, F., & Arcidiacono, F. (2013). *Evaluation de la formation à l'enseignement pré-scolaire et primaire: l'analyse de productions de mémoires de bachelor à la HEP-BEJUNE*. 25th Conference ADMEE-Europe "Evaluation et autoévaluation: quels espaces de formation?" Fribourg (Switzerland), 10/01/2013.

Giglio, M., & Arcidiacono, F. (2012). *Identifying teachers' discourses to develop collaborative creativities in classroom discussions*. Congress EAPRIL "Creating competence. Innovations in Learning and Development", University of Applied Sciences, Jyväskylä (Finland), 28/11/2012.

Breux, S., Arcidiacono, F., & Perret-Clermont, A.-N. (2012). *Reprendre la parole de l'autre dans une situation d'entretien piagétien.* 12th Conference on speech therapy "La parole reprise: formes, processus et fonctions", University of Neuchâtel (Switzerland), 17/11/2012.

Arcidiacono, F. (2012). *Studying within Master systems at University: A matter of discussion*. Moscow State University of Psychology and Education (Russia), 09/11/2012.

Arcidiacono, F., & Iannaccone, A. (2012). *La partecipazione discorsiva in contesti di attività sociale: argomentazione dia-logica tra adulti e bambini*. Congress AIP "1992-2012: Psicologia, Scienza, Società", University "G. D'Annunzio" of Chieti-Pescara (Italy), 21/09/2012.

Arcidiacono, F. (2012). *Social interactions at school: Talk as social mode of thinking*. Congress EARLI-SIG "Patchwork. Learning diversities," Belgrade (Serbia), 30/08/2012.

Buđevac, N., & Arcidiacono, F. (2012). *"Well, I want here to agree": Regulation of social relations and its impact on joint thinking*. Congress EARLI-SIG "Patchwork. Learning diversities", Belgrade (Serbia), 30/08/2012.

Arcidiacono, F., & Monaco, C. (2011). *An ethnographic observation of Italian working families: The homecoming interactions*. Congress ISCAR "Enhancing the cultural and the activity approach for the new generation development in a global world", Rome (Italy), 08/09/2011.

Perret-Clermont, A.-N., Arcidiacono, F., & Miserez, C. (2011). *Why should I argue?* Congress ISCAR "Enhancing the cultural and the activity approach for the new generation development in a global world", Rome (Italy), 08/09/2011.

Pontecorvo, C., Arcidiacono, F., & Fatigante, M. (2011). *Il farsi dell'intersoggettività nel discorso: l'analisi qualitativa dell'interazione come strumento di osservazione della relazione genitori-figli*. 8th International Forum on Health SANIT "The parent-child relation", Rome (Italy), 17/06/2011.

Arcidiacono, F., & Bova, A. (2011). *Argumentative strategies for conflict management and resolution in Italian and Swiss families*. 2nd Congress "Psychology, Counselling and Guidance", Antalya (Turkey), 25/05/2011.

Perret-Clermont, A.-N., & Arcidiacono, F. (2011). *Leçons apprises dans un dispositif d'accompagnement de stagiaires en logopédie*. Conference "L'usage de connaissances - Using knowledge", Doctoral School in educational sciences, University of Neuchâtel (Switzerland), 11/03/2011.

Buđevac, N., Baucal, A., & Arcidiacono, F. (2011). *"Prihvatiću, ali sledeći put ti mene da poslušaš!" Zajedničko razumevanje pročitanog teksta kod sedmogodišnjaka*. 17th Scientific Meeting "Empirical Research in Psychology", Faculty of Philosophy, University of Belgrade (Serbia), 12/02/2011.

Arcidiacono, F. (2011). *Processi di socializzazione in famiglie con bambini affetti da disturbo dello spettro autistico: una prospettiva socio-culturale*. Congress "Il mondo dell'autismo: modelli interpretativi e strategie di intervento", Prometeo Association, Avezzano (Italy), 11/02/2011.

Arcidiacono, F., & Pontecorvo, C. (2010). *Narrative processes in educational contexts: How young children reason in different argumentative activities*. International Workshop "Argumenter pour

apprendre: le rôle de l'objet et des médiations en classes de sciences naturelles et de sciences sociales", University of Lausanne (Switzerland), 09/12/2010.

Miserez, C., Perret-Clermont, A.-N., Arcidiacono, F., & Sinclaire-Harding, L. (2010). *Are there dialogical aspects in the Piagetian interview?* 6th International Conference on Dialogical Self "Contexts and Interactive Interplays to Develop the Self", Athens (Greece), 02/10/2010.

Arcidiacono, F., & Bova, A. (2010). *Families in transition during their everyday interactions: The role of the context in the reconstruction of argumentation among parents and children*. 5th Congress ESFR "Family transitions and families in transition", University of Milan "Cattolica del Sacro Cuore" (Italy), 01/10/2010.

Arcidiacono, F., Perret-Clermont, A.-N., Miserez, C., & Sinclaire-Harding, L. (2010). *A dialogical view of argumentation: The Piagetian interview as collaborative thinking*. 6th International Conference on Dialogical Self "Contexts and Interactive Interplays to Develop the Self", Athens (Greece), 30/09/2010.

Sinclaire-Harding, L., Perret-Clermont, A.-N., Miserez, C., & Arcidiacono, F. (2010). *Conversations within specific learning cultures: Rethinking Piaget's argumentation*. Congress EARLI-SIG "Moving through cultures of learning", Utrecht (The Netherlands), 02/09/2010.

Arcidiacono, F., & Bova, A. (2010). *A cross-cultural perspective in studying argumentation: Dinnertime interactions among adults and children in Italian and Swiss families*. 20th Congress IACCP "Cultural Change, Meeting the Challenge", University of Melbourne (Australia), 07/07/2010.

Pontecorvo, C., & Arcidiacono, F. (2010) *The development of arguing competencies in the family and in school context*. 1st International doctoral school ISCAR "Cultural-Historical Research Methodology: Rethinking the Past for the Future", Moscow State University of Psychology and Education (Russia), 20/06/2010.

Bugnon, A., Arcidiacono, F., & Perret-Clermont, A.-N. (2010). *Transfer of learning in a boundary crossing training: The case of speech therapists*. 2nd Congress of Educational Sciences "Creativity and Innovation", Bahcesehir University, Istanbul (Turkey), 06/02/2010.

Bugnon, A., Arcidiacono, F., & Perret-Clermont, A.-N. (2009). *De la salle de cours à la pratique professionnelle, pourquoi les stagiaires transfèrent-ils si difficilement des savoirs?* 1st Congress "Recherches et Pratique en Didactique Professionnelle", Dijon (France), 03/12/2009.

Pontecorvo, C., Monaco, C., & Arcidiacono, F. (2009). *Child's arguing within an Italian «democratic» family*. University of São Paulo (Brazil), 17/11/2009.

Arcidiacono, F. (2009). *J'ai peur des fantômes! Rationalité et construction narrative de l'argumentation en famille*. Congress of the Institute Piaget "Aprendizagem/Desenvolvimento. Linhas de fundo, novas tendências e perspectivas", Lisbon (Portugal), 23/09/2009.

Perret-Clermont, A.-N., & Arcidiacono, F. (2009). *Argumentation in the context of Piagetian clinical interviews*. Congress of the Institute Piaget "Aprendizagem/Desenvolvimento. Linhas de fundo, novas tendências e perspectivas", Lisbon (Portugal), 21/09/2009.

Monaco, C., & Arcidiacono, F. (2009). *Sharing multimediality within Italian middle class families*. 13th Conference EARLI, Amsterdam (The Netherlands), 27/08/2009.

Perret-Clermont, A.-N., & Arcidiacono, F. (2009). *Argumentation in the Piagetian interview as collaborative thinking*. 13th Conference EARLI, Amsterdam (The Netherlands), 27/08/2009.

Pontecorvo, C., Monaco, C., & Arcidiacono, F. (2009). *Argumentation within Italian «democratic» families*. 13th Conference EARLI, Amsterdam (The Netherlands), 27/08/2009.

Arcidiacono, F. (2009). *Socialization processes within family frameworks: The role of argumentation*. Doctoral course "Argumentation and framing in collective activities", Puidoux (Switzerland), 12/06/2009.

Perret-Clermont, A.-N., & Arcidiacono, F. (2009). *What is that develops, according to Piaget? A revisitation in search of alternatives and a rediscovery of tools, mediations and partners*. Conference ISTP, University of Nanjing (China), 15/05/2009.

Arcidiacono, F. (2009). *Pratiques de socialisation chez les familles: le conflit verbal entre parents et enfants*. Colloquium of the Center of Applied Linguistics "Acquisition/interaction", University of Neuchâtel (Switzerland), 14/05/2009.

Arcidiacono, F. (2009). *La place des enfants autistes dans les conversations en famille. Pour une perspective anthropologique sous un éclairage culturel*. Institute of Psychology and Education, University of Neuchâtel (Switzerland), 19/02/2009.

Arcidiacono, F. (2008). *Social interaction in children: Argumentation in context*. Department of Psychology of Education, Moscow State University of Psychology and Education (Russia), 23/04/2008.

Arcidiacono, F. (2008). *Etude multidimensionnelle de la vie quotidienne: analyses qualitatives des interactions en famille*. Workshop "L'ordre de l'interaction", University of Lausanne (Switzerland), 02/04/2008.

Arcidiacono, F. (2007). *Un approccio multi-metodo per lo studio della vita quotidiana*. Faculty of Psychology II, University of Rome "La Sapienza" (Italy), 27/09/2007.

Arcidiacono, F., & Monaco, C. (2007). *Parents' educational representations and discursive practices*. 12th Conference EARLI, Budapest (Hungary), 01/09/2007.

Perret-Clermont, A.-N., Arcidiacono, F., Bugnon, A., & Marro, P. (2007). *Boundary-crossing in the training of speech therapists in psychology*. 12th Conference EARLI, Budapest (Hungary), 29/08/2007.

Arcidiacono, F. (2007). *Studiare la vita quotidiana in prospettiva comparativa*. Faculty of Psychology, University of Padua (Italy), 24/05/2007.

Arcidiacono, F., & Fatigante, M. (2007). *Pratiche etnografiche e analisi qualitativa delle interazioni in famiglia*. Faculty of Psychology, University of Parma (Italy), 03/05/2007.

Arcidiacono, F. (2007). *La vita quotidiana delle famiglie italiane: un approccio multimetodo*. Department of Educational Sciences, University of Salerno (Italy), 14/02/2007.

Pontecorvo, C., Arcidiacono, F., & Fatigante, M. (2007). *Dal programma al syllabus: una riflessione sui corsi ordinari*. 2nd Congress "Verso una nuova qualità dell'insegnamento e apprendimento della Psicologia: didattica e integrazione del sapere psicologico", University of Padua (Italy), 02/02/2007.

Fatigante, M., Arcidiacono, F., & Oliva, M. (2006). *Le attività organizzate dei bambini al di là dell'orario scolastico obbligato e gli orientamenti ideologici dei genitori*. 20th Congress AIP, Verona (Italy), 16/09/2006.

Arcidiacono, F. (2006). *A comparative analysis of everyday lives of families in Italy, Sweden and the United States: The collaboration into the ICELF research group*. Workshop ESF "Collaborative case studies for a European Cultural Psychology", Veysonnaz (Switzerland), 08/09/2006.

Izquierdo, C., Kremer-Sadlik, T., Fatigante, M., Arcidiacono, F., Gutiérrez, K., & Pontecorvo, C. (2006). *Working families' ideologies and engagement in children's extra-curricular activities in Italy and in the United States*. International Conference "Families and Time: Cultural preferences and the organization of everyday life of working families", University of Rome "La Sapienza" (Italy), 06/07/2006.

Arcidiacono, F. (2006). *L'insegnamento all'estero come esperienza di apprendimento*. Congress "Pratiche di apprendimento e luoghi (im)propri", International Center of Semiotics and Linguistics, University of Urbino "Carlo Bo" (Italy), 30/06/2006.

Kremer-Sadlik, T., Izquierdo, C., Gutiérrez, K., Fatigante, M., Arcidiacono, F., & Pontecorvo, C. (2006). *Working families' engagement in children's activities: Views from Italian and American families*. International Sloan Conference "Why Workplace Flexibility Matters: A Global Perspective", Chicago (USA), 17/05/2006.

Arcidiacono, F. (2006). *Entrer chez les familles: étude multidimensionnelle de la vie quotidienne*. Institute of Psychology, University of Neuchâtel (Switzerland), 11/05/2006.

Klein, W., Izquierdo, C., Bradbury, T. N., & Arcidiacono, F. (2005). *Collaboration and conflict: Insights into the division of household labor among working couples in the United States and Italy*. 104th Meeting AAA "Bringing the Past into the Present", Washington (USA), 30/11/2005.

Arcidiacono, F., Klein, W., & Izquierdo, C. (2005). *Modalità di comunicazione nella divisione del lavoro domestico: uno studio su famiglie di Roma e Los Angeles*. Congress "Intersoggettività, identità e cultura", University of Urbino "Carlo Bo" (Italy), 15/10/2005.

Arcidiacono, F. (2005). *La vita quotidiana in famiglia: l'osservazione delle interazioni nei rientri a casa*. 19th Congress AIP, Cagliari (Italy), 21/09/2005.

Pontecorvo, C., & Arcidiacono, F. (2005). *How Italian fathers enter into the family participation frameworks*. 14th Congress of Applied Linguistics AILA "Accomplishing Family Social Life through Embodied Language Practices", Madison (USA), 26/07/2005.

Arcidiacono, F. (2005). *Studio della vita quotidiana in famiglia: audiovisivo e ricerca psicologica*. Congress "Gli psicologi e l'audiovisivo. Prospettive di lavoro in Italia", Rome (Italy), 25/02/2005.

Pontecorvo, C., & Arcidiacono, F. (2005). *Psicologia dell'interazione discorsiva: analisi di un'esperienza triennale*. Congress "Verso una nuova qualità dell'insegnamento e apprendimento della Psicologia", Faculty of Psychology, University of Padua (Italy), 04/02/2005.

Hufty, A. M., Pontecorvo, C., Andreoli, S., & Arcidiacono, F. (2004). *Consulenza psicologico-educativa per famiglie con bambini a sviluppo atipico*. Congress "Comunicazione e linguaggi, prospettive

psicologiche e strumenti di intervento", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), 02/10/2004.

Pontecorvo, C., Sterponi, L., & Arcidiacono, F. (2004). *Consulenza psicologico-educativa per famiglie con bambini a sviluppo normale*. Congress "Comunicazione e linguaggi, prospettive psicologiche e strumenti di intervento", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), 01/10/2004.

Arcidiacono, F. (2004). *Martello o mattarello? Ruoli e responsabilità dei bambini nelle attività domestiche*. 18th Congress AIP, Sciacca (Italy), 21/09/2004.

Arcidiacono, F. (2004). *Les interactions asymétriques en famille: les conflits entre parents et enfants préadolescents dans les conversations à table*. Congress "Interactions asymétriques. Communications privées, institutionnelles et médiatiques", Interdisciplinary Research Center on language activities, University of Quebec "Laval" (Canada), 27/02/2004.

Pirchio, S., Maroni, B., & Arcidiacono, F. (2003). *Interazione e socializzazione nella famiglia di un bambino con ritardo mentale*. 17th Congress AIP, Bari (Italy), 24/09/2003.

Arcidiacono, F. (2003). *Il conflitto verbale tra genitori e figli preadolescenti nelle conversazioni in famiglia*. 17th Congress AIP, Bari (Italy), 23/09/2003.

