

## THE DEVELOPMENT OF THE CULTURE OF HUMAN SCIENCES IN EUROPE

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**Abstract:** *This essay is aimed at all researchers and operators of Human Sciences who are interested in the development of creativity, intelligence and psycho-cognitive abilities of people.*

*The themes discussed in this essay want to make a constructive contribution to:*

*1) research in psychology and psychoeducational on the capabilities and potential of ideation and mental representation of the people;*

*2) provide precise methodological criteria for the application of Test and for the assessment of mental capacity expressed during the realization of the Test "Figure Nascoste" and "Figure Creative";*

*3) explicit the model and the professional skills that must be held who applies and evaluates Test "Figure Nascoste" and "Figure Creative", in a way that can be understood and developed:*

*- the psycho-cognitive abilities of people that realize the Test,  
- a significant relationship between those who apply and those who does the Test.*

**Sintesi:** *Questo trattato si rivolge a tutti gli studiosi ed agli operatori di Scienze Umane che sono interessati allo sviluppo della creatività, dell'intelligenza e delle capacità psico-cognitive delle persone.*

*Le tematiche affrontate in questo trattato vogliono dare un contributo costruttivo per:*

*1) le ricerche in campo psicologico e psico-educativo sulle capacità e sulle potenzialità di ideazione e di rappresentazione mentale delle persone;*

*2) fornire precisi criteri metodologici per la applicazione di Test e per la valutazione delle capacità mentali espresse*

*durante la realizzazione dei Test "Figure Nascoste" e "Figure Creative";*

*3) esplicitare il modello e le competenze professionali che devono essere possedute da chi applica e valuta i Test "Figure Nascoste" e "Figure Creative", in maniera che possano essere comprese e sviluppate :*

*- le capacità psico-cognitive delle persone che realizzano i Test,*

*- una relazione significativa tra chi applica e chi fa i Test.*

**Keywords:** *Human Sciences - European Humanistic Research – Creativity – Intelligence - Psycho-Cognitive Ability - Test*

**Parole chiavi:** *Scienze Umane – Ricerca Europea Umanistica - Creatività – Intelligenza – Capacità Psico-Cognitive - Test.*

This treaty is addressed to all scholars and operators of Human Sciences who are interested in the development of creativity, intelligence and psycho-cognitive abilities of people.

The issues addressed in this article want to make a constructive contribution to:

1) Research in the field of psychology and psycho-education on the capabilities and the potential of ideation and of mental representation of the people;

2) Provide precise methodological criteria for the application of test and valuation of mental capacity expressed during the implementation of "Hidden Figures" and "Creative Figures" tests;

3) Explain the model and professional competences that must be possessed by those who apply and evaluate the tests "Hidden Figures" and "Creative Figures" in a manner that can be understood and developed:

*- psycho-cognitive abilities of the people who make the Tests,*

*- a significant relationship between those who apply, and those who create the test.*

## ***A. THE EUROPEAN CULTURE OF HUMAN SCIENCES***

The topics and tools presented in this publication are to be connected to the studies carried out in this field in the last decades of the twentieth century, and are to be placed in the context of **European Culture of Human Sciences**.

The European Culture and its prospects are exposed in a clear and defined manner since the publication of the "White Book" by Jacques Delors in 1985.

The European Culture of Human Sciences is characterized by three different types of cultures, which in turn take on specific aspects of the culture of the individual countries and regions where it is lived and implemented.

The European Culture of Human Sciences is characterized by the following macro cultures that have developed historically:

- the Culture of Mediterranean Europe (mainly French culture, Spanish and Italian),
- the Culture of Central and Northern Europe (mainly expressed by the Anglo-Saxon culture and German)
- the Culture of Eastern Europe (mainly expressed by the Russian and Slavic culture).

The **Culture of Mediterranean Europe on Human Sciences** (usually identified with the countries of Southern Europe: Greece, Italy, Portugal, Spain, Malta, Cyprus and the southern part of France), was characterized by stimuli from the Greek – Latin classical **philosophy** (in particular that of Socrates, Plato and Aristotle) and of the Christian Catholic **religion**.

In particular, until the first half of the twentieth century the studies and the research of Human Sciences in the Mediterranean Culture were:

- centered on the **personality** of the individuals,
- based on the **mental representation** of reality and the world.

The Culture of Human Sciences of the Central and Northern Europe (generally identified with the countries of Central and Northern Europe: Austria, Germany, Holland, Netherlands, Ireland, Poland, United Kingdom, Norway, Sweden, Finland, Hungary, Slovakia, the Czech Republic and the northern part of France), was characterized by studies and research in the **scientific field**.

In particular, until the first half of the twentieth century the studies and research of Human Sciences in the Central and Northern Europe Culture were:

- centered on the **planning** of the reality and of the activities,
- based on practical **capacities** and specific, useful and functional **behaviors** to the Society.

