Disseminating scientific outcomes of the So.Re.Com. Joint-Innovative Doctoral Program by sharing and developing the research infrastructure SoReCom "A.S. de Rosa" @-Library

Ph

#### euacde rouncil rou doctor education

2019 EUA-CDE THEMATIC WORKSHOP Inter-institutional Collaboration in Doctoral Education

Hosted by VU Amsterdam 17-18 January 2019 | Amsterdam, the Netherlands

### Annamaria Silvana de Rosa

Sapienza University of Rome – ITALY



www.europhd.eu

 $\bigcirc \bullet \bullet$ 

After a long serie of presentations at the EUA-CDE events since its inception - aimed at sharing experience/expertise on the pioneer case of our networked joint doctorate (the *European/International Joint PhD in Social Representations and Communication*: http://www.europhd.eu), born in 1993 and implemented since 1996 which has integrated the triple "i" model, integrating the international, interdisciplinary and intersectoral dimensions,

the input for choosing the focus of this presentations came from the call for contribution disseminated on 27 September 2018 to the

EUA-CDE Thematic Workshop ON "Inter-institutional Collaboration in Doctoral Education" including themes:

- Starting inter-institutional collaboration
- Collaboration on the faculty level
- Collaboration with non-university partners
- International capacity building through inter-institutional collaboration
- Supporting inter-institutional mobility of doctoral candidates

#### Sharing research infrastructure

Research integrity challenges for inter-institutional collaboration

Therefore - reflecting on the transversal interest implied in sharing research infrastructure - this presentation will be aimed at presenting the main disseminating scientific outcomes of the So.Re.Com. Joint-Innovative Doctoral Program (selected within the 7th FP-2013 People-ITN-IDP call and carried out between 2014-2017) by sharing and developing the research infrastructure SoReCom "A.S. de Rosa" @-Library

© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

### $\bigcirc \bullet \bullet$

The aim of this contribution is to present in which way in an International Joint Doctorate it can be realised an integration between physical and virtual infrastructure. In particular the

So.Re.Com. "A.S. de Rosa" @-Library: a multipurpose web-platform of the for integrating • scientific documentation

- networking
- training

in the Knowledge domain of Social Representations and Communication (So.Re.Com.).

© All contents and images are protected by de Rosa ,A.S. (2007) European Ph.D on S.R.& C. copyright

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

### Indeed we need physical infrastructures









You are kindly invited to participate

in the European/International Joint PhD in S.R., L C. Joint Diploma Delivery Ceremony and to the PEOPLE-ITN SoReComJoint IDP project inaugural party at the European/International Joint PhD Multimedia Lab L Research Center 4<sup>th</sup> October (h. 12:00), Piazza Cavalieri di Malta, 2 - 00153 Rome



Please confirm your participation in the lunch to annamaria.derosa@uniroma1.it or +39 / 06 / 69 380 814, if possible by 30 September 2013

Annamaria Silvana de Rosa



The European Ph.D. Research Centre the specialise

man and and had been soon

 $\bigcirc \bullet \bullet$ 





The European/International Joint Ph.D. in Social Representations and Communication Research Centre and Multimedia Lab

Burn mit mit mit mit

All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

### but essential is also a dedicated web-platform: http://www.europhd.eu

including in our case a specialised digital library



© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

### Integrated PHYSICAL and VIRTUAL MOBILITY







### **INTERNATIONAL SUMMER SCHOOLS**





#### 24 International Summer Schools on Social Representations and Communication

- 995 FINLAND (Lathi) 1st International Summer School: "Evereday thinking, Social Representations and Communication"
- 1996 FRANCE (Aix-en-Provence) 2nd International Summer School: "Multiple strategies in the investiagtion of Social Representations"
- **1997** PORTUGAL (Lisbon) 3rd International Summer School: "S.R. theory: historical roots, articulation and development"
- **1998** SPAIN (San Sebastian) 4th International Summer School: "The theory towards applications"
- 1999 ITALY (Rome) 5th International Summer School: "Developing European Doctoral Training"
- 2000 ITALY (Rome) 6th International Summer School: "Social Representations Theory Around the World"
- 2001 ITALY (Rome) 7th International Summer School: "Communication: Languages, Representations, Interaction"
- **2002** ITALY (Rome/Genazzano) 8th International Summer School: New Media: Nets and Internet
- 2003 ITALY (Rome/Genazzano) 9th International Summer School: A Theoretical and Methodological Dialogue through research
- **2004** ITALY (Rome/Genazzano) 10th International Summer School: Social influence and Communication in the new scenario of the information society: is it possible to change risk behaviour?
- 2005 ITALY (Rome) 11th International Summer School: "Applying the Facet Theory and Statistical Analysis via HUDAP software to Research on Social Representations: Computer Mediated Training Sessions, both Theoretical and Methodological"
- 2006 ITALY (Rome) 12th International Summer School: "Applying Dialogical Approaches and Conversational Analysis via Focus Groups to Research on Social Representations "
- 2007 ITALY (Rome) 13th International Summer School: "Structural Approach to Social Representations"
- 2008 ITALY (Rome) 14th International Summer School: "Social Representations, Collective Memory and Socially Shared Emotions: narrative and experimental approaches"
- 2009 ITALY (Rome) 15th International Summer School: "Cultural and cross-cultural approaches to Social Representations: the implications of the globalized/localized cultural scenarios"
- **2010** ITALY (Rome) 16th International Summer School: "Social Representations and Science"
- 2011 ITALY (Rome) 17th International Summer School: "Social Representations of Urban Places and Environment: Images, Memory and Identity"
- 2012 ITALY (Rome) 18th International Summer School: "Social Representations of Economics and Finance"
- 2013 ITALY (Rome) 19th International Summer School: "Intensive Training Sessions Oktoberfest and People-IDP kick-off meeting and inaugural party"
- 2014 ITALY (Rome) 20th International Summer School: Genesis, development and actuality of the Social Representation theory in more than fifty years (1961-2011 and beyond): the main paradigms and the "modelling approach"
- 2015 ITALY (Rome) 21st International Summer School: Mapping the impact and dissemination of the social representation theory across different geo-cultural contexts around the world: from Europe towards other continents
- 2016 ITALY (Rome) 22nd International Summer School: The "methodological polytheism in the Social Representations literature and its implication in the contemporary communication era: distinctiveness and dialogue between multiple research methods
- contemporary communication era: distinctiveness and dialogue between multiple research methods ITALY (Rome) 23rd International Summer School: "Social Representations in the social arena faced with social demand: a wide range of societal issues investigated in thematic areas in multiple applied contexts"
- **2018** ITALY (Rome): 24th International Summer School: Iconic and Imaginary Dimensions of Social Representations







Summer 2017 Winter 2018 Summer 2017 Winter 2018

#### European Ph.D. on S.R. & C. WebAuditorium

#### http://www.europhd.eu/IntLabMeetings



Each session of the European Ph.D. International Lab Meetings includes two pilot tests before the events start aimed at verifying and assessing in advance the technical abilities of each participant. It provides two full days of basic and advanced training on the use of Marratech's programs. This includes an interactive test of the skills acquired by participants. Experience shows that after these sessions, participants, including senior professors unfamiliar with new technologies, are quickly able to actively participate in the event. Their presence visually, in text chat, their voices and videos and their interactive use of the *white-board* is warmly welcomed by all participants.

Indeed, the *white-board* allows interactive use not only among participants from in and outside the lab, but is highly functional for sharing applications and software. For example, this allows us for to hold advanced training sessions and collaborative learning on statistical packages by using data files provided by each participant. It is also interesting to use the *white-board's* share screen both for the participants' presentations (they start by locating themselves on the globe with an arrow and fill in whatever they believe best represents their identities) and for the collective evaluation of the event, by writing comments and suggestions on the shared screen.



© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

| PARTICIPANTS          |                       |   |
|-----------------------|-----------------------|---|
| Albania               | 6                     |   |
| Argentina             | 23                    |   |
| Australia             | 5                     |   |
| Austria               | 18                    |   |
| Belarus               | 8                     |   |
| Belgium               | 4                     |   |
| Bosnia                | 1                     |   |
| Brazil                | 64                    |   |
| Bulgaria              | 11                    |   |
| Canada                | 17                    |   |
| Chile                 | 7                     |   |
| China                 | 28                    |   |
| Colombia              | 8                     |   |
| Costa Rica<br>Croatia | 1                     | _ |
| Cyprus                | °<br>3                |   |
| Czech                 | 25                    |   |
| Estonia               | 6                     |   |
| Finland               | 20                    |   |
| France                | 129                   |   |
| Germany               | 123                   | 1 |
| Greece                | 20                    |   |
| Guatemala             | 1                     |   |
| Hungary               | 28                    |   |
| India                 | 4                     |   |
| Indonesia             | 36                    |   |
| Iran                  | 1                     |   |
| Israel                | 4                     |   |
| Italy                 | 408                   | H |
| Lebanon               | 5                     | 1 |
| Macedonia             | 6                     |   |
| Malta                 | 2                     |   |
| Mexico                | 44                    |   |
| Moldavia              | 8                     | L |
| Montenegro            | 1                     |   |
| Nepal                 | 2                     |   |
| Netherlands           | 2                     |   |
| New Zealand           | 2<br>2<br>5<br>2<br>8 |   |
| Nigeria               | 5                     |   |
| Pakistan              | 2                     | Ľ |
| Palestine             | 8                     | Ľ |
| Philippines           | 2                     | Ŀ |
| Poland                | 51                    |   |
| Portugal              | 64<br>195             |   |
| Romania<br>Russia     | 195                   | L |
| Serbia                | 11                    |   |
| Slovakia              | 24                    |   |
| Slovenia              | 8                     |   |
| Spain                 | 32                    |   |
| Sweden                | 10                    |   |
| Switzerland           | 7                     |   |
| Tunisia               | 13                    |   |
| Turkey                | 12                    |   |
| Turkmenistan          | 2                     |   |
| Ukraine               | 17                    |   |
| UK                    | 18                    |   |
| USA                   | 16                    |   |
| Venezuela             | 13                    |   |
| Totale                | 1512                  |   |
|                       |                       |   |



From 1995 to 2018 1568 research trainees from 59 countries 431 guest speakers from 29 countries <u>attended</u> 24 sessions of the Summer School and 35 International Lab Meetings.

| 35 International Lab Meetings, | Est  |
|--------------------------------|--|
|                                | Est<br>Fin<br>Fra<br>Gee<br>Hu<br>Isra<br>Ital<br>Jap<br>Lat<br>Me<br>Mo<br>Pol<br>Por |
|                                | Pol<br>Por<br>Ror<br>Spa<br>Swi<br>UK<br>Tot   |
|                                |  |

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

|     | TEACHING STAFF |                  |  |
|-----|----------------|------------------|--|
|     | Argentina      | 1                |  |
|     | America        | 8                |  |
|     | Austria        | 10               |  |
|     | Belgium        | 2                |  |
|     | Brazil         | 10               |  |
|     | Canada         | 2                |  |
|     | China          | 2<br>6<br>5<br>1 |  |
|     | Czech          | 5                |  |
|     | Estonia        |                  |  |
|     | Finland        | 12               |  |
|     | France         | 70               |  |
| -   | Germany        | 3                |  |
|     | Greece         | 3<br>2<br>3<br>7 |  |
|     | Hungary        | 3                |  |
|     | Israel         |                  |  |
| N   | Italy          | 117              |  |
|     | Japan          | 1                |  |
| 5.  | Latvia         | 1                |  |
| 4   | Mexico         | 4                |  |
| 3   | Moldavia       | 1                |  |
| 2   | Poland         | 11               |  |
|     | Portugal       | 23               |  |
| 8-  | Romania        | 12               |  |
|     | Spain          | 26               |  |
| 10  | Sweden         | 19               |  |
| -   | Switzerland    | 8                |  |
| -   | UK             | 31               |  |
| 1   | Totale         | 395              |  |
| 100 |                |                  |  |

### So.Re.Com. Joint-IDP dedicated web-platform for documentation, training and networking



## Knowledge domain of the So.Re.Com. "A.S. de Rosa" @-Library

• Founded by Serge Moscovici in 1961, the study of social representations, originally specifically European, is currently a multilingual, worldwide supradisciplinary field with a substantial body of literature.

Knowledge • The fi Domain represe perspec

• The field of Social Representations represents a unifying meta-theoretical perspective on the social construction of knowledge and its relation to socially situated practices in the dialogue between expert and lay people knowledge and media.

### Knowledge domain of the So.Re.Com. "A.S. de Rosa" @-Library

great consistency in terms of epistemological and theoretical inspiration and its rich diversity both:

• from the paradigmatic point of view

a main characteristic of of terms of methodological approaches

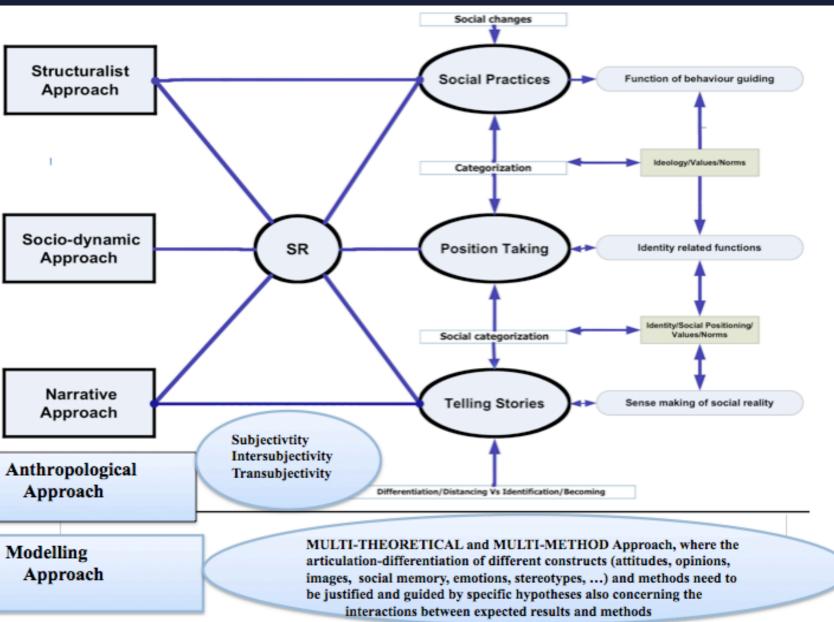
this supra-disciplinary field

from the thematic point of view

• with respect to the applied contexts and domains of expert and lay knowledge

### Social representation multiple paradigms: one theory, different approaches and methods.





© All contents and images are protected by European Ph.D on S.R.& C. copyright

## Main Thematic Research Areas



Read Team Twelve Social Representations, Community and Health Applied Research

Team Eleven Social Representations, Advertising, Marketing and Organizational Contexts

> Social Representations and Economy

> > Team Nine Social Representations and Environment

Team Thirteen Risk, Social Representations and Community Life

> Team Two Science and Social Representations

Team One Theoretical and Methodological Development of the Social Research Field

Team Eight Family, Youth, Communication, Education and Social Representations of Institutional Policies

Representations and Politics Team Six Identity and Social Representations

Team Three Culture, Globalization and Social Representations

> Communication, Media and Social Representations

Team Five Collective Memory, Emotions and Social Representations

### O The So.Re.Com. "A.S. de Rosa" @-Library

### **Target Users**

### scientific documentation

world-wide scientific community, professionals and policy makers interested in the social construction of the knowledge about societal issues

### networking

the So.Re.Com. THEmatic NETwork the Eu-approved largest network of excellence in the social sciences

