Lucia Mason

CURRICULUM VITAE

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Education
1987: Ph.D. in Pedagogy, University of Padova, Italy.
1976: Degree in Psychology, University of Padova, Italy, summa cum laude.

Academic Positions
2005-:   Full Professor of Educational Psychology, School of Psychology, University of Padova.
2001-2004:   Associate Professor of Educational Psychology, Faculty of Psychology, University of Padova.
1998-2001:   Associate Professor of Developmental and Educational Psychology, University of Lecce.
1993-1998:   Researcher, Faculty of Education, University of Padova.
1987-1992:   Lecturer, Faculty of Education, University of Padova.

Merits
2003:   EARLI Publication Award for the article "Introducing talk and writing for conceptual change: a classroom study", *Learning and Instruction*, 2001, 11, 305-329.
1998:   Selected by the Bilateral Commission of the Italian and Spanish Ministerial Offices for the University and Scientific Research for a research stay at the Autonóma Universidad de Madrid, Spain.
1995:   Selected by the Rockefeller Foundation in New York for a study period at the Bellagio International Center, Como, Italy.
1992:   Fulbright fellowship at the University of Georgia, Athens, USA.

Current Research Areas
- Emotion and cognition in reading processes and outcomes
- Web sources evaluation and comprehension of online multiple texts
- Executive functioning and school achievement
- Multimedia processing and learning
- Conceptual change learning
- Motivation to school learning
- Epistemic cognition

Professional Affiliations

Member of the Italian Association of Psychology (AIP).

Member of the European Association for Research on Learning and Instruction (EARLI).

Member of the American Educational Research Association (AERA).

Member of the American Psychology Association (APA), Division 15.

Editorial Positions

2010-2015:   Editor-in-Chief, Learning and Instruction.

2008-2010:   Member of the Evaluation Committee of the Educational System of the Province of Trento, Italy.

2006-2009:   Associate Editor, Educational Research Review.

Editorial Boards
- *Cognition and Instruction*
- *Contemporary Educational Psychology*
- *Journal of Educational Psychology*
- *Instructional Science*
- *Metacognition and Learning*
- *Education Research Review*

Ad hoc referee for Publishing Houses
- Academic Press
- Springer
- Oxford University Press
- Cambridge University Press
- Routledge

Ad hoc referee for Foundations
- US-Israel Binational Science Foundation (BSF)
- Israel Science Foundation (ISF)
- Programme Council for Fundamental Scientific Education Research (PROO, The Netherlands)
- Fulbright (USA)

International Research Networks

Member of the following International Research Networks:

- European Network on "Epistemological Beliefs", funded by DFG, Germany (principal investigators: Rainer Bromme, University of Münster, and Elmar Stahl, University of Education, Freiburg, Germany);
- International Scientific Network "Developing critical and flexible thinking", funded by the Fund for Scientific Research-Flanders (principal investigator: Lieven Verschaffel, University of Leuven, Belgium).

Current Teaching Services
Head of the Master Program in Developmental and Educational Psychology
Course: Educational Psychology (undergraduate program)
Course: Psychology of motivated learning (master program)

Institutional Services

2016:-	Head of the Master Program in Developmental and Educational Psychology
2013: -	Member of the Scientific Committee for the Psychology area, University of Padova.
2013:-	Member of the Scientific Committee, Department of Developmental Psychology and Socialization, University of Padova.
2007-2010:	Head of the Doctoral Program in Developmental Psychology and Socialization of the Graduate School in Psychological Sciences, University of Padova.
2005-2010:	Co-ordinator for the ERASMUS exchange of students for the undergraduate Program in Developmental and Educational Psychology and the master Program in Developmental and School Psychology, University of Padova.

Grants (selected)

2016 – 2017	University Project *Cognition and emotion in processing, evaluation, and comprehension of online conflicting information: a multi-method approach*, University of Padova (€ 23.811)
2010 – 2013	Strategic Project *Learning difficulties and disabilities: diagnosis, intervention, and services for the community*, University of Padova (Five research units: € 673.850).
2010 – 2012	PRIN (Projects of National Relevance) *Navigating the web to learn new knowledge: metacognitive processes of epistemic evaluation of online information,* Italian Ministry of the University and Scientific Research (€ 13.000).
2009 – 2011	IPRASE Trentino – Grant for a PhD student project (3-year period, €55.000).