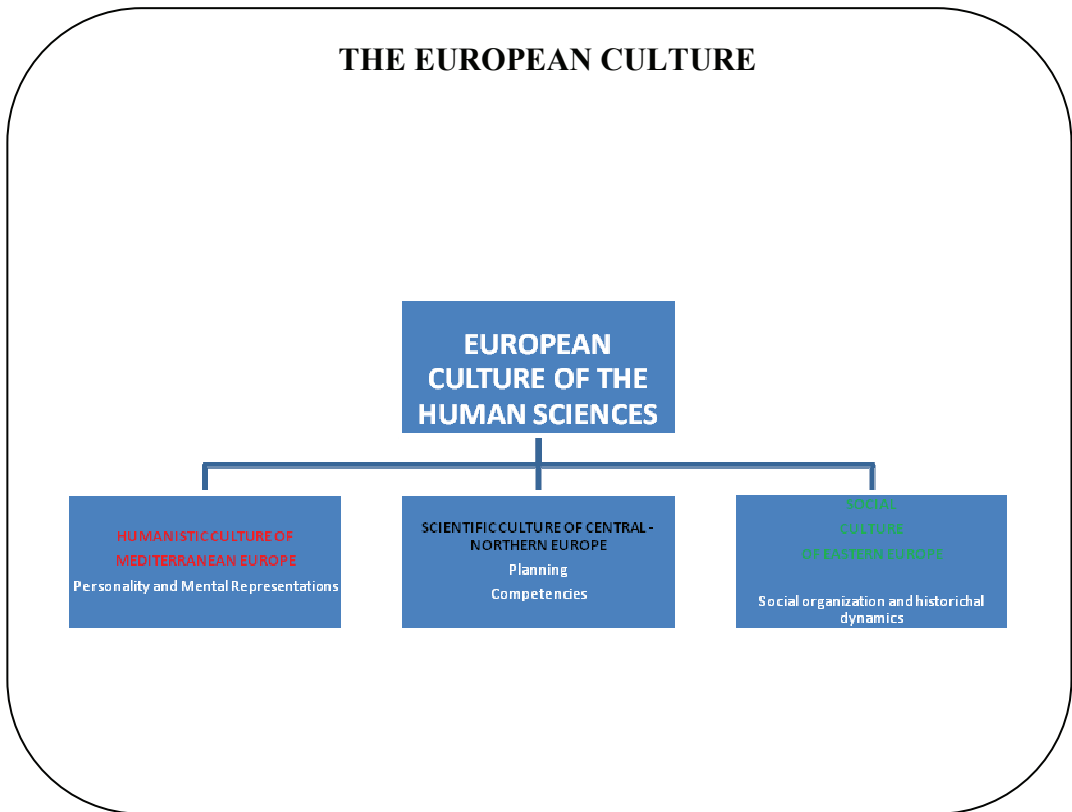
The Culture of Human Sciences of Eastern Europe (generally identified with the countries of Eastern Europe: Albania, the former Yugoslavia (Serbia, Bosnia, Slovenia, Montenegro, Croatia, Macedonia), Bulgaria,

Romania, Moldova, Ukraine, Belarus, Lithuania, Latvia, Estonia, Russia), was characterized by studies and research in the **socio – biological field**.

In particular, until the first half of the twentieth century the studies and research of Human Sciences in Eastern Europe Culture were:

- centered on the **social organization** of the world and of the groups of individuals
- based on **cultural dynamics** and **historic traditions**.

Scheme 1



**In the last century the European Culture has been radically transformed under the influence of the Industrial Society of the twentieth century and the present Techno-Computerized Society of the twenty-first century.**

In the Lisbon Treaty of 2007 signed by member states of the European Community were laid the foundations to build a European citizenship, and because Europe could act as a world center of culture.

Unfortunately the Lisbon Treaty is having considerable difficulties to be implemented for the following reasons:

- Geopolitical and economic world view has changed radically shifting the axis towards the emerging Asian countries, Arab countries and Latin American countries;
- The New Culture of the current Techno-Computerized Society, hard to be acquired by the models of the old European culture is instead entirely governed by young people and managers of emerging cultures;
- Internal divisions between countries within the European Union.

For these reasons it is essential that the European Culture promptly find its own new identity either in Cultural models of references, either as a unit of cultural values to be pursued, or in the new way of life of the Techno-Computerized Society, which places the individual at being Citizen of the World in a Global Village that has no space and time limits (you can be in touch with anyone, anywhere in the world, at any time).

Therefore, in these decades of the twenty-first century, the main challenge for Europe is:

- Integrate the 3-European Cultures (Mediterranean, Central-Northern, and Eastern) into a single shared vision;
- To be able to create connections and contamination with other types of cultures different from those of Europe (such as the Arab Culture, African Culture, the Chinese Culture, the Indonesian Culture, the Indian Culture, the Latin – American Culture, the United States Culture, the Australian Culture), so as to build a true and real Global Village of Human Culture.

