

Curriculum vitae
Dr. Elena Florit

Personal Information

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Elena Florit

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Current position

2023-2026 Assistant Professor (tenure-track), Department of Human Sciences, University of Verona

2021–2030 National Scientific Qualification to function as associate professor for the Competition sector 11/PSIC-02 (Developmental Psychology and Educational Psychology)

Research groups

2020-present Social and Language Development Group (SLD), University of Verona

until 2019 Laboratory on Language Acquisition Studies (Lab-Las), University of Padua
Education Psychology Lab (EdPsy Lab), University of Padua

Academic Record

2020– 2023 Assistant Professor, Department of Human Sciences, University of Verona

2017– 2019 Postdoctoral Research Fellow
Junior Project “Digital and Printed Text Comprehension: A Longitudinal Study in Beginner Readers” (Founder University of Padua; Supervisor: Prof. Lucia Mason), Department of Developmental Psychology and Socialization, University of Padua, Italy

2015-2017 P.I. (Postdoctoral Research Fellow).
Senior Project “Digital Literacy in Children: A Model of On-Line Multiple-Text Comprehension” (Founder University of Padua; Scientific referent: Prof. Lucia Mason), Department of Developmental Psychology and Socialization, University of Padua, Italy

2012-2015 Postdoctoral Research Fellow, Department of Developmental Psychology and Socialization, University of Padua.
Project: Progetto Junior “Reading comprehension difficulties: A longitudinal investigation on intrinsic and extrinsic risk factors” (Founder: University of Padua; Supervisor: Prof. Lucia Mason- Prof. M.C. Levorato until October 2012)

2011-2012 Postdoctoral Research Fellow, Department of Philosophy, Pedagogy and Psychology, University of Verona.
Project: Prin (Projects of National Relevance) 2008 “Gestures and words in shared picture-book reading with preschoolers with specific language impairment:

Analysing parent-child interaction to promote effective conversational strategies”
(Founder: Ministry of University and Scientific Research; Supervisor: Prof. Manuela Lavelli)

- 2010-2011 Postdoctoral Research Fellow, Department of Developmental Psychology and Socialization, University of Padua.
Project: Progetto di Ateneo “Early linguistic integration of immigrant children”
(Founder: University of Padua; Supervisor: Prof. M.C. Levorato)

Education and Training

- 2009 PhD in Psychological Sciences; Mention of Doctor Europaeus (Department of Developmental Psychology and Socialization, University of Padua)
Title of dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”.
Supervisor: Prof. M.C. Levorato
- 2007 Postgraduate training in General Psychology – Association “Centro Edimar” Padua.
Main activities: assessment and intervention on learning disabilities
- 2006 Postgraduate training in Developmental Psychology – Department of Developmental Psychology and Socialization; Tutor: Prof. M.C. Levorato.
Main activities: research and teaching on children’s text comprehension and language development
- 2005 Degree in Developmental Psychology, University of Padua.
Title of the dissertation “Reading text comprehension in elementary school children: An investigation on the predictive power of Hannon and Daneman’s multicomponent model (Hannon & Daneman, 2001). Supervisor: Prof. M.C. Levorato.
Final grade 110/110 cum laude

Academic experiences

- 2009 Visiting Doctoral Student (4 months) - University of Lancaster (UK)
Title of the project: “The relations between reading comprehension, listening comprehension and decoding in readers of alphabetic orthographies with a different degree of transparency” (Supervisor Prof. Kate Cain).
Founder: Experimental Psychology Society (“Visiting students grant”)

Grants and awards

- 2017 AIP (Division of Developmental Psychology and Education) Travel Grant for attending the 18th European Conference on Developmental Psychology
- 2010 Young Scientist Award, Italian Psychological Association – Developmental Psychology Section, for the doctoral dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”
- 2010 Mention of honor for Luigia Camaioni Award, Italian Psychological Association – Developmental Psychology Section, for the doctoral dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”
- 2009 Mention of Doctor Europaeus for the doctoral dissertation: “Listening Text

Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”.

Experts who evaluated dissertation:

- Prof. Paul van den Broek, University of Leiden, the Netherlands
- Dr. Alix Seigneuri, Université de Bourgogne, France

2008 Study Visit Grant from the Experimental Psychology Society for a project entitled: “The relations between reading comprehension, listening comprehension and decoding in readers of alphabetic orthographies with a different degree of transparency”. The project has been undertaken at the Department of Psychology, University of Lancaster (UK), under the supervision of Prof. Kate Cain

Scientific activities

2022-2023: Scientific coordinator (P.I.) of the project Joint Research 2021 “An Intervention to Promote Movement in Green Environments at Childcare Center: Benefits for Motor, Cognitive and Socio-emotional Development (I-MovE; founder University of Verona and Associazione “Bambini al Centro”; 13.800 €)

2023-present: participant as assistant professor in the project PRIN 2022 “CIP: Corpus of Italian language for Preschoolers. Lexicon directed to Italian preschool children from 3 to 6 years collected from heterogeneous sources in Italian and Italian Sign Language “(P.I. Prof. Pasquale Rinaldi; Local P.I. Prof. Marinella Majorano; Prot. 2022NPXYHH)

2021: participant as assistant professor, in the project MUR-FISR 2020 “The crucial closeness: Reorganizing childcare centres in safety” (P.I. Prof.ssa Manuela Lavelli) (FISR2020IP_05065; 56.518,40 €)

2018: Proponent as PI of the STARS Grant (Supporting Talent in ReSearch@University of Padova; local grants with the final goal of strengthening the ability to attract external competitive grants and designed according to the guidelines of ERC - Starting Grants) - “Development of Digital and Printed Text Comprehension in Young Digital Natives: The Role of Individual and Contextual Factors”. (The project was admitted to the final phase of evaluation by an international committee)

2017: participant as postdoctoral research fellow in the project “Progetto junior” - Digital and Printed Text Comprehension: A Longitudinal Study in Beginner Readers” (Founder University of Padua)

2015-2017: Scientific coordinator (P.I.) as postdoctoral research fellow of the project “Progetto Senior”- “Digital Literacy in Children: A Model of On-Line Multiple-Text Comprehension”. Founder: University of Padua

2013-2014: participant as research assistant to the project “Design, development and testing of interactive technological devices for the acquisition of a second language in preschool age”. Principal investigators: Dr. Maja Roch (DPSS) and Dr. Antonio Rodà (Department of Information Engineering); Founder: European Research Funding of Regione Veneto

2009-2013: participant as research assistant to “COST ACTION ISO-0804: Language Impairment in a multilingual society”. Founder: European Science Foundation

2012-2015: participant as postdoctoral research fellow in the project “Progetto junior”- “Reading comprehension difficulties: A longitudinal investigation on intrinsic and extrinsic risk factors”. Founder: University of Padua