Arcidiacono, F. (2003). *The conversation and the verbal conflict as a cultural practice in family interactions*. 11th European Conference of Developmental Psychology, University of Milan "Cattolica del Sacro Cuore" (Italy), 31/08/2003.

Arcidiacono, F., Fumo, M., & Sapia, C. (2003). *Far parlare gli adolescenti: l'uso dei filmati come strumento di ricerca*. Workshop of Cultural Psychology "Cultura e differenze", Department of Psychology, University of Padua (Italy), 11/04/2003.

Arcidiacono, F., & Maroni, B. (2002). *The conversational repair as cultural practice of socialization in family interactions*. Meeting SRCLD & Congress IASCL, Madison (USA), 18/07/2002.

Fumo, M., Scrima, M., & Arcidiacono, F. (2002). *Il tema dell'amicizia nelle conversazioni tra adolescenti*. 16th Congress AIP, Rimini (Italy), 17/09/2002.

Maroni, B., & Arcidiacono, F. (2002). *The conversation like socialization in educational contexts*. 4th International Conference on Education, Institute for Education and Research, Athens (Greece), 25/05/2002.

Arcidiacono, F. (2002). *Conversare in famiglia sull'identità: preadolescenti e genitori si confrontano*. Congress "Preadolescenza e intergenerazionalità", University of San Marino (Republic of San Marino), 04/05/2002.

Pontecorvo, C., & Arcidiacono, F. (2002). *La conversazione in famiglia come luogo di studio della socializzazione*. Congress "Preadolescenza e intergenerazionalità", University of San Marino (Republic of San Marino), 04/05/2002.

Arcidiacono, F. (2001). *Lo sviluppo dell'identità nelle conversazioni tra genitori e figli preadolescenti*. 15th Congress AIP, Palermo (Italy), 27/09/2001.

Other contributions in academic meetings

Arcidiacono, F. (2026). *Données de nature qualitative et approches d'analyse*. CeSPRe, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 05/02/2026.

Arcidiacono, F. (2025). *Autorat dans la recherche, participation et intégrité scientifique*. Research Council, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 11/12/2025.

Arcidiacono, F. (2025). *Plagiat et pratiques de recherche. Entre paraphrase et clonage…* Research Council, University of Teacher Education BEJUNE, Biel/Bienne, La Chaux-de-Fonds (Switzerland), 05/06/2025.

Arcidiacono, F. (2025). *Les enjeux de l'accompagnement.* Spacial Need Education Seminar, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 12/03/2025.

Arcidiacono, F. (2024). *Fonds compétitifs: mesures Interreg (Union Européenne)*. Research Council, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 12/12/2024.

Blandenier, G., & Arcidiacono, F. (2024). *Autres sources de financement. PgB swissuniversities*. Research Council, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 12/12/2024.

Arcidiacono, F. (2024). *Offrir aux enseignant·e·s débutant·e·s un espace de réflexion et de partage entre pairs: quelques apports du projet ALE (Accompagner Les Enseignant·e·s)*. Council of Special Needs Education, University of Teacher Education BEJUNE, Delémont (Svitzerland), 21/11/2024.

Arcidiacono, F. (2024). *Visibiliser ses propres activités et outputs scientifiques. Penser en termes d'Open Research Data.* Research Council, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 14/03/2024.

Arcidiacono, F. (2024). *Réfléchir, interagir, partager: se former par l'accompagnement à l'insertion.* Après-midi de la recherche, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 24/01/2024.

Arcidiacono, F. (2024). *Education à la citoyenneté démocratique: cadre de référence et actions institutionnelles*. Meeting "Reference framework of competences for democratic culture", European Council/Swiss Conference of Cantonal Ministers of Education, Locarno (Switzerland), 19/01/2024.

Arcidiacono, F. (2023). *Financement de projets par des fondations.* Research Council, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 16/03/2023.

Miserez-Caperos, C., & Arcidiacono, F. (2023). *Chercheur·e·s et enseignant·e·s au travail pour développer l'argumentation cognitive en classe*. Après-midi de la recherche, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 08/02/2023.

Arcidiacono, F. (2022). *Communication et interactions sociales en contexte d'apprentissage.* Course "Communication et développement de la personnalité", L.U.de.S. Lugano (Switzerland), 19/05/2022.

Blandenier, G., Kohler, A., & Arcidiacono, F. (2022). *Renforcement des compétences digitales dans l'enseignement. Swiss Digital Skills Academy*. CSEDeF, University of Teacher Education BEJUNE, La Chaux-de-Fonds (Switzerland), 08/02/2022.

Arcidiacono, F. (2018). *Special needs education for future teachers*. Teacher Education Center,

Belgrade (Serbia), 23/03/2018.

Arcidiacono, F. (2018). *Innovating methodology courses in the initial education of teachers*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 19/03/2018.

Arcidiacono, F., & Kohler, A. (2018). *Fondements et attentes du travail de recherche en pédagogie spécialisée*. Special needs education, University of teacher Education BEJUNE, Biel/Bienne (Switzerland), 08/03/2018.

Arcidiacono, F. (2018). *Interactions parents-enfants au domicile familial*. Faculty of Arts and Human Sciences, University of Fribourg (Switzerland), 02/03/2018.

Arcidiacono, F. (2017). *Educating special needs teachers in University of Teacher Education HEP-BEJUNE, Switzerland: Inclusive education approach*. Seminar "Inclusive education", University of Tartu (Estonia), 19/05/2017.

Arcidiacono, F. (2017). *Argumentative analyses applied to educational situations*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Tartu (Estonia), 17/05/2017.

Arcidiacono, F. (2017). *Towards the analysis of interpersonal argumentation and narratives in educational settings*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 08/02/2017.

Arcidiacono, F. (2017). *Displays of interactive participation in educational contexts: Examples of discursive analyses*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 06/02/2017.

Melfi, G., Arcidiacono, F., Iannaccone, A., Padiglia, S., & Gremion, F. (2017). *Espace de partage pour enseignants débutants*. Research Day "L'amélioration continue dans le cadre des formations de la HEP-BEJUNE", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 19/01/2017.

Arcidiacono, F. (2016). *Recherches actuelles autour de l'interculturalité et de l'hétérogénéité.* Educational Day "Enseigner en milieu interculturel 2", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 03/12/2016.

Pasche Gossin, F., & Arcidiacono, F. (2016). *Formation à et par la recherche: dispositifs et postures*. Scientific Day "La place de la recherche dans la formation des enseignant·e·s", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 09/11/2016.

Arcidiacono, F. (2016). *Etre en posture de recherche*. Scientific seminar "Entrée dans la formation d'enseignant·e", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 02/11/2016.

Arcidiacono, F. (2016). *Recherche et formation: interactions, pistes, perspectives*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Arcidiacono, F., Melfi, G., Padiglia, S., & Gremion, F. (2016). *La mise en place d'un dispositif de recherche-formation professionnelle: espaces de partage d'expériences pour les enseignants débutants*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Arcidiacono, F., & Padiglia, S. (2016). *REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Arcidiacono, F., Padiglia, S., & Miserez-Caperos, C. (2016). *School and family together for a multilingual learning: Transition and participation in the SOFT project*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Boissonnade, R., & Arcidiacono, F. (2016). *La tâche de sélection de Wason comme outil de formation des enseignants à la recherche*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Boissonnade, R., & Arcidiacono, F. (2016). *TAE: travail autonome encadré*. Institutional Research Day "Dispositifs de recherche, dispositifs de formation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 15/06/2016.

Leijen, Ä., & Arcidiacono, F. (2016). *An introduction to the practice-based research*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Tartu (Estonia), 18/05/2016.

Leijen, Ä., & Arcidiacono, F. (2016). *Introduction to deductive and inductive approaches in qualitative research: An introduction*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Tartu (Estonia), 17/05/2016.

Studer, P., & Arcidiacono, F. (2016). *Reflexivity and self in scientific writing practices: A critical perspective of professionalization of teacher education in Switzerland*. Conference DiscourseNet 17 "Reflexivity and Critique in Discourse", University of Navarra, Pamplona (Spain), 16/03/2016.

Leijen, Ä., & Arcidiacono, F. (2015). *Introduction to the practice-based research - its role in reflection and improvement of teaching practice (research as a regular part of teachers' work)*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 24/11/2015.

Arcidiacono, F., & Leijen, Ä. (2015). *Introduction to inductive and deductive approaches*. Workshop "REP-Synergy: Towards improvement of research capacities essential for teacher education and practices in Serbia and Estonia", University of Belgrade (Serbia), 23/11/2015.

Arcidiacono, F. (2015). *Etre en posture de recherche*. Scientific seminar "Entrer dans la formation d'enseignant·e", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 11/11/2015.

Arcidiacono, F. (2015). *La place de la recherche dans la formation en enseignement spécialisé*. Scientific Day "Mémoires Master en enseignement spécialisé 2014-2015", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 24/06/2015.

Arcidiacono, F., Padiglia, S., & Miserez-Caperos, C. (2015). *Vers une qualité de l'apprentissage des langues et des relations école-famille: le projet SOFT en Suisse.* Institutional Research Day "Restitution des savoirs", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 18/06/2015.

Boéchat-Heer, S., Pasche Gossin, F., & Arcidiacono, F. (2015). *Restituer à qui, quand, comment?* Institutional Research Day "Restitution des savoirs", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 18/06/2015.

Joliat, F., Arcidiacono, F., & Wentzel, B. (2015). *Les types de savoirs produits dans les mémoires de bachelor de la HEP-BEJUNE*. Institutional Research Day "Restitution des savoirs", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 18/06/2015.

Arcidiacono, F. (2015). *Idiographic and inductive approaches to study social interactions. Methodological options and qualitative analyses*. 3-days workshop, University of Tartu (Estonia), 12-13-14/05/2015.

Arcidiacono, F. (2015). *Interactions dans la vie quotidienne: observer, participer, analyser*. Faculty of Arts and Human Sciences, University of Neuchâtel (Switzerland), 18/03/2015.

Arcidiacono, F. (2014). *La place de la recherche en formation*. Scientific Day "Mémoires Master en enseignement spécialisé 2013-2014", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 25/06/2014.

Arcidiacono, F., & Iannaccone, A. (2014). *La mise en place d'un dispositif de recherche-formation professionnelle: espaces de partage d'expériences pour les enseignants débutants.* Direction Council, University of Teacher Education BEJUNE, La Chaux-de-Fonds (Switzerland), 24/06/2014.

Wentzel, B., & Arcidiacono, F. (2014). *Repenser la recherche en formation HEP: une synthèse*. Institutional Research Day, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 19/06/2014.

Arcidiacono, F. (2014). *Qualitative lenses to analyze talk-in-interaction in educational contexts*. Two-days workshop for PhD students "Socio-cultural approach to human development", University of Tartu (Estonia), 21/05/2014.

Baucal, A., Buđevac, N., & Arcidiacono, F. (2014). *Socio-cultural approach to human development: Discussion on applications in different fields of interest*. Two-days workshop for PhD students "Socio-cultural approach to human development", University of Tartu (Estonia), 21/05/2014.

Buđevac, N., & Arcidiacono, F. (2014). *Joint analysis of talk-in-interaction: Transcripts of peer interaction*. Two-days workshop for PhD students "Socio-cultural approach to human development", University of Tartu (Estonia), 21/05/2014.

Arcidiacono, F., & Padiglia, S. (2014). *Updates of the SOFT project activities in Switzerland.* Meeting "School and Family Together for the Integration of Immigrant Children", Neuchâtel (Switzerland), 28/03/2014.

Joliat, F., & Arcidiacono, F. (2014). *L'évaluation des mémoires au service de l'amélioration d'une formation professionnalisante. L'analyse des «best practices» dans la production de savoirs*. Work Seminar "Axe 1: Professionnalisation", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 11/03/2014.

Arcidiacono, F. (2014). *Formation en recherche et professionnalisation des enseignants: l'analyse des mémoires*. Master of Advances Studies "Education internationale et recherche", University of Geneva and International School of Geneva (Switzerland), 02/03/2014.

Arcidiacono, F. (2014). *Research approaches in psychology and education*. Zimski Seminar Psihologije, Petnica Science Center, Valjevo (Serbia), 16/02/2014.

Arcidiacono, F. (2014). *Qualitative analysis of social interactions in education*. Faculty of Philosophy, University of Belgrade (Serbia), 14/02/2014.

Arcidiacono, F., & Bova, A. (2014). *Knowledge-seeking function of children's why-questions*. Thematic days Argupolis "Knowledge-oriented argumentation", University of Neuchâtel (Switzerland), 24/01/2014.

Arcidiacono, F. (2013). *The communication in schools: Theoretical and methodological issues*. Meeting "School and Family Together for the Integration of Immigrant Children", Montegabbione (Italy), 13/04/2013.

Arcidiacono, F. (2012). *Strategic maneuver. Analisi argomentativa in contesti interattivi.* Department of Developmental and Social Psychology, "Sapienza" University of Rome (Italy), 11/10/2012.

Arcidiacono, F. (2012). *L'argumentation dans le cadre scolaire*. Institutional Research Day, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 21/06/2012.

Arcidiacono, F. (2012). *Partir de la relation école-famille pour un projet d'intégration*. Institutional Research Day, University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 20/06/2012.

Arcidiacono, F. (2012). *Learning and argumentation in context*. Moscow State University of Psychology and Education (Russia), 23/05/2012.

Arcidiacono, F. (2012). *Argumentative processes and social interactions in school contexts*. Moscow State University of Psychology and Education (Russia), 17/05/2012.

Arcidiacono, F. (2012). *Doing qualitative research: How to organize and analyze talk-in-interaction*. Moscow State University of Psychology and Education (Russia), 17/05/2012.

Arcidiacono, F. (2012). *Can we understand adult-child conversation (and children's reasoning) through argumentation?* Moscow State University of Psychology and Education (Russia), 16/05/2012.

Arcidiacono, F. (2012). *A quoi ça sert? Parcours de recherche entre linéarités et tensions*. Seminar "Recherche qualitative", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 27/01/2012.

Arcidiacono, F. (2012). *Approche d'analyse des données de nature qualitative: les interactions verbales*. Seminar "Recherche qualitative", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 26/01/2012.

Arcidiacono, F. (2012). *Pluralisme des démarches de recherche et approche qualitative: questions méthodologiques*. Seminar "Recherche qualitative", University of Teacher Education BEJUNE, Biel/Bienne (Switzerland), 26/01/2012.

Arcidiacono, F. (2010). *Osservare, capire, analizzare*. Faculty of Educational Sciences, University of Genoa (Italy), 12/11/2010.

Arcidiacono, F. (2010). *Pratique professionnelle et expérience académique: difficultés et transfert de savoirs*. Faculty of Arts and Human Sciences, University of Neuchâtel (Switzerland), 29/10/2010.

Arcidiacono, F. (2010). *Analisi dell'interazione verbale: combinare metodi*. Department of Educational Sciences, University of Salerno (Italy), 11/10/2010.

Arcidiacono, F. (2010). *Argumentative reasoning in classroom discussions*. Doctoral course "Towards a social psychology of argumentative situations", University of Neuchâtel (Switzerland), 12/05/2010.

Arcidiacono, F. (2010). *Interprétation des résultats et approches de recherche*. Faculty of Arts and Human Sciences, University of Neuchâtel (Switzerland), 14/04/2010.

Perret-Clermont, A.-N., & Arcidiacono, F. (2009). *Peux-tu venir réfléchir avec moi?* Pedagogical day "What is best practice? What is our responsibility?" International School of Geneva (Switzerland), 02/11/2009.

