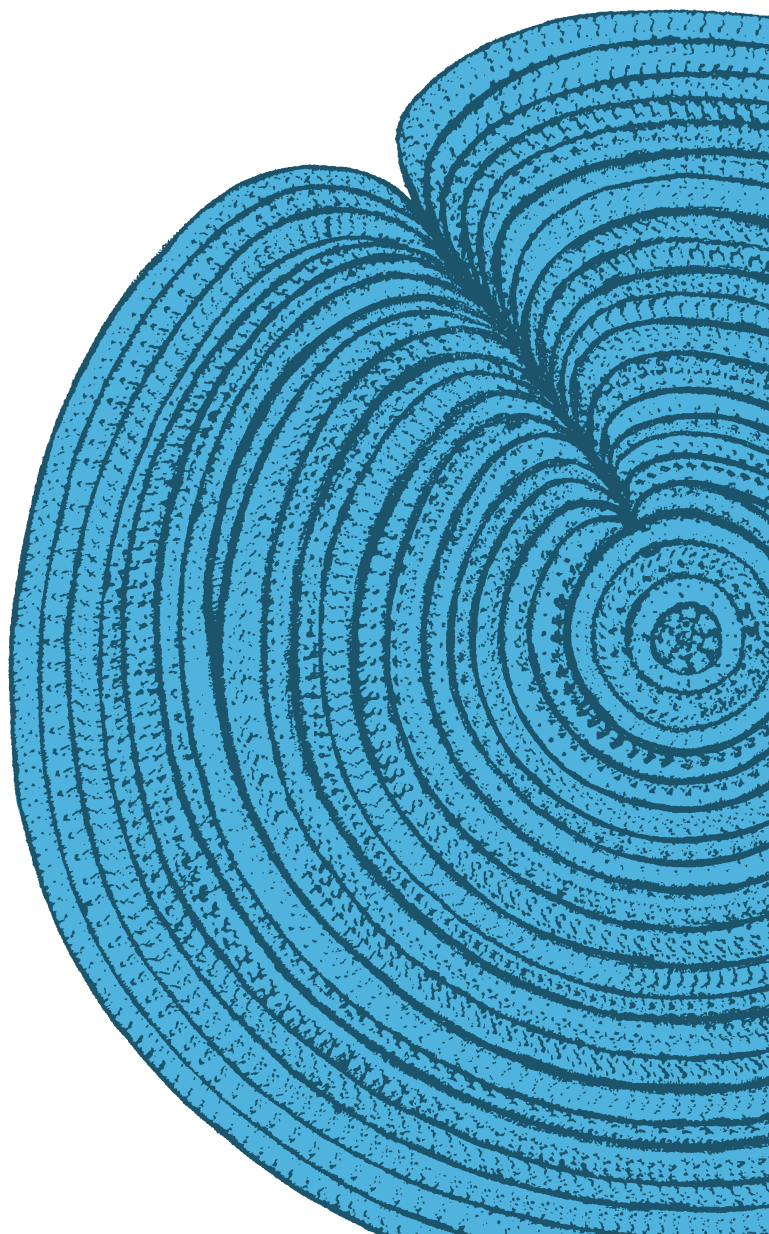




UNIVERSITÀ  
DEGLI STUDI DI TRIESTE  
Department of Life Sciences  
Psychology Unit *Gaetano Kanizsa*

# TSPC2016

Proceedings of the  
*Trieste Symposium on Perception and Cognition*  
November 4



edited by  
Paolo Bernardis  
Carlo Fantoni  
Walter Gerbino

EUT

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## Preface

This book of proceedings collects the abstracts of talks and posters presented at the *Trieste Symposium on Perception and Cognition 2016*, organized by the Psychology Unit of the Department of Life Sciences, University of Trieste, and held at campus on the 4th of November.

This year TSPC2016 did also include the 24th annual *Kanizsa Lecture*, which has been delivered, as a special event fitting into the long tradition of *Kanizsa Lectures* opened in 1993 by Irvin Rock (see The Kanizsa Lectures list).

The TSPC2016 book of proceedings opens with the abstracts of the 24th Kanizsa Lecture held by the 2016 invited speaker W. Tecumseh Fitch, Department of Cognitive Biology, University of Vienna, Austria.

A second contribution of the TSPC2016 book includes abstracts from the "Roundtable Comparative Perception: A tribute to Professor Mario Zanforlin" (Organizer: Cinzia Chiandetti). The roundtable featured 5 key speakers – Osvaldo Da Pos, Yegor Malashichev, Christian Agrillo, Daniel Osorio, and Meta Virant-Doberlet - in the field of comparative perception and cognition honouring the memory of Professor Mario Zanforlin, who has recently passed away. The invited speakers show that the comparative perspective with which to look at various phenomena that has been Mario's approach will continue to prompt works in the broad fields of perception and cognition. Osvaldo Da Pos, worked on aggressive behaviour and steroid hormones in human and non-human species but later he focused on perception and specifically on colour perception. His main contribution has been the application of the model of transparency to chromatic colours. Within this roundtable, he witnessed the everlasting bond between Padova and Trieste and discussed about the relationship between Stimuli and Context in perception. Yegor Malashichev, works on lateralization and his contribution follows the guidelines of the true European ethological school: observing an organism in its own environment. From