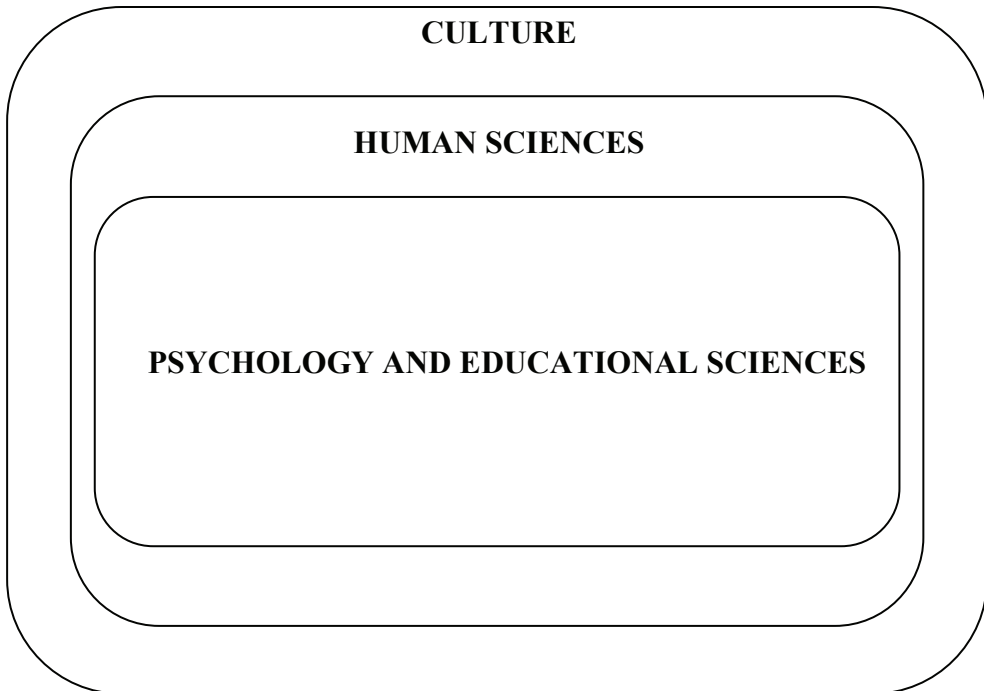
## ***B. THE PSYCHOLOGY AND EDUCATIONALSCIENCES IN EUROPEAN CULTURE OF THE XXI CENTURY***

In the previous section we have been exhibited the characteristics of Human Sciences in European Cultures. Human Sciences are a field of study of Culture.

The Psychology and the Educational Sciences are disciplines of study that are part of the Human Sciences.

The studies and researches on psycho-cognitive, intellectual and creative capacity of people are part of the Psychology and of the Human Sciences.

Scheme 2  
FIELDS OF STUDY AND RESEARCH OF CULTURE



The studies and researches of Psychology and Educational Sciences developed in the Culture of Mediterranean Europe were more aimed at understanding the relationships and the development of the personality of individuals rather than of the organization and the use of specific technical skills as it happened instead in studies and research of the Centre-Northern European Culture.

For this reason there are substantial differences between these two Cultures, for example, in the conception of the teacher's role and the consequent educational models:

- in the Mediterranean Europe Culture: first the pedagogue and then the teachers have always been considered more of life masters and educators that stimulate the understanding of life experiences;

- in the Central and Northern Europe Culture: the teachers were considered disciplinary teachers and instructors who are assigned exclusively to acquire didactic skills.

In the Mediterranean Europe Culture the need for the teacher to become an instructor of operating learnings and specific competencies has arisen with the development of the Industrial Society, characterized by the need to acquire technical abilities and scientific knowledge to young people. With the Industrial Society it has also had the opportunity to unite the Mediterranean Europe with the Central and Northern Europe, allowing a de facto integration between these two types of Cultures that have influenced the construction of two different educational models in the educational institutions:

- on one side, the **humanistic culture** characterized by the study of artistic, literary and philosophical expressions;
- on the other side, the **scientific culture** characterized by the study of physical and natural environment, the use of technological materials and systematic organization of information.

In the twentieth century to these two Cultures of Human Sciences has joined the Culture of Eastern Europe whose main characteristic is to propose educational models characterized by social learning processes, where the teacher's main function is to stimulate experimenting in the social context and letting students socialize. The main feature of Eastern European Culture can be defined as **social culture**.

As was the case until the first half of the twentieth century, the intellectuals and European professionals were able to have a global view of the three European cultures (humanistic, scientific and social) so that, for example:

- a philosopher was also a connoisseur of mathematics and history,
- an engineer was also a connoisseur of arts and socio-cultural contexts,
- a politician was also a connoisseur of scientific knowledge and of psychological strategies.

From the second half of the twentieth century, with the separation and disciplinary specialization between the humanistic, science and social cultures, people have had greater difficulty to:

- develop a unique synthetic vision
- acquire a complete and holistic training.

Simultaneously in Europe education was to be extended to all citizens, as a process of progress and of social democratization.

The extension of the culture to the entire population is served by a social extension of the knowledge and of basic literacy, which led to a significant dissemination of studies and researches on the cultural and scientific level, resulting in the development on social, scientific and humanistic extents.

But this social extension of the culture did not lead to a qualitative improvement of the knowledge and to a diffusion of knowledge in people; this phenomenon has been called "scholastic massification."

The separation of Humanistic Culture, Scientific Culture and Social Culture, together with the school massification, functional for an Industrial Society, has determined the crisis of the educational institutions in recent decades, given the fact that the society has transformed its needs, its processes, its organization and its aims under the pressure of the enormous progress in the technological and informational field.

The transition from Industrial Society to Techno-Computerized Society involves a more careful education to the personal development of individuals, to their logical and creative skills, their intellectual and socialization abilities, their communication and operational autonomy competencies.

The internationalization of Culture in the Techno-Computerized Society and the construction of Cultural Networks in the Global Village of the communication between users, create a new vision and potential of the Human Sciences, which allows you to study and do research regarding new issues, such as, for example, could it be a shared model at the international level of:

- educational institution and educational levels from childhood to adulthood?
- teacher and teaching in different educational levels?
- planning of educational and didactic activities?
- construction of an Educating Community and an international Cultural Network?
- development of the capacities and of the psycho-cognitive, intellectual and creative processes?

### ***C. THE PSYCHO – COGNITIVE, INTELLECTUAL AND CREATIVE ABILITIES IN THE EUROPEAN CULTURE OF XXI CENTURY***

The psycho-cognitive abilities are determined by the mental structures of reasoning, of ideation, imagination and logic elaboration that allow individuals to be able to build intelligent answers, that is new or



different solutions from those that are commonly used to solve an experiential or conceptual problem.