International Services

2013-	Correspondent of the American Psychological Association (Division: Educational Psychology) for southern Europe
2005-2008:	Member of the Editorial Board of the book Series "Advances in Learning and Instruction", published by Elsevier.

2007:   Member of the International Programme Committee of the 12th European Conference for Research on Learning and Instruction, Budapest, Hungary.

2006:   Member of the Scientific Committee of the 5th Meeting of the EARLI SIG "Conceptual Change", Stockholm, Sweden.

2005:   Member of the International Programme Committee of the 11th European Conference for Research on Learning and Instruction, Nicosia, Cyprus.

2003:   Conference Manager of the 10th European Conference for Research on Learning and Instruction, Padova, Italy.

2003-2005:   Member of the Executive Committee of the European Association for Research on Learning and Instruction.

2001:   Member of the International Programme Committee of the 9th European Conference for Research on Learning and Instruction, Fribourg, Switzerland.

1999:   Member of the International Programme Committee of the 8th European Conference for Research on Learning and Instruction, Gotebörg, Sweden.

1998:   Co-organiser " (with Margarita Limón, Universidad Autónoma de Madrid, Spain) of the Second Symposium on Conceptual Change, Madrid, Spain.

1997-2001:   EARLI National correspondent

1997-2001:   Coordinator (with Margarita Limón, Universidad Autónoma de Madrid, Spain) of the EARLI SIG "Conceptual change".

Visits

2017:   IWM (Leibniz-Institut für Wissensmedien), University of Tübingen, Germany

2017:   Faculty of Psychology, University of Thessaloniki

2006:   Department of Educational Psychology, University of Nevada, Las Vegas, USA.

1995:   School of Education, University of California, Berkeley, USA.

1993:   Fulbright Research Scholar at the University of Georgia, Athens.

1991:   Institute for the Advancement of Philosophy for Children, Montclair State College, NJ, USA.

Invited Talks at International Meetings

2016 (October): Methods for assessing online processes of multiple sources. Université Paris 8, Paris, France.

2016 (June): *Online process data in conceptual learning from science texts*, 10th International Conference on Conceptual Change, Florina , Greece.

2015 (May): *Processing informational texts and learning from them: Evidence from eye-tracking studies*, 15th National Congress of Psychological Research: Psychology in Greece and the Mediterranean, University of Nicosia, Cyprus.

2013 (June): Processing science illustrated texts to understand concepts: Evidence from eye movements, AECT-ICFER 2013, Taichung City, Taipei, ROC.

2013 (April): Examining science text and picture processing through eye-tracking technology, SIG Instructional Technology Meeting, San Francisco, USA.

2011 (October): *Text comprehension and conceptual change learning in science*, 2nd World Conference on Learning, Teaching, and Educational Leadership, Istanbul, Turkey.

2009 (December): *Epistemic beliefs in action: evaluating and learning information on the Web*, Personal Epistemology and Learning (PEL) Conference, Taipei, Taiwan.

2008 (August): *On the importance of beliefs about knowledge for the change of knowledge*, 6th International Conference of the EARLI SIG "Conceptual Change", Turku, Finland.

2006 (October): VGK Autumn School on *Knowledge acquisition and knowledge exchange with new media*, University of Münster, Germany.

2006 (October): *Learning by intentional conceptual change: The role of epistemic beliefs*, University of Nevada, Las Vegas, USA.

2005 (August): *On warm conceptual change: The role of personal epistemology in knowledge restructuring*, 11th European Conference of the European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus.

Organization of International Conferences

2007: 5th Workshop of the European Network of Research on Epistemological Beliefs, Padova, Italy.

2003: 10th EARLI Conference, Padova, Italy.

1998: 2nd SIG Symposium on Conceptual Change, Madrid, Spain (with Margarita Limón, Universidad Autónoma de Madrid, Spain).

Organisation of Symposia for International Conferences (selected)

2018: Symposium Multiple-Text Comprehension in Students of Different EducationalLevels: The Role of Individual and Text Characteristics for the 18th Conference of the Society for Text and Discourse, Brighton, UK.

