

## PUBBLICAZIONI CONCINA ELEONORA

Peer reviewed in lingua italiana	
Articoli di rivista	<ul style="list-style-type: none"> <li>• Biasutti, M., Makarakis, V., Concina, E., Frate, S. (2017). Sviluppo professionale dei docenti universitari: un'esperienza in un progetto internazionale. <i>Giornale Italiano della Ricerca Educativa</i>, 18, 67-81.</li> </ul>
	<ul style="list-style-type: none"> <li>• Concina, E. (2016). L'insegnante efficace: definizioni e caratteristiche nella ricerca educativa [The effective teacher: definition and main aspects in the educational research]. <i>Form@re- Open Journal per la Formazione in Rete</i>, 16 (2), 20-31. <a href="http://www.fupress.net/index.php/formare/article/view/18200">http://www.fupress.net/index.php/formare/article/view/18200</a></li> </ul>
Capitoli di libro	<ul style="list-style-type: none"> <li>• Concina, E. (2015). Il bambino e il suono. Sviluppo delle abilità sonore e musicali nell'infanzia e nella preadolescenza. In M. Biasutti <i>Elementi di didattica della musica. Strumenti per la scuola dell'infanzia e primaria</i>. Roma: Carrocci Editore</li> </ul>
Monografia	<ul style="list-style-type: none"> <li>• Concina E. (2019). <i>Bisogni educativi speciali e didattica della musica. Indicazioni teoriche, obiettivi, strategie operative e di valutazione</i>. Roma:Carrocci, ISBN 9788843098200</li> </ul>
Peer reviewed in lingua inglese	
Articoli di rivista	<ul style="list-style-type: none"> <li>• Concina, E. (2023). Effective Music Teachers and Effective Music Teaching Today: A Systematic Review. <i>Education Sciences</i>, 13(2), 107, <a href="https://doi.org/10.3390/educsci13020107">https://doi.org/10.3390/educsci13020107</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Concina E. (2022) The Relationship between Self- and Peer Assessment in Higher Education: A Systematic Review. <i>Trends in Higher Education</i>, 1(1):41-55. <a href="https://doi.org/10.3390/higheredu1010004">https://doi.org/10.3390/higheredu1010004</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Concina, E., Frate, S., &amp; Delen, I. (2021). Teacher professional development: experiences in an international project on intercultural education. <i>Sustainability</i>, 13(8), 4171. <a href="https://doi.org/10.3390/su13084171">https://doi.org/10.3390/su13084171</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M. and Concina, E. (2021), Including migrant students in the primary school: perspectives of Italian principals, <i>International Journal of Educational Management</i>, Vol. 35 No. 5, pp. 984-999. <a href="https://doi.org/10.1108/IJEM-01-2021-0028">https://doi.org/10.1108/IJEM-01-2021-0028</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Concina, E., Deloughry, C., Frate, S., Konkol, G., Mangiacotti, A., Rotar Pance, B., &amp; Vidulin, S. (2020). The effective music teacher: A model for predicting music teacher's self-efficacy. <i>Psychology of Music</i>, 49 (6), 1498-1514 <a href="https://doi.org/10.1177/0305735620959436">https://doi.org/10.1177/0305735620959436</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Biasutti, M., &amp; Concina, E. (2020). Online composition: Strategies and processes during collaborative electroacoustic composition. <i>British Journal of Music Education</i>, 38 (1), 58-73. doi:10.1017/S0265051720000157</li> </ul>
	<ul style="list-style-type: none"> <li>• Concina, E. (2019). The role of metacognitive skills in music learning and performing: theoretical features and educational implications. <i>Frontiers in Psychology</i>, 10, 1583. <a href="https://doi.org/10.3389/fpsyg.2019.01583">https://doi.org/10.3389/fpsyg.2019.01583</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Concina, E., &amp; Frate, S. (2019). Working in the classroom with migrant and refugee students: the practices and needs of Italian primary and middle school teachers. <i>Pedagogy, Culture &amp; Society</i>, 28 (1), 113-129, <a href="https://doi.org/10.1080/14681366.2019.1611626">https://doi.org/10.1080/14681366.2019.1611626</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M.; Concina, E.; Frate, S. (2019.) Social Sustainability and Professional Development: Assessing a Training Course on Intercultural Education for In-Service Teachers. <i>Sustainability</i>, 11, 1238. DOI: 10.3390/su11051238</li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Frate, S. &amp; Concina, E. (2018) Music teachers' professional development: assessing a three-year collaborative online course, <i>Music Education Research</i>, 21:1, 116-133, DOI: 10.1080/14613808.2018.1534818</li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M. &amp; Concina, E. (2018). The effective music teacher: The influence of personal, social, and cognitive dimensions on music teachers self-efficacy. <i>Musicae Scientiae</i>, 22 (2), 264-279.