

LUCIA MASON

CURRICULUM VITAE

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S.C.: 11E/2 Psicologia dello Sviluppo e dell'Educazione
 SSD: M-PSI/04 Psicologia dello Sviluppo e Psicologia dell'Educazione

RESEARCH AREAS

Learning from text
 Conceptual change learning
 Exposure to natural environments and cognitive functioning /school performance
 Multimedia processing and learning
 Emotion and cognition in reading processes and outcomes
 Web sources evaluation and comprehension of online multiple texts
 Executive functioning and school achievement

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 Developmental and Educational Psychology, School of Psychology, University of Padova.
 2001-2004: Associate Professor of Developmental and Educational Psychology, Faculty of Psychology, University of Padova.
 1998-2001: Associate Professor of Developmental and Educational Psychology, Faculty of Educational Sciences, University of Salento (former University of Lecce).
 1993-1998: Researcher, Faculty of Education, University of Padova.
 1987-1992: Lecturer, Faculty of Education, University of Padova.

BIBLIOMETRIC INDICES (Scopus)

H-index: 30
 Citations: 2699
 Documents: 91

AWARDS

2003: EARLI Publication Award for the article Mason, L. (2001), Introducing talk and writing for conceptual change: a classroom study, *Learning and Instruction*, 11, 305-329.
 1998: Awarded a Research stay at the Autónoma Universidad de Madrid, Spain by the Bilateral Commission of the Italian and Spanish Ministerial Offices for the University and Scientific Research.
 1995: Awarded a Study period at the Bellagio International Center, Como, Italy by the Rockefeller Foundation, New York, USA.

1992: Awarded a Fulbright fellowship at the University of Georgia, Athens, USA by the US-Italy Fulbright Commission.

GRANTS (selected)

- 2020: Green not grey: exposure to nature as a resource for students' school performance and emotional well-being, University of Padova (€15.000).
- 2018 and 2020: Emerging Field Group (EFG) "The potential of biophysiology for understanding learning and teaching experiences", European Association for Research on Learning and instruction (EARLI) – Jacobs Foundation, Zurich (CO-PI with Lars-Erik Malmberg, University of Oxford, UK, Tim Mainhard, Utrecht University, The Netherlands; Eija Pakarinen, University of Jyväskylä, Finland, and Andrew Martin, University of New South Wales, Australia) (€30.000)
- 2017-2019: Multiple text comprehension: conditions and outcomes, Leventis Foundation, Cyprus, CO-PI with Irene-Anna Diakidoy, University of Cyprus (€ 25.000).
- 2020: Green not Gray! Exposure to nature as a resource for students' school performance and emotional well-being, University of Padova (€ 15.000).
- 2017: Digital and printed text comprehension: a longitudinal study in beginner readers, University of Padova (two-year post-doc scholarship, €47.186).
- 2016: Cognition and emotion in processing, evaluation, and comprehension of online conflicting information: a multi-method approach, University of Padova (€ 23.811).
- 2013: The role of mood and emotional reactivity in students' text processing and comprehension: evidence from eye-tracking studies, University of Padova (two-year post-doc scholarship, €46.152).
- 2010: Learning difficulties and disabilities: diagnosis, intervention, and services for the community, *Strategic Projects*, University of Padova (Five research units: € 673.850).
- 2010: 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: IPRASE Trentino – Grant for a PhD student project (3-year period, €55.000).