training

the European/International Joint PhD

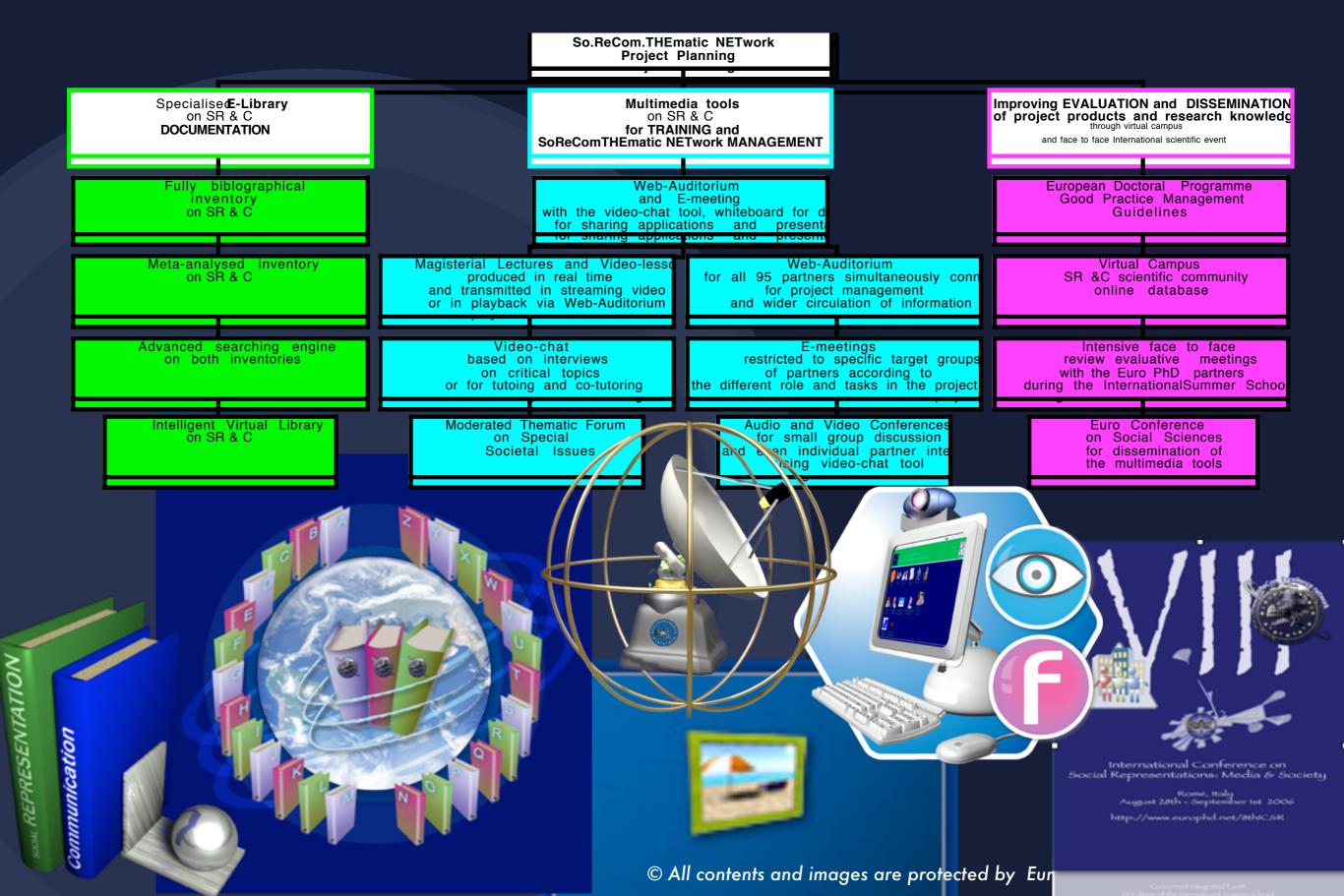
in Social Representations and Comunication the first recognised joint PhD EU-approved since 1993

© All contents and images are protected by de Rosa ,A.S. (2007) European Ph.D on S.R.& C. copyright

# The So.Re.Com.THEmatic NETwork at a glance on global scenario



## Three main pillars of the So.Re.Com. physical and @-infrastructure



## Background of the So.Re.Com. "A.S. de Rosa" @-Library

### BACKGROUND

 Born from a personal bibliographic inventory, initially including almost 500 references in the field of Social Representations and Communication, the So.Re.Com. "A.S. de Rosa" @library has been transferred into an ad-hoc designed relational database implemented in 1996 on the program website : <u>http://www.europhd.eu</u> and developed as a multipurpose web-platform of the for integrating scientific documentation networking

training









#### European Credit Transfer System (ECTS) adopted by the Euro PhD on Social Representations and Communication

Due to the integrated and joint nature of the programme, the adoption of European Credit System has been specifically designed as a system for credit accumulation, rather than a comparison of distributed teaching offers and transfer of learning outcomes. By conceptualizing the academic year not exclusively in terms of time, but in terms of earned credits, the system allows for flexibly meeting the needs of full-time and part-time research trainees.

In line with the policy recommended by EU DG-Education and Culture, the European Ph.D. adopted the European Credit Transfer System (ECTS) as an instrument for creating transparency and confidence in academic performance.

Research trainees are awarded up to 60 credits per year (20 for courses and didactic activities and 40 for research quality and related bibliographic knowledge).

The didactic structure within this overall strategy is highly innovative. As the system of open distance learning makes clear, European Ph.D. research trainees are involved in an interlocking system of virtual and physical mobility which allows for considerable flexibility in catering to research trainees' needs while at the same time guaranteeing individual tutoring and interactive learning:

#### E.C.T.S. system of credit FOR THE EURO PHD ON S.R. & C.

| 20 for<br>courses<br>and<br>didactic<br>activities                                  | 10 credits per year |     | international summer schools                  |  |  |
|---|---------------------|-----|---|--|--|
|   | 5 credits per year  |     | seminars and courses                          |  |  |
|   | 5 credits per year  |     | multi-media and distance interactive learning |  |  |
| <b>40</b> for<br>research<br>each<br>year<br>=                                      | 30 credits per year | 3   | advanced research training                    |  |  |
|   | 10 credits per year | Fr. | bibliographic knowledge                       |  |  |
| 60 total credits in a year x 3 years = 180 total credits<br>for complete curriculum |                     |     |   |  |  |

© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright



### European Credit Transfer System (ECTS)

adopted by the Euro PhD on Social Representations and Communication

(and the

Intensive preliminary stage of bibliographic training at national universities (10 credits per year)

This is provided by individual tutoring by national and co-tutoring by foreign tutors as well as by access to an on-line database found on the European Ph.D. web-site: http://www.europhd.net.

Research trainees are also trained by the Scientific Co-ordinator in metatheoretical analysis of the bibliographic material in their own subject area. The contribution of each student will thus enable the mapping out of a complete, fully-researched bibliography for social representations and communication.

## @-learning Kit

communication

The complex package of multimedia tools to be developed and disseminated via Internet includes:

a full bibliographic inventory

a meta-theoretical analyzed inventory

an advanced search engine

a specialized @-library in Social Representations and Communication

## @-learning Kit



Address

digitalized studio produced videos

magisterial lectures produced in real time (videoconferences)

on-line interviews with leading experts

European Ph.D. web-auditorium

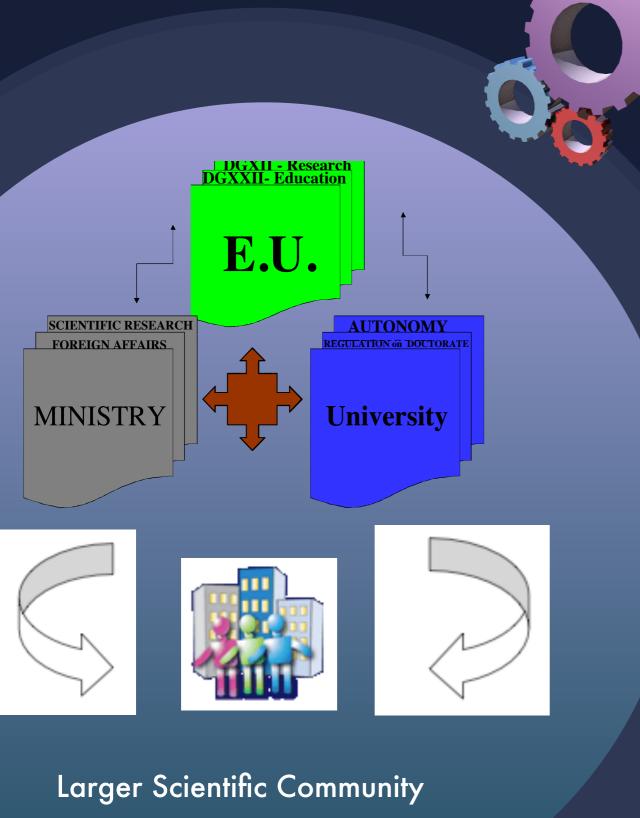
on-line workshops among participants and academics

a "virtual campus" SR & C community online database.

© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

**SoReCom JOINT IDP PEOPLE-ITN** 

the last step of our Institutional History and Recognition from 1993-2018



The history of the European Ph.D. on Social Representations and Communication program since its birth in 1993 includes institutional recognition and didactic accreditation within four institutional scenarios:

European Commission (DG-Education and DG-Research) Ministries of Scientific Research Universities

Larger Scientific Community

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

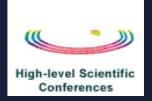
Institutional History of the

### and Recognition by

Education and Culture

MARIE CUR

### Socrates SoReCom JOINT IDP PEOPLE-ITN (2013-2017) just the last step of our Institutional History and Recognition













Marie Curie Actions













 $\bigcirc \bullet \bullet$ 

### The first "i" of the triple "i": the International dimension

The inter-institutional collaboration among 13 EU academic partners since the foundation in 1993 of the European/International Joint PhD in Social Representations and Communication



### The European/International Joint PhD in Social Representations and Communication -born in 1993 and implemented in 1996 - in 2019 includes 24 academic and 4 non-academic partners in 12 EU and 6 non-EU Countries



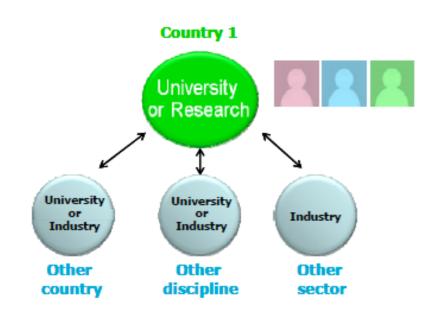
© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

## Marie Curie Actions





IDP



- The coordinator recruits all fellows.
- Maximum of 500 researcher months.
- Mandatory enrolment of researchers in a doctoral programme.
- 100% Early Stage Researchers; maximum recruitment of 36 months per researcher.