2011: participant as postdoctoral research fellow in the project PRIN, 2008 “Gestures and speech in children with atypical development and at risk for language impairments: relationships between skills, interaction modalities and interventions (2010-2012). National P.I. Alessandra Sansavini, University of Bologna ; Local P.I. Prof.ssa Manuela Lavelli, University of Verona

2009-2011: participant as PhD student in the project “Progetto d’Ateneo” - “Early linguistic integration of immigrant children”. Founder: University of Padua

2009: participant in the project “Linguistic acquisition in immigrant children”. Founder: Municipality of Padua

Main scientific collaborations

Prof. Kate Cain, Department of Psychology, University of Lancaster (UK)

Prof. Caroline Fitzpatrick, Département de l’Enseignement au Préscolaire et au Primaire, Université de Sherbrooke (Québec), Canada

Dr. Carita Kiili, Faculty of Education and Culture, University of Tampere, Finland

Prof.ssa Lucia Mason, Department of Developmental Psychology and Socialization, University of Padua

Prof.ssa Maja Roch, Department of Developmental Psychology and Socialization, University of Padua

Dr. Antonio Rodà, Department of Information Engineering, University of Padua

Dr. Daniela Raccanello, Department of Human Sciences, University of Verona

Journal articles

Scopus = 908; H-index = 14; <https://www.scopus.com/authid/detail.uri?authorId=35302300400>

Google Scholar = 1686; H-index = 18

https://scholar.google.com/citations?user=_17FZK4AAAAJ&hl=it

Articles in international journals (peer-reviewed)

Majorano, M., Persici, V., Santangelo, M., Ferrari, R., Bertelli, B., **Florit, E.**, Lavelli, M., Bastianello, T., Guerzoni, L., Cuda, D. (2024). Narrative skills in preschool children with cochlear implants: A comparison with children with developmental language disorders or typical development. *Journal of Communication Disorders*, 109, 106424. <https://doi.org/10.1016/j.jcomdis.2024.106424>

Florit, E., Bastianello, T., Andalò, B., & Majorano, M. (2024). I-MovE. An intervention to promote movement at childcare centers: benefits for motor cognitive and socio-emotional development. *PLoS ONE*, 19(1): e0297645. <https://doi.org/10.1371/journal.pone.0297645>

Florit, E., Barachetti, C., Majorano, M., & Lavelli, M. (2024). Linguistic interactions at nursery school and language acquisition of toddlers from low-income bilingual immigrant families and monolingual families. *International Journal of Bilingual Education and Bilingualism*, 27(4), 455–471. <http://dx.doi.org/10.1080/13670050.2023.2223905>

Florit, E., De Carli, P., Lavelli, M., & Mason, L. (2023). Digital reading in beginner readers: Advantage or disadvantage for comprehension of narrative and informational linear texts? *Journal of Computer Assisted Learning*, 39, 432–445. <https://doi.org/10.1111/jcal.12754>

Majorano, M., Bastianello, T., **Florit, E.**, Lavelli, M., Bertelli, B., & Ferrari, R. (2022). An intervention program based on the syllabic method for enhancing early literacy in preschool children. *Journal of Research in Childhood Education*, 37(3):1-14. <https://doi.org/10.1080/02568543.2022.2147258>

Florit, E., De Carli, P., Rodà, A., Domenicale, S., & Mason, L. (2022). Precursors of reading text comprehension from paper and screen in first graders: A longitudinal study. *Reading and Writing*. Advance online publication. <https://doi.org/10.1007/s11145-022-10327-w>

Anmarkrud, Ø., Braten, I., **Florit, E.**, & Mason, L. (2022). The role of individual differences in sourcing: A systematic review. *Educational Psychology Review*, 34(2), 749–792. <https://doi.org/10.1007/s10648-021-09640-7>

Ronconi, A., Veronesi, V., Mason, L., Manzione, L., **Florit, E.**, Anmarkrud, O., & Bråten, I. (2022). Effects of reading medium on the processing, comprehension, and calibration of adolescent readers. *Computers & Education*, 185. <https://doi.org/10.1016/j.compedu.2022.104520>

Persici, V., Morelli, M., Lavelli, M., **Florit, E.**, Guerzoni, L., Cuda, D., Yoshinaga-Itano, C., & Majorano,

- M. (2022). Bidirectional language influence in mother-child interaction and its effects on the communicative development of children with cochlear implants: a longitudinal study. *First Language*. <https://doi.org/10.1177/01427237221086473>
- Florit, E.**, Roch, M. Dicataldo, R., & Levorato, M.C. (2022). The Simple View of Reading in Italian beginner readers: Converging evidence and open debates on the role of the main components. *Learning and Individual Differences*, 101961. <https://doi.org/10.1016/j.lindif.2020.101961>
- Raccanello, D., **Florit, E.**, Brondino, M., Rodà, A., & Mason, L (2022). Boredom in primary school reading: Control-value appraisals and online multiple-text comprehension. *British Journal of Educational Psychology*, 92(01), 258-279. <https://doi.org/10.1111/bjep.12448>
- Anmarkrud, Ø., Braten, I., **Florit, E.**, & Mason, L. (2021). The role of individual differences in sourcing: A systematic review. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-021-09640-7>
- Florit, E.**, Barachetti, C., Majorano, M. & Lavelli, M. (2021). Fostering broad oral language skills in preschoolers from low SES background. *International Journal of Environmental Research and Public Health*, 18, 296. <https://doi.org/10.3390/ijerph18010296>
- Florit, E.**, De Carli, P., Giunti, G., & Mason, L. (2020). Advanced Theory of Mind uniquely contributes to children's multiple-text comprehension. *Journal of Experimental Child Psychology*. <https://doi.org/10.1016/j.jecp.2019.104708>
- Dicataldo, R., **Florit, E.**, & Roch, M. (2020). Fostering Broad Oral Language Skills in Preschoolers from Low SES Background. *International Journal of Environmental Research and Public Health*, 17, 4495. doi:10.3390/ijerph17124495
- Raccanello, D., Vicentini, **Florit, E.**, Burro, R. (2020). Factors promoting learning with a web application on earthquake-related emotional preparedness in primary school. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00621>
- Florit, E.**, Cain, K., & Mason, L. (2020). Going beyond children's single-text comprehension: The role of word reading, working memory, comprehension monitoring and source use in 4th graders' multiple-document comprehension. *British Journal of Educational Psychology*. doi: 10.1111/bjep.12288
- Mason, L., Zaccoletti, T., Scrimin, S., Tornatora, M. C., **Florit, E.**, S., Goetz (2020). Reading with the Eyes and Under the Skin: Comprehending conflicting Digital Texts. *Journal of Computer Assisted Learning*, 36, 89-101. DOI: 10.1111/jcal.12399
- Lavelli, M., Barachetti, C., Majorano, M., **Florit, E.**, Brotto, C., & Miottello, P. (2019). Impacts of a shared book reading intervention for Italian-speaking children with developmental language disorder. *International Journal of Language and Communication Disorders*, 54, 565-579. doi: 10.1111/1460-6984.12460
- Scrimin, S., Patron, E., **Florit, E.**, Mason, L., Palomba, D. (2017). The role of cardiac vagal tone and inhibitory control in pre-schoolers' listening comprehension. *Developmental Psychobiology*, 59(8), 970-975. doi.org/10.1002/dev.21576
- Florit, E.**, Cain, K., & Levorato, M. C. (2017). Understanding the different semantic functions of *but* in middle childhood: The role of text- and sentence-level comprehension abilities. *First Language*, 37(2), 109-129. doi:10.1177/0142723716678383
- Roch, M., **Florit, E.**, & Levorato, M. C. (2016). Narrative competence of Italian-English bilingual children between 5 and 7 years. *Applied Psycholinguistics*, 37, 49-67. doi:10.1017/S0142716415000417
- Lavelli, M., Barachetti, C., **Florit, E.** (2015). Gesture and speech during shared book reading with children with specific language impairment. *Journal of Child Language*, 42(6), 1191-1208. doi: 10.1017/S0305000914000762
- Florit, E.**, Roch, M., & Levorato, M. C. (2014). Listening text comprehension in preschoolers: A longitudinal study on the role of semantic components. *Reading and Writing: An Interdisciplinary Journal*, 27, 793-817. doi:10.1007/s11145-013-9464-1
- Florit, E.**, Roch, M., & Levorato, M. C. (2013). The relationship between listening comprehension of text and sentences in preschoolers: Specific or mediated by lower- and higher-level components? *Applied Psycholinguistics*, 34(2), 395-415. doi:10.1017/S0142716411000749
- Roch, M., **Florit, E.**, & Levorato, M. C. (2013). The role of linguistic context in deriving word meanings in individuals with Down Syndrome. *Journal of Research in Developmental Disabilities*, 34, 605-615. doi:10.1016/j.ridd.2012.09.014