Arcidiacono, F. (2009). *Conversations en famille avec des enfants autistes: comment les parents et les enfants co-construisent leurs tours de parole*. Faculty of Arts and Human Sciences, University of Neuchâtel (Switzerland), 22/10/2009.

Perret-Clermont, A.-N., & Arcidiacono, F. (2007). *Pourquoi articuler la démarche expérimentale et les approches qualitatives dans l'étude des apprentissages cognitifs?* Faculty of Arts and Human Sciences, University of Neuchâtel (Switzerland), 22/11/2007.

Arcidiacono, F. (2007). *Analyse des données issues d'entretiens: quelques exemples de méthodes qualitatives*. DIFA "Formation à la recherche", University of Neuchâtel (Switzerland), 27/04/2007.

Arcidiacono, F., Giorgi, S., & Beck, M. (2006). *The everyday lives of US and Italian working families: A collaborative merging of ethnoarchaeological data*. Meeting "Italian Center on Everyday Lives of Families", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), 05/07/2006.

Arcidiacono, F. (2006). *La vita quotidiana delle famiglie italiane: osservazione etnografica e ricerca in campo psicosociale*. Faculty of Psychology, University of Naples II (Italy), 12/01/2006.

Arcidiacono, F. (2005). *La vita quotidiana in famiglia: osservazione etnografica e ricerca psicosociale*. Faculty of Psychology, University of Naples II (Italy), 04/05/2005.

Arcidiacono, F., & Caporali, L. (2005). *In and out: Father's positioning in the family system*. Meeting "Italian Center on Everyday Lives of Families", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), 02/05/2005.

Arcidiacono, F. (2005). *Alcune prospettive di studio sulla famiglia: la ricerca finalizzata del CSRF e lo Sloan center on parents, children, and work di Chicago*. Meeting "Italian Center on Everyday

Lives of Families", Department of Developmental and Social Psychology, University of Rome "La Sapienza" (Italy), 21/04/2005.

Klein, W., Izquierdo, C., Arcidiacono, F., & Bradbury, T. N. (2005). *Managing everyday tasks: Working couples' household interactions in Italy and the United States*. Meeting "Sloan Center on Everyday Lives of Families", Department of Anthropology, University of California, Los Angeles (USA), 19/01/2005.

Arcidiacono, F. (2004). *Discorso e costruzione di conoscenze. La costruzione dell'intersoggettività*. Faculty of Psychology II, University of Rome "La Sapienza" (Italy), 09/12/2004.

Arcidiacono, F. (2004). *Analisi della conversazione e introduzione al sistema di trascrizione*. Faculty of Psychology 2, University of Rome "La Sapienza" (Italy), 29/11/2004.

Arcidiacono, F. (2004). *Girls' roles and responsibilities in household activities in two Italian families*. Meeting "Sloan Center on Everyday Lives of Families", Department of Anthropology, University of California, Los Angeles (USA), 03/11/2004.

Arcidiacono, F. (2003). *La costruzione dell'intersoggettività: capire, correggere, valutare*. Faculty of Psychology II, University of Rome "La Sapienza" (Italy), 07/03/2003.

Arcidiacono, F. (2003). *Analisi della conversazione e suoi principi*. Faculty of Psychology II, University of Rome "La Sapienza" (Italy), 28/02/2003.

Arcidiacono, F. (2000). *La conversazione in famiglia*. Faculty of Psychology, University of Rome "La Sapienza" (Italy), 11/12/2000.

Arcidiacono, F. (2000). *Lo scambio conversazionale. Principi generali*. Faculty of Psychology, University of Rome "La Sapienza" (Italy), 28/11/2000.

Arcidiacono, F. (1998). *La prime adolescence: analyses de conversations à table*. Institute of psychology, University of Neuchâtel (Switzerland), 19/11/1998.

PUBLICATIONS

Scientific books

1. Arcidiacono, F., & Baucal, A. (in press). *Socijalna interakcija u učenju*. Clio.
2. Bova, A., & Arcidiacono, F. (2026). *Argomentare in famiglia*. McGraw-Hill Education.
3. Arcidiacono, F., & Baucal, A. (2025). *Les interactions sociales dans l'apprentissage*. Éditions Universitaires Européennes.
4. Arcidiacono, F., & Baucal, A. (2019). *Le interazioni sociali nell'apprendimento.* Carocci.
5. De Gregorio, E., Arcidiacono, F., & Padiglia, S. (2015). *Techniques d'analyse qualitative: le logiciel ATLAS.ti*. Éditions Universitaires Européennes.
6. Arcidiacono, F. (2007). *Conflitti e interazione in famiglia*. Carocci.
7. Pontecorvo, C., & Arcidiacono, F. (2007). *Famiglie all'italiana. Parlare a tavola*. Cortina.
   [book review by Chiarolanza, C. (2007). *Rassegna di Psicologia, 24*(2), 204-207.]
   [book review by Boffo, V. (2008). *Rivista Italiana di Educazione Familiare, 2*, 125-127.]
8. Arcidiacono, F. (2005). *Ricerca osservativa e analisi qualitativa dell'interazione verbale*. Kappa.

9. Arcidiacono, F. (2004). *Il conflitto verbale tra genitori e figli preadolescenti nelle conversazioni in famiglia*. Biblioteca Nazionale Centrale.
10. Arcidiacono, F. (2001). *Prima adolescenza e identità nelle conversazioni familiari a tavola*. Procura della Repubblica e Prefettura.

Edited scientific books

11. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L. (Eds.). (2026). *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume IV*. Frontiers Media.
12. Arcidiacono, F., & Convertini, J. (Eds.). (2024). *The Psychology of Argumentation and Reasoning*. Nova Science Publishers.
13. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L., (Eds.). (2024). *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume III*. Frontiers Media.
14. Giglio, M., & Arcidiacono, F. (Eds.). (2024). *Social Interactions in the Classroom: Thoughts and Perspectives*. Lang.
15. Bova, A., Haddouk, L., Galimberti, C., & Arcidiacono, F. (Eds.). (2023). *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume II*. Frontiers Media.
16. Alby, F., Arcidiacono, F., Fernandes-Jesus, M., Mannarini, T., Parolin, L. L., & Voutilainen, L. (Eds.). (2022). *Qualitative Methods for Studying Groups*. Frontiers Media.
17. Arcidiacono, F. (Ed.). (2022). *Parents and Teachers: Perspectives, Interactions and Relationships*. Nova Science Publishers.
18. Bova, A., Galimberti, C., Haddouk, L., & Arcidiacono, F. (Eds.). (2021). *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume I*. Frontiers Media.
19. Wentzel, B., Felouzis, G., Akkari, A., & Arcidiacono, F. (Eds.). (2021). *Action publique, gouvernance et recherche en éducation*. Editions HEP-BEJUNE.
20. Arcidiacono, F., & Bova, A. (Eds.). (2017). *Interpersonal Argumentation in Educational and Professional Contexts*. Springer.

    [book review by Miserez-Caperos, C. (2019). *Journal of Argumentation in Context, 8*(3), 392-398.]
    [book review by Nutricato, M. (2018). *Rivista di Psicolinguistica Applicata/journal of Applied Psycholinguistics, 18*(1), 117-119.]
21. Giglio, M., & Arcidiacono, F. (Eds.). (2017). *Les interactions sociales en classe: réflexions et perspectives*. Lang.
22. Arcidiacono, F. (Ed.). (2014). *Hétérogénéité linguistique et culturelle dans le contexte scolaire*. Éditions HEP-BEJUNE.
23. Baucal, A., Arcidiacono, F., & Buđevac, N. (Eds.). (2011). *Studying Interaction in Different Contexts: A Qualitative View*. Institute of Psychology at the University of Belgrade.

Chapters in scientific books

24. Arcidiacono, F. (submitted). Children's literacy acquisition at school and parental views: A reflection on some sociocultural tensions. In D. Boulanger (Ed.), *Relation between School and Family in the Community. Changes in School-Family-Community Configuration with the Pandemic: Tensions between Temporality Continuity and Discontinuity*. Information Age Publishing.
25. Arcidiacono, F. (submitted). Focus group nell'orientamento: metodologie applicative. In D. Bellini, A. Iannaccone & M. Mollo (Eds.), *Orientarsi nell'incertezza: metodi, strumenti e casi applicativi per la costruzione del percorso di vita. Una prospettiva teorico-pratica integrata tra psicologia dello sviluppo, psicologia sociale, psicologia del lavoro e delle organizzazioni*. McGraw-Hill Education.
26. Ben-Uri, I., & Arcidiacono, F. (submitted). Parent-child interaction as a pathway to resilience in prolonged war: A theory-based humanitarian initiative. In A. Bova (Ed.), *Family Life. Integrating Perspectives on Social Interaction*. IntechOpen.
27. Cattaruzza, E., Iannaccone, A., & Arcidiacono, F. (submitted). Provoking social changes in a family-school space of activity: A rereading during pandemic period. In D. Boulanger (Ed.), *Relation between School and Family in the Community. Changes in School-Family-Community Configuration with the Pandemic: Tensions between Temporality Continuity and Discontinuity*. Information Age Publishing.
28. Ligorio, M. B., Ventrella, A., Miserez-Caperos, C., & Arcidiacono, F. (submitted). Study strategies: When and why university students use AI tools. In K. Ercikan & F. Reimers (Eds.), *Education in the AI Era: Competencies, Teaching, Learning, Measurement, and Policy from Global Perspectives*. International Academy of Education Fellows.
29. Mollo, M., Arcidiacono, F., & Marsico G. (submitted). Reasoning in children's narratives. Inference, mental states, and meaning-making. In A.-M. Gellel (Ed.), *Narrating Reality: Children Making Meaning through Narrative Thought and Reasoning*. Springer.
30. Arcidiacono, F. (2026). Collective methodologies – Perezhivanie. In A. Dania & M. A. Impedovo (Eds.), *Affectivity as Pedagogy in the Classroom. Interdisciplinary Approaches to Relationship-based Practice in Education* (pp. 137-148). Routledge.
31. Arcidiacono, F. (2026). Teachers' professional insertion and collaborative problem-solving. In I. Stepanović Ilić & M. Videnović (Eds.*), Dynamics of Collaboration. Navigating Potentials and Overcoming Challenges* (pp. 99-114). Springer.
32. Arcidiacono, F., & Baucal, A. (2026). Series editors' note. In I. Stepanović Ilić & M. Videnović (Eds.), *Dynamics of Collaboration. Navigating Potentials and Overcoming Challenges* (pp. xi-xii). Springer.
33. Arcidiacono, F. (2024). Toward a less school-centered perspective of the family engagement in education. In D. Boulanger (Ed.), *Relation between School and Family in the Community. Dialogues amidst Systemic Tensions* (pp. 95-103). Information Age Publishing.
34. Arcidiacono, F., & Giglio, M. (2024). Introduction. Why study social interactions in the classroom? An open debate on international research experiences. In M. Giglio & F.

Arcidiacono (Eds.), *Social Interactions in the Classroom: Thoughts and Perspectives* (pp. 11-23). Lang.

35. Arcidiacono, F., & Pontecorvo, C. (2024). La matérialité des espaces et des objets domestiques comme expansion d'expériences quotidiennes. In A. Iannaccone, E. Cattaruzza & E. Schwab (Eds.), *Expériences socio-matérielles: objets, interactions et espaces* (pp. 133-158). Alphil.
36. Baucal, A., & Arcidiacono, F. (2024). Series editors' note. In I. D. Ivić, *The Human as Animal Symbolicum: The Origins of Symbolic Function* (pp. v-vi). Springer.
37. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L., (2024). Editorial. In A. Bova, C. Galimberti, F. Arcidiacono & L. Haddouk (Eds.), *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume III.* Frontiers Media.
38. Cattaruzza, E., Iannaccone, A., & Arcidiacono. F. (2024). Provoking social changes in a family-school space of activity. In D. Boulanger (Ed.), *Relation between School and Family in the Community. Dialogues amidst Systemic Tensions* (pp. 33-51). Information Age Publishing.
39. Convertini, J., & Arcidiacono, F. (2024). Argumentation and Reasoning in Psychology. Some preliminary reflections. In F. Arcidiacono & J. Convertini (Eds.). *The Psychology of Argumentation and Reasoning* (pp. vii-xvii). Nova Science Publishers.
40. Giglio, M., & Arcidiacono, F. (2024). Conclusion. Scientific, pedagogical, and education paths to enrich teaching. In M. Giglio & F. Arcidiacono (Eds.), *Social Interactions in the Classroom: Thoughts and Perspectives* (pp. 241-248). Lang.
41. Jenny, E., & Arcidiacono, F. (2024). Apprentissage de la L2 et des mathématiques par des élèves à profil bi-plurilingue en contexte bilingue. In O. Floquet & S. Melogno (Eds.), *Metalinguistic Awareness: Recomposing Cognitive, Linguistic, and Cultural Conflicts. Studies in Honor of Maria Antonietta Pinto* (pp. 145-160). Sapienza Università Editrice.
42. Jenny, E., & Arcidiacono, F. (2024). Capacity of argumentation in written productions of 10-12 year-old pupils from a two-way immersion school in Switzerland. In F. Arcidiacono & J. Convertini (Eds.), *The Psychology of Argumentation and Reasoning* (pp. 267-296). Nova Science Publishers.
43. Ligorio, M. B., Arcidiacono, F., Crescenzo, P., Impedovo, M. A., & Ritella, G. (2024). Argumentation and reasoning "through" digital tools: Two case studies. In F. Arcidiacono & J. Convertini (Eds.), *The Psychology of Argumentation and Reasoning* (pp. 239-265). Nova Science Publishers.
44. Miserez-Caperos, C., Convertini, J., & Arcidiacono, F. (2024). Developing argumentation in classroom: From the conceptualization of cognitive and knowledge-oriented activities to practical ways of encouraging learning. In F. Arcidiacono & J. Convertini (Eds.), *The Psychology of Argumentation and Reasoning* (pp. 55-89). Nova Science Publishers.
45. Rossi, F., Pontecorvo, C., & Arcidiacono, F. (2024). The role of peer interaction on early literacy in schools. In M. Giglio & F. Arcidiacono (Eds.), *Social Interactions in the Classroom: Thoughts and Perspectives* (pp. 171-191). Lang.