2013: Symposium *Eye Tracking: a research and instruction tool to examine and improve learning processes and outcomes*, 15th EARLI conference, Munich, Germany.

2012: Symposium *Applied epistemic beliefs in reading and evaluating multiple conflicting information sources*, 6th EARLI SIG meeting "Metacognition", Milan, Italy.

2006: Symposium *Epistemological beliefs, motivational beliefs, and approaches to learning: their influence on conceptual change processes*, 5th EARLI SIG meeting on "Conceptual change", Stockholm, Sweden (with G. M. Sinatra).

2005: Symposium *Bridging the cognitive and sociocultural approaches in research on conceptual change*", annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

2004: Symposium *The role of epistemological beliefs in conceptual change*, 4th Symposium on Conceptual Change, Delphi, Greece.

2001: Symposium *The influence of and on students' beliefs about knowledge, learning and instruction,* 9th EARLI Conference, Fribourg, Switzerland.

2001: Symposium *Intentionality in conceptual change processes*, 9th EARLI Conference, Fribourg, Switzerland.

International Publications (2018-2000)

H-index: 22 (excluding self-citations)

Journal Articles (peer-reviewed)

Mason, L., Scrimin, S., Tornatora, M. C., Suitner, C., & Moè, A. (2018). Internet source evaluation: The role of implicit associations and psychophysiological self-regulation. *Computers & Education*, *119*, 59-75. doi:10.1016/j.compedu.2017.12.009

Mason, L., Zaccoletti, S., Carretti, B., Scrimin, S., & Diakidoy, I. A. (2018). The role of inhibition in conceptual learning from refutation and standard expository texts. *International Journal of Science and Mathematics Education*. doi:10.1007/s10763-017-9874-7

Scrimin, S., Moscardino, U., Altoè, G., & **Mason**, L. (2017). Attentional bias for academic stressors and classroom climate predict adolescents' grades and socioemotional functioning. *Journal of Research on Adolescence*. doi:10.1111/jora.12329

Arfè, B., **Mason**, L., & Fajardo, I. (2017). Simplifying informational text structure for struggling readers. *Reading and Writing*. Advance online publication. doi:10.1007/s11145-017-9785-6

Mason, L., Scrimin, S., Tornatora, M. C., & Zaccoletti, S. (2017). Emotional reactivity and comprehension of multiple online texts. *Learning and Individual Differences*, *58*, 10-21. doi:10.1016/j.lindif.2017.07.002

Mason, L., Baldi, R., Di Ronco, S., Scrimin, S., Danielson, R. L., & Sinatra, G. M. (2017). Textual and graphical refutations: Effects on conceptual change learning. *Contemporary Educational Psychology*.

Scrimin, S., Patron, E., Florit, E., Palomba, D., & **Mason**, L. (2017). The role of cardiac vagal tone and inhibitory control in pre-schoolers' listening comprehension. *Developmental Psychobiology*, *59*, 970-975. doi:10.1002/dev.21576

Mason, L., Scheiter, K, & Tornatora, M. C. (2017). Using eye movements to model the sequence of text-picture processing for multimedia comprehension *Journal of Computer Assisted Learning*,

Mason, L., Pluchino, P., & Tornatora, M. C. (2016). Using eye-tracking technology as an indirect instruction tool to improve text and picture processing and learning. *British Journal of Educational Technology*, *47*(6), 1083-1095.

Scrimin, S., Moscardino, U., Altoè, G., & **Mason**, L. (2016). Effects of perceived school well-being and negative emotionality on students' attentional bias for academic stressors. *British Journal of Educational Psychology*, *86*(2), 278-295.

Ariasi, N., Hyönä, J., Kaakinen, J., & **Mason**, L. (2016). An eye-movement analysis of the refutation effect in reading science text. *Journal of Computer Assisted Learning*, doi:10.1111/jcal.12151.

Mason, L., & Tornatora, M. C. (2016). Analogical encoding with and without instructions for case comparison of scientific phenomena. *Educational Psychology*, *36*(2), 391-412.

