



## Giulio Morelli

### ESPERIENZA LAVORATIVA

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#### **Professore di Scienze Motorie**

*IC Sesami, Liceo Amaldi, Liceo Toushek - MIUR* [ 09/2018 – 31/10/2020 ]

Indirizzo: Roma (Italia)

Professore di Scienze Motorie nella scuola secondaria di primo e secondo grado

#### **Docente universitario**

*Università degli studi di Roma "Foro Italico"* [ 20/10/2015 – 31/05/2020 ]

Indirizzo: Roma (Italia)

Docente di Volley nel Corso di Laurea Triennale L22, Cattedra di Giochi Sportivi

#### **Maestro e Tutor nella scuola primaria**

*CONI, I.C. De Cupis, I.C. Angelica Balabanoff, I.C. Valente, I.C. Olcese* [ 2014 – 30/05/2018 ]

Indirizzo: Roma (Italia)

#### **Professore di Scienze Motorie**

*IC Nostra Signora della Neve* [ 01/10/2016 – 10/06/2018 ]

Indirizzo: Roma (Italia)

Professore di Scienze Motorie nella scuola secondaria di primo grado

#### **Atleta (Palleggiatore)**

*MRoma Volley, Sir Safety Perugia, Che Banca! Milano, Cortona Volley, Pol. Roma 7 Volley A.D.* [ 01/08/2006 – Attuale ]

Indirizzo: (Italia)

Coppa Italia (A2), Scudetto (A2), Promozione (B2)

#### **Allenatore di pallavolo**

*Polisportiva Roma 7 A.D.* [ 01/09/2012 – Attuale ]

Indirizzo: Roma (Italia)

Under 13, Under 14, Under 15

1 trofeo provinciale, 2 trofei regionali e 2 finali nazionali

#### **Maestro di educazione fisica nella scuola primaria e dell'infanzia**

*Istituto paritario A. M. Gianelli* [ 01/11/2014 – 15/06/2015 ]

Indirizzo: Roma (Italia)

## **Team Manager Repubblica Dominicana**

**FIPAV - Federazione Italiana Pallavolo** [ 01/09/2014 – 01/10/2014 ]

Indirizzo: Roma (Italia)

## **ISTRUZIONE E FORMAZIONE**

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### **Dottore di Ricerca**

**Università degli studi di Roma "Foro Italico"** [ 01/11/2020 – Attuale ]

Indirizzo: Piazza Lauro de Bosis 6, Roma (Italia)

### **Master di alta formazione in Management dello sport**

**LUISS Business School** [ 24/02/2014 – 09/12/2014 ]

Indirizzo: Roma (Italia)

Livello EQF: Livello 7 EQF

Conoscenza del business dello sport e inquadramento giuridico della materia

### **Master aziendale per allenatore**

**Fipav** [ 03/11/2014 – 31/03/2015 ]

Indirizzo: Roma (Italia)

### **Laurea Magistrale in Management dello Sport (LM47)**

**Università degli studi di Roma "Foro Italico"** [ 21/10/2012 – 18/07/2014 ]

Indirizzo: Roma (Italia)

Livello EQF: Livello 7 EQF

Voto 110/110 e lode

### **Laurea triennale in Scienze motorie e sportive (L22)**

**Università degli studi di Roma "Foro Italico"** [ 21/10/2009 – 17/07/2012 ]

Indirizzo: Roma (Italia)

Livello EQF: Livello 6 EQF

Voto 107/110

### **Diploma liceale**

**Liceo Scientifico "San Francesco d'Assisi"** [ 15/09/2004 – 20/07/2009 ]

Indirizzo: Roma (Italia)

Livello EQF: Livello 4 EQF

Indirizzo P.N.I. (Piano Nazionale d'Informatica)

Voto 100/100

## COMPETENZE LINGUISTICHE

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Lingua madre:

**italiano**

Altre lingue:

**inglese**

**ASCOLTO B2 LETTURA B2 SCRITTURA B2**

**PRODUZIONE ORALE B2 INTERAZIONE ORALE B2**

## PUBBLICAZIONI

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### **E-tutoring for special education teachers at the time of COVID-19 a case study**

[2020]

[https://www.researchgate.net/publication/350102059\\_E-](https://www.researchgate.net/publication/350102059_E-tutoring_for_Special_Education_Teachers_at_the_time_of_COVID-19_A_Case_Study)

[Tutoring for Special Education Teachers at the time of COVID-19 A Case Study](https://www.researchgate.net/publication/350102059_E-tutoring_for_Special_Education_Teachers_at_the_time_of_COVID-19_A_Case_Study)

In Italy, special education teachers' training in 2020 had to face some specific issues due to the spread of the COVID 19. One of the major concerns was these teachers' internship, which could not be performed in classrooms and school centres due to schools and universities remaining closed for a lockdown of all activities. The training of special education teachers in Italy takes place in specific master courses held by individual universities. In the period of COVID-19, in these courses, the most diverse methodologies have been used to make trainee teachers carry out the training activities. Because of the difficulty of adopting a system of tutoring in presence, some universities have adopted solutions based on virtual and distance learning platforms. This study aims to deepen the problem of distance learning platforms for tutoring and the internship of special education teachers training by comparing them and highlighting their advantages and disadvantages compared to face-to-face/in presence tutoring. The study aims to understand whether these platforms are useful and meet teachers' approval and identify a useful model for their distance tutoring. In deepening these issues, we will analyze the results of a case study conducted at the University of Rome Foro Italico, Italy, in which some virtual platforms (mainly Flipgrid) were used for tutoring and the internship of special education teachers. The data were collected through three main phases. In the first phase, a survey questionnaire online containing items based on the Likert scale was administered to 287 special education teachers attending the specific master course at Foro Italico University. In the second phase, we have conducted four focus groups, and in the third one, 20 trainee teachers from the course with specific characteristics were in-depth interviewed. The data were then statistically processed with the Stata software for data analysis. Also, a textual and frequency analysis was conducted through the Voyant Tools software. The data were then interpreted and compared. The data results allowed to obtain some concept maps and information pieces useful to understand the effectiveness of the virtual training platforms for special education teachers used to conduct the case study. Through the data collected, at the end of the study, a possible technically useful e-tutoring model for special education teachers was sketched, and the pedagogical principles on which this model should be based were also identified.