### The SoReCom Joint-IDP - approved under 2013 People-ITN Call (2013-2017) - has included:

# Network

### Composition

### 8 EU universities

in 6 European Countries: Austria, Czech Republic, Italy, Romania, Spain, Switzerland

### 6 extra-EU universities

in United States, Canada, Brazil, Argentina, Mexico and China

2 private companies in Sweden and Italy

### 1 public research institute in France

© All contents and images are protected by the European/International Joint PhD in S.R.& C. copyright

### The SoReCom Joint-IDP institutional network



Structured into transnational teams by common research area and complementary multimethodological approaches, this SoReComJointIDP guarantees a well-tested training structure including:

### So.Re.Com. Joint IDP

an innovative integrated physical and virtual campus, where world-class academic scientists, internationally recognised experts, experienced researchers and ESR cooperate face-to face and online "for" and "by" research

multiple supervision via tutoring and co-tutoring by at least three tutors in different countries;

individual mobility for ESR at research centres for secondments

collective international mobility of trainees and teaching staff during International Summer Schools and Lab meetings

learning by doing (including transferable skills) in academic and non-academic settings;

worldwide access to common web platform, as tool for documentation, networking, training and monitoring trainees' progress

quality evaluation system

officialisation of the joint degree

active integration in the world-wide SoReCom THEmatic NETwork

enhancement of career prospects both in and outside academia

© All contents and images are protected by the European/International Joint PhD in S.R.& C. copyright



on the top of a multi-year research program

The scientific goal of the unified research program articulated into 13 research lines was of the to take stock of the scientific field developed in more than 50 years by conducting an empirical metatheoretical analysis of the literature on Social Representations,

mapping the development of different paradigms,

the related research methods,

the thematic areas and their impact on the various applied fields

within the multi-generational community of scientists and across different geo-cultural contexts.

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright



### SoReCom Joint-IDP MAIN UNIFIED RESEARCH FOCUS

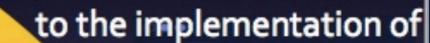
### on the top of a multi-year research program

#### 1992: background idea "From theory to meta-theory to Social Representations"

at the Symposium by S. Moscovici, F. Elejabarrieta & W. Wagner 25th International Congress of Psychology, (Bruxelles, 19-24 luglio 1992



#### since 2004



uropean Ph.D

since 1996: from the idea

the EU approved So.Re.Com. THEmatic NETwork



since 2013 the EU approved So.Re.Com. Joint-IDP

© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright



#### SoReCom Joint-IDP MAIN UNIFIED RESEARCH FOCUS

#### FOR A BIOGRAPHY OF THE SOCIAL REPRESENTATION THEORY



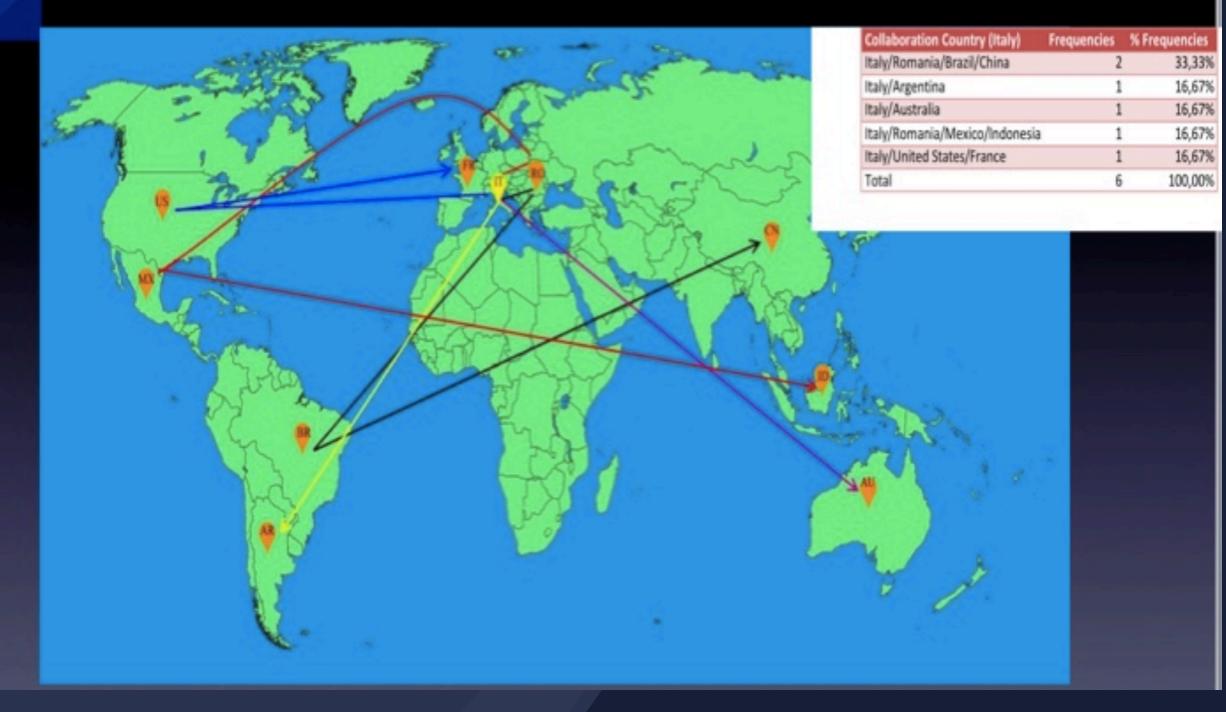
© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright



## For example looking at

# The dynamics of the knowledge epidemiology via the epidemic effect generated by the serial scientific events: the Inter-Continental NETWORKING





© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

on the top of a multi-year research program

The research project was supported by mediated access to the digital resources infrastructure implemented on the website:

full bibliographic repository,

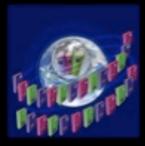
meta-theoretical analysis repository,

specialised SoReCom "A.S. de Rosa" @-Library and search engine connected with all the above mentioned repertoires,

including a very rich documentation built up over two decades with an enormous effort of work team coordination and assessment and further developed through the research training of 13 early-stageresearchers.

#### SoReCom Joint-IDP RESEARCH DIGITAL INFRASRUCTURE

Comparing sources available on the SoReCom "A.S.de Rosa @-library" and three Academic Social Networks



MENDELEY

Academia.edu

One of our research conducted in November 2015 - aimed at comparing the sources of our SoReCom "A.S. de Rosa " @library with those available on three academic social networks, (Acadamia.edu; Research Gate and Mendelev), - has shed some more light on the diffusion of the Theory of Social Representations, through Academic Social Networks, ranked as below, independent on the total number of their respective users: ResearchGate

Research Gate: ( created in 2008: 8 million members)

Mendeley (created in 2009: 2 million members)

Academia.edu ( created in 2008: 30 million members)



#### **SoReCom Joint-IDP RESEARCH DIGITAL INFRASRUCTURE**



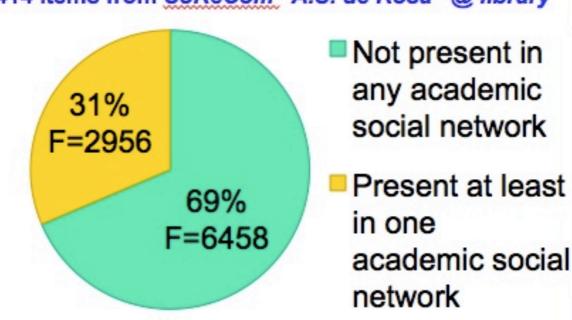
ResearchGate

As empirical result of the comparative analysis, the graph below shows the % and frequencies distribution of 9414 items from SoReCom."A.S. de Rosa" @-library related to Social Representations, 6458 were not found in any of the three Academic Social Networks examined, while it has been found the presence of the remaining 2956 articles in at

least one or more of them.