Scrimin, S., Altoè. G., Moscardino. U., Pastore, M., & **Mason,** L. (2016). Individual differences in emotional reactivity and academic achievement: A psychophysiological study. *Mind, Brain, and Education*. Advance online publication. doi:10.1111/mbe.12097

Scrimin, S., **Mason**, L., Moscardino, U., & Altoè, G. (2015). Externalizing behaviors and learning from text in primary school students: The moderating role of mood. *Learning and Individual Differences*, *43*, 106-110.

Scrimin, S., & **Mason**, L. (2015). Does mood influence text processing and comprehension? Evidence from an eye-movement study. *British Journal of Educational Psychology*, *85*(3), 387-406.

Mason, L., Tornatora, M. C., & Pluchino, P. (2015). Integrative processing of verbal and graphical information during re-reading predicts learning from illustrated text: an eye-movement study. *Reading and Writing*, *28*(6), 851-877.

Mason, L., Pluchino, P., & Tornatora, M. C. (2015). Eye-movement modeling of text and picture integration during reading: effects on processing and learning. *Contemporary Educational Psychology*, *41*, 172-187.

Scrimin, S., **Mason**, L., & Moscardino, U. (2014). School-related stress and cognitive performance: A mood-induction study. *Contemporary Educational Psychology*, *39*, 358-369.

Ariasi, N., & **Mason**, L. (2014). From covert processes to overt outcomes of refutation text reading: The interplay of science text structure and working memory through eye fixations *International Journal of Science and Mathematics Education*, *12*(3), 493-523.

Mason, L., Pluchino, P., & Ariasi, N. (2014). Reading information about a scientific phenomenon on webpages varying for reliability: An eye-movement analysis. *Educational Research & Development*, *62*(6), 663-685.

Mason, L. Lowe, R., & Tornatora M. C. (2013). Self-generated drawings for supporting comprehension of a complex animation. *Contemporary Educational Psychology*, *38*(3), 211-224.

Mason, L. Pluchino, P., & Tornatora, M. C. (2013). Effects of picture labeling on illustrated science text processing and learning: Evidence from eye movements. *Reading Research Quarterly*, *48*(2), 199-214.

Mason, L., Tornatora, M. C., & Pluchino, P. (2013). Do fourth graders integrate text and picture in processing and learning from an illustrated science text? Evidence from Eye-Movement Patterns. *Computers & Education*, *60*(1), 95-109.

Mason, L., Boscolo, P., Tornatora, M. C., & Ronconi, L. (2013). Besides knowledge: A cross-sectional study on the relations between epistemic beliefs, achievement goals, self-beliefs, and achievement in science. *Instructional Science*, *41*(1), 49-79.

Mason, L., Pluchino, P., & Tornatora, M. C., & Ariasi, N. (2013). An eye-tracking study of learning from science text with concrete and abstract illustrations. *Journal of Experimental Education*, *81*(3), 356-384.

Mason, L., & Ariasi, N., & Boldrin, A. (2011). Epistemic beliefs in practice: Spontaneous reflections about knowledge and knowing during online information searching and their influence on learning. *Learning and Instruction*, *21*(1), 137-151.

Mason, L., Boldrin, A., & Ariasi, N. (2010). Epistemic metacognition in context: Evaluating and learning online Information. *Metacognition and Learning*, *5*(1), 67-90.

Mason, L., Boldrin, A., & Ariasi, A. (2010). Searching the Web to learn about a controversial topic: Are students epistemically active. *Instructional Science*, *38*(6), 607-633.

Boldrin, A., & **Mason**, L. (2009). Distinguishing between knowledge and beliefs: Students' epistemic criteria for differentiating. *Instructional Science*, *37*(2), 107-127.

Mason, L. (2008). Bridging neuroscience and education: A two-way path is possible. *Cortex*, *45*(4), 548-549.

Mason, L., Gava, M., & Boldrin, A. (2008). On warm conceptual change: The interplay of text, epistemological beliefs, and topic interest. *Journal of Educational Psychology*, *100*(2), 291-309.

Mason, L. (2007). Introduction: Bridging the cognitive and sociocultural approaches in research on conceptual change. Is it feasible? *Educational Psychologist*, *41*(1), 1-7.

