



I CORSI DI LAUREA TRIENNALE E
MAGISTRALE DI PSICOLOGIA PRESENTANO...

**CICLO DI
SEMINARI DI
PSICOLOGIA 2026**

Dipartimento Di Medicina Dei Sistemi

VENERDÌ

9 OTTOBRE

ORE 11.00

**AULA 1A3/4,
EDIFICIO A**

DR. GIACOMO SPINELLI

- UNIVERSITY OF ZURICH -> UNIVERSITÀ DEGLI STUDI
DI ROMA TOR VERGATA -

*«PSYCHOLOGICAL SCIENCE IN A TIME OF
SCIENTIFIC CRISIS: A CASE STUDY»*

VENERDÌ

30 OTTOBRE

ORE 11.00

**AULA 1 PTV
(TORRE 8, PIANO -1)**

PROF.SSA LAURA FERRERI

- UNIVERSITÀ DI PAVIA-

*«INVESTIGATING MUSICAL REWARD: FROM
INDIVIDUAL EXPERIENCE TO SOCIAL AND
REAL-LIFE SETTINGS»*

VENERDÌ

27 NOVEMBRE

ORE 11.00

**AULA 1 PTV
(TORRE 8, PIANO -1)**

PROF. SALVATORE IOVERNO

- UNIVERSITÀ ROMA TRE-

*«SEXUAL ORIENTATION AND GENDER
IDENTITY IN EDUCATIONAL CONTEXTS:
THE ROLE OF INCLUSIVE POLICIES AND
PRACTICES»*

VENERDÌ

11 DICEMBRE

ORE 11.00

**AULA 1 PTV
(TORRE 8, PIANO -1)**

PROF. ALFREDO SPAGNA

- JOHN CABOT UNIVERSITY -

*«REVISITING THE NEURAL
ARCHITECTURE OF VISUAL MENTAL
IMAGERY»*

**L'iniziativa è aperta a tutta la comunità scientifica e professionale, oltre
che a studenti e docenti dei corsi di laurea in Psicologia.**



DR. GIACOMO SPINELLI
*UNIVERSITY OF ZURICH -> UNIVERSITÀ
DEGLI STUDI DI ROMA TOR VERGATA*

**PSYCHOLOGICAL SCIENCE IN A TIME OF SCIENTIFIC CRISIS:
A CASE STUDY**

Psychological science has been one of the first disciplines to emphasize that many of the problems affecting traditional scientific research are systemic—that they may be the symptoms of a general scientific crisis. What began as isolated difficulties replicating individual studies rapidly snowballed into a collective realization that traditional practices within and around research may benefit individual scientists more than they benefit science as a whole. With the advent of the open science movement, many of those practices have now been reformed, with some success but also a few important shortcomings. In this talk, I will discuss these ideas using, as a case study, the hypothesis that speaking a second language confers advantages in executive functioning. The development of this “bilingual advantage hypothesis” illustrates well not only the replication crisis, but also the theoretical and methodological ones, all of which appear to be widespread in psychological science. I will argue that the latest scientific tools and practices, as long as they are adequately supported, can contribute to resolving these problems, and I will explain how I plan to leverage some of those tools and practices in the OPEN Bilingual Advantage Replicability (OPEN BAR) project, a forthcoming project to be hosted by the Department.



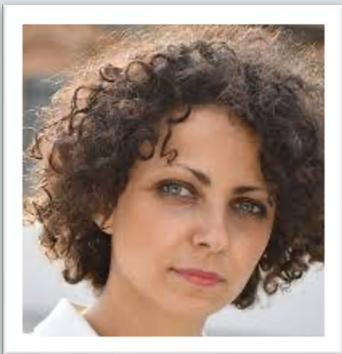
GIACOMO SPINELLI IS A NEWLY APPOINTED TENURE TRACK RESEARCHER AT THE UNIVERSITY OF ROME TOR VERGATA. HIS RESEARCH FOCUSES ON COGNITIVE CONTROL, HOW IT CAN BE MEASURED, AND HOW IT INTERFACES WITH OTHER COGNITIVE FUNCTIONS, ESPECIALLY LANGUAGE. HE OBTAINED HIS PHD IN PSYCHOLOGY FROM THE UNIVERSITY OF WESTERN ONTARIO (CANADA) AND HAS HELD POSTDOCTORAL POSITIONS AT THE UNIVERSITY OF MILANO-BICOCCA AND AT THE UNIVERSITY OF ZURICH.