JOURNAL EDITORSHIPS

- 2020-: Associate Editor, *Metacognition and Learning* (Q1)
- 2010-2013: Editor-in-Chief, *Learning and Instruction* (Q1)
- 2005-2008: Associate Editor, *Educational Research Review* (Q1)

EDITORIAL BOARD MEMBERSHIPS (current)

- Contemporary Educational Psychology (Q1)
- Educational Psychology Review (Q1)
- Education Research Review (Q1)
- Journal of Educational Psychology (Q1)
- Review of Educational Research (Q1)

REVIEWING FOR PUBLISHING HOUSES

- Academic Press
- Springer
- Oxford University Press
- Cambridge University Press
- Routledge

GRANT REVIEWING

- Academy of Finland

US-Israel Binational Science Foundation (BSF)
 Israel Science Foundation (ISF)
 Programme Council for Fundamental Scientific Education Research (PROO, The Netherlands)
 Fulbright (USA/Italy)

ACADEMIC/ADMINISTRATIVE EXPERIENCE

2016-2020: Head of the Master Program in Developmental and Educational Psychology, University of Padova
 2007-2010: Head of the Doctoral Program in Developmental Psychology and Socialization, University of Padova, Graduate School of Psychology, University of Padova

TEACHING (current)

Educational Psychology (Bachelor Program)
 Psychology of motivated learning (Master program)

SUPERVISION

3 PhD students and 1 co-supervision (University of Padova)
 3 post-doc research fellows (University of Padova)
 Around 130 master students (University of Padova)

APPOINTMENTS

2019-: ANVUR Working Group on Students with disabilities in Italian universities
 2016-2018: ANVUR Working Group on TECO project about key-competences in higher education

PROFESSIONAL AFFILIATIONS

2021-: EARLI President-elect
 European Association for Research on Learning and Instruction (EARLI)
 American Educational Research Association (AERA)
 American Psychology Association (APA), Division 15
 Society for Text and Discourse (ST&D)
 Italian Association of Psychology (AIP)

INTERNATIONAL RESEARCH NETWORKS (current)

EARLI – Jacobs Foundation: Emerging Field Group on “The potential of biophysiology for understanding learning and teaching experiences (Lars-Erik Malmberg, University of Oxford, UK, tim Mainhard, Utrecht University, The Netherlands; Eija Pakarinen, University of Jyväskylä, Finland, and Andrew Martin, university of New South Wales, Australia).
 Multiple Document Literacy (led by Ivar Bråten, University of Oslo, Norway)

INTERNATIONAL RESEARCH NETWORKS (past)

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).

INSTITUTIONAL SERVICES (selected)

2018-: Member of the University of Padova Committee for pre-service teacher education.
 2016-2020: Member of the Teaching Committee, Department of Developmental Psychology and Socialization, University of Padova.

- 2013-2017: Member of the Scientific Committee for the Psychology area, University of Padova.
 2013-2017: Member of the Scientific Committee, Department of Developmental Psychology and Socialization, 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.

INTERNATIONAL SERVICES (selected)

- 2013-2020: Correspondent of the American Psychological Association (Division: Educational Psychology) for southern Europe
 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, Goteborg, 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

- 2019: Department of Special Educational Needs, University of Oslo, Norway
 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 (November): 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
 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): 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 (1.400 participants from Europe, North-America, South-America, Asia, Australia, and South Africa).
- 1998: 2nd SIG Symposium on Conceptual Change, Madrid, Spain (with Margarita Limón, Universidad Autónoma de Madrid, Spain).

ORGANISATION OF SYMPOSIA FOR INTERNATIONAL CONFERENCES

- 2018: Symposium *Multiple-text comprehension in students of different educational levels: The Role of Individual and Text Characteristics*, 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.
- 1999: Panel discussion *Outcomes of research on conceptual change: Theoretical and instructional questions*, 8th European Conference for Research on Learning and Instruction, Goteborg, Sweden.
- 1999: Symposium *In memory of Rosalind Driver: Advances of research on science learning*, 8th European Conference for Research on Learning and Instruction, Goteborg, Sweden.
- 1997: Symposium *Writing-to-learn in classroom contexts*, 7th European Conference for Research on Learning and Instruction, Athens, Greece.
- 1995: Symposium *Reasoning in history and social sciences*, 6th European Conference for Research on Learning and Instruction, Nijmegen, The Netherlands.
- 1995: Symposium *On the process of conceptual change: How to interpret and promote it*, 6th European Conference for Research on Learning and Instruction, Nijmegen, The Netherlands.