reptiles to whales, from frogs to kangaroos he showed that humans aren't all that unique and claimed about Mother-infant lateral biases in humans and wild animals: conservatism of the phenomenon and its benefits for fitness. Christian Agrillo, after studying biological motion in the chicks, has specialized on numerical representation running experiments with different animal species and recently has started to investigate visual illusion in animals. Christian presented his latest studies in monkeys and fish. Daniel Osorio, studies colour vision and object recognition by observing different animal species from butterflies to primates. He has also investigated symmetry perception in the chick with two influential Mario's students, Lucia Regolin and Giorgio Vallortigara. Daniel is involved in animal welfare and is part of a team writing the guidelines for the use of cephalopods. In his talk, he provides insights on How Cuttlefish see objects. Meta Virant-Doberlet studies vibrational communication in insects. She investigates this intriguing, and unsuspected, signalling trying to respond to all 4 Tinbergen's questions and has presented "A day in a life of a bug linguist".

The third part of the volume collects abstracts of talks and posters presented at regular oral and poster sessions of TSPC2016.

Each abstract published in the proceedings has been evaluated by an anonymous expert reviewer and by the organizers. The list of anonymous reviewers who supported the editorial process is reported in the next section.

About 54 active participants gathered at TSPC2016, coming from Italy and other European countries (Serbia 7, Germany 2, Greece 1, Slovenia 1, Hungary 1). It featured 9 talks and 45 posters. The book of proceedings includes written reports of all talks, and 40 out of 45 posters. Several areas of cognitive science were covered, including: perception (talks 4, 6, 8; posters 4, 5, 17, 24, 27, 29, 36); mindfulness (talk 1); action and perception (talk 6; posters 4, 19, 22, 30, 34); attention (posters 7, 29); memory (talk 3, 7; posters); learning (poster 17); development (posters 14, 23, 25, 31, 33); language (poster 13, 39); problem solving and reasoning (poster 20); personality (posters 11, 18, 25); decision-

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making (poster 20); concepts and categorization (talks 2; poster 4, 16, 33, 38, 39); social cognition (talk 4, 5; posters 6, 9, 40); animal cognition (talk 9; posters 1, 3, 8, 15, 36, 37); neuropsychology (poster 2, 10, 12, 22, 26, 28, 35, 38); rehabilitation (posters 22); developmental disorders (posters 2, 5, 10, 12); applied psychology (poster 7, 21, 28, 30, 32, 34); executive processes: monitoring, inhibitory control (posters 7, 14, 18, 23, 35);

In terms of disciplines, contributions included modelling, behavioral experiments with humans and animals, cognitive neuroscience, linguistics, philosophy, and vision.

We thank all authors who submitted an abstract to be included in the proceedings, and the reviewers who supported the editorial process with their fast and constructive reactions.

Finally, for their institutional and financial support to TSPC2016 we thank the Department of Life Sciences and the PhD program in Neural and Cognitive Sciences of the University of Trieste.

Paolo Bernardis  
Carlo Fantoni  
Walter Gerbino  
*organizers and editors*

and Cinzia Chiandetti

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### **Sexual prejudice, inter-group contact and homophobic school climate as determinants of school staff responses to homophobic bullying**

Davide Zotti<sup>1</sup>, Andrea Carnaghi<sup>1</sup>, Valentina Piccoli<sup>1</sup>, Mauro Bianchi<sup>2</sup>, Giovanna Pelamatti<sup>1</sup>

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Key words: Homophobia; Bullying; School climate; Teacher; Contact hypothesis; Secondary School

Bullying and homophobic bullying are a widespread problem in the European and North-American school context [1,2]. Despite the relevant role played by teachers regarding bullying within the school context as well as in influencing student reactions to the bully, the majority of research on this theme has mainly addressed student attitudes and behaviors from the perspective of the victim, actor and bystanders, for a review see [3], leaving the teachers' attitudes towards and reactions to bullying episodes partially unexplored [4, 5]. Importantly, the underrepresentation of research addressing the way teachers appraise and react to bullying is even more pronounced when *homophobic* bullying is taken into account.

The present research intends to fulfill this lacuna. We assess the frequency and types of staff reactions towards homophobic bullying within the secondary school context, thus understanding how the staff appraises and deals with homophobic bullying events [6]. Furthermore, and for the first time, the present work aims to assess the contribution of attitudinal factors, such as the staff's sexual prejudice and contact with homosexuals, in shaping both the type and the frequency of staff reactions to homophobic bullying. Moreover, the role of contextual factors, namely the perceived staff responses to, as well as the occurrence of homophobic bullying in the school context will be analyzed as potential predictors of the staff's own reactions towards these bullying episodes.

Results have indicated that the higher the sexual prejudice and the lower the contact with homosexuals, the higher the frequency of reactions compatible with not-contrasting interventions. Moreover, the staff reactions to homophobic bullying are strongly shaped by the perceived reactions of colleagues to the same episodes. Finally, the higher the frequency of observed bullying episodes, the higher the staff tendency to defend the bullying actors. Results are discussed with respect to the current literature regarding this phenomenon, and applied interventions to face homophobic bullying at school are put forward.

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