Mason, L., Scirica, F., & Salvi, L. (2006). Effects of beliefs about meaning construction and task instructions on interpretation of narrative text. *Contemporary Educational Psychology*, *31*(4), 411-437.

Mason, L., Boldrin, A., Gava, M., & Zurlo, G. (2006). Epistemological understanding in different judgment domains: Relationships with gender, grade, and curriculum. *International Journal of Educational Research*, *45*(1-2), 43-56.

Mason, L., & Scirica F. (2006), Prediction of students' argumentation skills about controversial topics by epistemological understanding, *Learning and Instruction*, *16*(5), 492-509.

Mason, L., & Boscolo, P. (2004). Role of epistemological understanding and interest in interpreting a controversy and in topic-specific belief change. *Contemporary Educational Psychology*, *29*(2), 103-128.

Mason, L. (2004). Fostering understanding by structural alignment as a route to analogical learning. *Instructional Science*, *32*(4), 298-318.

Mason, L. (2003). High school students' beliefs about maths, mathematical problem solving and their achievement in maths: a cross-sectional study. *Educational Psychology*, *23*(1), 73-85.

Mason, L., & Scrivani, L. (2004). Enhancing students' mathematical beliefs: An intervention study. *Learning and Instruction*, *14*(2), 153-176.

Boscolo, P., & **Mason**, L. (2003). Prior knowledge, text coherence, and interest: How they interact in learning from instructional texts. *Journal of Experimental Education*, *71*(2), 126-148.

Mason, L. (2001). Teaching as persuasion: A commentary. In P.A. Alexander (Ed.), Persuasion in the classroom: Implications for theory, research, and practice, *International Journal of Educational Research*, *35*(7-8), 715-729.

Mason, L. (2001). Responses to anomalous data and theory change. *Learning and Instruction*, *11*(6), 453-483.

Mason, L. (2001). Introducing talk and writing for conceptual change: a classroom study. *Learning and Instruction*, *11*, 305-329

Mason, L. (2000). Role of anomalous data and epistemological beliefs in middle school students' theory change about two controversial topics. *European Journal of Psychology of Education*, *15*(3), 329-346.

Mason, L., & Boscolo, P. (2000). Writing and conceptual change. What changes? *Instructional Science*, *28*(3), 199-226.

Edited Books

Limón, M., & **Mason**, L. (Eds.) (2002). *Reconsidering conceptual change. Issues in Theory and Practice*: Dordrecht, NL: Kluwer Academic Publishers.

Tynjälä, P., **Mason**, L., & Lonka, K. (Eds.) (2001). *Writing as a learning tool: Integrating theory and practice*. Dordrecht, NL: Kluwer Academic Publishers.

Special Issues

Mason, L., & Bromme, R. (Eds.) (2010). Situating and relating epistemological beliefs into metacognition: Studies on beliefs about knowledge and knowing. *Metacognition and Learning*, *5*(1), 1-6.

Mason, L. (Ed.) (2007). Bridging the cognitive and sociocultural approaches in research on conceptual change. *Educational Psychologist*, *42* (1).

Mason, L. (Ed.) (2001). Instructional practices for conceptual change in science domains. *Learning and Instruction*, *11* (4/5).

Book Chapters

Mason, L., & Florit, E. (2018). Complementary methods for assessing online processing of multiple sources. In J. L. G. Braasch, I. Bråten, & M. T. McCrudden (Eds.), *Handbook of multiple source use* (pp. 425-446). New York: Routledge.

Mason, L. (2016). Psychological perspectives on measuring epistemic cognition. In J. A. Greene, W. A., Sandoval, & I. Bråten (Eds.) *Handbook of epistemic cognition.* New York: Routledge.

Vosniadou, S., & **Mason**, L. (2013). Conceptual change induced by instruction: A complex interplay of multiple factors. In S. Graham, J. Royer, & M. Zeidner (Eds.), *Individual differences and cultural and contextual factors*, Volume 2 (pp. 221-246).). In K. Harris, S. Graham, & T. Urdan (Eds.), APA Educational Psychology Handbook Series. APA Publications.