46. Zazzera, I., Pontecorvo, C., & Arcidiacono, F. (2024). The parental representations about their children first literacy acquisition: A case study in a small Italian town. In D. Boulanger (Ed.), *Relation between School and Family in the Community. Dialogues amidst Systemic Tensions* (pp. 53-75). Information Age Publishing.
47. Arcidiacono, F. (2023). Collaborazione, polifonia e pluridisciplinarità: tre ingredienti fondamentali per fare ricerca. In Centro Studi Clotilde e Maurizio Pontecorvo (Ed.), *Pensare e ricordare insieme Clotilde Pontecorvo* (pp. 107-109). Valore italiano.
48. Arcidiacono, F. (2023). Postface. In E. Jenny, *Immersion réciproque: enjeux didactiques et apprentissages en contexte bi-plurilingue* (pp. 353-354). Alphil.
49. Arcidiacono, F., & Baucal, A. (2023). Peer learning as a powerful tool for feedback and assessment between students. In O. Noroozi & B. de Wever (Eds.), *The Power of Peer Learning* (pp. v-vi). Springer.
50. Arcidiacono, F. (2022). Studying the interactions between school and family: Parent-teacher relationships. In F. Arcidiacono (Ed.), *Parents and Teachers: Perspectives, Interactions and Relationships* (pp. ix-xiv). Nova Science Publishers.
51. Arcidiacono, F., & Convertini, J. (2022). Connecting parents, children and teachers through an inclusive project: An argumentative analysis. In F. Arcidiacono (Ed.), *Parents and Teachers: Perspectives, Interactions and Relationships* (pp. 223-242). Nova Science Publishers.
52. Arcidiacono, F., & Veillette, J. (2022). From institutional policies to teaching practices: Analysis of a curricular design to promote research in education. In S. Boulos & M. Feixas (Eds.), *Learning across Borders in Teacher Education: Experiences with the Swiss-North African Academic Network (SINAN) Project* (pp. 40-49). Zurich University of Teacher Education.
53. Convertini, J., & Arcidiacono, F. (2022). Parent-teacher relationships: Perspectives. In F. Arcidiacono (Ed.), *Parents and Teachers: Perspectives, Interactions and Relationships* (pp. 265-272). Nova Science Publishers.
54. Tovote, K., Arcidiacono F., & Lahiani, N. (2022). Supporting novice teachers in different cultural settings. In S. Boulos & M. Feixas (Eds.), *Learning across Borders in Teacher Education: Experiences with the Swiss-North African Academic Network (SINAN) Project* (pp. 89-109). Zurich University of Teacher Education.
55. Arcidiacono, F. (2021). Analyse de l'interaction. In E. Runtz-Christan & P.-F. Coen (Eds.), *Collection de concepts-clés de la formation des enseignantes et enseignants en Suisse romande et au Tessin* (pp. 16-19). Éditions Loisirs et pédagogie.
56. Arcidiacono, F., Bova, A., Galimberti, C., & Haddouk, L. (2021). Editorial. In A. Bova, C. Galimberti, L. Haddouk & F. Arcidiacono (Eds.) (2021). *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume I* (pp. 4-5). Frontiers Media.

57. Baucal, A., & Arcidiacono, F. (2021). A cognitive approach to mediated learning and development: A comprehensive portray. In D. Tzuriel, *Mediated Learning Experience and Cognitive Modifiability* (pp. ix-x). Springer.
58. Baucal, A., & Arcidiacono, F. (2021). At the frontiers of dialogical minds in learning and development. In N. Muller Mirza & M. Dos Santos Mamed (Eds.), *Dialogical Approaches and Tensions in Learning and Development. At the Frontiers of the Mind* (p. v). Springer.
59. Baucal, A., & Arcidiacono, F. (2021). Toward a dialogical and sociocultural method of inquiry: Three steps participative generalization and reflection (3PGR). In N. Muller Mirza & M. Dos Santos Mamed (Eds.), *Dialogical Approaches and Tensions in Learning and Development. At the Frontiers of the Mind* (pp. 85-103). Springer.
60. Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The dilemma of inclusive education: 'inclusion for some' or 'inclusion for all'. In A. Bova, C. Galimberti, L. Haddouk & F. Arcidiacono (Eds.), *Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies. Volume I* (pp. 121-130). Frontiers Media.
61. Miserez-Caperos, C., & Arcidiacono, F. (2021). Developing cognitive and knowledge-oriented argumentation in classroom: Perspectives. In A. Kokkinou (Ed.), *Education in Europe: Perspectives, Opportunities and Challenges* (pp. 109-149). Nova Science Publishers.
62. Wentzel, B., Arcidiacono, F., & Akkari, A. (2021). Conclusion générale. In B. Wentzel, G. Felouzis, A. Akkari & F. Arcidiacono (Eds.), *Action publique, gouvernance et recherche en éducation* (pp. 271-279). Éditions HEP-BEJUNE.
63. Arcidiacono, F., & González Martínez, E. (2020). Parent-child homework interactions: Beginning an assignment. In N. Kaplan Toren & G. J. van Schalkwyk (Eds.), *Parental Involvement: Practices, Improvement Strategies and Challenges* (pp. 33-64). Nova Science Publishers.
64. Arcidiacono, F., & Padiglia, S. (2020). Inclusive challenges in a language-learning project within a multicultural context. In M. Grant (Ed.), *Inclusive Education: Perspectives, Practices and Challenges*. Nova Science Publishers. (on line)
65. Bergamaschi, A., Arcidiacono, F., Melfi, G., Miserez-Caperos, C., & Blaya, C. (2020). Le rôle des enseignants dans la perception de la diversité culturelle par les élèves. In N. Chatelain, C. Miserez-Caperos & G. Steffen (Eds.), *Interagir dans la diversité à l'école. Regards pluriels* (pp. 61-86). Éditions HEP-BEJUNE.
66. Boéchat-Heer, S., Impedovo, M. A., & Arcidiacono, F. (2020). The processes of appropriation of technological tools in the classroom: Teachers' perspective. In E. Podovšovnik Axelsson (Ed.), *Examining the Roles of Teachers and Students in Mastering New Technologies* (pp. 250-264). IGI Global.
67. Pirchio, S., Arcidiacono, F., Passiatore, Y., & Carrus, G. (2020). Reducing ethnic prejudice through inclusive language learning practices: A research and intervention on children, parents and teachers. In M. Demers (Ed.), *Immigrant and Migrant Children. Current Issues and Challenges* (pp. 107-132). Nova Science Publishers.

68. Arcidiacono, F., & Chatelain, N. (2019). Seguire la scuola italiana in Svizzera: vivere e rivivere le proprie radici e coltivare un vantaggio linguistico. In D. Licata (Ed.), *Rapporto Italiani nel Mondo 2019* (pp. 195-202). Tau.
69. Jenny, E., & Arcidiacono, F. (2019). Two-way immersion school: L2-proficiency and mathematic competences of 10-12 year-old children. In R. V. Nata (Ed.), *Progress in Education. Vol. 60* (pp. 53-82). Nova Science Publishers.
70. Passiatore, Y., Carrus, G., Arcidiacono, F., & Pirchio, S. (2019). Educazione e formazione per la riduzione del pregiudizio attraverso l'apprendimento delle lingue in bambini, genitori e insegnanti: una ricerca sul campo. In G. Domenici & V. Biasi (Eds.), *Atteggiamento scientifico e formazione dei docent* (pp. 127-134). Angeli.
71. Bova, A., & Arcidiacono, F. (2018). Types of conclusion of argumentative discussions between adults and children. In R. V. Nata (Ed.), *Progress in Education. Vol. 53* (pp. 135-160). Nova Science Publishers.
72. Arcidiacono, F., & Bova, A. (2017). Interpersonal dynamics within argumentative interactions: An introduction. In F. Arcidiacono & A. Bova (Eds.), *Interpersonal Argumentation in Educational and Professional Contexts* (pp. xvii-xxii). Springer.
73. Arcidiacono, F., & Giglio, M. (2017). Introduction: pourquoi étudier les interactions sociales en classe? Un débat ouvert autour d'expériences internationales de recherche. In M. Giglio & F. Arcidiacono (Eds.), *Les interactions sociales en classe: réflexions et perspectives* (pp. 1-13). Lang.
74. Arcidiacono, F., & Neuenschwander, E. (2017). Depiction in solving experimental tasks at primary school: An exploratory study. In R. V. Nata (Ed.), *Progress in Education. Vol. 42* (pp. 1-18). Nova Science Publishers.
75. Bova, A., & Arcidiacono, F. (2017). Notes on similarities and differences in studying argumentation: A synthetic view. In F. Arcidiacono & A. Bova (Eds.), *Interpersonal Argumentation in Educational and Professional Contexts* (pp. 197-200). Springer.
76. Bova, A., Arcidiacono, F., & Clément, F. (2017). The transmission of what is taken for granted in children's socialization: The role of argumentation in family interactions. In C. Ilie & G. Garzone (Eds.), *Argumentation across Communities of Practice: Multi-disciplinary Perspectives* (pp. 259-288). Benjamins.
77. Buđevac, N., Arcidiacono, F., & Baucal, A. (2017). Reading together: The interplay between social and cognitive aspects in argumentative and non-argumentative dialogues. In F. Arcidiacono & A. Bova (Eds.), *Interpersonal Argumentation in Educational and Professional Contexts* (pp. 47-73). Springer.
78. Giglio, M., & Arcidiacono, F. (2017). Conclusion: pistes de réflexion scientifiques, pédagogiques et de formation pour enrichir l'enseignement. In M. Giglio & F. Arcidiacono (Eds.), *Les interactions sociales en classe: réflexions et perspectives* (pp. 237-244). Lang.
79. Iannaccone, A., & Arcidiacono, F. (2017). Argumentation in dialogue: Final conclusions. In F. Arcidiacono & A. Bova (Eds.), *Interpersonal Argumentation in Educational and Professional Contexts* (pp. 201-218). Springer.

80. Kohler, A., Boissonnade, R., Padiglia, S., Meia, J.-S., & Arcidiacono, F. (2017). La formation à et par la recherche des enseignants du secondaire à la HEP-BEJUNE: le dispositif actuel et quelques perspectives pour le futur. In F. Pasche Gossin & G. Melfi (Eds.), *Synergies entre recherche, formation et enseignement* (pp. 103-119). Éditions HEP-BEJUNE.
81. Pauletto, F., Aronsson, K., & Arcidiacono, F. (2017). Inter-generational argumentation: Children's account work during dinner conversations in Italy and Sweden. In F. Arcidiacono & A. Bova (Eds.), *Interpersonal Argumentation in Educational and Professional Contexts* (pp. 1-26). Springer.
82. Rossi, F., Pontecorvo, C., & Arcidiacono, F. (2017). Le rôle des interactions entre pairs sur l'alphabétisation précoce en milieu scolaire. In M. Giglio & F. Arcidiacono (Eds.), *Les interactions sociales en classe: réflexions et perspectives* (pp. 169-188). Lang.
83. Arcidiacono, F. (2016). Parents' representations and practices about childrearing within Italian families. In K. Alvarez (Ed.), *Parent-child Interactions and Relationships: Perceptions, Practices and Developmental Outcomes* (pp. 75-90). Nova Science Publishers.
84. Arcidiacono, F. (2015). Argumentation and reflexivity. In G. Marsico, R. Andrisano-Ruggieri & S. Salvatore (Eds.), *Reflexivity and Psychology* (pp. 169-193). Information Age Publishing.
85. Arcidiacono, F., & Bova, A. (2015). A study of the arguments used by undergraduate and graduate students during disciplinary discussions in the classroom. In R. V. Nata (Ed.), *Progress in Education. Vol. 33* (pp. 31-50). Nova Science Publishers.
86. López-Facal, R., Jiménez-Aleixandre, M. P., & Arcidiacono, F. (2015). Le territoire comme composante de l'identification nationale dans l'argumentation des élèves du secondaire. In N. Muller Mirza & C. Buty (Eds.), *Argumentation dans les contextes de l'éducation* (pp. 323-354). Lang.
87. Perret-Clermont, A.-N., Arcidiacono, F., Breux, S., Greco, S., & Miserez-Caperos, C. (2015). Knowledge-oriented argumentation in children. In F. H. van Eemeren & B. Garssen (Eds.), *Scrutinizing Argumentation in Practice* (pp. 135-149). Benjamins.
88. Arcidiacono, F. (2014). Intersubjectivité et agency dans la conversation quotidienne: pratiques de socialisation en contexte. In C. Moro, N. Muller Mirza & P. Roman (Eds.), *L'intersubjectivité en questions. Agrégat ou nouveau concept fédérateur pour la psychologie?* (pp. 292-312). Antipodes.
89. Arcidiacono, F. (2014). Plurilinguisme et enseignement des langues: une vision d'ensemble. In F. Arcidiacono (Ed.), *Hétérogénéité linguistique et culturelle dans le contexte scolaire* (pp. 11-25). Éditions HEP-BEJUNE.
90. Iannaccone, A., & Arcidiacono, F. (2014). Les relations école-famille: questions méthodologiques. In F. Arcidiacono (Ed.), *Hétérogénéité linguistique et culturelle dans le contexte scolaire* (pp. 147-156). Éditions HEP-BEJUNE.
91. Padiglia, S., & Arcidiacono, F. (2014). Intégration et enseignement/apprentissage des langues: le projet SOFT pour lier école et famille. In F. Arcidiacono (Ed.), *Hétérogénéité linguistique et culturelle dans le contexte scolaire* (pp. 61-74). Éditions HEP-BEJUNE.

92. Pontecorvo, C., & Arcidiacono, F. (2014). Social interactions in families and schools as contexts for the development of spaces of thinking. In T. Zittoun & A. Iannaccone (Eds.), *Activity of Thinking in Social Spaces* (pp. 83-97). Nova Science Publishers.
93. Arcidiacono, F. (2013). "But who said that you eat when you want and what you want?" Verbal conflicts at dinnertime and strategic moves among family members. In L. T. Cacioppo (Ed.), *Mind and Body Researcher Biographical Sketches and Research Summaries* (pp. 313-314). Nova Science Publishers. [re-published by the editor]
94. Arcidiacono, F. (2013). Conversation in educational contexts: School at home and home at school. In G. Marsico, K. Komatsu & A. Iannaccone (Eds.), *Crossing Boundaries. Intercontextual Dynamics between Family and School* (pp. 83-107). Information Age Publishing.
95. Arcidiacono, F. (2013). Pragmatics: Quantitative Methods. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 4594-4600). Wiley-Blackwell.
96. Arcidiacono, F., & Bova, A. (2013). Argumentation among family members in Italy and Switzerland: A cross-cultural perspective. In Y. Kashima, E. S. Kashima & R. Beatson (Eds.), *Steering the Cultural Dynamics* (pp. 167-174). International Association for Cross-Cultural Psychology.
97. Sinclaire-Harding, L., Miserez, C., Arcidiacono, F., & Perret-Clermont, A.-N. (2013). Argumentation in the Piagetian clinical interview as collaborative thinking: A step further in dialogism. In M. B. Ligorio & M. César (Eds.), *Interplays between Dialogical Learning and Dialogical Self* (pp. 53-82). Information Age Publishing.
98. Arcidiacono, F. (2011). "But who said that you eat when you want and what you want?" Verbal conflicts at dinnertime and strategic moves among family members. In J. P. Flanagan & A. M. Munos (Eds.), *Family Conflicts: Psychological, Social and Medical Implications* (pp. 27-52). Nova Science Publishers.
99. Arcidiacono, F., Baucal, A., & Buđevac, N. (2011). Doing qualitative research: The analysis of talk-in-interaction. In A. Baucal, F. Arcidiacono & N. Buđevac (Eds.), *Studying Interaction in Different Contexts: A Qualitative View* (pp. 17-45). Institute of Psychology at the University of Belgrade.
100. Baucal, A., Arcidiacono, F., & Buđevac, N. (2011). Reflecting on different views of social interaction: Explanatory and analytic perspectives. In A. Baucal, F. Arcidiacono & N. Buđevac (Eds.), *Studying Interaction in Different Contexts: A Qualitative View* (pp. 233-251). Institute of Psychology at the University of Belgrade.
101. Buđevac, N., Arcidiacono, F., & Baucal, A. (2011). Introduction. In A. Baucal, F. Arcidiacono & N. Buđevac (Eds.), *Studying Interaction in Different Contexts: A Qualitative View* (pp. 11-15). Institute of Psychology at the University of Belgrade.
102. Arcidiacono, F. (2010). The ethnographic observation of the everyday life in Italy: Collaborative interactions among working couples. In C. L. Goossens (Ed.), *Family Life: Roles, Bonds, and Impact* (pp. 99-118). Nova Science Publishers.