PROF.SSA LAURA FERRERI
UNIVERSITÀ DI PAVIA

**INVESTIGATING MUSICAL REWARD: FROM INDIVIDUAL
EXPERIENCE TO SOCIAL AND REAL-LIFE SETTINGS**

Music is a ubiquitous human experience that engages multiple cognitive, emotional, and social processes. This talk will present research investigating the neurocognitive mechanisms underlying musical pleasure, focusing on how pleasurable responses to music are supported by reward-related processes and how these mechanisms contribute to shaping memory for musical experiences. It will then explore the intrinsically social dimension of music, examining how shared musical experiences are investigated across different levels of interaction, from online sharing paradigms and hyperscanning approaches to real-life studies of musical pleasure dynamics during live concerts. Together, these studies provide insight into how individual and social processes interact to shape the rewarding and emotionally engaging nature of musical experiences.



LAURA FERRERI IS AN ASSOCIATE PROFESSOR AT THE UNIVERSITY OF PAVIA (ITALY). SHE HOLDS A B.SC. IN PSYCHOLOGICAL SCIENCE AND AN M.SC. IN COGNITIVE NEUROSCIENCE FROM VITA-SALUTE SAN RAFFAELE UNIVERSITY IN MILAN, ITALY. IN 2014, SHE OBTAINED HER PH.D. IN COGNITIVE PSYCHOLOGY FROM THE LEAD CNRS LABORATORY IN DIJON, FRANCE, AS PART OF THE MARIE CURIE EUROPEAN BRAIN AND MUSIC (EBRAMUS) NETWORK. SHE CONDUCTED POSTDOCTORAL RESEARCH AT THE BRAIN COGNITION AND PLASTICITY UNIT IN BARCELONA, IN COLLABORATION WITH THE MONTREAL NEUROLOGICAL INSTITUTE. FROM 2018 TO 2022, SHE WAS AN ASSOCIATE PROFESSOR AT LYON UNIVERSITY (FRANCE), BEFORE JOINING THE DEPARTMENT OF BRAIN AND BEHAVIORAL SCIENCES AT THE UNIVERSITY OF PAVIA, WHERE SHE CURRENTLY COORDINATES THE PSYCHOLOGY AND NEUROSCIENCE OF MUSIC COURSES. HER RESEARCH INTERESTS FOCUS ON MUSIC, MEMORY, AND REWARD PROCESSES, INVESTIGATED THROUGH BEHAVIORAL, NEUROIMAGING, AND NEUROPHARMACOLOGICAL APPROACHES. SHE IS ALSO ACTIVELY INVOLVED IN SCIENTIFIC OUTREACH ACTIVITIES IN THE FIELD OF MUSIC NEUROSCIENCE.



PROF. SALVATORE IOVERNO
UNIVERSITÀ ROMA TRE

SEXUAL ORIENTATION AND GENDER IDENTITY IN EDUCATIONAL CONTEXTS: THE ROLE OF INCLUSIVE POLICIES AND PRACTICES

LGBTQIA+ people may encounter stigma, discrimination, invisibility, and lack of recognition across different educational contexts, with potential consequences for both their educational experiences and psychological well-being. These disparities are not attributable to sexual orientation or gender identity per se, but rather to the social, cultural, and institutional conditions in which people live and study. From this perspective, the Minority Stress Model provides a useful theoretical framework for understanding how exposure to prejudice, discrimination, and expectations of rejection can contribute to heightened stress and poorer psychological well-being.

This presentation will examine the role that inclusive policies, practices, and institutional climates can play in reducing minority stressors and promoting safety, belonging, and the ability to express one's identity without fear of negative consequences. Available evidence suggests that structural interventions, anti-discrimination policies, staff training, and inclusive representation can contribute to creating more supportive educational environments.

Particular attention will be given to the mechanisms through which these strategies may affect well-being, including reductions in minority stress and increases in perceived safety. The presentation will draw on evidence from different educational settings, considering how institutions can create tangible conditions for inclusion and address inequalities related to sexual orientation, gender identity, and gender expression.