MEDIA COVERAGE

https://www.educationworld.com/a_news/study-eye-tracking-may-help-struggling-readers-584899601

Study: Eye-Tracking May Help Struggling Readers

April 28, 2015 | Education World, USA

<https://www.edsurge.com/news/2015-04-27-eyes-don-t-lie-a-new-way-to-use-gaze-tracking-in-the-classroom>

Study: Eyes Don't Lie: A New Way to Use Gaze Tracking in the Classroom

April 27, 2015 | EdSurge, USA

PUBLICATIONS

ARTICLES IN INTERNATIONAL JOURNALS

- Anmarkrud, O., Bräten, I., Florit, E., & **Mason**, L. (in press). The role of individual differences in sourcing: A systematic review. *Educational Psychology Review*.
- Mason**, L., Ronconi, A., Scrimin, S., & Pazzaglia, F. (in press). Short-term exposure to nature and benefits for students' cognitive performance: A review. *Educational Psychology Review*.
- Raccanello, D., Florit, E., Brondino, M., Rodà, A., & **Mason**, L. (2021). Control and value appraisals and online multiple-text comprehension in primary school: The mediating role of boredom and the moderating role of word-reading fluency. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12448>
- Zaccoletti, S., Camacho, A., Correia, N., Aguiar, C., **Mason**, L., Alves, R. A., & Daniel, J. A. (2021). Parents' perceptions of student academic motivation during the Covid-19 lockdown: A cross-country comparison. *Frontiers in Psychology*, *11*, Article e592670.
- Tarchi, C., Zaccoletti, S., & **Mason**, L. (2021). Learning from text, video, or subtitles: a comparative analysis. *Computers & Education*. *160*, Article e104034 <https://doi.org/10.1016/j.compedu.2020.104034>
- Mason**, L., Borella, E., Diakidoy, I. A., Butterfuss, R., Kendeou, P., & Carretti, B. (2020). Learning from refutation and standard expository science texts: the contribution of inhibitory functions in relation to text type. *Discourse Processes*, *57*(10), 921-939. doi:10.1080/0163853X.2020.1826248
- Salmerón, L., Delgado, P., & **Mason**, L. (2020). Using eye-movement modelling examples to improve critical reading of multiple webpages on a conflicting topic. *Journal of Computer Assisted Learning*. Advance online publication. doi:10.1111/jcal.12458
- Mason**, L., & Zaccoletti, S. (2020). Inhibition and conceptual learning in science: A review of studies. *Educational Psychology Review*. Advance online publication. doi:10.1007/s10648-020-09529-x
- Mason**, L. (2020). Conceptual change. In *The Oxford Encyclopedia of Educational Psychology*. Ed. Li-fang Zhang. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.870
- Zaccoletti, S., Altoè, G., & **Mason**, L. (2020). Enjoyment, anxiety and boredom, and their control-value antecedents as predictors of reading comprehension. *Learning and Individual Differences*, *79*, e101869. doi:10.1016/j.lindif.2020.101869