- Roch, M., **Florit, E.**, & Levorato, M. C. (2012). The advantage of reading over listening text comprehension in Down syndrome: What is the role of verbal memory? *Journal of Research in Developmental Disabilities*, 33, 890-899. doi:10.1016/j.ridd.2011.11.002
- Florit, E.**, & Cain, K. (2011). The Simple View of Reading: Is it valid for different types of alphabetic orthographies? *Educational Psychology Review*, 24, 553-576. doi: 10.1007/s10648-011-9175-6
- Florit, E.**, Roch, M., & Levorato, M. C. (2011). Listening text comprehension of explicit and implicit information in preschoolers: The role of verbal and inferential skills. *Discourse Processes*, 48(2), 119-138. doi:10.1080/0163853X.1010.494244
- Levorato, M. C., Roch, M. C., & **Florit, E.** (2011). Role of verbal memory in reading text comprehension of individuals with Down syndrome. *American Journal of Intellectual Disabilities*, 16(2), doi:10.1352/1944-7558-116.2.000
- Roch, M., **Florit, E.**, & Levorato, M. C. (2011). Follow-up study on reading comprehension in Down syndrome: The role of reading skills and listening comprehension. *International Journal of Language and Communication Disorders*, 46(2), 231-242. doi:10.3109/13682822.2010.487882
- Florit, E.**, Roch, M., Altoè, G., & Levorato, M. C. (2009). Listening comprehension in preschoolers: The role of memory. *British Journal of Developmental Psychology*, 27(4), 935-951. doi:10.1348/026151008X397189

Articles in national journals (peer-reviewed)

- Roch, M., **Florit, E.**, & Levorato, M.C. (2017). La produzione di narrative in bambini con disturbo di linguaggio di età prescolare [Narrative production in preschool children with language impairment]. *Giornale di Neuropsichiatria dell'Età Evolutiva*, 37, 73-82
- Roch, M., & **Florit, E.** (2013). Narratives in preschool bilingual children: The role of exposure. *Rivista Italiana di Psicolinguistica Applicata*, XIII(2), 55-63
- Florit, E.**, & Levorato, M. C. (2012). A longitudinal study on listening text comprehension and receptive vocabulary in preschoolers. *Rivista di Psicolinguistica Applicata*, XII(1-2), 65-80
- Levorato, M.C., Roch, M., & **Florit, E.** (2011). La comprensione del testo orale nel Disturbo Specifico del Linguaggio: Il ruolo del vocabolario recettivo e della comprensione della frase [Listening text comprehension in children with SLI: The role of receptive vocabulary and sentence comprehension], *Psichiatria dell'Infanzia e dell'adolescenza*, 77(1), 102-116
- Florit, E.**, Levorato, M.C., & Roch, M. (2008). Verba volant, scripta manent. Cambiamenti evolutivi nella comprensione del testo scritto e orale [Developmental changes in reading and listening text comprehension]. *Giornale Italiano di Psicologia*, 3, 641-662

International Book Chapters

- Mason, L., & **Florit, E.** (2018). Complementary methods for assessing online processing of multiple sources. In J. L. G. Braasch, I. Bråten, & M. T. McCrudden (Eds.), *Handbook of Multiple Source Use* (pp. 425-446). New York: Routledge

National Book Chapters

- Florit, E.**, & Roch, M. (2021). Sviluppo cognitivo e del linguaggio [Cognitive and language development]. In (a cura di) D. Raccanello, *Santrock – Psicologia dell'Educazione* (pp. 27-69). McGraw-Hill Education: Milano
- Roch, M., & **Florit, E.**, (2021). Alunni eccezionali [Exceptional pupils]. In (a cura di) D. Raccanello, *Santrock – Psicologia dell'Educazione*, (pp. 177-203). McGraw-Hill Education: Milano
- Florit, E.**, & Levorato, M.C. (2019). *Alfabetizzazione bilingue: Lettura e comprensione del testo* (pp. 109-124). Trento: Edizioni Centro Studi Erickson
- Roch, M., & **Florit, E.**, & Levorato, M. C (2017). Valutazione del Linguaggio [Language assessment]. In S. Bonichini (Ed.), *Valutazione psicologica dello sviluppo: metodi e strumenti* [Assessment in developmental psychology: Methods and instruments] (pp. 149-172). Roma: Carocci

Florit, E. & Levorato, M.C. (2013). Comprendere e produrre testi [Text comprehension and production]. In S. D'Amico e Devescovi, A. (Eds.) *Psicologia dello Sviluppo del Linguaggio* [Psychology of language development] (pp. 207-229). Il Mulino, Bologna