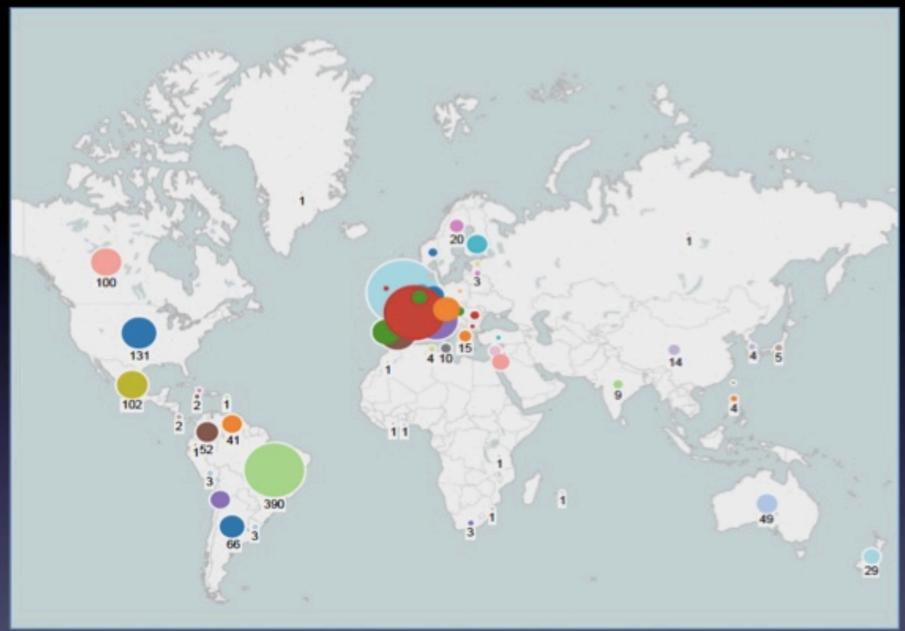


MENDELEY

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

#### SoReCom Joint-IDP RESEARCH DIGITAL INFRASRUCTURE

Worldwide Graphic representations of 2956 items related to Social Representations in the three Academic Social Networks



The trends is almost the same in the three social networks, positioning Europe (f=1856, 62.79%) as the main continent of the institutional affiliation of the authors who post their papers that refer to the theory of social representations, followed by Latin America (f=706, 23.88%) and other scenarios.



### The So.Re.Com. "A.S. DE ROSA" @-LIBRARY



Beside the importance of its richness (70% of its bibliographich resources are not available in any of the three Academic Social Networks examined), the web-platform of the SoReCom "A.S. de Rosa" @-library is not simply an online repository for scientific documentation.

In fact it also includes the main research tool designed by de Rosa (the Grid for the Meta-Theoretical Analysis, v. 2014) connected to a search engine for each of any variable and modalities. This enables to retrieve information in a very detailed way, exploiting the meta-theoretical analyses of the texts for further scientific purpose



http://www.europhd.net/cgi-bin/ WebObjects/europhd.woa/wa/biblio



http://www.europhd.net/cgi-bin/WebObjects/ europhd.woa/wa/virtualLib

Grant Agreement PITN-GA-2013-607279 - So.Re.Com, Joint-IDP

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

#### SoReCom Joint-IDP RESEARCH DIGITAL INFRASTRUCTURE



# Research tool implemented in



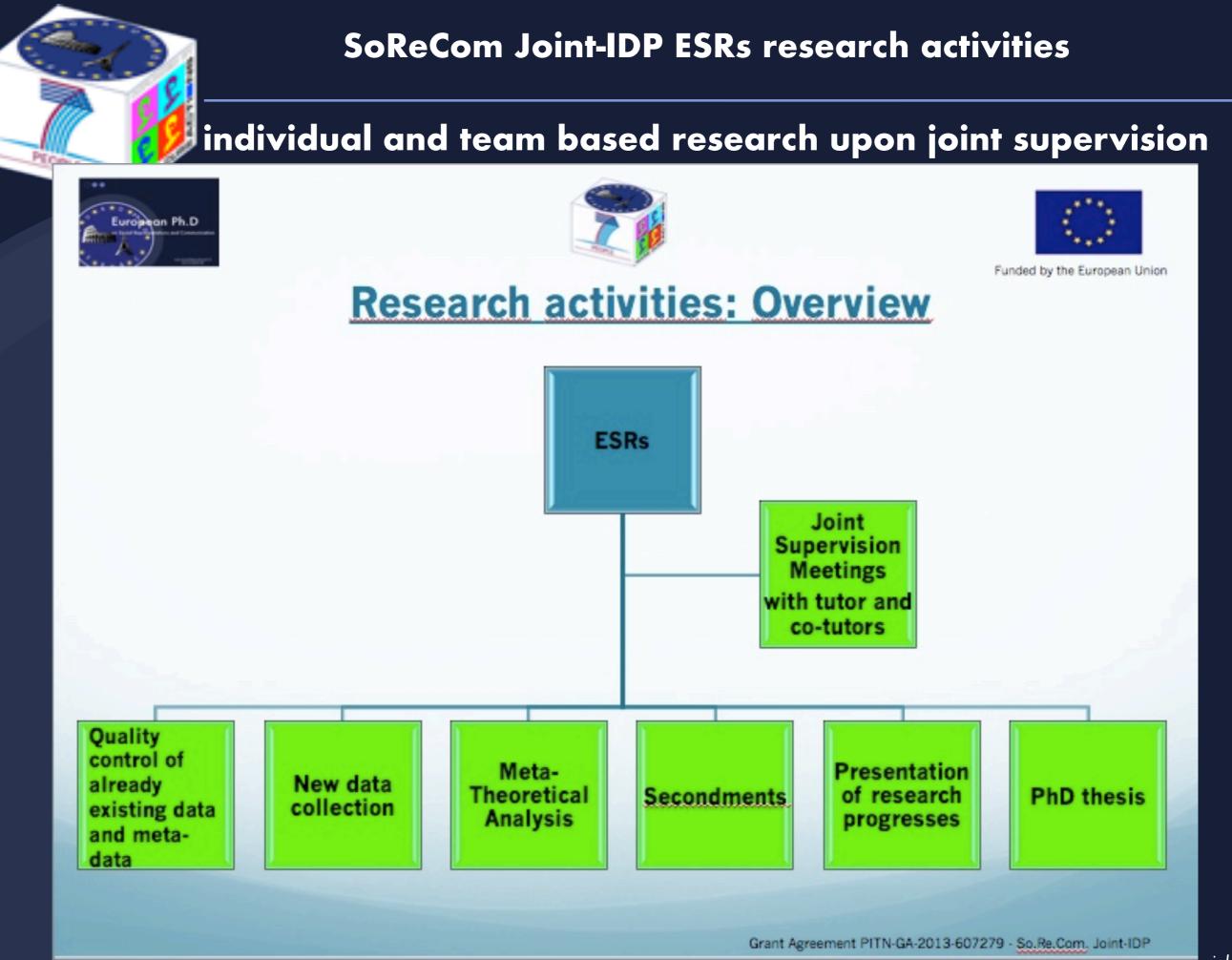
Funded by the European Union

the SoReCom "A.S.de Rosa" @-Library

The sources have been analysed using the specific tool, the last version (v. February 2014) of the *Grid for meta-theoretical analysis* developed by de Rosa.

The GRID for meta-theoretical analysis of literature on Social Representations (de Rosa, last version 2014) is organized in five main areas:

- Theoretical reference to Social Representations constructs monitors whether a publication refers to Social Representations Theory in a very generic way or addresses specific paradigmatic elements of the theory (i.e. the genesis, processes, functions, structure, transmission, and transformation of Social Representations) or whether the contribution refers to the theory itself as an object of critical analysis (meta-theory);
- Theoretical reference to other constructs and theories identifies whether the publication refers to
  other constructs, concepts and theories related to Social Representation as well as the focus of the
  reference: integration, differentiation, comparison, replacement;
- Thematic analysis categorizes the contents of empirical contributions by identifying the general thematic areas (i.e. health, environment, etc.) and the specific object of each study (i.e. AIDS, pollution, etc.), as well the specific typology (closed, open, polemic) of the Social Representations;
- Methodological profile of each study (its research design, its location, its nature, instruments for data collection, channels used as source of information, techniques for data analysis) and characteristics of the selected population (size of sample, variables considered, unit of analysis);
- Paradigmatic coherence between the theoretical assumptions and the methodological research