Sinatra, G. M., & **Mason**, L. (2012). Beyond knowledge: Learner characteristics influencing conceptual change. In S. Vosniadou (Ed.), *International handbook of research on conceptual change* (pp. 560-582). New York: Routledge.

De Corte, E., **Mason**, L., Verschaffel, L., & Depaepe, F. (2011). Self-regulation of mathematical knowledge and skills. In Zimmerman B. J. & Schunk, D. H. (Eds.), *Handbook of self-regulation of learning and performance* (pp. 155-172). New York: Routledge.

Mason, L, & Ariasi, N. (2010). Critical thinking about biology during Web page reading: Tracking students' evaluation of sources and information through eye fixations. In Verschaffel, L., De Corte, E., de Jong, T., & Elen J. (Eds.). *Use of representations in reasoning and problem solving: Analysis and improvement* (pp. 55-73). New York: Routledge.

Mason, L. (2010). Beliefs about knowledge and revision of knowledge: On the importance of epistemic beliefs for intentional conceptual change in elementary and middle school students. In L. D. Bendixen & F. C. Feucht (Eds.). *Personal epistemology in the classroom. Theory, research, and implications for practice* (pp. 258-291). Cambridge, UK: Cambridge University Press.

Mason, L., & Boldrin, A. (2008). Epistemic metacognition in the context of information searching on the Web. In M. S. Khine (Ed.), *Knowing, knowledge and beliefs*: *Epistemological studies across diverse cultures* (pp. 377- 404). New York: Springer.

Mason, L., & Gava, M. (2007). Effects of epistemological beliefs and learning text structure on conceptual change. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.), *Reframing the conceptual change approach in learning and instruction* (pp. 165-196). Oxford, UK: Elsevier

Murphy, P.K., & **Mason**, L. (2006). Changing knowledge and beliefs. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 305-324), Mahwah, NJ: Lawrence Erlbaum Associates / American Psychological Association.

Mason, L. (2003), *Personal epistemologies and intentional conceptual change*. In G.M. Sinatra & P.R. Pintrich (Eds.), *Intentional conceptual change* (pp. 199-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Mason, L. (2002). *Developing epistemological thinking to foster conceptual changes in different domains*. In M. Limón & L. Mason (Eds.), *Riconsidering conceptual change. Issues in theory and practice* (pp. 301-336). Dordrecht, NL: Kluwer Academic Publishers.

Tynjala, P., **Mason**, L., & Lonka, K. (2001). *Writing as a learning tool: An introduction*. In P. Tynjala, L. Mason, & K. Lonka (Eds.), *Writing as a learning tool: Integrating theory and practice* (pp. 7-22). Dordrecht, NL: Kluwer Academic Publishers.

Boscolo, P., & **Mason**, L. (2001). *Writing to learn, writing to transfer*, in P. Tynjala, L. Mason, & K. Lonka (Eds.), *Writing as a learning tool: Integrating theory and practice* (pp. 83-104). Dordrecht, NL: Kluwer Academic Publishers.

National Publications (selected 2016-2000)

Journal Articles (peer reviewed)

Scrimin, S., & **Mason**, L. (2016). Emozioni nell'apprendimento scientifico, problemi emotivo–comportamentali e comprensione di un testo di scienze: ovvero, del legame tra stati affettivi e prestazione cognitiva. *Ideeinform@zione*, *5*(4),

Boldrin, A., **Mason**, L. (2007). Conoscenze e credenze sono percepite come due costrutti differenti. Criteri epistemologici di distinzione in studenti di diverso livello scolare. *Giornale Italiano di Psicologia*.

Mason, L., & Gava, M. (2006). Effetti della struttura del testo e dell'interesse sul cambiamento concettuale. *Rassegna di Psicologia*, *1*, 123-144.

Books

Mason, L. (2013). *Psicologia dell'apprendimento e dell'istruzione*. Bologna: Il Mulino (2nd edition).

Mason, L. (2006). *Psicologia dell'apprendimento e dell'istruzione*. Bologna: Il Mulino (1st edition).

Mason, L. (2001). *Verità e certezze. Natura e sviluppo delle epistemologie ingenue*. Milano Franco Angeli.

Janyary, 2018