Proceedings

Roch, M., **Florit, E.**, & Levorato, M. C. (2010). Concurrent and longitudinal predictors of reading comprehension in Down syndrome. *Journal of Applied Research in Intellectual Disabilities*, 23(5), 440-441

Florit, E., Levorato, M. C., & Roch, M. (2009). Individual differences in preschoolers' text comprehension: Contributions of verbal abilities, short-term and working memory. In J. Chandlee, M. Franchini, S. Lord, and M. Rheiner (Eds.), on-line supplement to the Proceedings of the 33rd Boston University Conference on Language Development

Articles/chapters submitted and/or under review

Florit, E., De Carli, P., Rodà, A., & Mason, L. (2024). *Reading from Paper, Computers, and Tablets in the First Grade: The Role of Comprehension Monitoring*. Department of Human Sciences, University of Verona

Florit, E., & Roch, M. (2024). Sviluppo cognitivo e del linguaggio. In D. Raccanello (a cura di), J. W. Santrock, Psicologia dell'educazione (pp. 27-69). McGraw-Hill Education

Roch, M., & **Florit, E.** (2024). Alunni eccezionali. In D. Raccanello (a cura di), J. W. Santrock, Psicologia dell'educazione (pp. 177-203). McGraw-Hill Education

Bastianello, T., Silletti, F., Cassibba, R., Coppola, G., Musso, P., Rossini, V., Zusi, C., Unali, I., **Florit, E.**, Majorano, M., Maffeis, C., Lavelli, M. (under review). *Short-term Effects of an Outdoor Activities Intervention on Children's and Caregivers' Stress, and Children's Emotional, Behavioral, and Cognitive Regulation Skills*. Department of Human Sciences, University of Verona

Fitzpatrick, C., **Florit, E.**, Lemieux, A., Cristini, E., Garon-Carrier, G., Mason, L. (2024). *The association between preschooler screen time trajectories and executive function*. Department of preschool and elementary school education, Université de Sherbrooke

Roch, M., **Florit, E.**, Dicataldo, R., & Levorato, M. C. (2024). Valutazione del linguaggio. In S. Bonichini (a cura di), *Valutazione psicologica dello sviluppo: Metodi e strumenti*. Carocci. ISBN: 9788843089505

Florit, E., Barachetti, C., Majorano, M., & Lavelli, M. (2024). *Lexical trajectories of toddlers from low-income bilingual immigrant families and monolingual families*. Department of Human Sciences, University of Verona

Dicataldo, R., **Florit, E.**, Maurantonio, A., Lupo, I., Nicoletti, S., & Roch, M. (2024). *AbC del teso. Un training di potenziamento della competenza narrativa in età prescolare*. Department of Developmental Psychology and Socialization, University of Padova

Articles in preparation

Florit, E., Barachetti, C., Majorano, M., & Lavelli, M. (2024). *Lexical trajectories of toddlers from low-income bilingual immigrant families and monolingual families*. Department of Human Sciences, University of Verona

Florit, E., Raccanello, D., Rodà, A., Brondino, M., & Mason, L. (2024). *Source evaluation and use contribute to online processing and comprehension of multiple documents in fourth and fifth graders*. Department of Human Sciences, University of Verona

Invited talks

2023

Florit, E. (Discussant) Invited Symposium- AIP "Raising awareness about online readers' awareness: digital and reading competence in multiple-text contexts". [Chair: Christian Tarchi, University of Florence, Italy]. 20th Biennial EARLI Conference, Thessaloniki, August 22-26.

2022

Florit, E. (Discussant) Symposium "Cognitive, linguistic and emotional-relational processes in bilingual children and monolingual peers: Recent research results" [Chairs: Vettori Giulia, Bigozzi Lucia -

FORLILPSI Unifi]. XXX Conference of the Italian Psychological Association (All Sections), Padova, September 27-30.

2020

Florit, E., DeCarli, P., Rosati, G., & Mason, L. Comprensione di testi cartacei e digitali in bambini frequentanti la prima classe della scuola primaria [Digital and Printed Text Comprehension in First Graders]. Paper presented at the AIRIPA web-conference, September 25-26.

2018

Florit, E., De Carli, P., Giunti, G., & Mason, L.. Theory of mind uniquely predicts multiple-text comprehension in fourth and fifth graders. Paper presented at the Invited symposium: “Multiple-Text Comprehension in Students of Different Educational Levels: The Role of Individual and Text Characteristics”, 28th Conference of the Society for Text and Discourse”, Brighton (UK), 16-19 July.

2016

Florit, E., Roch, M., & Levorato, M.C. Does Home Literacy longitudinally account for reading comprehension beyond the Simple View of Reading? Paper presented at the Invited symposium: “Longitudinal prediction of reading comprehension: from preschool through to adolescence”, 23rd Annual Meeting of the Society for the Scientific Study of Reading, Porto (Portugal), 13-16 July.

2009

Florit, E., & Levorato, M. C. Preschoolers understanding of explicit and implicit information in texts. Paper presented at the Invited symposium: Developmental aspects of reading comprehension of the 2009 Conference of the Society for Text and Discourse, Rotterdam (Netherlands), 26-28 July.

Organization of symposiums or conferences

Florit, E., & Segers, E. (Chairs). (2024). *Children's reading comprehension in a digital age*. 23rd Annual Meeting of the Society for the Scientific Study of Reading, Denmark, Copenhagen, 10-14 July.

Florit, E., & Raccanello, D. (Chairs). (2022). *Digital text comprehension and metacognition: From primary school to university students* [Symposium; Discussant: Traficante, D.]. XXX Congresso dell'Associazione Italiana di Psicologia, Padova, Italia.

Member of the scientific and organizing committee of Giornate CLASTA (Communication and Language Acquisition Studies in Typical and Atypical Populations), VIII Edizione, Padova, 12-13 Maggio 2017.

Presentations at international conferences

2024

Florit, E., Raccanello, D., Rodà, A., Brondino, M., & Mason, L. (2024). Relations between primary school children's cognitive and motivational skills, processing, and comprehension of digital multiple texts. Paper accepted in the symposium: *Children's reading comprehension in a digital age*. 31st Annual Meeting of the Society for the Scientific Study of Reading, 10-13 July, Copenhagen, Denmark.

Majorano, M., Persici, V., Bastianello, T., Barachetti, C., & **Florit, E.** (2024). Vocabulary Development In Children From Immigrant Families In Italy And The Effects Of Environmental Factors. Paper accepted in the symposium: Supporting Language and Literacy in Children from Immigrant Families. 27th Biennial Meeting of the International Society for the Study of Behavioural Development 16-20 June, Lisbon, Portugal.