# Quality Control and On-Line Monitoring System Research trainee's Workplan chart and TIMELINE

SOcial REpresentations and COMmunication THEmatic NETwork





|   |                 |       |     |          |       |      |      |          |          |          |           |                 |               |     |     |       |               |          |     |               | 0   | I.  | 54              |     |    |    |    |     |    |      |      |      |      |              |                         |                |
|---|-----------------|-------|-----|----------|-------|------|------|----------|----------|----------|-----------|-----------------|---------------|-----|-----|-------|---------------|----------|-----|---------------|-----|-----|-----------------|-----|----|----|----|-----|----|------|------|------|------|--------------|-------------------------|----------------|
| European PhD on Social Representation   | ons a           | and ( | Com | mun      | icati | on R | esea | rch T    | rain     | ces \    | VOF       | KP              | LAN           | CH  | ART | [ and | TI            | MEL      | INE | Ħ             |     |     |                 |     | _  |    |    |     | _  |      |      |      |      |              |                         | =              |
| -   | YEAR 1 (Months) |       |     |          |       |      |      |          |          |          |           | YEAR 2 (Months) |               |     |     |       |               |          |     |               |     |     | YEAR 3 (Months) |     |    |    |    |     |    |      |      |      |      |              |                         |                |
| π   | N               | D     | 11  | E.       | M.    | Δ.   | M.   | 1        | 1,1      | ٨.=      | <b>S.</b> | 0.              | NE            | D.  | 11  | E     | ME            | AL       | M.  | 11            | J.E | ٨.  | <b>S.</b>       | 0.5 | NE | D. | LH | E.H | M  | ٨.   | M    | 1.H  | 11   | Λ.           | <b>S</b> . <sup>1</sup> |                |
|   | 11              | _     | -11 | -11      | 11    | 11   | 11   | 11       | 11       |          | 11        |                 | 1 1           |     |     |       |               |          | 1 1 |               |     |     | 17              | 11  |    | 11 | 11 | 11  | 11 | 11   | 11   | 11   |      |              | _                       | U 1            |
| a) Theoretical preparation (basic literature-   |                 |       | -   | -        | -     | -    | -    | -        | -        | -        | -         | -               | -             | -   | -   | -     | -             | -        | -   | -             | -   | -   | -               | -   | -  | -  | -  | -   | _  | -    | -    | -    | -    | -            | -                       |                |
| reading) starting from the date of application to<br>the PhD (in May)   | R               | n     | ш   | π        | ·π    | п    | л    | Ħ        | n        | н        | H         |                 |               |     |     |       |               |          |     | :             |     |     | #               | H   |    | n  | =  | Ħ   | п  | n    | n    | н    | n    | н 1          |                         | щ Г            |
| b) Submission of the list of selected articles and  |                 |       |     |          |       |      |      |          |          |          |           |                 |               |     |     |       |               |          |     |               |     |     |                 |     |    |    |    |     |    |      |      |      |      |              |                         |                |
| chapters to be meta-analysed H  | ц               | 22    | ц   | ц        | ц     | ц    | ц    | ц        | н        | д        | ц 1       | ц 1             | 4 1           | 1   | ц ( | ц     | <b>1</b>      | <b>1</b> | 1 I | : :           | ц   | ц 1 | ц.              | ц   | 1  | ц  | ц. | ц   | ц  | ц    | ц    | ц    | ц    | ц і          | ц I                     | 1              |
| c) Winter session: training on meta-theoretical<br>analysis and presentations (P) by the research-<br>trainees enrolled in the previous years # | н               | H.    |     | Ħ        | щ     | н    | π    | н        | н        | н        | #         |                 | -             | 1   | 12  | #     |               |          |     | : )           | # 1 |     | Ħ               | Ħ   |    | Ħ  | -1 | н   | ц  | н    | н    | н    | Ħ    | н            |                         | ц н            |
| d) Submission and validation of at least 30 meta-   |                 |       |     |          |       |      |      |          |          |          |           |                 |               |     |     |       |               |          |     |               |     |     |                 |     |    |    |    |     |    |      |      |      |      |              |                         | <b>-</b>       |
| analysed articles and chapters II   | 11              | ш     | 12  | 42       | 42    | 42   | 42   | <b>4</b> | <b>8</b> | <b>2</b> |           | 8               | 8 1           | 8 1 | 2   |       | 8 8           | 8 1      | 8 8 |               |     | 2   | 8               | 8   | 8  | 22 | ×. | 8   | 8  | н    | ц    | п    | п    | ц            | # 1                     | 4              |
| ADVANCED RESEARCH TRAINING  | Ц               | Ц     | Ц   | Ц        | Ц     | Ц    | Ц    | Ц        | Ц        | Ц        | Ц         | Ц               | Ц             | Ц   | Ц   | Ц     | Ц             | Ц        | Π   | Ц             | Ц   | Ц   | Ц               | Ц   | Ц  | Ц  | Ц  | н   | ц  | Ц    | ц    | Ц    | Ц    | н            | a 1                     | 1              |
| Intensive tutoring and co-tutoringH   | 88              | 88    | 88  | 8        | 88    | 88   | 88   | 88       | 88       | 88       | 88        | 88              | 88            | 88  | 88  | 88    | 88            | 88       | 88  | 88            | 88  | 88  | 88              | 88  | 88 | 88 | 88 | 88  | 88 | 88   | 88   | ຮັ   | 88   | 88 1         |                         | 8              |
| 1.a) Theoretical modeling <sup>II</sup>   | 22              | 8     | R   | Ц        | Н     | н    | Ц    | П        | н        | н        | П         | н               | н             | п   | н   | Ц     | н             | н        | н   | н             | Ц   | н   | н               | Ц   | П  | н  | Ц  | Ц   | ц  | Ц    | Ц    | Ц    | Ц    | п            | H                       | 1              |
| <ol> <li>Research planning and methodological<br/>design: <sup>11</sup></li> </ol>  | н               |       | н   | н        | -     | н    | н    | н        | н        | н        | ц         | н               | ц             | н   | н   | н     | н             | н        | н   | н             | ц   | н   | н               | Π   | ц  | н  | н  | н   | ц  | н    | н    | н    | ц    | п            | н )                     | a #            |
| - Research tools definition H   | Щ               | H     | Ц   |          | _     | 8    | ц    | н        | н        | н        | ц         | Ħ               | н             | н   | Ħ   | Ħ     | щ             | н        | Ħ   | Ħ             | ц   | Ħ   | ц               | 1   | Ħ  | н  | ц  | Ц   | ц  | ц    | щ    | щ    | ц    | п 1          | н р                     | <b>H</b>   H   |
| - Sample identification 2   | н               | H     | Ц   | 2        | 2     | 2    | н    | н        | н        | н        | н         | H               | н             | н   | н   | Ħ     | н             | н        | Ħ   | н             | н   | н   | н               | п   | н  | н  | н  | ц   | ц  | ц    | н    | Ħ    | ц    | ц            | H 1                     | 11 II          |
| - Data collection 22  | Ц               | П     | Ц   | H        | Ц     | Ц    | X    | X        | M        | X        | 2         | п               | п             | п   | п   | п     | п             | Ц        | п   | п             | п   | п   | 11              | п   | п  | п  | н  | Ц   | 11 | Ц    | п    | п    | п    | ц            | H 1                     | 11 II          |
| 1.c) Initial report progress (R) to be presented-<br>during the International Summer School   | ц               | н     | н   | ц        | ц     | ц    | ц    | X        | R        | н        | ц         | Η               | ц             | ц   | н   | ц     | н             | н        | н   | н             | ц   | ц   | ц               | н   | ц  | ц  | ц  | ц   | ц  | ц    | ц    | ц    | ц    | н            | =                       | ц <sup>н</sup> |
| 2.a) Data analysis <sup>11</sup>  | ц               | ц     | Ц   | Ц        | п     | ц    | ц    | н        | п        | Ц        | ц         | 22              | 2             | 22  | ц   | ц     | п             | ц        | ц   | п             | ц   | ц   | ц               | п   | ц  | п  | ц  | ц   | ц  | ц    | ц    | ц    | ц    | н I          | H )                     | ц II           |
| 2.b) Discussion of the results #  | н               | H     | H   | H        | H     | H    | H    | н        | H        | н        | н         | н               | н             | 22  | 22  | x     | X             | 22       | 22  | 12            | н   | H   | H               | Ц   | н  | H  | ц  | H   | ц  | Ц    | Ħ    | H    | н    | п            | H )                     | H H            |
| 2.c) International mobility and networking-   | н               | н     | н   | 11       | п     | H    | н    | н        | н        | н        | н         |                 |               |     |     |       |               |          |     |               |     |     | 10              |     | н  | н  | п  | n   | п  | п    | п    | н    | п    |              |                         | -              |
| activities: at least 6 months in 2 Institutions H   | _               | -     | -   | -        | -     | -    | -    | -        | _        | _        | _         | -               | ~             | ~   | ~   | -     | ~             | ~        | ~   | ~             | -   | ~   | ~               | ~   | -  | -  |    | _   |    |      |      |      | _    | ц            | ц )                     | ц<br>          |
| 2.d) Intermediate report progress (R)Ⅱ  | ц               | н     | Ц   | Ц        | Ц     | ц    | ц    | ц        | ц        | ц        | ц         | н               | ц             | ц   | н   | ц     | ц             | н        | ц   | ×             | R   | ц   | ц               | ц   | ц  | ц  | ц  | ц   | ц  | ц    | ц    | ц    | ц    | н 1          | # )                     | ц "            |
| 3.a) Writing of the full Final Report Thesis (T<br>- deadline to submit it to the tutors)  □  | п               | н     | Ħ   | н        | н     | н    | н    | н        | п        | н        | ц         | н               | ц             | п   | н   | н     | н             | н        | Η   | X             | 8   | Ħ   | X               | 8   | ×  | т  | ц  | н   | ц  | н    | Ц    | н    | п    | a I          |                         | ц <sup>н</sup> |
| 3.b) Discussion of the full Final Report Thesis   |                 |       |     |          |       |      |      |          |          |          |           |                 |               |     |     |       |               |          |     |               |     |     |                 |     |    |    |    |     |    |      |      |      |      |              |                         | -              |
| with the main tutor and co-tutors, revision and   | н               | H     | H   | H H      | H     | Ħ    | н    | н        | н        | н        | н         | Ħ               | н             | н   | Ħ   | Ħ     | Ħ             | н        | Ħ   | Ħ             | н   | Ħ   | #               | н   | Ħ  | Ħ  | 22 | 2   | T  | н    | Ħ    | Ħ    | н    |              |                         |                |
| submission (T) for its multi-step evaluation II   | -               | -     | -   | -        | -     | -    | -    |          | -        |          | -         | $\rightarrow$   | $\rightarrow$ | -+  | -   | -     | $\rightarrow$ | -        | -+  | $\rightarrow$ | -   | -   | -               |     | _  |    | _  |     |    |      | _    | _    | -    | а <b>н</b> I | <b>1</b>                | 4.             |
| 3.c) Writing, discussion, revision and submission<br>of the short article in English (A) for its multi-<br>step-evaluation <sup>11</sup>        | д               | н     | Ħ   | Ħ        | д     | Ħ    | ц    | ц        | Ħ        | μ        | ц         | Η               | μ             | Π   | н   | Ħ     | Ħ             | н        | μ   | μ             | н   | Ħ   | щ               | μ   | ×  | ×  | ×  | R   | A  | ц    | ц    | н    | ц    | н            |                         | = "            |
| 3.d) Multi-Step Evaluation of the Thesis and  | Π               |       | H   | <u> </u> |       |      | Π    | Π        |          | -        | Π         | =               | =             | -   | -   |       | =             | Ξ        | -   | -             | Π   | -   |                 | Π   | Π  | н  |    |     |    |      |      |      |      | -            | -                       | -              |
| short article by the members of the Final Jury  | - 4             | п     | - " | Ц        | п     | - "  |      |          | п        | ц        |           |                 | -             | п   | п   |       |               |          | Π   | п             | -   | п   | п               |     | -  |    | ц  | ц   | ц  | - 85 | - 88 | - 55 | ц    | ц 1          | <b>ц</b> р              | 1              |
| 3.d) Thesis Defence in front of the International   | п               | п     | п   | I        | п     | п    | п    | п        | п        | н        | п         | H               | Π             | Π   | п   | п     | H             | Π        | Π   | n             | п   | п   | п               | п   | п  | п  | п  | п   | п  | п    | п    | п    | E.J. |              |                         | - 1            |
| Final Jury during the European PhD Summer School  |                 |       |     |          | -     |      |      |          |          |          |           |                 |               |     |     |       |               |          |     |               |     |     |                 |     |    |    |    |     |    |      |      |      |      | H            |                         | Н.             |
| INTERNATIONAL SUMMER SCHOOLS  | Ц               | Ц     | Ц   | Ц        | Ц     | Ц    | Ц    | Ц        | X        | Ц        | Ц         | 14              | Ц             | ц   | н   | Ц     | Ц             | Ц        | Ц   | Ц             | 8   | Ц   | Ц               | Ц   | ц  | Ц  | Ц  | Ц   | Ц  | Ц    | Ц    | Ц    | X    | a i          | ц )                     | -              |
| MULTIMEDIA AND DISTANCE<br>INTERACTIVE LEARNING   | Ц               | н     | 8   | д        | Ħ     | 8    | ц    | ц        | 1        | н        | ц         | Ħ               | μ             | μ   | 8   | Ħ     | н             | 8        | Ħ   | μ             | 1   | н   | Ц               | Ħ   | ц  | Ц  | 8  | Ц   | ц  | *    | Ц    | Ц    | 8    | н            | a 1                     | a "            |
| SEMINARS at home and host Institutions <sup>11</sup>  | П               | Ш     | 11  |          |       |      | п    | Ш        | ш        | Ш        | п         | п               | п             | п   | 11  | 11    | ш             | Ш        | Ш   | ш             | п   | ш   | 11              | п   | Ш  | 11 | н  |     | П  | п    | Ш    | 1    | п    | н            | 11                      | 11 H           |
| CAREER PLANS and ALUMNI activities  | Ц               | H     | Ц   | Ц        | Ц     | Ц    | Ц    | Ц        | н        | н        | ц         | н               | Ц             | Ц   | Н   | Ц     | н             | Н        | Н   | Ц             | Ц   | Ц   | н               | ц   | Ц  | щ  | Ц  | н   | ц  | Ц    | Ц    | н    | Ц    | 88 8         | 8 I                     | 8 =            |
|   | п               | п     | 11  | II       | п     | H    | п    | п        | п        | 11       |           |                 | п             | п   | п   | п     | 11            | п        | п   | 11            | п   | 11  |                 |     | п  | 11 | п  | 11  |    | п    | п    | 11   | п    |              |                         |                |