103. Pontecorvo, C., Fatigante, M., & Arcidiacono, F. (2007). La quotidianità come vita domestica familiare. In P. Di Cori & C. Pontecorvo (Eds.), *Modernità e vita quotidiana: tra ordinario e straordinario* (pp. 175-184). Carocci.
104. Maroni, B., & Arcidiacono, F. (2003). The conversation like socialization in educational contexts. In G. T. Papanikos (Ed.), *Education* (pp. 333-338). ATINER.

Edited special issues in scientific peer reviewed journals

105. Bova, A., Haddouk, L., Galimberti, C., & Arcidiacono, F. (Eds.). (in press). Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume V. *Frontiers in Psychology. Psychology of Language*.
106. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L. (Eds.). (2026). Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume IV. *Frontiers in Psychology. Psychology of Language, 17*.
107. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L. (Eds.). (2024). Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume III. *Frontiers in Psychology. Psychology of Language, 15.*
108. Bova, A., & Arcidiacono, F. (Eds.) (2023). Interpersonal argumentation in educational contexts. *Learning, Culture and Social Interaction, 41*.
109. Bova, A., Haddouk, L., Galimberti, C., & Arcidiacono, F. (Eds.). (2023). Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume II. *Frontiers in Psychology. Language Sciences, 14.*
110. Alby, F., Arcidiacono, F., Fernandes-Jesus, M., Mannarini, T., Parolin, L., & Voutilainen, L. (Eds.). (2022). Qualitative methods for studying groups. *Frontiers in Psychology. Organizational Psychology / Frontiers in Psychology. Psychology for Clinical Settings /Frontiers in Psychology. Educational Psychology / Frontiers in Education. Educational Psychology, 13.*
111. Pirchio, S., Arcidiacono, F., & Passiatore, Y. (Eds.). (2022). Inclusive schools for a diverse world. Psychological and educational factors and practices harming or promoting inclusion at school. *Frontiers in Psychology. Educational Psychology / Frontiers in Education. Educational Psychology, 13.*
112. Pavlović Babić, D., Baucal, A., Buđevac, N., Blagdanić, S., & Arcidiacono, F. (Eds.). (2020). Improving research in education for teachers, young researchers and policy makers. *Malta Applied Research in Education, 1*(1), 1-186.
113. Pirchio, S., & Arcidiacono, F. (Eds.). (2019). Multilingual learning and social inclusion of children: The development of educational programmes to connect school and family. *European Journal of Psychology of Education, 34*(1), 209-272.
114. Buđevac, N., Arcidiacono, F., & Baucal, A. (Eds.). (2015). Learning and development through social interaction in educational context. *Иновације у настави/Teaching Innovations, 28*(3), 5-206.

115. De Gregorio, E., & Arcidiacono, F. (Eds.). (2008). Issues and implications of computer assisted multiple and blended research. *International Journal of Multiple Research Approaches, 2*(1), 31-132.

Papers in scientific peer reviewed journals

116. Arcidiacono, F., & Bova, A. (submitted). Supporting novice teachers' professional insertion through conversational peer interactions: An argumentative analysis of focus group discussions. *Frontiers in Psychology. Educational Psychology*.
117. Bova, A., & Arcidiacono, F. (submitted). A psychosocial model of family argumentation: Integrating reasoning, relationships, norms, and emotions. *Frontiers in Psychology.*
118. Gabola, P., & Arcidiacono, F. (submitted). Focus groups as tools for stimulating reflection and improving the well-being of new generations of overworked teachers. *Education Sciences*.
119. Bova, A., Arcidiacono, F., Galimberti, C., & Haddouk, L. (2026). Editorial. Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume IV. *Frontiers in Psychology. Psychology of Language, 17*.
120. Arcidiacono, F., & Jenny, E. (2025). Vivere l'interculturalità tramite esperienze di mobilità tra futuri insegnanti. *Nuova Secondaria, 9*, 31-36.
121. Arcidiacono, F., Wentzel, B., & Vivegnis, I. (2025). Des dispositifs de recherche-formation pour professionnaliser les enseignant.e.s. *Cadernos de Pesquisa, 55*, art. e11454.
    [Portuguese translation Arcidiacono, F., Wentzel, B., & Vivegnis, I. (2025). Dispositivos de pesquisa-formação para profissionalizar os(as) professores(as). *Cadernos de Pesquisa, 55,* Artigo e11454.]
122. Bova, A., & Arcidiacono, F. (2025). L'utilisation d'arguments d'autorité déontique dans les conversations entre adultes et enfants. *Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics, 25*(1), 107-125.
123. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L. (2024). Editorial. Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume III. *Frontiers in Psychology. Psychology of Language, 15*.
124. Convertini, J., Arcidiacono, F., & Miserez-Caperos, C. (2024). Teachers' interventions in science education at primary school. The role of semiotic resources during argumentative interactions in classroom. *Research in Science & Technological Education, 42*(1), 94-113.
125. Arcidiacono, F. (2023). Focus groups per accompagnare gli insegnanti debuttanti nel loro inserimento professionale. *Nuova Secondaria, 9*, 27-31.
126. Bergamaschi, A., Blaya, C., Seyedafshin, S., & Arcidiacono, F. (2023). Formal education and blatant-subtle prejudice: Intercultural education and contact theory in French educational system. *International Migration, 63*.
127. Bova, A., & Arcidiacono, F. (2023). The integration of different approaches to study the interpersonal dynamics of argumentation. *Learning, Culture and Social Interaction, 41.*
128. Bova, A., Galimberti, C., Arcidiacono, F., & Haddouk, L. (2023). Editorial. Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. Volume II. *Frontiers in Psychology. Language Sciences, 14*.

129. Malva, L., Leijen, Ä., & Arcidiacono, F. (2023). Identifying teachers' general pedagogical knowledge: A video stimulated recall study. *Educational Studies, 49*(4), 588-613.
130. Alby, F., Arcidiacono, F., Fernandes-Jesus, M., Mannarini, T., Parolin, L., & Voutilainen, L. (2022). Editorial: Qualitative methods for studying groups. *Frontiers in Psychology, 13.*
131. Arcidiacono, F., Bova, A., Ben-Uri, I., & Melfi, G. (2022). The role of private and institutional supports to favor work-family integration in pre-service and in-service teachers: Self-related vs. context-related arguments. *Revue suisse des sciences de l'éducation, 44*(3), 297-311.
132. Arcidiacono, F., Pontecorvo, C., & Bova, A. (2022). "But the vanilla is healthy!" Children's expression of arguments to justify their non-compliances in family conversation. *Learning, Culture and Social Interaction, 34*.
133. Ben-Uri, I., Melfi, G., Arcidiacono, F., & Bova, A. (2022). Work-family conflict and facilitation among teachers in Israel and Switzerland. *European Journal of Psychology of Education, 37*, 729-744.
134. Bergamaschi, A., Blaya, C., Arcidiacono, F., & Stef, J. (2022). Blatant and subtle prejudice, and the role of teachers in conveying tolerance and respect for the Other. *Intercultural Education, 33*(1), 17-34.
135. Pirchio, S., Arcidiacono, F., & Passiatore, Y. (2022). Editorial. Inclusive schools for a diverse world: Psychological and educational factors and practices harming or promoting inclusion at school. *Frontiers in Psychology. Educational Psychology, 13.*
136. Arcidiacono, F., Bova, A., Galimberti, C., & Haddouk, L. (2021). Editorial. Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies. *Frontiers in Psychology. Language Sciences, 12 / Frontiers in Communication. Language Sciences, 12.*
137. Arcidiacono, F., & Paquette, S. (2021). Management and formatting of disagreements in professional exchanges during the setting up of a concert. *Revue internationale de psychosociologie et de gestion des comportements organisationnels, 26*(67), 105-126.
138. Bergamaschi, A., Blaya, C., Stef, J., & Arcidiacono, F. (2021). La prévention des préjugés flagrants et voilés perçue par les élèves: lorsque les enseignant·e·s ont leurs mots à dire. *Revue suisse des sciences de l'éducation, 43*(2), 297-310.
139. Convertini, J., & Arcidiacono, F. (2021). Embodied argumentation in young children in kindergarten. *Education Sciences, 11*(9), 514.
140. Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The dilemma of inclusive education: 'inclusion for some' or 'inclusion for all'. *Frontiers in Psychology. Educational Psychology, 12.*
141. Paquette, S., & Arcidiacono, F. (2021). Gestion et formatage de désaccords dans les échanges professionnels lors du filage d'un concert. *Revue internationale de psychosociologie et de gestion des comportements organisationnels, 26*(67), 105-126.
142. Arcidiacono, F., & Baucal, A. (2020). Kaasav haridus ja õpetajakoolitus sotsiaal-kultuurilisest käsitlusest lähtudes. *Eesti Haridusteaduste Ajakiri/Estonian Journal of Education, 8*(1), 5-25.

143. Arcidiacono, F., & Baucal, A. (2020). Towards teacher professionalization for inclusive education: Reflections from the perspective of the socio-cultural approach. *Eesti Haridusteaduste Ajakiri/Estonian Journal of Education, 8*(1), 26-47.
144. Arcidiacono, F., Baucal, A., Pavlović Babić, D., Buđevac, N., & Blagdanić, S. (2020). Collaboration between research and teaching communities: Implications for teacher education, practice and policy making. *Malta Applied Research in Education, 1*(1), 1-12.
145. Bova, A., & Arcidiacono, F. (2020). Las respuestas de los niños en discusiones argumentativas relacionadas con las reglas y normas de los padres. *Revista Signos. Estudios de Lingüística, 53*(102), 8-30.
146. Gremion, F., Melfi, G., Padiglia, S., Arcidiacono, F., & Iannaccone, A. (2020). Le focus group comme innovation pour le soutien du stage en emploi. *Formation et pratiques d'enseignement en questions, 4*, 13-27.

    [paper review by Gweth Bi Bisso, J. *(2023). Initio. Revue sur l'éducation et la vie au travail, 11*(1).]
147. Joliat, F., & Arcidiacono, F. (2020). Les «pratiques robustes» de rédaction du mémoire à la HEP-BEJUNE: une question de posture d'écriture? *Recherche et Formation, 93*, 17-32.
148. Arcidiacono, F. (2019). Toward a less school-centered perspective of the family engagement in education. Commentary on "Representation of parental engagement in poor context: Empty parents and full teachers". *Psychology & Society, 11*(1), 99-105.
149. Arcidiacono, F., Padiglia, S., & Miserez-Caperos, C. (2019). Transitions in the representation and implementation of a language learning project within a multicultural context. *European Journal of Psychology of Education, 34*(1), 239-254.
150. Arcidiacono, F., & Pontecorvo, C. (2019). On materiality: Home spaces and objects as expanding elements of everyday experiences. *Forum: Qualitative Social Research, 20*(3), art. 5.
151. Bova, A., & Arcidiacono, F. (2019). Analyser les échanges discursifs entre parents et enfants par la reconstruction argumentative. *Revue internationale de l'éducation familiale, 46*, 123-146.
152. Bova, A., & Arcidiacono, F. (2019). Schemi argomentativi e relazioni sintomatiche, causali e di analogia in scambi discorsivi tra adulti e bambini. *Rassegna di Psicologia, 36*(2), 21-37.
153. Cattaruzza, E., Iannaccone, A., & Arcidiacono, F. (2019). Provoking social changes in a family-school space of activity. *Psychology & Society, 11*(1), 33-47.
154. Jenny, E., & Arcidiacono, F. (2019). Apprentissage des mathématiques en tant que DdNL en contexte d'immersion réciproque. *Travaux de didactique du français langue étrangère, 74* (on line).
155. Jenny, E., Gajo, L., & Arcidiacono, F. (2019). Analyse de pratiques interactionnelles dans un dispositif d'immersion réciproque. *Bulletin suisse de linguistique appliquée, 110*, 75-90.
156. Passiatore, Y., Pirchio, S., Carrus, G., Maricchiolo, F., Fiorilli, C., & Arcidiacono, F. (2019). Intercultural practices and inclusive education in Europe: Can migration be a resource for

individual and societal development? *European Journal of Psychology of Education, 34*(1), 209-224.

157. Zazzera, I., Pontecorvo, C., & Arcidiacono, F. (2019). The parental representations about their children first literacy acquisition: A case study in a small Italian town. *Psychology & Society, 11*(1), 65-81.
158. Arcidiacono, F., Iannaccone, A., Melfi, G., Padiglia, S., & Pirchio, S. (2018). Le développement identitaire des enseignants débutants par le partage verbal de pratiques professionnelles. *Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics, 18*(1), 79-96.
159. Bova, A., & Arcidiacono, F. (2018). The interplay between parental argumentative strategies, children's reactions and topics of disagreement during family conversations. *Learning, Culture and Social Interaction, 19*, 124-133.
160. Chatelain, N., & Arcidiacono, F. (2018). Cultivating ethnicity through the language of origin: The third generation of Italians and language and 'culture of origin' courses in Switzerland. *Italian Journal of Sociology of Education, 10*(3), 165-186.
161. Arcidiacono, F. (2017). Narrare in famiglia, narrare la famiglia: dialoghi domestici tra genitori e figli. *Enthymema. International Journal of Literacy, Criticism and Philosophy, 20*, 18-29.
162. Arcidiacono, F., Bezençon, A., & González-Martínez, E. (2017). Séances entre enseignants de classes inclusives: un espace de déploiement de la réflexivité. *Иновације у настави/Teaching Innovations, 30*(2), 49-67.
163. Arcidiacono, F., & Bova, A. (2017). Discussioni disciplinari in contesto universitario: uno studio argomentativo in classi di bachelor e master. *ERIS. Rivista internazionale di argomentazione e dibattito, 2*(1), 43-65.
164. Arcidiacono, F., & Neuenschwander, E. (2017). Depiction in solving experimental tasks at primary school: An exploratory study. *Journal of Education Research, 11*(4), 1-18. [re-published by the editor]
165. Colucci, G., & Arcidiacono, F. (2017). Towards peer education prevention of school dropout: An exploratory analysis of an action-research study. *Psihološka istraživanja/Psychological Research, 20*(1), 127-143.
166. Giglio, M., & Arcidiacono, F. (2017). Explorer la verbalisation, le dialogue et la discussion dans l'enseignement et la formation d'enseignants. *Formation et pratiques d'enseignement en questions, 2*, 79-89.
167. Ligorio, M. B., Impedovo, M. A., & Arcidiacono, F. (2017). Agency online: Trends in a university learning course. *Technology, Pedagogy and Education, 26*(5), 529-543.
168. Pirchio, S., Passiatore, Y., Carrus, G., Maricchiolo, F., Taeschner, T., & Arcidiacono, F. (2017). Teachers' and parents' involvement for a good school experience of native and immigrant children. *Journal of Educational, Cultural and Psychological Studies, 15*, 73-94.
169. Arcidiacono, F. (2016). Collaborative relationships among couples: Frames of interaction during everyday household activities. *Psychology of Language and Communication, 20*(1), 24-48.