Fitzpatrick, C., **Florit, E.**, Mason, L. (2024). Canadian preschooler's trajectories of screen use and their association with executive functioning at age 5. Paper accepted in the symposium: *Longitudinal perspectives on digital media use and child development: Insights across four multinational samples*. Dillon Browne (Discussant). Symposium accepted at the Life History Research Society Conference. Montréal, Canada.

2023

Florit, E., De Carli, P., Cain, K., & Mason, L. Reading from Paper, Computers, and Tablets in First Grade: The Role of Comprehension Monitoring [Paper presentation]. 20th Biennial EARLI Conference, Thessaloniki, August 22-26.

2022

Florit, E., Barachetti, C., Majorano, M. & Lavelli, M. Linguistic interactions at nursery school as a protective

factor for promoting language development of toddlers from low-income families [Poster presentation]. 26th Biennial Meeting of the International Society for the Study of Behavioral Development-ISSBD, Rhodes, Greece, 2022, June 19-23.

Vicentini, G., Raccanello, D., **Florit, E.**, Barnaba, V., Rocca, E., Dal Corso, E., & Burro, R. A Web Application on Earthquake-related Emotional Preparedness: The Role of Achievement Emotions [Poster presentation]. 17th International Conference on Motivation, Dresden, Germany, August 25-27.

2021

Mason, L., **Florit, E.**, & De Carli, P.. Digital and Printed Text Comprehension in First Graders: The role of Medium and Word Reading Skills [Poster presentation]. EARLI web conference, August 24-28.

Florit, E., Domenicale, S., & Mason, L. First Graders' Reading Text Comprehension from Paper and Screen: A Longitudinal Study on Precursors [Poster presentation]. AERA web conference, April 8-12.

2019

Raccanello, **Florit, E.**, D., Brondino, M., & Mason, L.. Boredom and online multiple-text comprehension in primary school: Mediational and moderating effects [Paper presentation] 18th Biennial EARLI Conference, Achen, Germany, 12-16 August.

Florit, E., Rosati, G., & Mason, L. Digital reading in young readers: Advantage or disadvantage for text comprehension? [Poster presentation] 1st SRLD conference, Padua, Italy, 7-8 June.

2018

Florit, E., Raccanello, D., Brondino, M., & Mason, L. Control and value appraisals, emotions, and online multiple-document comprehension in primary school. Paper presented at the "International Conference on Motivation (ICM)", Aarhus, Denmark, 15-17 August.

Dicataldo, R., **Florit, E.**, & Roch, M. The role of receptive vocabulary in listening comprehension of Italian-English bilinguals aged 5-7 years. Poster presented at the "25th Annual meeting of the Society for the Scientific Study of Reading", Brighton, UK, 18-21 July.

Dicataldo, R., **Florit, E.**, & Roch, M. How does receptive vocabulary influence listening comprehension of bilingual children? A study on Italian-English sequential bilinguals aged 5-7 years. Poster presented at the "Child Language Symposium", Reading, UK, 25-26 July.

2017

Florit, E., De Carli, P., Giunti, G., & Mason, L.. The role of theory of mind in multiple-text comprehension of primary school children. Paper presented at the "Workshop on Multiple Documents Literacy", Tübingen (Germany), 25-27 October.

Florit, E., Cain, K., & Mason, L. Fourth graders' multiple-text comprehension: which individual component skills are involved? Paper presented at the "18th European Conference on Developmental Psychology", Utrecht (The Netherlands), 29 August-1 September.

2016

Florit, E., & Mason, L. Fourth graders' multiple-text comprehension: contribution of word reading skills, single text comprehension, and source use. Poster presented at the "Workshop on Multiple Document Literacy", Paris (France), 13-15 November.

2014

Moscardino, U., Roch, M., **Florit, E.**, & Levorato, M. C. Expectations of preschool among Moroccan, Nigerian, and Romanian immigrant mothers in Italy: The role of socioeconomic variables and acculturation attitudes. Paper presented at 22nd International Congress of Cross-Cultural Psychology, 15 – 9 July, Reims.

Lavelli, M., Barachetti, C., **Florit, E.**, Breda, L., Brotto, C., Miottello, P. Improving the quality of parent-child shared book reading: An intervention program addressed to parents of preschoolers with specific language impairment. Paper presented at the IASCL conference 2014, Amsterdam, July 19th – 24th.

2013

Roch, M., **Florit, E.**, & Levorato, M. C. Are individuals with Down syndrome facilitated by the linguistic context for deriving new word meanings? Paper presented at the UK and Europe Down syndrome research Forum, Bristol, September 16-17.

2012

Roch, M., Junyent, A., **Florit, E.**, & Levorato, M. C. The linguistic profile of monolingual and bilingual children with and without language difficulties. Paper presented at the sixth meeting COST-ACTION ISO-0804- Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, May

14-16, Berlin.

Florit, E., & Levorato, M. C. Telling and Re-telling in Italian Children Learning English as their L2. Paper presented at the Seventh meeting of the COST-ACTION ISO-0804 - Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, 19-21 September, Padua.

2011

Florit, E., Roch, M., & Levorato, M. C. Narrative texts comprehension and production in Moroccan, Nigerian and Romanian bilingual preschoolers learning Italian as L2. The role of narrative practices. Poster presented at the Fifth meeting of the COST-ACTION ISO-0804- Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, Malta, 28-30 November.

2010

Levorato, M. C., Roch, M., & Florit, E. Concurrent and longitudinal predictors of listening comprehension and reading skills to reading comprehension: The simple view of reading in Down syndrome. Poster presented at the “Seventeenth Annual Conference of the Society for the Scientific Study of Reading”, Berlin, 7-10 July.

2009

Levorato, M. C., & Florit, E. Comprehension and production of Italian as second language in Romanian and Nigerian preschool children. Paper presented at the First meeting of the COST-ACTION ISO-0804- Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, Amsterdam, 16-18 November.

Levorato, M. C. & Florit, E. Text comprehension in preschoolers: The role of lower- and higher-level component skills. Poster presented at the XIV European Conference on Developmental Psychology (ESDP), Vilnius, Lithuania, August 18-22.

2008

Florit, E., Levorato, M. C., & Roch, M. Individual differences in preschoolers' text comprehension: contributions of verbal abilities, short-term and working memory. Poster presented at the 33rd Annual Boston University Conference on Language Development, Boston (Massachusetts), 31 October-2 November.

Presentations at national conferences

2024

Florit, E., Barachetti, C., De Carli, P., & Lavelli, M (Settembre 19-21). *Lexical Trajectories in Italian of Toddlers from Low-income Bilingual Immigrant and Monolingual Families* [Paper presentation]. XXXII Congresso dell'Associazione Italiana di Psicologia, Cagliari, Italia.