SALVATORE IOVERNO IS ASSOCIATE PROFESSOR OF CLINICAL PSYCHOLOGY IN THE DEPARTMENT OF EDUCATION AT ROMA TRE UNIVERSITY. HIS RESEARCH FOCUSES ON THE PSYCHOLOGICAL WELL-BEING AND EDUCATIONAL EXPERIENCES OF LGBTQIA+ PEOPLE, WITH PARTICULAR ATTENTION TO MINORITY STRESS, DISCRIMINATION AND BIAS-BASED BULLYING, SCHOOL AND UNIVERSITY CLIMATES, AND THE ROLE OF INCLUSIVE POLICIES AND PRACTICES. HE HAS CONDUCTED RESEARCH AT SEVERAL INTERNATIONAL INSTITUTIONS, INCLUDING GHENT UNIVERSITY AND THE UNIVERSITY OF TEXAS AT AUSTIN, AND HAS COLLABORATED WITH UNESCO ON ISSUES RELATED TO SCHOOL VIOLENCE AND BULLYING BASED ON SEXUAL ORIENTATION, GENDER IDENTITY, AND GENDER EXPRESSION. HE HAS COORDINATED AND CONTRIBUTED TO NATIONAL AND INTERNATIONAL RESEARCH PROJECTS ON THE MENTAL HEALTH AND INCLUSION OF LGBTQIA+ PEOPLE IN SCHOOL AND UNIVERSITY SETTINGS. HIS MAJOR RESEARCH PROJECTS INCLUDE A EUROPEAN CROSS-NATIONAL STUDY FUNDED BY THE RESEARCH FOUNDATION–FLANDERS (FWO) EXAMINING RISK AND PROTECTIVE FACTORS FOR MINORITY STRESS, MENTAL HEALTH, AND ACADEMIC ACHIEVEMENT AMONG LGBTQIA+ STUDENTS, AND THE PRIN PROJECT FREE – FOSTERING THE RIGHT TO EQUALITY IN EDUCATION, WHICH FOCUSES ON MENTAL HEALTH, ACADEMIC EXPERIENCES, AND INCLUSION AMONG LGBTQIA+ UNIVERSITY STUDENTS.





PROF. ALFREDO SPAGNA
JOHN CABOT UNIVERSITY

REVISITING THE NEURAL ARCHITECTURE OF VISUAL MENTAL IMAGERY

Who has never found their mind drifting into a vivid daydream? Despite our remarkable capacity to experience mental images, we have only limited control over them: sometimes we struggle to conjure or maintain mental images when needed, yet at other times they emerge unbidden as intrusive thoughts or recollections. What if we could better control when and how we create mental images? A crucial step to meet this goal is to have a deep understanding of how internal visual experiences arise and decay. Unfortunately, the mechanisms underlying the regulation of mental imagery remain poorly characterized at the behavioral, computational, and physiological levels. I will discuss recent advances in this field and their implications for our understanding of visual mental imagery.



ALFREDO SPAGNA IS PROFESSOR OF PSYCHOLOGY AND NEUROSCIENCE AT JOHN CABOT UNIVERSITY. AFTER EARNING HIS PH.D. IN COGNITIVE NEUROSCIENCE AND PSYCHOLOGY FROM SAPIENZA UNIVERSITY OF ROME, HE SPENT EIGHT YEARS CONDUCTING RESEARCH AND TEACHING AT COLUMBIA UNIVERSITY IN NEW YORK. HIS RESEARCH INVESTIGATES THE BRAIN MECHANISMS UNDERLYING ATTENTION, PERCEPTION, AND MENTAL IMAGERY, WITH A PARTICULAR INTEREST IN HOW THE BRAIN GENERATES EXPERIENCES IN THE ABSENCE OF SENSORY INPUT.

I seminari sono organizzati dai corsi di laurea triennale in Psicologia Generale, dello Sviluppo, del Genere e del Comportamento coordinato dal prof. Augusto Giovanni Carlesimo, e magistrale in Psicologia e Salute Mentale nel Ciclo di Vita coordinato dalla prof.ssa Cinzia Niolu, del Dipartimento di Medicina dei Sistemi.

Per informazioni o chiarimenti, per favore contattare il comitato scientifico del Ciclo di Seminari di Psicologia con l'oggetto "Seminari Psicologia":

Prof. Marco Sperduti, marco.sperduti@uniroma2.it

Prof.ssa Irene Altarelli, irene.altarelli@uniroma2.it

Dott.ssa Anna Gui, anna.gui@uniroma2.it