170. Arcidiacono, F., & Catelin, O. (2016). Les reformulations: étayage verbal et outil didactique? Une étude de cas en classe specialisée. *Иновације у настави/Teaching Innovations, 29*(3), 45-60.
171. Arcidiacono, F., & Cuenot, C. (2016). Stratégies de résolution de problèmes de type multiplicatif en situation de tutorat. *Иновације у настави/Teaching Innovations, 24*(1), 29-45.
172. Arcidiacono, F., & Jenny, E. (2016). Eine Sprache lernen und diese unterrichten: Erfahrungen von Lehrkräften, Schülern und Familien im Rahmen des Projektes SOFT. *Babylonia. The Swiss Journal of Language Teaching and Learning, 3*, 30-31.
173. Bova, A., & Arcidiacono, F. (2016). The argument from expert opinion as other-oriented reference in disciplinary discussions. *Studies in Communication Sciences, 16*(2), 114-123.
174. Joliat, F., & Arcidiacono, F. (2016). L'analyse des visées de la recherche dans la production des mémoires de bachelor de la HEP-BEJUNE: une question d'intérêt professionnel et de culture(s) de recherche(s)? *Formation et profession. Revue scientifique internationale en éducation, 24*(2), 17-32.
175. Miserez-Caperos, C., Padiglia, S., & Arcidiacono, F. (2016). L'apprentissage des langues en classe comme moyen d'intégration: l'exemple du projet SOFT. *Revue suisse de pédagogie spécialisée, 4*, 37-43.
176. Pirchio, S., Arcidiacono, F., Carrus, G., Maricchiolo, F., Padiglia, S., Passiatore, Y., & Taeschner, T. (2016). Children integration through language learning in the SOFT project in different countries. *International Journal of Psychology, 51*, 511.
177. Pontecorvo, C., & Arcidiacono, F. (2016). The dialogic construction of justifications and arguments in a seven-year-old child within a "democratic" family. *Language and Dialogue, 6*(2), 306-328.
178. Arcidiacono, F., & Bova, A. (2015). Activity-bound and activity-unbound arguments in response to parental eat-directives during mealtime conversations: Differences and similarities in children of 3-5 and 6-9 years old. *Learning, Culture and Social Interaction, 6*, 40-55.
179. Arcidiacono, F., & Rossé, A. (2015). Raconter une histoire avec et sans images: une expérience de recherche auprès d'enfants en âge préscolaire. *Иновације у настави/Teaching Innovations, 28*(1), 7-24.
180. Boéchat-Heer, S., Impedovo, M. A., & Arcidiacono, F. (2015). An analysis of teachers' processes of technology appropriation in classroom. *International Journal of Digital Literacy and Digital Competence, 6*(2), 1-15.
181. Bova, A., & Arcidiacono, F. (2015). Beyond conflicts. Origin and types of issues leading to argumentative discussions during family mealtimes. *Journal of Language Aggression and Conflict, 3*(2), 263-288.
182. Buđevac, N., Arcidiacono, F., & Baucal, A. (2015). Word of guest editors. Learning and development through social interaction in educational context. *Иновације у настави/Teaching Innovations, 28*(3), 9-14.

183. Padiglia, S., & Arcidiacono, F. (2015). A narrative format design to improve language acquisition through social interaction. *Иновације у настави/Teaching Innovations, 28*(3), 83-98.
184. Boéchat-Heer, S., & Arcidiacono, F. (2014). L'usage des méthodes mixtes pour analyser les perceptions de pratiques pédagogiques liées à l'intégration des tablettes numériques. *Formation et pratiques d'enseignement en questions, 17*, 49-65.
185. Bova, A., & Arcidiacono, F. (2014). Types of arguments in parents-children discussions: An argumentative analysis. *Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics, 14*(1), 43-66.
186. Bova, A., & Arcidiacono, F. (2014). "You must eat the salad because it is nutritious". Argumentative strategies adopted by parents and children in food-related discussions at mealtimes. *Appetite, 73*(1), 81-94.
187. Breux, S., Arcidiacono, F., & Perret-Clermont, A.-N. (2014). Reprendre la parole de l'autre dans une situation d'entretien piagétien. *TRANEL. Travaux neuchâtelois de linguistique, 60*, 109-120.
188. Arcidiacono, F., & Diez del Corral Areta, E. (2013). Discourse markers in the Piagetian interview: How adults and children construct their conversational moves within the test context. *Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics, 13*(1), 61-81.
189. Baucal, A., Arcidiacono, F., & Buđevac, N. (2013). "Is there an equal (amount of) juice?" Exploring the repeated question effect in conservation through conversation. *European Journal of Psychology of Education, 28*(2), 475-495.
190. Bova, A., & Arcidiacono, F. (2013). Investigating children's Why-questions: A study comparing argumentative and explanatory function. *Discourse Studies, 15*(6), 713-734.
191. Bova, A., & Arcidiacono, F. (2013). Invoking the authority of feelings as a strategic maneuver in family mealtime conversations. *Journal of Community & Applied Social Psychology, 23*(3), 206-224.
192. Arcidiacono, F., & Bova, A. (2011). Argumentative strategies for conflict management and resolution in Italian and Swiss families. *Procedia Social and Behavioral Sciences, 30*, 1385-1389.
193. Arcidiacono, F., & Bova, A. (2011). "I want to talk but it is not possible!" Dinnertime argumentation in Italian and Swiss families. *US-China Education Review A, 3*, 355-368.
194. Arcidiacono, F., & Gastaldi, F. G. M. (2011). "What do you say?" The analysis of classroom talk from a sociocultural perspective. *Психологическая Наука и Образование/Psychological Science and Education, 2*, 1-15.
195. Arcidiacono, F., Klein, W., Izquierdo, C., & Bradbury, T. N. (2010). Modalità interattive nella divisione del lavoro domestico: uno studio etnografico su famiglie italiane e statunitensi. *Rivista di Psicolinguistica Applicata, 10*(1-2), 85-105.

196. Arcidiacono, F., & Kohler, A. (2010). Elements of design for studying argumentation: The case of two on-going research lines. *Культурно-Историческая Психология/Cultural-Historical Psychology, 1*, 65-74.
197. Arcidiacono, F., & Perret-Clermont, A.-N. (2010). The co-construction of conversational moves in the context of Piagetian interview: The case of the test of conservation of quantities of liquid. *Rassegna di Psicologia, 27*(2), 117-137.
198. Arcidiacono, F., & Pontecorvo, C. (2010). The discursive construction of the fathers' positioning within family participation frameworks. *European Journal of Psychology of Education, 25*(4), 449-472.
199. Arcidiacono, F., & Pontecorvo, C. (2010). Where and how family members spend time at home? A quantitative analysis of the observational tracking of the everyday lives of Italian families. *International Journal of Multiple Research Approaches, 4*(2), 113-129.
200. Bugnon, A., Arcidiacono, F., & Perret-Clermont, A.-N. (2010). Transfer of learning in a boundary crossing training: The case of speech therapists. *Procedia Social and Behavioral Sciences, 2*(2), 1730-1734.
201. Maroni, B., & Arcidiacono, F. (2010). Conversational repair in Italian families. A cultural practice of socialization. *Studies in Communication Sciences, 10*(1), 181-206.
202. Pontecorvo, C., & Arcidiacono, F. (2010). Development of reasoning through arguing in young children. *Культурно-Историческая Психология/Cultural-Historical Psychology, 4*, 19-29.
203. Arcidiacono, F. (2009). Conflitti verbali in famiglie con preadolescenti: modelli di analisi in chiave conversazionale. *Giornale Italiano di Psicologia, 36*(4), 821-841.
204. Arcidiacono, F. (2009). Rationalité et construction narrative de l'argumentation en famille. *Aprendizagem/Desenvolvimento*.
205. Arcidiacono, F., & Perret-Clermont, A.-N. (2009). L'argumentation dans le contexte de l'entretien clinique. Revisiter Piaget et son actualité. *Aprendizagem/Desenvolvimento*.
206. Arcidiacono, F., & Perret-Clermont, A.-N. (2009). Revisiting the Piagetian test of conservation of quantities of liquid: Argumentation within the adult-child interaction. *Культурно-Историческая Психология/Cultural-Historical Psychology, 3*, 25-33.
207. Arcidiacono, F., & Pontecorvo, C. (2009). Cultural practices in Italian family conversations: Verbal conflict between parents and preadolescents. *European Journal of Psychology of Education, 24*(1), 97-117.
208. Arcidiacono, F., Pontecorvo, C., & Greco Morasso, S. (2009). Family conversations: The relevance of context in evaluating argumentation. *Studies in Communication Sciences, 9*(2), 79-92.
209. Giorgi, S., Pontecorvo, C., Monaco, C., & Arcidiacono, F. (2009). Culture familiari tra pratiche quotidiane e rappresentazioni. Introduzione. *Etnografia e ricerca qualitativa, 2*, 191-203.
210. Arcidiacono, F., & De Gregorio, E. (2008). Methodological thinking in psychology: Starting from mixed methods. *International Journal of Multiple Research Approaches, 2*(1), 118-126.

211. De Gregorio, E., & Arcidiacono, F. (2008). Computer-assisted analysis in social sciences: A unique strategy to carry on mixed and blended research? *International Journal of Multiple Research Approaches, 2*(1), 31-35.
212. Arcidiacono, F. (2007). L'osservazione dei "rientri a casa": studio etnografico della vita quotidiana in famiglia. *Rassegna di Psicologia, 14*(2), 155-174.
213. Arcidiacono, F. (2007). Studying the practice of cooperation and collaboration within an international research project on the everyday lives of families. *Integrative Psychological & Behavioral Science, 41*(2), 139-153.
214. Arcidiacono, F., & Nicolini, M. (2007). Uno studio esplorativo sulle reti sociali delle famiglie italiane in una prospettiva multidisciplinare. *Rivista di Studi Familiari, 2*, 167-184.
215. Arcidiacono, F., & Pontecorvo, C. (2007). La co-costruzione del turno dei bambini autistici. Interventi dei genitori e dei fratelli nelle conversazioni familiari a tavola. *Rivista di Psicolinguistica Applicata, 7*(3), 81-95.
216. Andreoli, S., & Arcidiacono, F. (2006). Uno studio esplorativo su alcune modalità conversazionali in famiglie con bambini autistici. *Rivista di Psicolinguistica Applicata, 6*(1-2), 45-62.
217. Arcidiacono, F. (2006). Il posizionamento interpersonale nella costruzione dell'identità: differenze tra figli maggiori e minori nelle conversazioni con i genitori. *Età evolutiva, 84*, 12-23.
218. Arcidiacono, F., Caporali, L., & Pontecorvo, C. (2006). La partecipazione dei padri italiani alla struttura interattiva familiare. *Età evolutiva, 85*, 73-81.
219. Arcidiacono, F., & Diano, M. (2006). Le conversazioni in famiglie con bambini autistici. Interazioni di gioco, ruoli dei fratelli e scaffolding genitoriale. *Autismo e disturbi dello sviluppo, 4*(3), 303-324.
220. Arcidiacono, F., Fumo, M., & Sapia, C. (2005). Fare ricerca con gli adolescenti. Metodologie qualitative: vantaggi, limiti e proposte. *Età evolutiva, 82*, 107-117.
221. Arcidiacono, F., & Pigotti, M. C. (2005). L'emergere dell'identità di adolescenti di terza media e primo superiore nelle discussioni in classe su temi di attualità. *Psicologia scolastica, 4*(3), 273-292.
222. Liberati, V., & Arcidiacono, F. (2005). Voci in conflitto: l'uso di voci diverse nelle dispute tra genitori e figli. *Rivista di Psicolinguistica Applicata, 5(*1-2), 87-108.
223. Arcidiacono, F. (2004). Mediazione scolastica tra formazione e intervento: esperienza in classi di scuola media inferiore. *Mediare, 1*(1), 7-16. [re-published by the editor]
224. Arcidiacono, F., & Pontecorvo, C. (2004). Più metodi per la pluridimensionalità della vita familiare. *Ricerche di Psicologia, 27*(3), 103-118.
225. Arcidiacono, F. (2003). Mediazione scolastica tra formazione e intervento: esperienza in classi di scuola media inferiore. *Psicologia scolastica, 2*(2), 215-224.
226. Arcidiacono, F. (2002). Conversare in famiglia sull'identità. Preadolescenti a confronto. *Rivista di Psicolinguistica Applicata, 2*(3), 57-76.

227. Arcidiacono, F. (2002). Il conflitto tra genitori e figli preadolescenti nelle conversazioni in famiglia. *Età evolutiva, 72*, 110-117.
228. Arcidiacono, F. (2002). Note sul metodo osservativo e su alcune applicazioni in psicologia dello sviluppo. *Rassegna di Psicologia, 19*(1), 169-178.
229. Arcidiacono, F. (2000). Prima adolescenza e sviluppo dell'identità. *Età Evolutiva, 66*, 109-115.

Papers in scientific peer reviewed conference proceedings

230. Arcidiacono, F. (2026). L'entrée dans la profession: retours d'enseignants débutants lors d'un partage d'expériences d'insertion. In M. Lebreton Reinhard, M. Gather Thurler, C. Gremion & F. Pasche Gossin (Eds.), *Actes du 37e colloque de l'ADMEE-Europe* (pp. 594-596). HEP-BEJUNE.
231. Medeiros Sarti, F., Trento Rebello de Souza, D., & Arcidiacono, F. (2026). Marché de la formation des enseignants au Brésil: son émergence et diversification. In M. Lebreton Reinhard, M. Gather Thurler, C. Gremion & F. Pasche Gossin (Eds.), *Actes du 37e colloque de l'ADMEE-Europe* (pp. 608-611). HEP-BEJUNE.
232. Wentzel, B., Perez-Roux, T., Arcidiacono, F., Mukamurera, J., & Medeiros Sarti, F. (2026). La formation universitaire des enseignants à l'épreuve des cadres de référence de l'action publique en éducation. In M. Lebreton Reinhard, M. Gather Thurler, C. Gremion & F. Pasche Gossin (Eds.), *Actes du 37e colloque de l'ADMEE-Europe* (pp. 591-593). HEP-BEJUNE.
233. Jenny, E., & Arcidiacono, F. (2025). Des outils pour la prise en compte du plurilinguisme lors de l'évaluation d'un dispositif d'immersion réciproque en Suisse. In D. Cortés Velásquez, A. Fassi, M. Lamonaca, L. Schino & D. Zini (Eds.), *Bridging Voices in Plurilingual Education: Policies, Research and Practices. Book of abstracts* (p. 85). Università degli Studi di Roma Tre.
234. Arcidiacono, F., & Padiglia, S. (2022). Perspectives psychosociales d'accompagnement des enseignants débutants: un dispositif de recherche-formation pour la mise en œuvre de pratiques réflexives. In *Pluralité de contextes, pluralité d'évaluations en éducation: quelles interactions et quels enjeux? Livret des résumés* (pp. 219-221). ADMEE-Europe.
235. Bergamaschi, A., Santagati, M., Blaya, C., & Arcidiacono, F. (2022). Attitudes xénophobes et rôles de l'éducation formelle: lorsque l'engagement des enseignants est gagnant même dans un contexte «indifférent aux différences». In *L'éducation en situation migratoire. Colloque Education inclusive* (p. 18). INSHEA.
236. Convertini, J., Arcidiacono, F., & Miserez-Caperos, C. (2022). Developing young children's cognitive argumentation in collaboration with teachers: The role of verbal and non-verbal argumentative components in classroom activities. In L. Gómez Chova, A. López Martínez & J. Lees (Eds.), *EDULEARN22 Proceedings* (pp. 3283-3288). IATED Academy.
237. Miserez-Caperos, C., Convertini, J., & Arcidiacono, F. (2022). Amener les élèves à développer des argumentations en classe: comment les enseignant·e·s s'y prennent-ils? In *Semaine internationale de l'éducation et de la formation. Livret des résumés* (pp. 224-225).

OBSEF.