2023

Bastianello, T., Andalò, B., Majorano, M., & **Florit, E.** (Settembre 25-27). *L'intervento di educazione motoria I-MovE: Effetti sullo sviluppo di bambini/e in età del nido* [The I-MovE intervention: effects on infants' and toddlers' development] Paper presentation]. XXXI Conference of the Italian Psychological Association, Foggia, Italia.

Florit, E (Maggio 26). *La comprensione di testi cartacei e digitali in giovani lettori*. [Printed and digital text comprehension on beginner readers; Paper presentation]. Difficoltà e disturbi in età evolutiva. Scuola di Psicologia, Università degli Studi di Padova.

2022

Bastianello, T., Musso, P., Zusi, C., Silletti, F., **Florit, E.**, Maffeis, C., & Lavelli, M. (Settembre 27-30). *Child's temperament, caregivers' stress, and child's emotional-regulatory functioning in daycare centers*. [Paper presentation]. XXX Conference of the Italian Psychological Association (All Sections), Padova, September 27-30.

Florit, E., & Raccanello, D. (Chairs). (2022). Digital text comprehension and metacognition: From primary school to university students [Symposium; Discussant: Traficante, D.]. XXX Conference of the Italian Psychological Association (All Sections), Padova, September 27-30.

Florit, E., De Carli, P., Favrin, L., & Cain, K (2022). Reading Comprehension on Paper, Computer, and Tablet in First Graders: The Role of Comprehension Monitoring. Paper presented at XXX Conference of the Italian Psychological Association (All Sections), Padova, September 27-30.

Persici, V., Guerzoni, L., Cuda, D., **Florit, E., & Majorano, M.** (2022). La coordinazione madre-bambino con impianto cocleare in interazione e il ruolo dell'esposizione alla musica [Mother-infant with cochlear

implant coordination during interaction and the role of music exposure]. Paper presented at XII meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations) association]”, Firenze, May 13-14.

2021

Florit, E., Domenicale, S. & Mason, L. Comprensione di Testi letti su carta e schermo in Bambini di Classe Prima: Contributi longitudinali di Abilità Cognitive e Digitali [First graders' reading text comprehension from Paper and Screen: Longitudinal contribution of cognitive and digital precursors]. Paper presented at “XXXIII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Bari, September 20-22.

Persici, V., Morelli, M., Lavelli, M., **Florit, E.**, Guerzoni, L., Cuda, D., Yoshinaga-Itano, C., & Majorano, M. Il linguaggio materno e quello del bambino con impianto cocleare si influenzano reciprocamente: uno studio longitudinale [Bidirectional influences between the speech of mother and child with cochlear implant: a longitudinal study]. Paper presented at “Paper presented at “XXXIII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Bari, September 20-22.

Florit, E., Barachetti, C., Majorano, M., Azzolini, S., Biondi, V. & Lavelli, M. Interazioni linguistiche al nido e sviluppo del vocabolario in bambini in condizioni svantaggiate [Linguistic interactions at nursery school and vocabulary development in disadvantaged children]. Paper presented at “XI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations) association]”, online, May 14-15.

2019

Vicentini, G., Barnaba, V., Rocca, E., Dal Corso, E., **Florit, E.**, Burro, R., & Raccanello, D. Reading Skills in the XXI Century: A Web Application for the Emotional Prevention in relation to earthquakes (Project PrEmT). Paper presented at the ”XXXII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Naples, 23-25 of September.

Florit, E., Roch, M., Dicataldo, R.. The Simple View of Reading in Italian beginner readers; Converging evidence and open debates. Poster presented at the “X meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations) association]”, Verona, 10-11 of May.

2018

Florit, E., Rodà, A., Raccanello, D., Brondino, M.. Digital text comprehension in primary school children: Contribution of cognitive components, motivation, and source use. Poster presented at the ”XXXI National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)”, Turin, 17-19 of September.

Raccanello, D., Brondino, M., **Florit, E.**. Control and value appraisals, emotions, and online multiple-document comprehension in primary school. Paper presented at the ”XXXI National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)”, Turin, 17-19 of September.

Florit, E., De Carli, P., Giunti, G., & Mason, L.. Theory of Mind and Multiple-text comprehension in primary school children. Poster presented at the “IX meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations) association]”, L’Aquila, 17-18 May.

Dicataldo, R., **Florit, E.**, Roch, M. Vocabulary knowledge, inference skills and text comprehension in L2 of bilingual preschoolers: the role of language exposure and narrative practices. Poster presented at the “IX meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations) association]”, L’Aquila, 17-18 of May.

2017

Florit, E., Cain, K. What is the role of basic and higher-level components in primary school children multiple-text comprehension? Paper presented at the ”XXX National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)”, Messina, 14-16 of September.

Dicataldo, R., Roch, M., **Florit, E.**. The role of vocabulary and inference skills in text comprehension of children coming from medium-low SES backgrounds. Poster presented ta the XXX National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)”, Messina, 14-16 of September.

Zaccoletti, S., **Florit, E.**, & Mason, L. The role of inhibition, cognitive flexibility and working memory in primary school children text comprehension. Paper presented at the “VIII meeting of CLASTA

[Communication and Language Acquisition Studies in typical and atypical (populations)] association]”, Padua, 12-13 May.

Levorato, M.C., & **Florit, E.** Narrative production of children with primary language disorder. Paper presented at the “VIII meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]”, Padua, 12-13 of May.

2016

Florit, E., & Cain, K. The role of macro-structure factors in accounting for the comprehension of adversatives in primary school children. Poster presented at the “VII meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]”, Pisa, 29-30 of April.

Dicataldo, R., Maurantonio, A., Lupo, I., Nicoletti, S., **Florit, E.**, Roch, M. A training for improving listening text comprehension in preschoolers. Poster presented at the “XXXIII CNIS National Congress”, Turin, 18-19 of March.

Lupo, I., Maurantonio, A., Dicataldo, R., Nicoletti, S., Roch, M., **Florit, E.** Fostering listening text comprehension in preschoolers; A training on inference skills and knowledge of story structure. Poster presented at the “Developmental clinical psychology days”, Bologna, 4-5 of March.

2015

Roch, M., Dicataldo, R., **Florit, E.** Lupo, I., Maurantonio, A., Nicoletti, S.. A training for improving narrative text comprehension in preschoolers. Paper presented at the “XXIV A.I.R.I.P.A. national congress”, Pesaro, 8-10 of October.

Florit, E., & Dicataldo, R.. Do Home literacy practices account for reading comprehension over and above the Simple View of Reading? Poster presented at the “VI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]”, Rome, 15-16 of May.