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright



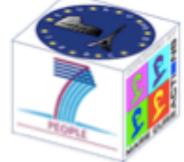
#### 10 SoReCom Joint-IDP intensive training events International Lab Meetings and Summer Schools

TITLE

| 2014 Int. Summer School (13 <sup>th</sup><br>- 19 <sup>th</sup> July 2014)            | Genesis, development and actuality of the Social Representation theory in more than fifty years (1961-2011 and beyond): the main paradigms and the <i>modelling approach</i>   |
|---|--|
| 2015 Winter Lab Meeting (25 <sup>th</sup><br>- 28 <sup>th</sup> January 2015)         | Training in the meta-theoretical analysis of the specialised literature on S.R. & Communication  |
| 2015 Spring Lab Meeting (26 <sup>th</sup><br>- 29 <sup>th</sup> April 2015)           | The "Anthropologicalâ€, "Narrativeâ€, "Dialogical†and "Subjective†paradigmatic approaches to Social Representations  |
| 2015 Int. Summer School (18 <sup>th</sup><br>- 25 <sup>th</sup> Â July 2015)          | Mapping the impact and dissemination of the social representation theory across different geo-cultural contexts around the world: from Europe towards other continents   |
| 2016 Winter Lab Meeting (24 <sup>th</sup><br>- 27 <sup>th</sup> January 2016)         | Training in the meta-theoretical analysis of the specialised literature on S.R. & Communication  |
| 2016 Spring Lab Meeting (17 <sup>th</sup><br>- 20 <sup>th</sup> April 2016)           | The "Structural†paradigmatic approach to Social Representations  |
| 2016 Int. Summer School (17 <sup>th</sup><br>- 23 <sup>rd</sup> July 2016)            | The "methodological polytheism in the Social Representations literature and its implication in the contemporary communication era: distinctiveness and dialogue between multiple research methods                                      |
| 2017 Winter Lab Meeting (29 <sup>th</sup><br>January - 1 <sup>st</sup> February 2017) | Training in the meta-theoretical analysis of the specialised literature on S.R. & C.   |
| 2017 Spring Lab Meeting (17 <sup>th</sup><br>- 20 <sup>th</sup> April 2017)           | The "Socio-Dynamic†paradigmatic approach to Social Representations   |
| 2017 Int. Summer School (18 <sup>th</sup><br>– 24 <sup>th</sup> June 2017)            | Social Representations in the social arena faced with social demand: the impact of this supra-disciplinary research field on the wide range of societal issues investigated in the various thematic areas in multiple applied contexts |







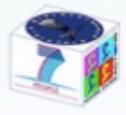
#### Tuesday Lab Seminars Food for mind and Methodological Training & Transferable skills workshops schedule



© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright



#### see the full list on the SoRecomJoint-IDPwebsite http://www.europhd.net/sorecom-joint-idp-scientific-events





Funded by the European Union

#### Training activities: Workshops and Seminars organised to the ESRs in addition to the training activities and scientific events formally included in Annex I