238. Wentzel, B., Arcidiacono, F., & Tapparel, S. (2022). Les liens entre recherche et formation dans le champ de la professionnalisation. In *Pluralité de contextes, pluralité d'évaluations en éducation: quelles interactions et quels enjeux? Livret des résumés* (pp. 271-218). ADMEE-Europe.
239. Arcidiacono, F., & Convertini, J. (2021). Verbal and non-verbal forms of argumentation at kindergarten. In L. Gómez Chova, A López Martínez & I. Candel Torres (Eds.), *ICERI 2021 Proceedings* (pp. 2941-2946). IATED Academy.
240. Convertini, J., & Arcidiacono, F. (2020). Start arguing to solve a task: Preschool children already engaged when the teacher presents the activity. In L. Gómez Chova, A López Martínez & I. Candel Torres (Eds.), *ICERI 2020 Proceedings* (pp. 1-7). IATED Academy.
241. Bergamaschi, A., Blaya, C., Santagati, M., & Arcidiacono, F. (2019). La construction sociale de la xénophobie. Analyse d'expériences ordinaires chez des collégiens et lycéens français, italiens et suisses. In *AREF 2019. Livret des résumés* (pp. 770-771). AREF.
242. Bova, A., & Arcidiacono, F. (2019). Tools for the analysis of argumentative interactions. In E. Amideo, M. Bevilacqua & A. Fruttaldo (Eds.), *5th ESTIDIA Conference. Hybrid Dialogues: Transcending Binary Thinking and Moving Away from Societal Polarization. Book of Abstract* (p. 11). University of Naples "L'Orientale".
243. Jenny, E., & Arcidiacono, F. (2019). Exploring the impact of a Swiss bilingual program through a mixed method design. In M. Carmo (Ed.), *Education and New Developments 2019. Vol. II* (pp. 27-31). InScience Press.
244. Arcidiacono, F., Baucal, A., Pavlović Babić, D., Blagdanić, S., & Buđevac, N. (2018). Reflection on REP-Synergy project outcomes: Implications for teaching practice and teacher education in Serbia. In *Teacher Education and Educational Research in the Mediterranean. 2018 International Conference Proceedings* (p. 35). University of Malta.
245. Blagdanić, S., Buđevac, N., Arcidiacono, F., Pavlović Babić, D., & Baucal, A. (2018). Reflection on REP-Synergy project: Improvement of research capacities of the (future) teachers and young researchers in Serbia. In *Teacher Education and Educational Research in the Mediterranean. 2018 International Conference Proceedings* (p. 28). University of Malta.
246. Gremion, F., Arcidiacono, F., Iannaccone, A., Melfi, G., & Padiglia, S. (2018). Le focus group: un dispositif d'accompagnement pour le stage en emploi? In *Innovation et recherche: métamorphose de la formation enseignante? Résumés* (p. 40). HEP Vaud.
247. Baucal, A., Arcidiacono, F., Leijen, Ä., & Buđevac, N. (2017). Educational researchers and teacher educators: Learning to collaborate across boundaries. In *EARLI 2017. Book of Abstracts* (p. 253). EARLI.
248. Baucal, A., Arcidiacono, F., Pavlović Babić, D., & Buđevac, N. (2017). Research-based teacher education and practices: Learning how researcher and teacher communities can collaborate. In *ECER 2017. Abstracts* (pp. 1-3). EERA.
249. Ben-Uri, I., Arcidiacono, F., & Melfi, G. (2017). Pre-service teachers' future perspectives of work-family relations: A Swiss-Israeli scientific collaboration. In C.-K. Li & Y. Kawasaki

(Eds.), *Proceedings of the International Symposium on Education and Psychology, vol. 6.1* (pp. 356-357). Knowledge Association of Taiwan.

250. Boissonnade, R., & Arcidiacono, F. (2017). The use of the selection task as an instrument for teacher education: A preliminary experimental research. In *Naučni skup Empirijska istraživanja u psihologiji. Knjiga rezimea* (pp. 94-95). University of Belgrade.
251. Boissonnade, R., & Arcidiacono, F. (2017). The use of the selection task as an instrument for teacher education: A preliminary experimental research. In O. Tošković, K. Damnjanović & L. Lazarević (Eds.), *Proceedings of the XXIII Scientific Conference Empirical Studies in Psychology* (pp. 158-161). Institute of Psychology at the University of Belgrade.
252. Bova, A., & Arcidiacono, F. (2017). Children's acquisition of argumentative and explanatory discourse competence: Examining the contribution of family interactions at mealtime. In *Abstracts. 15th International Pragmatics Conference* (pp. 138-139). IPrA.
253. Pontecorvo, C., Arcidiacono, F., & González-Martínez, E. (2017). The multimodal identification of homework tasks during parent-child interaction. In *Language as a Form of Action. Abstracts* (pp. 158-159). CNR.
254. Arcidiacono, F. (2016). A pedagogical design for multilingual teaching and learning processes: The implementation of the narrative format model in Switzerland. In M. Ristić & A. Vujović (Eds.), *Didactic and Methodological Approaches and Strategies - Support to Children's Learning and Development* (pp. 13-22). Teacher Education Faculty at the University of Belgrade.
255. Arcidiacono, F., Iannaccone, A., Padiglia, S., & Melfi, G. (2016). La mise en place d'un dispositif de recherche-formation professionnelle: espaces de partage d'expériences pour les enseignants débutants. In *Où s'arrête l'école? Transformations et déplacements des frontières éducatives. Abstracts* (pp. 78-79). Institute of psychology at the University of Lausanne.
256. Wentzel, B., & Arcidiacono, F. (2016). Gouvernance et recherche en éducation: de la production de données probantes à la circulation des savoirs. In T. Karsenti, S. Goyer & A. Fiévez (Eds.), *Programme du colloque international en éducation: enjeux actuels et futurs de la formation et de la profession enseignante* (p. 54). CRIFPE.
257. Arcidiacono, F. (2015). Multilingual teaching and learning: The implementation of a pedagogical design based on the narrative format model. In *Didactic and Methodological Approaches and Strategies - Support to Children's Learning and Development. Abstracts* (pp. 20-21). Teacher Education Faculty at the University of Belgrade.
258. Arcidiacono, F., & Studer, P. (2015). La réflexivité dans l'écriture du mémoire. Une piste pour évaluer la qualité de la formation des futurs enseignants. In *L'Evaluation à la lumière des Contextes et des Disciplines. Livret des résumés. 27ème* Congrès *ADMEE-Europe* (p. 202). ADMEE-IFRES.
259. Aronsson, K., Pauletto, F., & Arcidiacono, F. (2015). Intergenerational argumentation: Accounts and multiparty negotiations during dinner conversations in Italy and Sweden. In *14th International Pragmatics Conference "Language and adaptability"* (p. 466). IPrA.
260. Boissonnade, R., & Arcidiacono, F. (2015). La tâche de sélection de Wason comme outil de

formation des enseignants à la recherche. In *Colloque du Conseil Académique (CAHR) des hautes écoles romandes en charge de la formation des enseignant-e-s. Programme détaillé et résumés* (pp. 132-133). IUFE.

261. Padiglia, S., & Arcidiacono, F. (2015). Towards integrative approaches through multilingual activities: Teachers, pupils and families experiencing a collaborative project. In M. Carmo (Ed.), *International Conference on Education and New Developments. Proceedings* (pp. 251-255). WIARS.
262. Perret-Clermont, A.-N., Arcidiacono, F., Breux, S., Greco, S., & Miserez-Caperos, C. (2014). Knowledge-oriented argumentation in children. In B. Garssen, D. Godden, G. Mitchell & F. Snoeck Henkemans (Eds.), *ISSA Proceedings 2014*. Rozenberg.
263. Arcidiacono, F. (2014). Semantics and discourse of professionalization. In *Learning through and for professional practice. Book of abstracts. 4th International conference on Applied Linguistics and Professional Practice* (p. 27). ALAPP.
264. Arcidiacono, F., & Studer P. (2014). Reflexivity and self in scientific writing practices: Towards a professionalization of teachers' education. In *8th International Conference on the Dialogical Self 2014* (pp. 176-177). The Hague University of Applied Sciences.
265. Joliat, F., & Arcidiacono, F. (2014). L'évaluation des mémoires au service de l'amélioration d'une formation professionnalisante: l'analyse des «best practices» dans la production de savoirs. In *Cultures et politiques de l'évaluation en éducation et en formation. 26ème colloque de l'ADMEE-Europe. Session 5* (pp. 10-12). ADMEE-Europe.
266. Joliat, F., & Arcidiacono, F. (2013). Evaluation de la formation à l'enseignement pré-scolaire et primaire: l'analyse de productions de mémoires de bachelor à la HEP-BEJUNE. In *Evaluation et autoévaluation: quels espaces de formation? 25ème colloque de l'ADMEE-Europe. Session C* (pp. 3-5). ADMEE-Europe.
267. Joliat, F., & Arcidiacono, F. (2013). Mémoire professionnel et production de savoirs. In T. Karsenti & S. Goyer (Eds.), *Programme du colloque international en éducation: enjeux actuels et futurs de la formation et de la profession enseignante* (p. 171). CRIFPE.
268. Arcidiacono, F. (2012). Social interaction at school: Talk as social mode of thinking. In A. Baucal, J. Radišić, N. Buđevac, N. Simić & V. Jovanović (Eds.), *Patchwork. Learning Diversities. Book of Abstracts* (pp. 27-28). Institute of Psychology at the University of Belgrade.
269. Arcidiacono, F., & Iannaccone, A. (2012). La partecipazione discorsiva in contesti di attività sociale: argomentazione dia-logica tra adulti e bambini. In B. M. Mazzara (Ed.), *Associazione Italiana di Psicologia. 1992-2012. Psicologia, Scienza, Società. Atti del Congresso* (p. 189). Espress.
270. Baucal, A., Buđevac, N., & Arcidiacono, F. (2012). Studying social interaction in different contexts. In A. Baucal, J. Radišić, N. Buđevac, N. Simić & V. Jovanović (Eds.), *Patchwork. Learning Diversities. Book of Abstracts* (p. 24). Institute of Psychology at the University of Belgrade.
271. Buđevac, N., & Arcidiacono, F. (2012). "Well, I want here to agree": Regulation of social

relations and its impact on joint thinking. In A. Baucal, J. Radišić, N. Buđevac, N. Simić & V. Jovanović (Eds.), *Patchwork. Learning Diversities. Book of Abstracts* (pp. 25-26). Institute of Psychology at the University of Belgrade.

272. Arcidiacono, F., & Bova, A. (2011). Argumentative strategies for conflict management and resolution in Italian and Swiss families. In *World Conference on Psychology, Counselling and Guidance. Abstracts Book* (p. 181). Academic World Education & Research Center.
273. Arcidiacono, F., & Monaco, C. (2011). An ethnographic observation of Italian working families: The homecoming interactions. In *Enhancing the cultural and the activity approach for the new generation development in a global world. ISCAR International Conference. Abstract of Symposia* (pp. 232-234). ISCAR.
274. Buđevac, N., Baucal, A., & Arcidiacono, F. (2011). "Prihvatiću, ali sledeći put ti mene da poslušaš!" Zajedničko razumevanje pročitanog teksta kod sedmogodišnjaka. In *XVII Naućni Skup Empiriska Istrazivanja u Psihologiji. Rezimei* (pp. 70-71). University of Belgrade.
275. Perret-Clermont, A.-N., Arcidiacono, F., & Miserez, C. (2011). Why should I argue? In *Enhancing the cultural and the activity approach for the new generation development in a global world. ISCAR International Conference. Abstract of Symposia* (pp. 471-474). ISCAR.
276. Arcidiacono, F. (2010). Families in transition during their everyday interactions: The role of the context in the reconstruction of argumentation among parents and children. In *Family Transitions and Families in Transition. 5th Congress of the European Society on Family Relations. Abstracts* (pp. 86-87). Athenaeum Centre for Family Studies and Research.
277. Arcidiacono, F., & Bova, A. (2010). A cross-cultural perspective in studying argumentation: Dinnertime interactions among adults and children in Italian and Swiss families. In *XX Congress of the International Association for Cross-Cultural Psychology (IACCP). Cultural Change - Meeting the Challenge. Symposia abstracts* (p. 157). The Australian Psychological Society.
278. Arcidiacono, F., Perret-Clermont, A.-N., Miserez, C., & Sinclaire-Harding, L. (2010). A dialogical view of argumentation: The Piagetian interview as collaborative e thinking. In *Sixth International Conference on the Dialogical Self* (p. 39). ISDS.
279. Bugnon, A., Arcidiacono. F., & Perret-Clermont, A.-N. (2010). Transfer of learning in a boundary crossing training: The case of speech therapists. In *World Conference on Educational Sciences. Abstract Book* (p. 124). Academic World Education & Research Center.
280. Bugnon, A., Arcidiacono, F., & Perret-Clermont, A.-N. (2009). De la salle de cours à la pratique professionnelle, pourquoi les stagiaires transfèrent-ils si difficilement des savoirs? In *L'expérience. Actes du 1er Colloque international francophone de l'association Recherches et Pratique en Didactique Professionnelle*. AgroSup.
281. Monaco, C., & Arcidiacono, F. (2009). Sharing multimediality within Italian middle class families. In *Fostering communities of Learners. 13th Biennal Conference for Research on Learning and Instruction. Abstracts*. EARLI.
282. Perret-Clermont, A.-N., & Arcidiacono, F. (2009) Argumentation in the Piagetian interview as collaborative thinking. In *Fostering communities of Learners. 13th Biennal Conference for*

Research on Learning and Instruction. Abstracts. EARLI.

283. Perret-Clermont, A.-N., & Arcidiacono, F. (2009). What is that develops, according to Piaget? A revisitation in search of alternatives. In *Biennal Conference of the International Society of Theoretical Psychology. Schedule and Abstract* (pp. 86-87). ISTP.
284. Pontecorvo, C., Monaco, C., & Arcidiacono, F. (2009). Argumentation within Italian "democratic" families. In *Fostering communities of Learners. 13th Biennal Conference for Research on Learning and Instruction. Abstracts*. EARLI.
285. Arcidiacono, F., & Monaco, C. (2007). Parents' educational representations and discursive practices. In *Developing potentials for learning. 12th Biennal Conference for Research on Learning and Instruction. Abstracts* (pp. 802-803). EARLI.
286. Perret-Clermont, A.-N., Arcidiacono, F., Marro, P., & Bugnon, A. (2007). Boundary-crossing in the training of speech therapists in psychology. In *Developing potentials for learning. 12th Biennal Conference for Research on Learning and Instruction. Abstracts* (p. 179). EARLI.
287. Pontecorvo, C., Arcidiacono, F., & Fatigante, M. (2007). Dal programma al Syllabus: una riflessione sui corsi ordinari. In *Verso una nuova qualità dell'insegnamento e apprendimento della Psicologia. Didattica e integrazione del sapere psicologico* (pp. 418-420). CIRED.
288. Arcidiacono, F. (2005). La vita quotidiana in famiglia: l'osservazione delle interazioni nei "rientri a casa". In R. Fadda & S. Pirchio (Eds.), *Associazione Italiana di Psicologia. XIX Congresso Nazionale della sezione di Psicologia dello Sviluppo. Riassunti delle comunicazioni* (pp. 136-138). Nuove Grafiche Puddu.
289. Klein, W., Izquierdo, C., Bradbury, T. N., & Arcidiacono, F. (2005). Collaboration and conflict: Insights into the division of household labor among working couples in the United States and Italy. In *American Anthropological Association. 104th Annual Meeting. Abstracts*. AAA.
290. Pontecorvo, C., & Arcidiacono, F. (2005). How Italian fathers enter into the family participation frameworks. In *Accomplishing Family Social Life through Embodied Language Practices. 14th World Congress of Applied Linguistics*. AILA.
291. Pontecorvo, C., & Arcidiacono, F. (2005). Psicologia dell'interazione discorsiva: analisi di un'esperienza triennale. In *Verso una nuova qualità dell'insegnamento e dell'apprendimento della Psicologia* (pp. 40-41). CIRED.
292. Arcidiacono, F. (2004). "Martello o mattarello?": ruoli e responsabilità dei bambini nelle attività domestiche. In *Associazione Italiana di Psicologia. XVIII Congresso Nazionale della sezione di Psicologia dello Sviluppo. Riassunti delle comunicazioni* (pp. 100-102). AIP.
293. Arcidiacono, F. (2003). Il conflitto verbale tra genitori e figli preadolescenti nelle conversazioni in famiglia. In *Associazione Italiana di Psicologia. XVII Congresso Nazionale della sezione di Psicologia dello Sviluppo. Riassunti delle comunicazioni* (pp. 217-219). Melgiovanni.
294. Arcidiacono, F. (2003). The conversation and the verbal conflict as a cultural practice in family interactions. In P. Di Blasio, E. Camisasca, E. Confalonieri & R. Vitali (Eds.), *Abstract book of the 11th European Conference on Developmental Psychology*. Milan Catholic

University.