Roch, M., **Florit, E.**, & Levorato, M. C. Trajectories of bilingual language development: does language exposition matter? Poster presented at the “VI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]”, Rome, 15-16 of May.

Florit, E., Roch, M., & Levorato, M. C. Do language abilities and pre-literacy practices contribute to reading comprehension? Poster presented at the “XXXII CNIS National Congress”, Padua, 27-28 of March.

Roch, M., **Florit, E.**, Moscardino, U., & Levorato, M. C.. Individual differences in language competence of bilingual immigrant children. Paper presented at the “IV National conference of psychology in the school”, Florence, 6-7 of February.

Florit, E., Dicataldo R., & Levorato, M. C. Individual and contextual risk factors in reading comprehension difficulties: a longitudinal investigation in first graders. Poster presented at the “Developmental neuropsychology days”, Bressanone, 21-24 of January.

Dicataldo R., **Florit, E.**, Roch, M.. What is the role of SES and home literacy practices in language development? Poster presented at the “Developmental neuropsychology days”, Bressanone, 21-24 of January.

2014

Florit, E., Roch, M., & Levorato, M .C.. The simple View of Reading model: a longitudinal study on Italian first graders. Paper presented at the Fifth meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association], Bologna, 16-17 May.

2013

Roch, M., Junyent, A., **Florit, E.**, & Levorato, M. C. Narrative competence in bilingual children with language difficulties: The role of vocabulary and sentence comprehension. Paper presented at the fourth meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association, 10-11 May, Milan.

Lavelli, M., Barachetti, C., **Florit, E.**, Breda, L., Rigo, F., Rossi, E., Brotto, C., Miottello, P. Testing and assessing an intervention program addressed to parents of preschoolers with specific language impairment. Paper presented at the fourth meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association, 10-11 May, Milan.

2012

Florit, E., Roch, M., & Levorato, M. C. Narratives in bilingual preschoolers learning Italian as L2. The role of exposition. Paper presented at the third meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association, 25 May, Rome.

2011

Florit, E., Roch, M., & Levorato, M. C. Causal predictors of listening text comprehension: a longitudinal investigation in preschool. Poster presented at the XXIV National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Genova, 19-21 September.

2010

Florit, E., & Cain, K. Is the Simple View of Reading an Anglo centric model? Preliminary results from a meta-analysis. Paper presented at the XXIII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Bressanone, 26-28 September.

Levorato, M. C., Gini, F., & **Florit, E.** Listening comprehension in preschool children from immigrant families. Paper presented at the XXIII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Bressanone, 26-28 September.

Roch, M., **Florit, E.**, & Levorato, M. C. Comprehension and acquisition of words from a context: the case of Down Syndrome. Annual meeting on learning difficulties, Padua, 4 June.

Roch, M., & **Florit, E.** The relationship between vocabulary and text comprehension is reciprocal? A comparison between children with SLI and with typical development. Paper presented at the Annual meeting on Developmental Neuropsychology, Bressanone, 21-24 January.

2009

Florit, E., & Levorato, M. C. A follow-up study on listening text comprehension and its components in preschool children. Paper presented at the first meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] Association, University of Milano Bicocca, 18 September.

2008

Florit, E. Contribution of verbal ability and memory capacities to listening text comprehension in 4- to 6-year-olds. Paper presented at the XXII National Conference of the Italian Psychological Association (Section of Developmental Psychology), Padua, 20-22 September.

Florit, E., Roch, M., & Levorato, M. C. Listening text comprehension in preschoolers: The role of verbal memory. Poster presented at the conference in honor of Alberto Mazzocco, Padua, 19 May.

Florit, E., Roch, M., & Levorato, M. C. The predictive validity of TOR 3-8 in relation to receptive vocabulary and sentence comprehension. Paper presented at the conference in honor of Vanna Axia, Padua, 23-24 May.

2007

Levorato, M. C., Nemesio, A., **Florit, E.** & Ronconi, L. (2007). Emotional responses while reading short stories: the role of reader's gender and textual type. Poster presented at the Meeting for the Study of Emotions, Padua, 19 November.

Florit, E., & Levorato, M. C. Reading and listening text comprehension in school-age children. Poster presented at the XXI National Conference of the Italian Psychological Association (Section of Developmental Psychology), Bergamo, 20-22 September.

Levorato, M. C., Roch, M., Brizzolara, D., & **Florit, E.** Narrative comprehension in children with Specific Language Impairment and its relation with other linguistic abilities. Paper presented at the XXI National Conference of the Italian Psychological Association (Section of Developmental Psychology), Bergamo, 20-22 September.

Teaching Activities

- 2023-2024 Educational psychology (60 h.; Bachelor program in Primary teacher education; Department of Human Sciences, University of Verona, Italy)
 Developmental and Educational psychology (54 h.; Bachelor program in Educational Sciences; Department of Human Sciences, University of Verona, Italy)
 Seminar (4 h), "Psychological Research Methods" (coordinator Prof. Margherita Pasini, Doctoral Program in Human Sciences, University of Verona, Italy)

2022-2023	Educational psychology (60 h.; Bachelor program in Primary teacher education; Department of Human Sciences, University of Verona, Italy) Developmental and Educational psychology (54 h.; Bachelor program in Educational Sciences; Department of Human Sciences, University of Verona, Italy) Seminar (2 h), "Psychological Research Methods" (coordinator Prof. Margherita Pasini, Doctoral Program in Human Sciences, University of Verona, Italy) Seminar (10 h). Communication with children with atypical development in dental office. Bachelor program in dental hygienist; Scuola Superiore di Sanità Cladiana, Bolzano, Italy)
2021-2022	Educational psychology (60 h.; Bachelor program in Primary teacher education; Department of Human Sciences, University of Verona, Italy) Seminar (2 h), "Psychological Research Methods" (coordinator Prof. Margherita Pasini) Doctoral Program in Human Sciences, University of Verona, Italy)
2020-2021	Educational psychology (60 h.); Bachelor program in Primary teacher education; Department of Human Sciences, University of Verona, Italy) Adjunct Professor, Developmental and educational psychology (13 h.; Bachelor program in Speech and language therapists; Scuola Superiore di Sanità Cladiana, Bolzano, Italy) Seminar (4 h), "Psychological Research Methods" (coordinator Prof. Margherita Pasini), Doctoral Program in Human Sciences
2019-2020	Adjunct Professor, Developmental and educational psychology (13 h.; Bachelor program in Speech and language therapists; Scuola Superiore di Sanità Cladiana, Bolzano, Italy) Teaching assistant, Practical activities concerning educational psychology and learning processes (20 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy) Seminar (10 h). Communication with children with atypical development in dental office. Bachelor program in dental hygienist; Scuola Superiore di Sanità Cladiana, Bolzano, Italy)
2018-2019	Adjunct Professor, Educational psychology and learning processes (56 h.; Bachelor program; Department of Psychology, University of Milan-Bicocca, Italy) Teaching assistant, Practical activities concerning educational psychology and learning processes (20 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy) Teaching assistant, Language development (6 h.; Bachelor program; Department of Neurosciences, University of Padua, Italy) Teaching assistant, Psychology of motivated learning (Master program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
2016-2018	Adjunct Professor, Language development (10 h. per year; Bachelor program; Department of Neurosciences, University of Padua, Italy)
2017-2018	Teaching assistant, Laboratory on language development (12 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy) Teaching assistant, Psychology of motivated learning (Master program; Department of Developmental Psychology and Socialization University of Padua/Italy)
2016-2017	Teaching assistant, Language and communicative development (12 h.; Master program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
2015-2016	Teaching assistant, Psychology of motivated learning (Master program; Department of Developmental Psychology and Socialization, University of Padua/Italy)
2013-2014	Tutor in a high education course, Language development in bilinguals (8 h.; Action Research founded by the European Social Found to Dr. Maja Roch and Dr. Antonio Rodà; University of Padua/Italy)
2013-2014	Teaching assistant, Educational Psychology (Bachelor program; Department of Developmental Psychology and Socialization, University of Padua/Italy)
2011-2012	Teaching assistant, Developmental and Educational Psychology (Bachelor program; Department of Human Sciences; University of Verona/Italy)