Therefore, the development of psycho-cognitive abilities represents the essential basis for the formation and the evolution of intelligence. In the same mode, the development of intellectual skills necessary to design creative solutions that are original, personalized, multi-faceted, with global or eccentric visions.

The evolutionary scheme that follows:



This diagram illustrates that to get the creative solutions it is necessary that they grow of intellectual abilities, which in turn are determined by the use of psycho-cognitive skills of a person.

This structuring of mental capacity is necessary, but not sufficient.

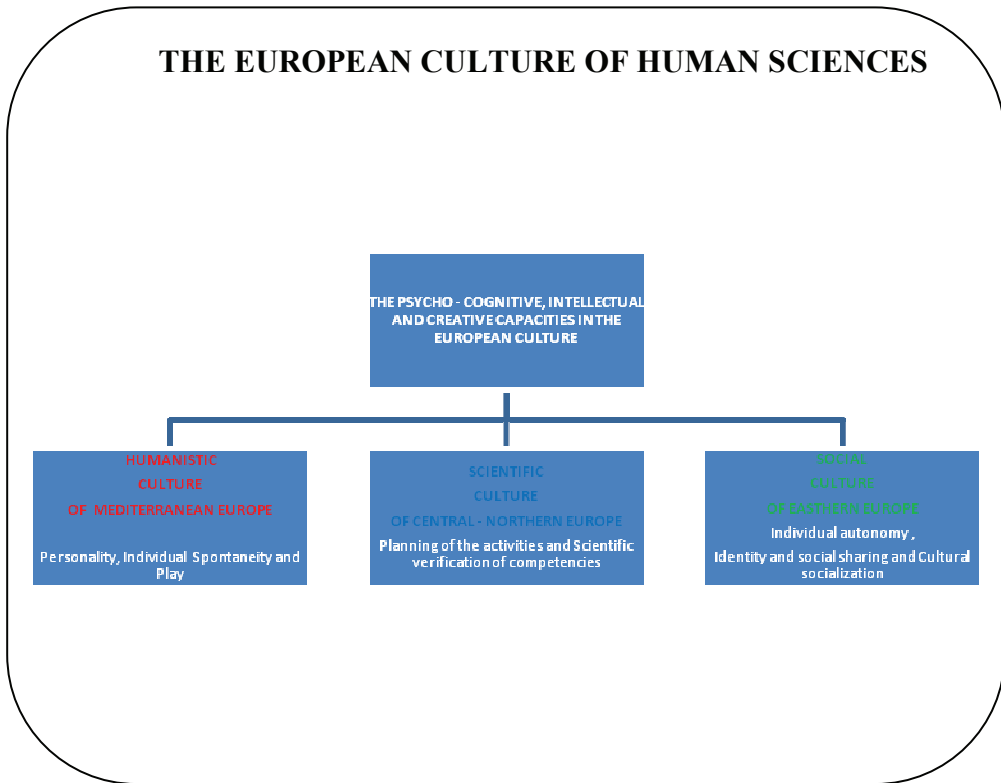
Because there is this development, it is also essential to consider the social, cultural, human and environmental context in which they develop the psycho-cognitive skills, the intelligence and the creativity. In fact, these mental processes are not static and unchanging in space and time, but depend on the context in which they are processed and used.

Changing society, changing culture, changing experience or changing people, therefore changing one or more variables that determine the social context in which are elaborated intelligent and creative solutions, also changes the meaning and value of the psycho-cognitive skills used.

Until the twentieth century in Europe the activities of development and evaluation of psycho-cognitive, intellectual and creative capacities of the people, have followed a different address on the basis of three types of previously defined European Culture:

- the Culture of Mediterranean Europe has highlighted the importance of personality characteristics, individual spontaneity and of play in carrying out experiences and during the resolving of problems, centering the studies and researches on **psychological processes** in human relationships;
- the Culture of Central and Northern Europe has highlighted the importance to structure and plan the activities and to verify the competencies used by tools and scientific processes, centering the studies and research on **organizational and functional processes** of the institutions;
- the Culture of Eastern Europe has emphasized the importance of individual autonomy, of identity, of social sharing and cultural socialization, centering the studies and research on the **socio-biological processes** of knowledge.

Scheme 3  
FIELDS OF STUDY AND RESEARCH OF HUMAN SCIENCES



The integration and combination of the three types of European Culture of Human Sciences regarding the development and enhancement of psycho-cognitive, intellectual and creative capacities of the people, wishes to define the multi-dimensional and multi-faceted model of **European Citizen**, anticipated since the foundation of the European Union, first proposed in the first White Book of Delors in 1985 and outlined in the Lisbon Treaty of 2007.

In addition to the synthetic integration of the three Cultures in a unique European culture, as already expressed in the previous paragraph, it would be essential in the new kind of Techno-Computerized Society (characterized by technological tools, virtual reality and by a computerized communication which allows the man to overcome time and space and allows to live in a "Global Village") to be promoted and developed the entire Human Culture.

The Human Culture should be made in respect and esteem for all the peoples united in a Cultural Network (of ONU type, but with more fluid structure, partaking and directed by individuals) based on Community of

Practice formed of people and organizations which operate and live around the whole world.