## **Sport e inclusione: uno studio esplorativo sul Sitting Volley**

[2021]

[https://www.researchgate.net/publication/353014078 Sport e inclusione uno studio esplorativo sul Sitting Volley](https://www.researchgate.net/publication/353014078_Sport_e_inclusione_uno_studio_esplorativo_sul_Sitting_Volley)

Il saggio, attraverso l'analisi qualitativa di tipo ermeneutico di due focus group, esamina le opinioni di un gruppo di giocatori della Nazionale Italiana di Sitting Volley per far emergere il significato dello sport in senso inclusivo e di benessere per le persone con disabilità. Le voci delle persone con disabilità sono fondamentali e testimoniano la concretezza dei processi di inclusione ed il loro impatto nei diversi ambiti di vita. La prospettiva pedagogico speciale adottata nel condurre l'indagine consente di individuare le parole chiave attorno al quale dare un senso educativo ed inclusivo allo sport, soffermandosi sui concetti di barriera/facilitatore, gruppo, benessere, inclusione, trovando in quest'ultimo il filo conduttore in grado di trasformare l'esperienza sportiva in uno strumento di crescita e di uguaglianza nella differenza. The essay, through the qualitative hermeneutic analysis of two focus groups, examines the opinions of a group of players of the Italian National Sitting Volleyball team to bring out the meaning of sport in an inclusive way and well-being for people with disabilities. The voices of people with disabilities testify to the concreteness of the inclusion processes and their impact in the various spheres of life. The special pedagogical perspective adopted in conducting the survey makes it possible to identify the key words around which to give an educational and inclusive sense to sport, focusing on the concepts of barrier/facilitator, group, well-being, inclusion. The latter is the common thread able to transform sports experience into a tool for growth and equality in difference. Parole chiave: inclusione, sport, benessere, barriera/facilitatore

## **Inclusion in Paralympic Sports from 2010 to 2021: A Systematic Review**

[https://www.researchgate.net/publication/354680280 Inclusion in Paralympic Sports from 2010 to 2021 A Systematic Review](https://www.researchgate.net/publication/354680280_Inclusion_in_Paralympic_Sports_from_2010_to_2021_A_Systematic_Review)

The process of inclusion in the paralympic movement is examined from an inclusive pedagogical perspective. At least 100 million disabled people live in Europe alone. A useful definition of the inclusion process is the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people with disabilities or other disadvantages. Inclusion moves in multiple directions involving all people and every aspect of the human condition. Thanks to the great media exposure given to the London Paralympic Games of 2012, the mainstream public came face to face for the first time with athletes with disabilities. This review explores the literature to determine whether inclusion is a regular feature of the paralympic movement, and how it is applied to this specific population; some suggestions for future research in this field will also be provided. The review covered all available research relating to paralympic athletes with special attention to the bio-psycho-social approach, according to the International Classification of Functioning, Disability and Health. This document modifies the concept of health and disability, highlighting the role of context in the process of the individual life. A context that is fraught with barriers places the individual at a disadvantage, while one that is rich in facilitations will help the individual to function in relation to his or her duties and goals, and to participate fully in the social life. The review excludes research projects with a purely medical or clinical approach or with a focus only on performance in paralympic sports. The databases used for the research are Science Direct, Web of Science, ERIC, BASE, DOAJ and they were searched from 2010 until the end of 2021. Rayyan was used to manage the studies. Two independent reviewers screened the records and retrieved 57 articles. The studies included used mixed methods to explore inclusion: on the one hand, they photographed the current situation with questionnaires, surveys or focus groups and, on the other hand, they evaluated inclusive programs, especially with school-age populations. A total of 10,387 participants were involved in the studies included in this review, with a mean of 182.2 and SD of 381.7. Studies suggest that paralympic sports are an excellent tool for inclusion. This review suggests the need to examine the subject more in depth, with experimental studies aimed at investigating inclusion in paralympic sports at the national and international level.

## **CONFERENZE E SEMINARI**

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### **Seminari**

Spazio pubblico e sport (Foro Italico)

Social media (LUISS Business School)

Gestione dei conflitti interpersonali (LUISS Business School)

## **PROGETTI**

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### **Progetti**

Bilancio sociale 2012 Ospedale pediatrico Bambino Gesù

## **COMPETENZE COMUNICATIVE E INTERPERSONALI.**

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### **Competenze comunicative e interpersonali.**

Gestione del gruppo e sua motivazione grazie alla esperienza da allenatore

## **ALTRE COMPETENZE**

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### **Altre competenze**

Sportivo vero

Grande lettore e amante dei film

Leadership e gestione gruppi