- 2010-2011 Adjunct Professor, Psycholinguistics (25 h.; Bachelor program; Faculty of Medicine and Surgery, University of Padua/Italy)
- 2007-2010 Teaching assistant, Language and communicative development (Master program; Department of Developmental Psychology and Socialization, University of Padua/Italy)

Supervision of Undergraduate, Master Students and Research Assistants

- 2022-2024 14 undergraduate and 9 master students attending degree courses in Education Primary teacher education, University of Verona
- 2022 1 research assistant (8 months; Joint Research 2021 “An Intervention to Promote Movement in Green Environments at Childcare Center: Benefits for Motor, Cognitive and Socio-emotional Development (I-MovE; in collaboration with Associazione “Bambini al Centro”; 13.800 €)
- 2020-2021 4 undergraduate and 3 master students attending degree courses in Education and Primary teacher education, University of Verona
- 2020-2021 1 undergraduate and 1 master student attending degree course on Education, University of Verona
- 2019-2020 2 master students attending degree course on Developmental and Educational Psychology at the University of Padua and Pedagogical Science, University of Verona
- 2009-2019 8 undergraduate and 16 master students attending degree course on Developmental and Educational Psychology at the University of Padua
- 2008-2009 1 undergraduate and 2 master students attending degree courses on Psychology of Personality and Interpersonal Relationship and Clinical Psychology at the University of Padua.
- 2007-2008 2 master students attending degree courses on Developmental and Educational Psychology and Clinical Psychology at the University of Padua
- 2006-2007 2 undergraduate students attending degree courses on Developmental and Educational Psychology and Psychology of Personality and Interpersonal Relations at the University of Padua

Commissions

- 2024 Member, Scientific committee for the evaluation of a PhD dissertation (University of Verona; supervisor Prof.ssa Marinella Majorano)
- 2021 Member, Scientific committee for “Laura D’Odorico” award for the Best Dissertation in Speech and Language Therapy (XI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations) association], online, 14-15 May)
- 2020 Member, Scientific committee for the evaluation of a PhD dissertation (Universitat de València-Spain; supervisor Prof. Ladislao Salmerón)
- 2020-present Member, Scientific committees for the assignment of Postdoctoral research fellow and Research assistant positions

Main dissemination through media

- 2023 Swedish National Agency for Education:
<https://www.skolverket.se/skolutveckling/forskning-och-utvärderingar/artiklar-om-forskning/läsning-på-skärm-i-lärande-syfte-gynnade-unga-elevers-forståelse-for-huvudbudskapet-i-text>

Peer-review activity

- 2023: Member of the Editorial Board of the *British Journal of Educational Psychology*
- 2022 Invited Guest Editor *Educational Sciences* (Special Issue: Advancing Research and Methods about Students and Teachers Emotions: Correlates, Predictors, and Outcomes)
- 2020-present Review Editor on the Editorial Board of *Educational Psychology* (specialty section of *Frontiers in Psychology* and *Frontiers in Education*)

- 2009-present Ad hoc reviewer for scientific journals: *Computers in Human Behavior*; *Journal of Computer Assisted Learning*, *Instructional Science*, *Journal of Educational Psychology*, *Developmental Psychology*, *British Journal of Educational Psychology*, *Journal of Experimental Child Psychology*, *Scientific Studies of Reading*, *Learning and Individual Differences*, *Learning and Instruction*, *Language Learning*, *Applied Psycholinguistics*, *Journal of Research in Reading*, *Reading Research Quarterly*, *Reading and Writing: An interdisciplinary Journal*, *Current Research in Behavioral Sciences*, *Psicologia Clinica dello Sviluppo*, *International Journal of Environmental Research and Public Health*, *Psicologia: Reflexão e Crítica*
- 2015-oggi Reviewer for the European Association for Research on Learning and Instruction (EARLI) Conference, Italian Psychological Association (AIP), Division of Developmental Psychology and Education

Organization of Scientific Meetings

- 2017 Member of the scientific organizing committee of the “Meeting of CLASTA association (Communication and Language Acquisition Studies in Typical and Atypical Populations) VIII Edition, May 12-13, Padua, Italy/ 130 participants

Memberships of Scientific Societies

- 2024 – 2025 Member SSSR (Society for the Scientific Study of Reading)
 2022 – 2023 Member of the European Association for Research on Learning and Instruction (EARLI)
 2007 – present Member of AIP (Italian Psychological Association), Division of Developmental Psychology and Education
 2012 – present Member of CLASTA (Communication and Language acquisition studies in Typical and Atypical Populations)
 2018 – 2019 Member of the Society for Text and Discourse
 2017 – 2019 Member of EADP (European Association on Developmental Psychology)
 2016 – 2017 Member of SSSR (Society for the Scientific Study of Reading)
 2010 – 2011 Member of SSSR (Society for the Scientific Study of Reading)
 2009 – 2013 Member of the Cost Action ISO-0804: Language Impairment in a multilingual society (European Science Foundation)

Personal, Social, and Practical skills

Mother tongue: Italian

Other languages: English (Reading skills B2; Writing skills B2; Oral skills B2)

Social skills: excellent ability to interact with children, teachers/parents, and colleagues. Very good at coordinating students and scientists involved in projects.

Practical skills: very good knowledge of Microsoft Office and statistical packages (SPSS/JASP)

June 2024

Elena Florit, PhD