In order to create a real understanding between different cultures (e.g. between the European culture and the techno-rational view of Japanese culture or the pragmatic view of the Chinese Culture.), I think it's not enough to start studies and research projects or even exchanges between young and / or researchers of different countries in different continents, however I believe it is more effective institutionalize the Networks of the Community of Practice that promotes within peoples the construction and development of being **World Citizens**.

#### ***D. TESTS FOR ASSESSMENT OF THE PSYCHO – COGNITIVE CAPACITIES, THE INTELLIGENNCE AND THE CREATIVITY OF PERSONS***

To evaluate the psycho-cognitive, intellectual and creative capacities of individuals it is essential to consider the socio-cultural-environmental-human context, as explained in the previous paragraph.

This highlights the great difference between the model of Human Sciences on which are built the criteria of application and evaluation of the tests published by I.S.P.E.F. related to the Intelligence Quotient (IQ) developed in the twentieth century by Alfred Binet to measure the intelligence as if it was a skill that does not vary depending on the context, the stimulation, the motivation, the interests, previous experiences, subjective attitudes, the expectations, the usefulness and meaning that entails doing the Test, both for those who apply and for those who produce it.

The model of Human Sciences followed in the Tests of I.S.P.E.F., it is characterized by the consideration that psycho-cognitive skills, intelligence and creativity are dynamic mental processes that are to be evaluated also considering the variables of the socio-environmental context and the interaction between the person who applies and the people who make the Test.

Therefore, the Tests elaborated by I.S.P.E.F., are not measured by scales that give absolute and immutable quantifications, but the given results are valuated in qualitative and quantitative manner by calculating the psycho-cognitive, intellectual and creative levels of each person and then compare these levels with:

- the age of development,
- the context where it is realized,
- the dynamic situations that are created during application of the Test,
- the type of finality and proposal.

The measurement of the variables mentioned above is via a detailed written description of the conducted activities and communications exchanged during the application / production of the test.

In addition, the analysis and evaluation of the responses of an individual is based on comparison and correspondence between the results obtained:

- with the same test at successive times
- with different tests that evaluate the same fields of experience and / or conceptualization.

Thus, for the proposed model of Human Sciences, the psycho-cognitive, intellectual and creative capacities:

- a) vary by socio-cultural-environmental context,
- b) are determined by the subjective interests, the emotional conditions and personal expectations;
- c) are not acquired once and for all and once learned remain immutable, because there are no strict psychogenetic stages at temporal level, but are developed according to the experiential and conceptual necessity that the individual lives and according to functional requirements that are used.

So it can happen that a 7 year old uses the psycho-cognitive skills more significantly, effective and more intense than a 30 year old person or that a 5 year old can give smarter and more creative responses than of her parents, her teacher or an individual of 50 years old.

It is true that an adult has more knowledge and information than a child, but it is also true that does not necessarily mean he's using the intellectual abilities (at the time and / or in that context) in a greater and better manner than a child.

The use of processes and intellectual and creative solutions depends on the interests, the attention and the personal involvement and, of course, by the psycho-cognitive skills that one possesses, and that could potentially enable their use.

The studies and researches, which, since the late 1970s were made with the "Hidden Figures" and "Creative Figures" Tests (discussed in the following paragraph) show unequivocally that, in general, the traditional school activities do not develop the enormous mental, intellectual and creative potential of the pupils, because they place their exclusive attention only on learning of knowledge and information.

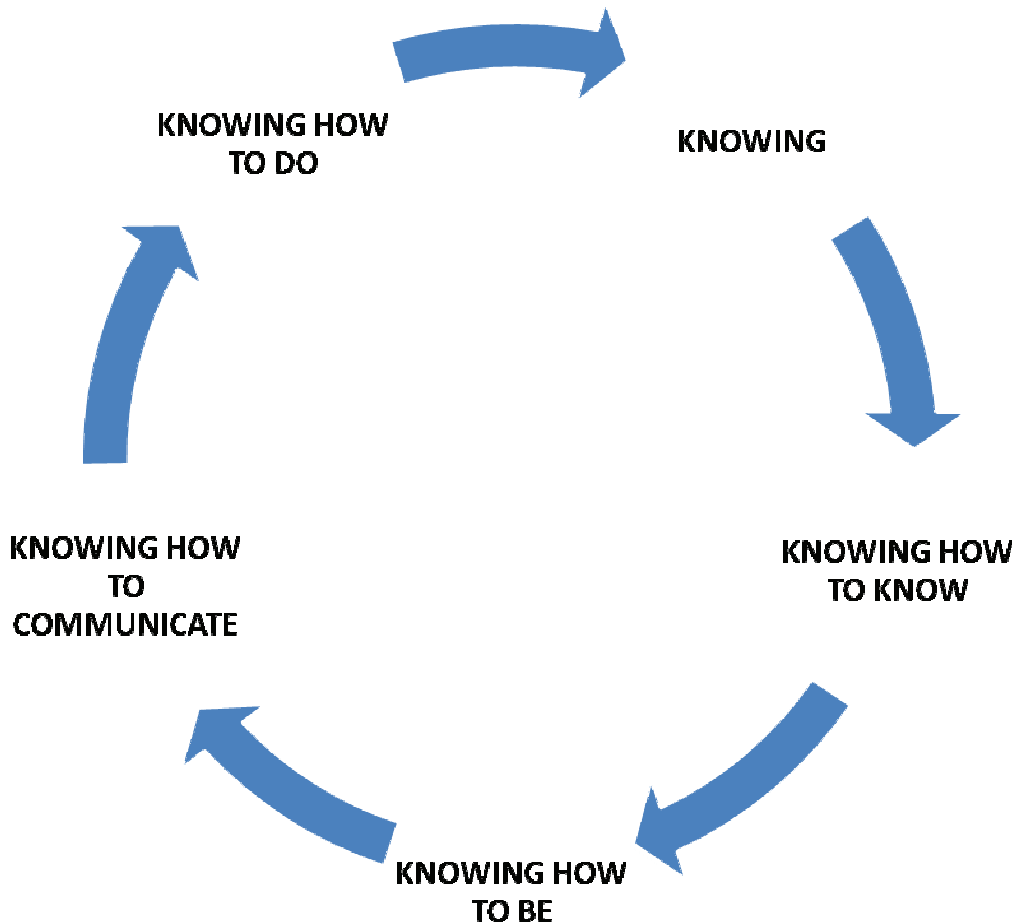
Instead, a good academic performance should coincide with a good intellectual and creative development of the students, since according to European criteria on the quality of training given by the Lisbon Treaty, the teacher during teaching should develop the following psycho-cognitive processes:

