

Academic Curriculum Vitae

Dr. Sergio Di Sano

Academic Position

University Researcher (Assistant Professor equivalent) in Developmental and Educational Psychology (SSD PSIC-02/A)

Department of Psychological, Health and Territorial Sciences
University "G. d'Annunzio" of Chieti–Pescara, Italy

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IRIS Profile: <https://ricerca.unich.it/cris/rp/rp01146>

Profile

Dr. Sergio Di Sano is a developmental and educational psychologist whose work focuses on learning and development within educational contexts. His research integrates psychological, educational, and systemic perspectives, with particular emphasis on school climate, student well-being, and educational equity.

His academic activity is characterized by the integration of research, teaching, and applied work in schools, with a strong commitment to evidence-based practices and international collaboration. Over the past years, his work has increasingly focused on the role of school environments in promoting inclusion, mental health, and resilience, as well as on emerging challenges related to digital well-being and sustainability in education.

Research Interests

Dr. Di Sano's research is organized around a set of interconnected areas:

- **School climate, well-being, and educational equity**, including cross-cultural research and measurement validation
- **Learning processes and school difficulties**, with a focus on reading, executive functions, and Response to Intervention (RTI) models
- **Socio-emotional development and digital well-being**, particularly in adolescence
- **Education for sustainability and pro-environmental behavior**, integrating social-emotional learning and ecological perspectives
- **Motor and cognitive development**, with emphasis on handwriting and learning processes

His work adopts an ecological and evidence-based framework, bridging individual, relational, and contextual dimensions of development.

Research Activity and Projects

Dr. Di Sano is actively involved in national and international research projects, often with responsibilities as local unit coordinator.

Selected funded projects

- **PRIN 2022** – *School Needs and Models of Intervention in School Psychology* (2023–2026)
Local Principal Investigator (University of Chieti–Pescara)
- **Erasmus+ KA220-SCH – SESAME-RESIST** (2025–2028)
Local Scientific Coordinator
Focus: multi-tiered systems of support (MTSS) for preventing radicalization and promoting resilience
- **Erasmus+ – GREEN SESAME** (2022–2025)
Local Scientific Coordinator
Focus: integration of social-emotional learning and sustainability education
- **Erasmus+ – SLIDE** (2021–2023)
Local Scientific Coordinator
Focus: digital learning environments and student well-being

Research Networks

- **Founder and Coordinator**, School Psychology Laboratory (SPLab), University of Chieti–Pescara
- **Member**, International School Climate Collaborative (ISCC)

His work within ISCC includes cross-national studies, instrument validation, and collaborative publications on school climate.

Scientific Output

Dr. Di Sano has produced a consistent body of research published in international peer-reviewed journals, with contributions spanning empirical studies, systematic reviews, and theoretical frameworks.

Bibliometric Indicators (IRIS/CINECA, 2026)

- Indexed journal articles (last 10 years): 8
- Citations (last 15 years): 154
- H-index: 7

ASN (Italian National Qualification – Associate Professor level):

- Articles (last 5 years): 5
- Citations (last 10 years): 124
- H-index: 6

His publication record shows a growing international impact and increasing involvement in cross-cultural research.

Selected Publications

- La Salle et al. (2021), *School Psychology*
- Di Sano et al. (2024), *School Psychology*
- Martinsone et al. (2023), *Journal of Teacher Education for Sustainability*
- Stalmach et al. (2023), *Education Sciences*
- D'Elia et al. (2025), *Frontiers in Education*

Full list available on IRIS

Teaching Experience

Dr. Di Sano has over 20 years of continuous teaching experience in undergraduate and graduate psychology programs.

Courses taught

- Developmental Psychology
- Cognitive Development
- School Psychology

His teaching integrates theoretical foundations with applied perspectives, particularly in educational and school-based contexts.

He has supervised over 300 undergraduate and graduate theses and contributed to postgraduate training and teacher education programs.

Academic Service and Leadership

- Erasmus Coordinator (Master's Degree in Psychology)
- Member, Teaching Committee
- Member, International Relations Committee
- Contributor to the European University Alliance **INGENIUM** (WP5 – Innovative Teaching and Lifelong Learning)

Third Mission and Societal Impact

Dr. Di Sano has developed strong links between academia and educational practice through:

- coordination of the **School Psychology Laboratory (SPLab)**

- collaboration with schools on intervention and prevention programs
- teacher training and professional development activities
- dissemination initiatives targeting educators and stakeholders

He previously led the university service **DARVIn**, focused on learning disabilities assessment and intervention.

Editorial Activity

- Editorial Board Member, *International Journal of School and Educational Psychology*
- Editorial Board Member, *Frontiers in Psychology* (Developmental Psychology section)
- Reviewer for international journals in developmental and educational psychology

Awards

Reviewer of the Year Award (2023)

International Journal of School and Educational Psychology (IJSEP)

Overall Academic Profile

Dr. Di Sano's academic profile reflects a strong integration of research, teaching, and applied work in educational settings. His work is characterized by methodological diversity, international collaboration, and a focus on socially relevant issues such as inclusion, well-being, and equity in education.

His trajectory shows increasing scientific responsibility, leadership in research projects, and a clear positioning within the field of developmental and educational psychology, with particular expertise in school psychology.