

RESEARCHES, TEACHINGS AND PUBLICATIONS ON PSYCHOMETRICS AND EDUCATIONAL TESTS

- Invention and realization of the following EDUCATIONAL TESTS for the assessment of students' skills and competencies during the developmental age and for the assessment of creativity and of intellectual development:
 - Logic Succession
 - True-Untrue
 - Hidden Figures
 - Creative Figures
 - The story of the three symbols
 - Sun, Sea, Door

- Invention and realization of the following DIDACTIC TESTS relating to:
 - the logic area
 - the mathematic area
 - the informational area
 - the linguistic area
 - the scientific area t

- Invention and realization of the TESTS ON TEACHING PROFESSIONALISM for the assessment of teachers' communicative and relational skills:
 - IPI
 - QuAE
 - QuOSL
 - Teacher's Culture

- Invention and realization of a series of QUESTIONNAIRES ON SCHOOL SYSTEM QUALITY of every level (nursery school, primary school, secondary school) to realize on school year beginning (September-October), middle period (January-February) and conclusion (May-June) and directed to:
 - teachers
 - students
 - families
 - headmasters.

PUBLICATIONS

- **“THE ASSESSMENT OF CHILDREN’S PSYCHO-COGNITIVE SKILLS”, Mierma Editions, 1996:** the intelligence assessment, together with the possibility of recording and developing children's psycho-cognitive potentialities through scientific instruments, produces a high interest for the involved themes but also diffidence because the tests elaborated until now have been based on a limited and surpassed conception of human intelligence. What is human intelligence? How does it evolve? Is it possible to learn to think? Is it possible to educate to structure reasoning and to be creative? Is it possible to assess children's psycho-cognitive skills and their evolution? This book wants to give answers about these themes giving a theoretical and applicative model capable of producing a complete picture for the professional training of psychologists, students of neuropsychology, school operators and researchers of human sciences.
The book is composed by three parts where the following subjects are exposed:
1) conceptions and models of intelligence;

- 2) the methodological criteria of intelligence;
- 3) the assessment of children's psycho-cognitive levels and evolution exemplified by psycho-educational experimentation of "Hidden Figures" and "Creative Figures" tests at the primary school of Pergola (PS).

The "Hidden Figures" and "Creative Figures" tests are the operative instruments that allow a new, more effective and significant way of surveying and assessing people's intelligence and psycho-cognitive skills.

- **"ASSESSMENT OF LINGUISTIC CREATIVITY", published by Mierma di Camerino (MC) Editions, 1996.** The book illustrates almost 70 stories, of 5-14 year-old students chosen among the 682 belonging to the nursery and primary school of Cagli and Cantiano (Pesaro-Urbino), stimulated by the pictures contained in the "Hidden Figures" and "Creative Figures" tests. Every story is an artistic masterpiece that reveals students' personal experience and describes the reality where they act, even if it is represented in a symbolic and metaphoric way. Every story is different from the other ones, and they all form a unique picture that allows to catch a complete, deep and detailed vision of the social reality where the students live. The book, furthermore, is an useful instrument for realizing a study of linguistic analysis on the invented and constructed stories by 5-14 years-old students.
- **"ASSESSMENT OF VISUAL CREATIVITY", Tecnodid Editions, Naples, 1995:** the book reports the experimentation of psycho-cognitive assessment of imagination and visual creativity expressed by 9-10 years-old students by using the "Hidden Figures" and "Creative Figures" tests. By analysing the imagines invented by the children, the text introduces the theoretical-conceptual model on spontaneous generation and on intellectual creativity construction through the processes of global perception, of personalized intuition and of rational originality. As modern neuropsychological theories evidenced, the mental imagination and the visual creativity develops by different psycho-cognitive processes that employ the verbal or written language: the visual thinking differs from linguistic thinking. This research consequently presents a particular scientific-cultural relief as it allows to obtain a theoretical-methodological picture of reference for the study and experimentation on creative skills developed by using of visual activities and codes.
- **"PSYCHO-DIAGNOSTIC TESTS FOR TEACHING", published by Aleph, Rome, 1990:** the book describes three tests of aptitude for teaching: 1) Educational Attitudes; 2) Motivations and skills in teaching; 3) Psychological interaction in teaching. These three psychological tests of aptitude are useful educational instruments to possess a clear, effective and complete project on actual or future teachers' teaching styles knowledge. They allow, furthermore, the stimulation and development of professional choices in the educational field. Used not as tests but as confrontation and discussion proposals between teachers, they content information that allow to develop aptitudes and methods in order to understand teachers' educational styles, motivations, skills and psychological interactions.
- **"HIDDEN FIGURES AND CREATIVE FIGURES TESTS. INTELLIGENCE AND CREATIVITY". Aprilia Project Editions – Local Education Authority of Aprilia (LT), 1994:** the "Hidden Figures" and "Creative Figures" tests are based on an advanced neuropsychological conception of the study on human cognitive processes and personality characteristics. These tests are operative instruments that allow a new way for surveying and assessing people's intelligence and creativity. The study and assessment of intelligence and creativity produce strong interest but also diffidence because the tests, elaborated until now, have been based on a limited or surpassed conception of mental skills and imagination. The "Hidden Figures" and "Creative Figures" tests are characterized by a neuropsychological

model that conceives a plurality (different kinds of intellectual acts) of intelligences in a multifarious (different cognitive dimensions, reasoning strategies and various forms of communicative expressions) and contextual (relating to socio-cultural environment, to particular situation and moment of test application and to the relationship existing with the experimenter) vision.

These two tests have to be considered together they allow a clear and complete vision of everyone's intellectual and creative processes, in particular:

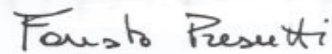
- the "Hidden Figures" test allows to catch the mental strategies, starting from visual scheme to mental representation (from the concrete to the abstract);
- the "Creative Figures" test allows to catch the mental strategies starting from ideation to graphic-pictorial representation (from the abstract to the concrete).

The books reports the school experimentation realized in the schools of Aprilia (LT) and used for transmitting the necessary theoretical and methodological competencies:

- for using these aptitude tests in scientifically correct way;
- for realizing the tabulation and the analysis of obtained results by:
 - a) a general assessment of human personality and intellectual/creative skills;
 - b) a specific and detailed assessment of personal cognitive skills and of imaginative aspects;
 - c) an assessment of researcher-person relationship created during the test application;
 - d) an assessment of the results comparing the single person's ones with the ones realized by the class or comparing the class's ones with the national median results.

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