- the acquisition of information (knowing)

- the strategies to seek and to elaborate the information (knowing how to know)
- the characteristics of those who acquire the information (know how),
- the skills to express the information that one owns (knowing how to communicate what you know).
- the procedures for implementing the knowledge that one possesses (knowledge),

The realization of psycho-cognitive processes outlined above form a continuous cycle of learning, as defined in the following scheme:

Scheme 4  
THE CYCLE OF PSYCHO – COGNITIVE PROCESSES OF KNOWLEDGE

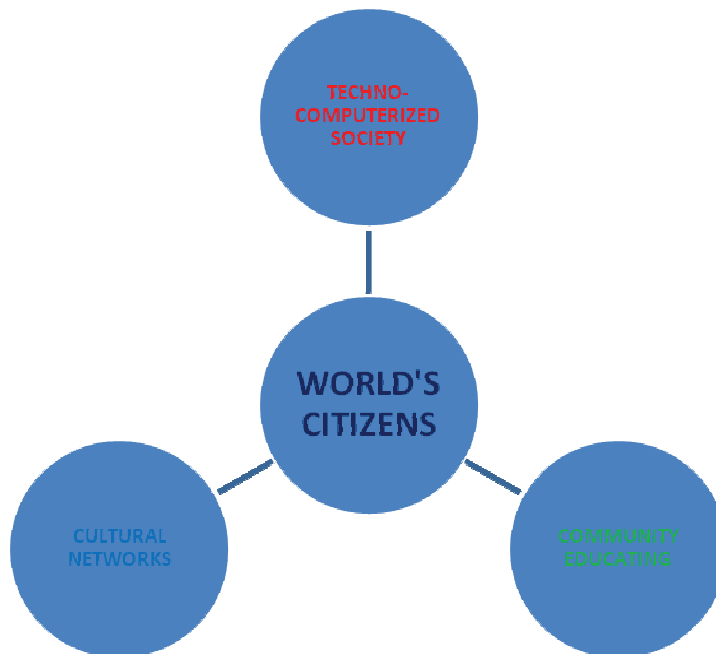


Each cycle is an experience of learning, subjective understanding, skills acquisition and communicative expression.

The subsequent cycles of the first cycle are used to extend and / or to deepen the amount known and to expand / improve the efficiency of processes and results that can be made.

Yet, the Educational Institutions continue to transmit knowledge without adequate preparation to implement the cycle of psycho-cognitive processes by teachers, without an improvement of communication tools and without an effective integration between the disciplinary learning processes and the productive needs of the Techno-Computerized Society, of making the Culture Networks, of building the Educating Community, of forming the Worlds's Citizens.

Scheme 5  
THE FORMATION OF THE WORLD'S CITIZENS



If the school and social Community do not educate to develop intelligence and creativity adequately, the new generations do not develop the psycho-cognitive skills necessary to enter and to accomplish in the world of work and in social life. This inadequacy stimulates the formation of psychological distress phenomena, social marginalization and conflictual relational.

On the contrary, it is important to promote lifelong education (= Lifelong learning) that, at any age and for any socio-cultural objective, allows people to continue to build intelligent (new or different behaviors) and creative (original activities or multiform) solutions by the significant development of processes and psycho-cognitive abilities.

If this is not done, individuals lose the capability of ideation, of reasoning and understanding that are indispensable to people for:

- feeling part of the socio-cultural experiences they're living,
- developing projects that help to express what one believes in,
- accomplish everyday tasks in an intelligent and creative approach.

For the understanding of the proposed model is important to point out that in order to be identified as an intelligent / creative person is not necessary that the individual is always intelligent and creative, because the habits and the repetition of behavior procedures are central during daily life, while the intellectual / creative activities occupy a short time and are to be implemented only in unforeseen situations or of choice (problem solving).

It is important that people know how to be clever and creative when needed, at the right time, otherwise these acts may be counterproductive.

Like when you learn to drive a car: first you must learn a variety of information, coordinating the movements according to the car mechanisms and the traffic rules; this necessarily involves the acquisition and use of many intellectual acts.

But, when you know how to drive the car, then the behavior will be automatically executed and the use of intelligence occurs if there are unexpected conditions or if you have to perform some unexpected decisions; normally it is enough only being focused, to coordinated making coordinated actions at the sensory-motor level and use the memory of previous experiences.

