

RESEARCHER SPOTLIGHT

Dr. Claudio Longobardi is Full Professor of Developmental and Educational Psychology at the University of Turin (Italy), where he holds the Chair in Developmental and Educational Psychology (M-PSI/04). His research focuses on socio-emotional processes in educational contexts, with a particular emphasis on the quality of student–teacher relationships, bullying and cyberbullying, peer dynamics, and the psychological adjustment of children and adolescents.

A core theme in his work is the protective role of positive student–teacher relationships in mitigating the negative effects of victimization, socio-emotional difficulties, and risk behaviors. He has extensively investigated bullying and cyberbullying among vulnerable populations, including students with ADHD, learning disabilities, and those experiencing internalizing or externalizing symptoms. His studies also explore the impact of social media use, parental influences, and classroom climate on youth well-being, resilience, and academic achievement. Through longitudinal, cross-cultural, and multi-method approaches (including the use of drawings and observational tools), his research contributes to a deeper understanding of risk and protective factors in school settings.

Prof. Longobardi has an extensive publication record in high-impact international journals, including *Journal of School Psychology*, *Computers in Human Behavior*, *Journal of Adolescence*, *Child Abuse & Neglect*, *Frontiers in Psychology*, *International Journal of Environmental Research and Public Health*, and many others. He is among the most productive Italian scholars in his field, with over 180 Scopus-indexed articles, more than 4,600 citations, and an h-index of 37. A significant portion of his work is characterized by international collaborations (over 51% of publications co-authored with researchers from other countries).

In addition to his research activity, he has extensive teaching experience at undergraduate, graduate, and post-graduate levels, and has supervised numerous PhD students in Italy and abroad. He serves as Guest Editor for several special issues and maintains active membership in international scientific societies. His work bridges developmental psychology, educational practice, and intervention, with a strong commitment to translating research findings into support for teachers, schools, and families.

SELECTED PUBLICATIONS (recent/highlighted)

Gastaldi, F. G. M., Longobardi, C., Ijaz, A., Mastrokourou, S., & Settanni, M. (2026). Online versus classroom teaching: Differences and specificities in teacher-student interaction processes. *Online Learning Journal*, 30(1), 114–137.

Gisbert-Pérez, J., Longobardi, C., Martí-Vilar, M., Mastrokourou, S., & Badenes-Ribera, L. (2026). Prevalence of Internet gaming disorder in young adults: A systematic review and meta-analysis. *Addictive Behaviors*, 174, Article 108576.

Thornberg, R., Sjögren, B., Hong, J. S., & Longobardi, C. (2026). Longitudinal links of negative student–teacher relationships and positive class climate with traditional bullying and cyberbullying perpetration. *British Educational Research Journal*, 52(1), 620–642.

Fabris, M. A., Longobardi, C., Mastrokourou, S., Cardoso, B. L. A., & Costa Lima, D. (2026). Teachers' Reporting Attitude Scale for Child Sexual Abuse: An Italian adaptation. *Behavioral Sciences*, 16(2), 168.

Arshad, A., Longobardi, C., Mastrokourou, S., Hassan, K., & Tufail, R. (2026). From self-objectification to self-perception: Unraveling media's impact on emerging adult women's body image and identity. *Emerging Adulthood*, 14(1), 64–75.

Longobardi, C., Arshad, A., Fabris, M. A., & Mastrokourou, S. (2026). Perceived teacher unfairness and students' school-based adjustment: Exploring the mediating role of self-handicapping and the moderating role of social support. *British Journal of Educational Psychology*. Advance online publication.

Gisbert-Pérez, J., Longobardi, C., Martí-Vilar, M., Fabris, M. A., & Badenes-Ribera, L. (2026). Comparative analysis of internet gaming disorder prevalence and gaming-related and psychosocial correlates in Spain and Italy. *International Journal of Adolescence and Youth*, 31(1), Article 2623346.