



Savannah Olivia Mercer

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Date of birth: 21/03/1997 **Nationality**: British

EDUCATION AND TRAINING

[Current]

Doctorate in Health Promotion and Cognitive Sciences

Università degli Studi di Palermo

City: Palermo | **Country**: Italy | | **Level in EQF**: EQF level 8

Master of Science in Psychology- Distinction

Sheffield Hallam University

City: Sheffield | **Country**: United Kingdom | | **Level in EQF**: EQF level 7

Bachelor of Arts in English

Sheffield Hallam University

City: Sheffield | **Country**: United Kingdom | | **Level in EQF**: EQF level 6

WORK EXPERIENCE

[01/06/2022 – 01/11/2023]

Children's Emotional and Behavioural Psychologist

Unravel

City: Sheffield | **Country**: United Kingdom

Providing bespoke psychological services to children and young people (CYP) (aged 4-19). Placed both in schools and in a private setting. Using child-centred, humanistic approaches to work with a diverse range of children with a variety of different mental health needs. Experience working with complex cases, trauma, and additional learning needs. As well as providing mental health interventions to CYP, providing advice, support and guidance for school staff and parents/carers, and liaising with other providers and services. Also working as part of the Department for Education government funded project, the SAFE initiative- helping vulnerable CYP to reduce exclusions, keep engaged in education, and be at a lesser risk of being drawn into violence and crime.

[10/2023 – 12/2023]

Independent Living Coordinator

Age UK

City: Sheffield | **Country**: United Kingdom

Hospital Discharge Project, Wellbeing Centres and Dementia Cafes

[01/10/2021 – 01/11/2022]

Teaching Assistant

Education World

City: Sheffield | **Country**: United Kingdom

Working within pupil referral units and inclusion schools with children and adolescents. Providing support to vulnerable children with varying support needs.

[01/09/2018 – 01/11/2022]

Teaching Assistant

TINIES Yorkshire

City: Sheffield | **Country**: United Kingdom

Working within multiple nursery and primary schools around Sheffield.

[01/01/2017 – 01/07/2018]

Teaching Assistant

TINIES Dorset

City: Bournemouth | **Country**: United Kingdom

Working within multiple nursery and primary schools around Bournemouth and Dorset.

[01/05/2019 – 01/03/2020]

National Health Service Conversation Partner

NHS England

City: Sheffield | **Country:** United Kingdom

Partnered with a stroke survivor within the community, involved meeting with partner once a week and offering regular interaction and support.

[01/10/2015 – 01/08/2016]

Nursery Nurse

Mucky Pups Nursery

City: Milton Keynes | **Country:** United Kingdom

Working full time as a Nursery Nurse. Experience with all ages ranging from 6 months to pre-school. Attentive care to assure children's basic needs were met, as well as facilitating educational and developmental play.

LANGUAGE SKILLS

Mother tongue(s): English

Other language(s):

Italian

LISTENING B1 READING B1 WRITING A2

SPOKEN PRODUCTION A2 SPOKEN INTERACTION B1

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

PUBLICATIONS

[2024] **Understanding Teacher Emotions Through Electrodermal Activity in Teaching: A Narrative Review.**

Reference: Article in journal

Mercer, S.O. & Leone, A. (2024). *Understanding Teacher Emotions Through Electrodermal Activity in Teaching: A Narrative Review*. QTIMES WEBMAGAZINE, 3(16), 984-996. DOI: 10.14668/QTimes_16372

[2024] **Digital Transformation in Mongolian Higher Education: A European Perspective for Lifelong Learning.**

Reference: Oral conference presentation

Falzone, Y., La Marca, A., Mercer, S.O. (2024). *Digital Transformation in Mongolian Higher Education: A European Perspective for Lifelong Learning*. In: SCUOLA DEMOCRATICA (Eds.). Book of Abstracts of the International Conference of the journal Scuola Democratica. Reinventing Education, Rome, Associazione "Per Scuola Democratica"

[2024] **Prospettive degli Studenti e Impatto degli Interventi Formativi su ChatGPT**

Reference: Oral conference presentation

La Marca, A., Falzone, Y., Mercer, S.O., (2024). *IA e STEAM: Prospettive degli Studenti e Impatto degli Interventi Formativi su ChatGPT*. In Giornata dedicata all'Innovazione didattica e supporto delle STEAM – Scuola e Università a confronto.

[2024] **Inclusive Education in the Digital Era: Prospective Teachers' Perspectives on Technology Integration and Inclusive Practices**

Reference: Full article published in conference proceedings

Gülbay, E., Falzone, Y., Mercer, S.O. (2024). *Inclusive Education in the Digital Era: Prospective Teachers' Perspectives on Technology Integration and Inclusive Practices*. In the 12th European Conference on Education.

[2024] **A scoping review of wearable technologies for supporting neurodiversity**

Reference: Oral conference presentation

Mercer, S.O., Falzone, Y., Gülbay, E., La Marca, A. (2024). *Fostering inclusion in early childhood education: A scoping review of wearable technologies for supporting neurodiversity*. In European Early Childhood Education Research Association Conference 2024.

[2024] **La progettazione di percorsi di Service Learning per lo sviluppo della docenza universitaria.**

Reference: Abstract for conference

La Marca, A., Falzone, Y., Miro, B., Mercer, S.O. (2024) *La progettazione di percorsi di Service Learning per lo sviluppo della docenza universitaria*. [IN PRESS]

[2024] **Exploratory Factor Analysis of TPACK: assessing construct validity in the context of Italian future teachers.**

Reference: Formazione & Insegnamento.

[IN PRESS]

[2024] **Developing a questionnaire for measuring future teacher anxiety: with insights from initial observations and interviews**

Mercer, S.O., Falzone, Y., La Marca, A., Miro, B., De Franches, G.R., Pecoraro, M. (2024). *Developing a questionnaire for measuring future teacher anxiety: with insights from initial observations and interviews*. HELMETO. [IN PRESS]

[2024] **Empowering Future Teachers: The Role of Active Breaks and Technologies in Initial Teacher Training**

Gülbay, E., La Marca, A., De Franches, G.R. & Mercer, S.O. (2024). *Empowering Future Teachers: The Role of Active Breaks and Technologies in Initial Teacher Training*. HELMETO. [IN PRESS]

EXTRA COURSES AND TRAINING

CBT Advanced Diploma (Merit)

Level 3 Safeguarding Children

Acceptance and Commitment Therapy

Full day course

Trauma, The Brain and Recovery

Full day course

Working with children affected by Huntington's Disease

Training session

Adverse Childhood Experiences (ACEs) and Early Trauma

Online course

Child Sexual Abuse Awareness

Inhouse training-session

Understanding Trauma: Promoting recovery from toxic stress

Inhouse training session- full day

Eating disorders in CYP

Inhouse training-session