So, intelligence and creativity are not always necessary. But they are the fundamental processes of the individual when he has to make decisions, even daily, especially in the current ever-changing society and characterized by a strong organizational complexity.

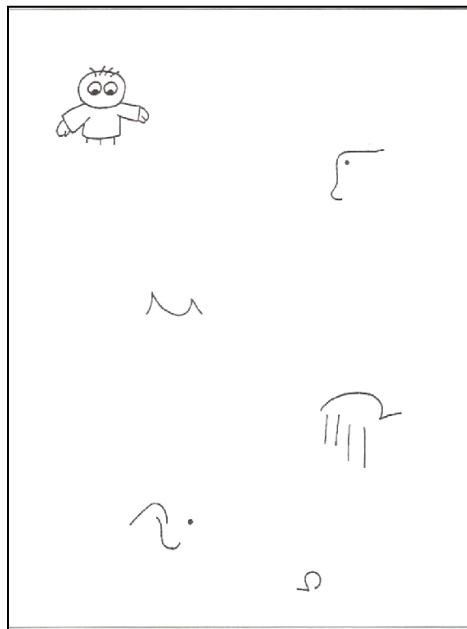
In addition, the 'intelligence and creativity are the indispensable tools for democratic participation of the individual to society and to contribute to its functioning and its evolution.

## ***E. "HIDDEN FIGURES" AND "CREATIVE FIGURES" TESTS FOR VALUATION THE PSYCHO – COGNITIVE CAPACITIES, THE INTELLIGENCE AND CREATIVITY OF PERSONS***

The tests that analyze and evaluate the psycho-cognitive, intellectual and creative capacities of individuals are the "Hidden Figures" and the "Creative Figures" tests.

Test "HIDDEN FIGURES"  
"CREATIVE FIGURES"  
Designed by Fausto Presutti, 1978 ©

Test



The theoretical-methodological model of the two Tests is shown in the following books published by I.S.P.E.F. (<http://eshop.ispef.info>):

- *Test Logico-Cognitivi*, ISBN 978-88-6624-162-1
- *Test "Figure Nascoste" e "Figure Creative". Intelligenza e Creatività*, ISBN 978-88-6624-084-6.
- *Test Artistico-Creativi*, ISBN 978-88-6624-154-6.

The tests "Hidden Figures" and "Creative Figures" allow to analyze and evaluate the fundamental dimensions of intelligence and creativity:

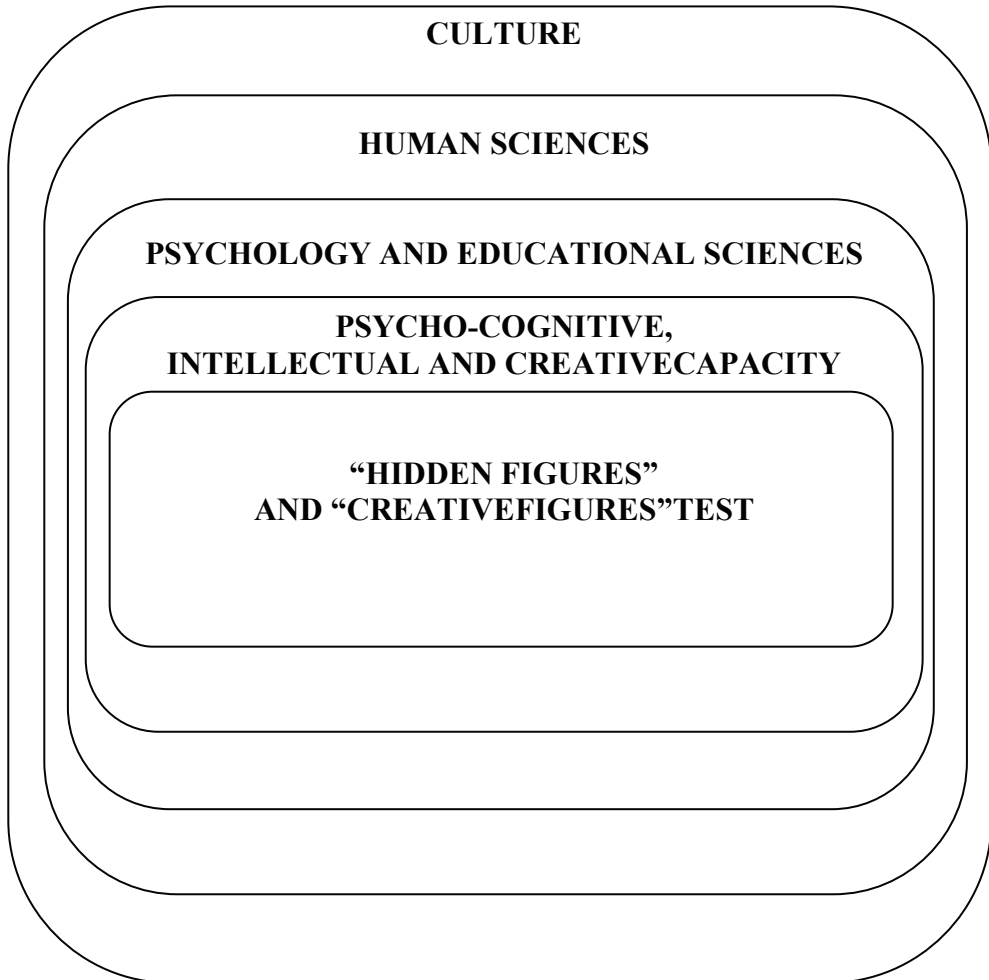
- the creative ideation,
- the mental fluidity,
- the ability of association and global vision,
- the flexibility in the development and building solutions,
- the cognitive originality,



- the intellectual multiformity
- the expressive personalization.