#### Workshops and Seminars organised at the European/International Joint PhD Research Lab

| 26 <sup>th</sup> June 2015     | <ul> <li>Preliminary results from the doctoral research project:</li> <li>Popular Practices and Social Representations of Health in the ribeirinhas communities, by Luana Michele da Silva Vilas Bôas,<br/>University of Rio de Janeiro State - PPGPS/UERJ (Brazil)</li> </ul>  |
|--------------------------------|---|
| 25 <sup>th</sup> May 2015      | Methodological training:<br>• Many Faces of PhotoVoice: Women's Experiences of the Great East Japan Disasters, by Prof. Mieko Yoshihama, Ph.D., LMSW,<br>ACSW – University of Michigan School of Social Work  |
| 02 <sup>nd</sup> March 2015    | Between the biography of the theory and one's own intellectual auto-biography:<br>Video-interview with Pedrinho Guareschi, a theory's voice from Brazil   |
| 16 <sup>th</sup> February 2015 | Between the biography of the theory and one's own intellectual auto-biography:<br>Video-interview with Martha De Alba, a theory's voice from Mexico   |
| 13th January 2015              | <ul> <li>Methodological training:         <ul> <li>Further exercises on Geo-mapping techniques and <u>Tableau software</u> by ESR Agnese Pastorino and Dr. Laura Drvianska.</li> <li>Other web based options under consideration to be integrated in the new platform of the <u>SoReCom</u> "A.S. de Rosa's" @-<br/>Library by ing. Lorenzo Corbella and ESR Ana Tomicic</li> </ul> </li> </ul> |
| 17th December 2014             | <ul> <li>Academic skills training:         <ul> <li>How to Write a Great Research Paper, and Get it Accepted by a Good Journal, by Anthony Newman, Senior Publisher at Elsevier</li> <li>"Mendeley: your research, anywhere" by Massimiliano Bearzot, Customer Consultant at Elsevier</li> </ul> </li> </ul>  |
| 16th December 2014             | <ul> <li>Methodological training:         <ul> <li>Using Sony Vegas Movie Studio in research (psychology and anthropology), differences between different programs available by ESRs Carlos Miguel Aguilar and Agnese Pastorino</li> </ul> </li> </ul>  |

Grant Agreement PITN-GA-2013-607279 - So.Re.Com. Joint-IDP

# Transferable skills provided by the non academic partners of the European/International Joint PhD

**Elsevier** 

FSTTAR

CONERI

Contatto

Lavoro

coner

Knowledge of bibliometric tools, publishing strategies, editorial policy; cross-fertilising knowledge from Social Sciences and Computer Sciences Engineering (Big Data, Bibliometrics, etc.) - RESEARCH ACADEMY COURSES -

Exposure to a variety of approaches thanks to the multidisciplinary characteristic of its research teams in fields such as: epidemiology, ergonomics, psychology, statistics, telecommunication, sociology and artificial intelligence, etc.

Courses in communication and team processes related to online meetings. Research trainees actively participate in organising e-meetings and virtual team building related to online meetings

Employer branding, qualitative and quantitative analysis, new media and training on WEB 2.0 corporate identity management, design and implementation of corporate blogs, forums and wiki websites. Small-company

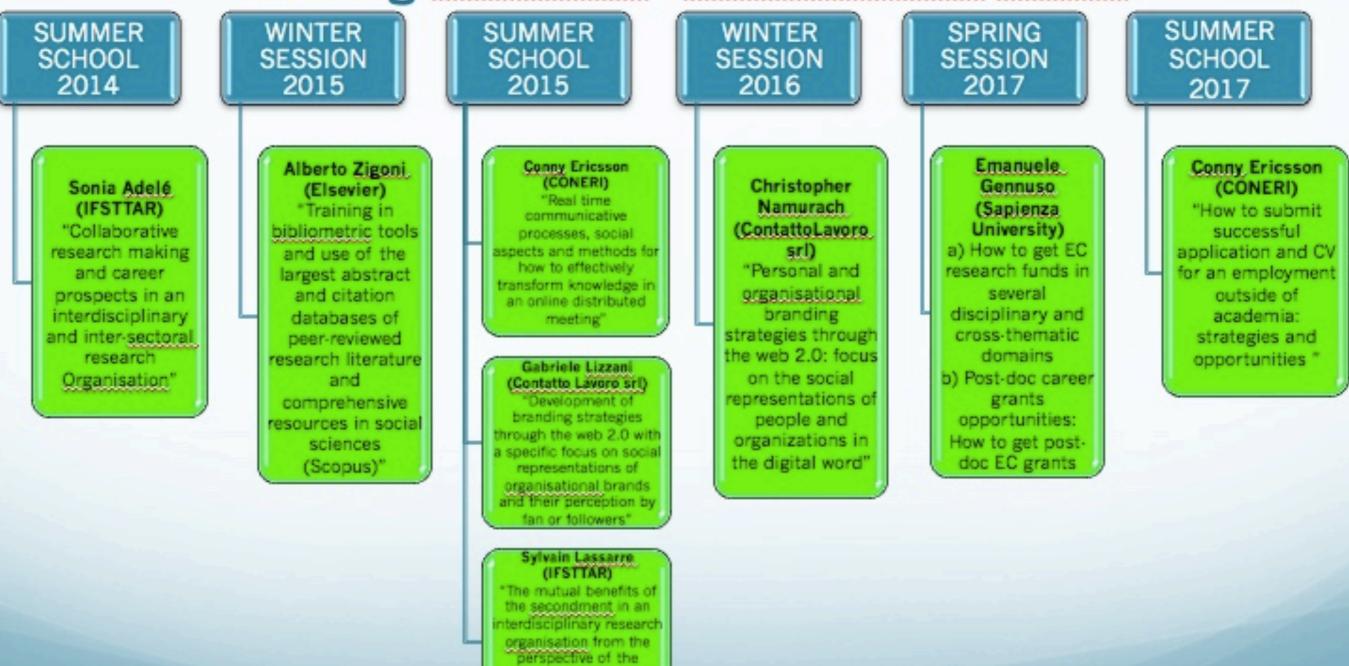






Funded by the European Union

### **Training activities: Transferable skills**



supervisors and of a young researcher for his career within and outside academia" in 2017 International Summer School the 13 ESR recruited SoReCom Joint-IDP defended their theses now ALUMNI amona 41 DEGREE HOLDERS by 21 NATIONALITIES

© All contents and images are protected by de Rosa , A.S. (2018) European/International Joint Ph.D on S.R.&C. copyright

It was Not always an easy journey, indeed with some of the crew rowing in other directions, but finally we all arrived safely at the port!

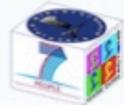
> THE LIGHT AT THE END OF THE THESIS.

CAN YOU SEE IT ?

phd.aTanfard.ada









Funded by the European Union

# From an "individual" dream to a "collective" scientific enterprise 3000 A.S. DE ROSA 11111 UU

© All contents and images are protected by de Rosa ,A.S. (2018) European/International Joint Ph.D on S.R.& C. copyright

Technical Developments of the So.Re.Com. "A.S. de Rosa" @-Library

Current and Future "Technical" Developments

- ongoing further technical developments following the completed transfer into a new web-platform from web-object to Drupal, expanding access via new improved web interfaces
- a management service innovation enabling users to virtually meet authors of the @-Library's content
- future sustainability plans for continuous technological improvement, while still ensuring expert's human quality control system in the content management to update data and meta-data.



for the whole scientific community and research field

The insertion of all the meta-theoretical analyses in the specialised SoReCom "A.S. de Rosa" @-Library and its continuous technological and content development will make available to the scientific community the worldwide most comprehensive digital library specialised in the Social **Representations and Communication literature**, currently including more than 12.000 bibliographic items and big data and meta-data as solid background knowledge for further researches.

web-tools for NETWORKING: So.Re.Com. "A.S. de Rosa" @-Library

web-tools for Networking • more than 3000 members of the worldwide SoReCom Thematic Network online community, including personal and institutional information and scientific profiles

news and calendar of scientific events
online co-operative research tools

on-line web-conference management

system for participant registration, submission and review of abstracts, power point presentations and papers, interactive feedback system for editing and publishing

 SoReCom THEmatic NETwork @-NEWS

 newly designed management service for "virtual meetings on demand with authors or book presentations" Technical Developments of the So.Re.Com. "A.S. de Rosa" @-Library

Current and Future Technical Developments

- Once the ongoing technical developments will be completed, the So.Re.Com. "A.S. de Rosa" @-library will answer the increasing demand for multi-lingual access to multi-format documentation in Social Representations and Communication, also from users in disadvantaged areas in the world where information and training are difficult to obtain.
- The ultimate goal is to make it accessible to anyone, anytime, anywhere, therefore disseminating resources otherwise dispersed and fragmented in several universities, public and private research centers and governmental institutions.





### the SOCIETAL IMPACT of the knowledge

The high societal impact of the knowledge developed by the researchers working in Social Representations and Communication in many crossthematic areas of supra-disciplinary interest (environment, health, education, science and technology, communication, politics, economics, etc.) is another added value of the knowledge produced thanks to this ambitious SoReCom Joint-IDP program.



# Thank you for your attention

### ....not only "*his*" works, but also "*their*" works will follow him....