295. Arcidiacono, F., Fumo, M., & Sapia, C. (2003). Far parlare gli adolescenti: l'uso dei filmati come strumento di ricerca. In G. Mantovani & C. Zucchermaglio (Eds.), *Cultura & differenze* (pp. 157-160). Domeneghini.
296. Pirchio, S., Maroni, B., & Arcidiacono, F. (2003). Interazione e socializzazione nella famiglia di un bambino con ritardo mentale. In *Associazione Italiana di Psicologia. XVII Congresso Nazionale della sezione di Psicologia dello Sviluppo. Riassunti delle comunicazioni* (pp. 515-517). Melgiovanni.
297. Arcidiacono, F., & Maroni, B. (2002). The conversational repair as cultural practice of socialization in family interactions. In *Informing Developmental Theory and the Nature of Language Disorders through Research* (p. 170). IASCL-SRCLD.
298. Fumo, M., Scrima, M., & Arcidiacono, F. (2002). Il tema dell'amicizia nelle conversazioni tra adolescenti. In A. Farneti & A. Sansavini (Eds.), *Associazione Italiana di Psicologia. XVI Congresso Nazionale della sezione di Psicologia dello Sviluppo. Riassunti delle comunicazioni* (pp. 130-131). Nautilus.
299. Arcidiacono, F. (2001). Lo sviluppo dell'identità nelle conversazioni tra genitori e figli preadolescenti. In *Associazione Italiana di Psicologia. XV Congresso Nazionale della sezione di Psicologia dello Sviluppo. Riassunti delle comunicazioni* (pp. 161-162). Alba.

Scientific/institutional reports

300. Arcidiacono, F., & Miserez-Caperos, C. (2024). *Développer l'argumentation en classe: de la conception d'une activité à visée cognitive à des pistes pratiques favorisant l'apprentissage. Rapport scientifique final*. HEP-BEJUNE.
301. Arcidiacono, F., & Padiglia, S. (2024). *ALE: Accompagner les enseignant·e·s en début de carrière par un outil de formation via la réflexion, l'interaction et le partage. Rapport scientifique final*. HEP-BEJUNE.
302. Bastos, M., Gonçalves, L., Prazeres, J., Quintus, A., Gómez Fernández, R., Andrade, A. I., Araújo e Sá, H., Arcidiacono, F., & Candelier, M. (2020). Les discours des enseignants à propos d'activités relevant de la médiation dans le Volume Complémentaire du CER – une étude empirique. In A.-M. Kilic (Ed.), *CEFR Companion Volume Case Study Reports*. Council of Europe.
303. Arcidiacono, F., Boéchat-Heer, S., Crausaz-Chenal, S., Eastes, R.-E., Faivre, J.-P., Gogniat, B., Jolissaint, P., Lehmann, R., Mamie, R., Meia, J.-S., Rodriguez Diaz, J., Schnegg, F.-H., Tonon, A., & Wentzel, B. (2015). *HEP-BEJUNE. Rapport bisannuel 2012-2014*. Editions HEP-BEJUNE.
304. Arcidiacono, F., Carrus, G., Daveri, L., Francese, G., González, J., Padiglia, S., Passiatore, Y., Pérez, C., Pirchio, S., Robinson, M., Sorace, A., Taeschner, T., Urquijo, E., & Weilbrenner, M. (Eds.). (2013). *School and Family Together for the Integration of Immigrant Children. Project Guide*. D.I.T.I.

    [available translations:

    Albanian, Shkolla dhe familja së bashku për integrimin e fëmijëve emigrant. Hyrje në projektin

Arabic, التعاون المدرس ي الأسري من أجل دمج الأطفال المهاجرين

Bulgarian, Училището и семейството заедно за интеграцията на децата имигранти. Увод към проекта

Catalan, *Escola i Familia junts par la integració dels nens immigrants. Introducció al projecte*

Chineese, *学校家庭一起努力促进移民儿童的融合项目介绍*

French, *Ecole et famille ensemble pour l'intégration des enfants immigrés. Guide du Projet*

German, *Das europäische Projekt zur Förderung der sozialen Integration und Stärkung der Bildungsteilhabe von Kindern aus Familien mit Migrationshintergrund. Projektleitfaden*

Italian, *Scuola e famiglia insieme per l'integrazione dei bambini immigrati. Guida del progetto*

Punjabi, *ਇੱਕ ਪ੍ਰੋਜੈਕਟ ਬਾਰੇ ਜਾਣਕਾਰੀ*

Polish, *Szkoła i rodzina razem dla integracji dzieci z rodzin imigracyjnych. Wprowadzenie do projekturoumain*

Romanian, *Şcoala şi familia, împreună pentru integrarea copiilor imigranţi. Introducere în proiect*

Russian, *Партнерство семьи и школы по интеграции детей иммигрантов. Вводная информация о проекте*

Spanish, *Colegio y familia unidos para la integración de niños inmigrantes. Guía del Proyecto*

Turkish, *Projeye giriş*]

305. Arcidiacono, F. (2010). School, context and evaluation: What is needed? *Rassegna di Psicologia, 27*(3), 115-121.
306. Arcidiacono, F., Mehmeti, T., & Zittoun, T. (2010). Rapport d'activités de l'institut de psychologie et éducation. *Cahiers de psychologie et éducation, 46*, 33-56.
307. Arcidiacono, F. (2001). XV Congresso nazionale AIP. Sezione di Psicologia dello sviluppo. *Rassegna di Psicologia, 18*(3), 113-115.

Papers in professional journals

308. Arcidiacono, F., & Jenny, E. (in press). Autour de quelques aspects psychosociaux d'une éducation à la démocratie dans l'enseignement. *Enjeux pédagogiques.*
309. Arcidiacono, F., Haberey-Knuessi, V., & Gabola, P. (2025). L'entrée dans la profession: un défi complexe. Verbaliser l'expérience des nouvelles générations d'enseignant·e·s et de soignant·e·s en surcharge de travail pour améliorer leur bien-être. *Educateur*, 4*, 28-29.*
310. Jenny, E., & Arcidiacono, F. (2025). Expérience de mobilité dans la formation à l'enseignement. *Educateur, 3*, 8.
311. Arcidiacono, F., & Ben-Uri, I. (2024). Développement d'un kit d'activités pour promouvoir la résilience des enfants ukrainiens d'âge préscolaire et leurs mères pendant la guerre. *Enjeux pédagogiques, 42*, 63-64.
312. Arcidiacono, F., & Miserez-Caperos, C. (2022). Développer l'argumentation à vise cognitive en classe: un dispositif collaboratif entre chercheur·e·s et enseignant·e·s. *Enjeux pédagogiques, 39*, 28-29.
313. Arcidiacono, F. (2020). Qualité de la recherche: entre normes, exigences et pratiques scientifiques. *Enjeux pédagogiques, 35*, 22-23.
314. Padiglia, S., & Arcidiacono, F. (2020). De la formation à la profession: transitions et ruptures vécues par les enseignant·e·s en début de carrière. *Enjeux pédagogiques, 34*, 39

315. Arcidiacono, F. (2019). Voyage en Suède: à la découverte des theories de Davydov. *Enjeux pédagogiques, 33*, 3.
316. Arcidiacono, F., & González-Martínez, E. (2018). Interactions parents-enfants lors de la réalisation des devoirs à domicile. *Enjeux pédagogiques, 30*, 27.
317. Boissonnade, R., & Arcidiacono, F. (2017). Les questionnaires d'évaluation des enseignements dans une perspective d'amélioration continue. *Enjeux pédagogiques, 29*, 61-63.
318. Arcidiacono, F. (2016). Enseigner les langues et interagir en classe multiculturelle avec SOFT. *Enjeux pédagogiques, 27*, 21-22.
319. Arcidiacono, F. (2016). Visite d'une collègue dans le cadre du «Research Fellowship Visits» entre la HEP-BEJUNE et l'Université hébraïque de Jérusalem. *Enjeux pédagogiques, 27*, 9.
320. Wentzel, B., & Arcidiacono, F. (2016). Recherche en éducation et gouvernance: espaces de rencontres, d'échanges et de concertation entre chercheurs et décideurs. *Enjeux pédagogiques, 26*, 11.
321. Arcidiacono, F. (2015). Jean Cardinet, hommage au chercheur et à l'homme. *Enjeux pédagogiques, 25*, 12.
322. Arcidiacono, F. (2014). Une ouverture vers l'Est: le projet SCOPES sur la professionnalisation des enseignants. *Enjeux pédagogiques, 23*, 7-8.
323. Arcidiacono, F. (2013). L'accès aux apprentissages. Comment les enfants apprennent-ils et qu'attend-on des moyens d'enseignement? *Enjeux pédagogiques, 22*, 39-40.
324. Arcidiacono, F., & Pontecorvo, C. (2012). Socializzazione in famiglia: l'argomentazione a tavola. In N. Muller Mirza, S. Padiglia & A.-N. Perret-Clermont (Eds.), *Argumentum. Module: Une approche psychosociale de l'argumentation.* [re-published by the editor]
325. Arcidiacono, F. (2009). The discursive construction of early adolescents' identity within family conversations. *Cahiers de psychologie et éducation, 45*, 7-15.
326. Arcidiacono, F. (2008). Les interactions asymétriques en famille: analyse qualitative du conflit verbal dans les conversations à table. *Cahiers de psychologie et éducation, 43*, 33-41.
327. Arcidiacono, F., & Pontecorvo, C. (2008). An exploratory study of the everyday lives of Italian families: Household activities and children's responsibilities. *Cahiers de psychologie et éducation, 43*, 43-56.
328. Arcidiacono, F., & Pontecorvo, C. (2007). Socializzazione in famiglia: l'argomentazione a tavola. In *Argumentum: eCourse of Argumentation Theory for Human and Social Sciences*. Campus Virtuel Suisse.
329. Izquierdo, C., Kremer-Sadlik, T., Fatigante, M., Arcidiacono, F., Gutiérrez, K., & Pontecorvo, C. (2006). Working families' engagement in children's activities: Views from Italian and American families. *Working Paper, 62*. CELF.
330. Arcidiacono, F., & Caporali, L. (2005). In and out: Father's positioning in the family system. *Working Paper, 5*. ICELF.
331. Arcidiacono, F., & Pontecorvo, C. (2005). How Italian fathers construct themselves as partners in family cooking duties. *Working Paper, 9*. ICELF.

332. Klein, W., Izquierdo, C., Bradbury, T. N., & Arcidiacono, F. (2005). Collaboration and conflict: Insights into the division of household labor among working couples in the United States and Italy. *Working Paper, 36*. CELF.
333. Arcidiacono, F., Pontecorvo, C., & Liberati, V. (2004). Children's roles and responsibilities in household work: Hammer or rolling pin? *Working Paper, 1*. ICELF.
334. Liberati, V., Pontecorvo, C., & Arcidiacono, F. (2004). Socializing to time in three Italian families. *Working Paper, 2*. ICELF.

Book reviews in scientific peer reviewed journals

335. Arcidiacono, F. (2010). Argumentation and Education. Theoretical Foundations and Practices. *Rassegna di Psicologia, 27*(2), 139-141.
336. Arcidiacono, F. (2010). Introduction to Research Methods in Education. *International Journal of Social Research Methodology, 13*(1), 88-90.
337. Arcidiacono, F. (2009). Fine Description. Ethnographic and Linguistic Essays. *Language in Society, 38*(1), 15-16.
338. Arcidiacono, F. (2009). Foundations of mixed methods research: Integrating quantitative & qualitative approaches in the social and behavioral sciences. *International Journal of Social Research Methodology, 12*(3), 277-279.
339. Arcidiacono, F. (2006). La littéracie. Conceptions théoriques et pratiques d'enseignement de la lecture-écriture. *Rivista di Psicolinguistica Applicata, 4*(1-2), 131-132.
340. Arcidiacono, F. (2006). Psychologie culturelle d'une formation d'adulte. *Rassegna di Psicologia, 23*(3), 115-116.
341. Arcidiacono, F. (2005). Narrazione e identità. Aspetti cognitivi e interpersonali. *Rivista di Psicolinguistica Applicata, 5*(1-2), 155-156.
342. Arcidiacono, F. (2003). Comunicazione e linguaggio nei bambini. *Rivista di Psicolinguistica Applicata, 3*(2-3), 157.
343. Arcidiacono, F. (2002). Itinerari nell'educazione. Temi emergenti nella pedagogia. *Infantiae Newsletter, 93*.
344. Arcidiacono, F. (2002). Learning Activity and Development. *Rassegna di Psicologia, 19*(1), 181. [re-published by the editor]
345. Arcidiacono, F. (2002). Pasado y presente de los verbos leer y escribir. *Rivista di Psicolinguistica Applicata, 2*(1-2), 122.
346. Arcidiacono, F. (2002). Segmentación y escritura. Dos estudios sobra adquisición. *Rivista di Psicolinguistica Applicata, 2*(1-2), 121.
347. Arcidiacono, F. (2002). Sistemas de escritura, constructivismo y educación. *Rivista di Psicolinguistica Applicata, 2*(1-2), 121-122.
348. Arcidiacono, F. (2001). Learning Activity and Development. *Rassegna di Psicologia, 18*(3), 146-147.
349. Arcidiacono, F. (2001). L'età sospesa. Itinerari del viaggio adolescenziale. *Rassegna di Psicologia, 18*(2), 130.

350. Arcidiacono, F. (2001). L'osservazione e l'analisi sequenziale dell'interazione. *Rassegna di Psicologia, 18*(1), 170.
351. Arcidiacono, F. (2001). Scenari della genitorialità. La consultazione genitori-bambino. *Rassegna di Psicologia, 18*(2), 132.
352. Arcidiacono, F. (2001). Sé e identità. Modelli, metodi e problemi in psicologia sociale. *Rassegna di Psicologia, 18*(2), 133.
353. Arcidiacono, F. (2001). Storie di crescita. Approccio narrativo e costruzione del Sé in adolescenza. *Rassegna di Psicologia, 18*(2), 131-132.
354. Arcidiacono, F. (2000). Adolescenti e generazioni adulte. Percorsi relazionali nel contesto familiare e scolastico. *Rassegna di Psicologia, 17*(1), 141-142.
355. Arcidiacono, F. (2000). Il gioco crudele. Studi e ricerche sui correlati psicologici del bullismo. *Rassegna di Psicologia, 17*(1), 144-145.

Translation in scientific peer reviewed journal

356. Arcidiacono, F. (2002). Fra la sillaba orale e la parola scritta (orig. "Entre la silaba oral y la palabra escrita"). *Rassegna di Psicologia, 19*(1), 103-116.