The two tests are not only used to evaluate, but also, at the same time, to enhance and promote the psycho-cognitive, intellectual and creative capacities of the people.

Scheme 6  
TESTS FOR THE VALUATION AND THE PROMOTION OF CULTURE



The tests "Hidden Figures" and "Creative Figures" are tools that are confined to the profound changes taking place in our culture and in the studies of Human Sciences, Psychology and Educational Sciences.

The two Tests want to promote the intellectual / creative development of the people in European Culture through the process of integrating the humanistic vision, scientific conception, social relationships and the use of

technical tools. This allows us to propose a complete model, effective and meaningful based on methodological criteria and rules of the Human Sciences of the European Culture.

The tests "Hidden Figures" and "Creative Figures" are designed with these reasons and with the aim to promote a contextual, interactive, efficient and profound relationship between those who apply, and those who create the two tests.

The theoretical model of the tests "Hidden Figures" and "Creative Figures" is based on the fact that one can't evaluate the psycho-cognitive, intellectual and creative capacities of the people in the abstract, as absolute measurements, for example, it was assumed that one can measure the IQ (= Intelligence Quotient ) of the people.

Depending on the model, the evaluation of the results of the tests "Hidden Figures" and "Creative Figures" is based, therefore, on the analysis of:

- quantitative / qualitative results obtained in the test,
- the socio-cultural context,
- the interaction between those who apply, and those who create the tests.

In addition, the evaluation of the results of the tests "Hidden Figures" and "Creative Figures" is characterized by the objective for which we make the test:

- sociological analysis, then the application can be made at group level or collectively:
- psychological analysis, then the application can be made at the individual level.

These two tests are powerful tools that, when used appropriately and competently, can help to know the mental potential and psycho-cognitive abilities of people.

It is therefore necessary that those who apply the two Tests knows and knows how to perform:

- the methodological criteria of the Tests application,
- the methodological capacity in observation-listening, transcription of the experience, data collection and communication during the final interview,
- a mentality capable of building interpretative hypothesis, which make it possible to grasp the psycho – cognitive evolution of the people and at the same time enable the development of intervention strategies.
- the rules of the Human Sciences, of Psychology and Educational Sciences.

The application of the "Hidden Figures" and "Creative Figures" Tests made in the 1980s on more than 800 teachers, who then applied the Tests to their students, showed that, on average, many teachers have inadequate intellectual and creative ability related to their pupils!

The questions that since the 1980s this type of Test arises are:

- How does a teacher or parent to educate the intelligence and creativity of their students / children if they express a better (and sometimes greater) intellectual and creative ability?
- What is the role of teachers and parents in the education of intelligence and creativity?
- What is the role of socio-cultural context in this kind of education?

During the 1990s and 2000s, the tests "Hidden Figures" and "Creative Figures" were experienced in various regions, provinces and districts of Italy, producing impressive results of study and research in the fields of Human Sciences, Psychology and Educational Sciences.

Some results of the trials and of the research carried out have been presented in the following publications by I.S.P.E.F. (<http://eshop.ispef.info>):

\* *Valutazione delle Capacità Psico-Cognitive con i Test "Figure Nascoste" e "Figure Creative"*, due volumi, ISBN 978-88-6624-094-6 e ISBN 978-88-6624-095-2

\* *I Livelli Psico-Cognitivi del Test "Figure Nascoste"*, ISBN 978-88-6624-094-5

\* *Psicolinguistica, Creatività Linguistica e Metacomunicazione nelle Storie dei Test "Figure Nascoste" e "Figure Creative"*, ISBN 978-88-6624-279-6

\* *Creatività Linguistica nelle Storie con i Test "Figure Nascoste"*, ISBN 978-88-6624-280-2

\* *Creatività Linguistica nelle Storie con i Test "Figure Creative"*, ISBN 978-88-6624-281-9

\* *Creatività Linguistica nel confronto tra le Storie con i Test "Figure Nascoste" e "Figure Creative"*, ISBN 978-88-6624-282-6

\* *Creatività Visiva. Ideazioni con i Test "Figure Nascoste" e "Figure Creative"*, ISBN 978-88-6624-284-0

\* *Le Dimensioni Psico-Cognitive della Creatività Visiva con i Test "Figure Nascoste" e "Figure Creative"*, ISBN 978-88-6624-285-7

\* *Test "Figure Nascoste" con bambini di 6 anni nelle Scuole di Aprilia*, ISBN 978-88-6624-283-3;

\* *Test "Figure Creative" con bambini di 6 anni nelle Scuole di Aprilia*, ISBN 978-88-6624-292-5;

\* *Test "Figure Nascoste" nelle Scuole Primarie della provincia di Pesaro-Urbino*, ISBN 978-88-6624-93-8 ;

\* *Test "Figure Nascoste" con bambini di 9-10 anni della provincia di Pesaro-Urbino*, ISBN 978-88-6624-294-9;

\* *Test "Figure Nascoste" nelle Scuole Secondarie della provincia di Pesaro-Urbino*, ISBN 978-88-6624-298-7.

\* *Tabulazione e Analisi delle Capacità Psico-Cognitive con i Test "Figure Nascoste" e "Figure Creative"*, ISBN 978-88-6624-291-8

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