</li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Makrakis, V., Concina, E., Frate, S. (2018) Educating academic staff to reorient curricula in ESD, <i>International Journal of Sustainability in Higher Education</i>, Vol. 19 Issue: 1, pp.179-196, <a href="https://doi.org/10.1108/IJSHE-11-2016-0214">https://doi.org/10.1108/IJSHE-11-2016-0214</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Concina, E., Wasley, D., &amp; Williamon, A. (2016). Music regulators in two string quartets: A comparison of communicative behaviors between low- and high-stress conditions. <i>Frontiers in Psychology- Performance Science section</i>, 7:1229. doi: 10.3389/fpsyg.2016.01229 <a href="http://journal.frontiersin.org/article/10.3389/fpsyg.2016.01229/full">http://journal.frontiersin.org/article/10.3389/fpsyg.2016.01229/full</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Concina, E. (2014). The role of coping strategy and experience in predicting music performance anxiety. <i>Musicae Scientiae</i>, 18 (2), 189-202.</li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M. &amp; Concina, E. (2013). Music education and transfer of learning, <i>Journal of Communications Research</i>, 5 (3), 397-413. <a href="https://www.novapublishers.com/catalog/product_info.php?products_id=5102">https://www.novapublishers.com/catalog/product_info.php?products_id=5102</a></li> </ul>
Voci in enciclopedia	<ul style="list-style-type: none"> <li>• Concina, E. (2019). Participative Teaching Methods for sustainable development. In Walter Leal Filho (Ed.). <i>Encyclopedia of Sustainability in Higher Education</i>. Hamburg: Springer DOI: <a href="https://doi.org/10.1007/978-3-319-63951-2_411-1">https://doi.org/10.1007/978-3-319-63951-2_411-1</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Concina, E. (2019). Critical thinking methods for sustainable development. In Walter Leal Filho (Ed.). <i>Encyclopedia of Sustainability in Higher Education</i>. Hamburg: Springer <a href="https://doi.org/10.1007/978-3-319-63951-2_205-1">https://doi.org/10.1007/978-3-319-63951-2_205-1</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Concina, E. (2019). Learning outcomes for sustainable development. In Walter Leal Filho (Ed.). <i>Encyclopedia of Sustainability in Higher Education</i>. Hamburg: Springer DOI: <a href="https://doi.org/10.1007/978-3-319-63951-2_220-1">https://doi.org/10.1007/978-3-319-63951-2_220-1</a></li> </ul>
Capitoli di libro	<ul style="list-style-type: none"> <li>• Concina, E. &amp; Biasutti M. (2017). The social impact of music education. In G. K. Konkol &amp; M. Kierzkowski (Eds.) <i>Music &amp; Psychology, International Aspects of Music Education</i>, Vol. 3, Gdansk: Stanislaw Moniuszko Academy of Music Publishing House (pp. 46-54) (ISBN: 978-83-936400-6-5).</li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti M., E. Concina, S. Frate (2016). The quality of professional preparation of instrumental music teachers: evaluation of an online collaborative course, in (Ed.s) R. Girdrzijauskienė, E. Sakadolskienė, <i>Looking for the unexpected: Creativity and innovation in music education</i> (pp.77-86). Klaipėda: Klaipėda university Press (ISBN 978-9955-18-924-4).</li> </ul>
	<ul style="list-style-type: none"> <li>• Concina, E. &amp; Biasutti, M. (2013). Motivation, coping strategies and performance anxiety in instrumental music learning, in S. Vidulin (Ed.), <i>Music Teaching and educational technology</i>, Pula: University of Pula Press, (pp. 457-474) (ISBN: 978-953-7498-44-3)</li> </ul>
	<ul style="list-style-type: none"> <li>• Biasutti, M., Concina, E. (2013). Music Education and Transfer of Learning. In Peti Simon and Tamas Szabo (Eds.), <i>Music: Social Impacts, Health Benefits and Perspectives</i>. Hauppauge NY: Nova Science Publishers, (149-166) (ISBN: 978-1-62808-144-2)</li> </ul>