- Zaccoletti, S., Altoè, G., & **Mason**, L. (2020). The interplay of reading-related emotions and updating in reading comprehension performance. *British Journal of Educational Psychology*, *90*(3), 663–682. doi:10.1111/bjep.12324
- Mason**, L., Zaccoletti, S., Scrimin, S., Tornatora, M. C., Florit, E., & Goetz, T. (2020). Reading with the eyes and under the skin: Comprehending conflicting digital texts. *Journal of Computer Assisted Learning*, *36*, 89–101. doi:10.1111/jcal.12399
- Florit, E., Cain, K., & **Mason**, L. (2020). Going beyond children's single-text comprehension: the role of fundamental and higher-level skills in 4th graders' multiple-document comprehension. *British Journal of Educational Psychology*, *90*(2), 449–472. doi:10.1111/bjep.12288
- Tarchi, C., & **Mason**, L. (2020). Effects of critical thinking on multiple-document comprehension. *European Journal of Psychology of Education*, *35*(2), 289–313. doi:10.1007/s10212-019-00426-8
- Florit, E., De Carli, P., Giunti, G., & **Mason**, L. (2019). Advanced theory of mind uniquely contributes to children's multiple-text comprehension. *Journal of Experimental Child Psychology*, *189*, Advance online publication. doi:10.1016/j.jecp.2019.104708
- Scrimin, S., Moscardino, U., Finos, L., & **Mason**, L. (2019). Effects of psychophysiological reactivity to a school-related stressor and temperament on early adolescents' academic performance. *Journal of Early Adolescence*, *39*, 904–931. doi:10.1177/0272431618797008
- Scrimin, S., Patron, E., Lanfranchi, S., Palomba, D., & **Mason**, L. (2019). Profiles of vagal withdrawal to challenging interactions: Links with preschoolers' conceptual shifting ability. *Developmental Psychobiology*, *61*, 116–124. doi:10.1002/dev.21787
- Scrimin, S., Moscardino, U., & **Mason**, L. (2019). First graders' allocation of attentional resources in an emotional Stroop task: The role of heart period variability and classroom climate. *British Journal of Educational Psychology*. doi:10.1111/bjep.12228
- Mason**, L. (2018). Multiplicity in the digital era: Processing and learning from multiple sources and modalities of instructional presentations. *Learning and Instruction*, *57*, 66–81. doi:10.1016/j.learninstruc.2018.03.004
- Mason**, L., Scrimin, S., Tornatora, M. C., Zaccoletti, S., & Goetz, T. (2018). Webpage reading: Psychophysiological correlates of emotional arousal and regulation predict multiple-text comprehension. *Computers in Human Behavior*, *87*, 217–326. doi:10.1016/j.chb.2018.05.020
- Scrimin, S., Osler, G., Moscardino, U., & **Mason**, L. (2018). Classroom climate, cardiac vagal tone, and inhibitory control: links to focused attention in first graders. *Mind, Brain, and Education*, *12*, 61–70. doi:10.1111/mbe.12169
- 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*, *17*, 483–501. doi:10.1007/s10763-017-9874-7
- Arfè, B., **Mason**, L., & Fajardo, I. (2018). Simplifying informational text structure for struggling readers. *Reading and Writing*, *31*(9), 2191–2210. doi:10.1007/s11145-017-9785-6
- Scrimin, S., Moscardino, U., Altoè, G., & **Mason**, L. (2018). Attentional bias for academic stressors and classroom climate predict adolescents' grades and socioemotional functioning. *Journal of Research on Adolescence*. doi:10.1111/jora.12329
- Scrimin, S., Patron, E., Ruli, E., Pagui, C. E. K., Altoè, G., & **Mason**, L. (2017). Dynamic psychophysiological correlates of a learning from text episode in relation to reading goals. *Learning and Instruction*, *54*, 1–10. doi:10.1016/j.learninstruc.2018.01.007

- 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.**, Baldi, R., Di Ronco, S., Scrimin, S., Danielson, R. W., & Sinatra, G. M. (2017). Refutation text and graphics: Effects on conceptual change learning. *Contemporary Educational Psychology*, *49*, 275-288. doi:10.1016/j.cedpsych.2017.03.007
- 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
- Ariasi, N., Hyönä, J., Kaakinen, J., & **Mason, L.** (2017). An eye-movement analysis of the refutation effect in reading science text. *Journal of Computer Assisted Learning*, *33*(3), 202-221. doi:10.1111/jcal.12151
- 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*, *33*(5), 443-460. doi:10.1111/jcal.12191
- 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. doi:10.1111/bjep.12104
- 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*, *10*(1), 34-46. doi:10.1111/mbe.12097
- Mason, L.**, & Tornatora, M. C. (2016). Analogical encoding with and without instructions for case comparison of scientific phenomena. *Educational Psychology*, *36*(2), 391-412. doi:10.1080/01443410.2014.953038
- 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. doi: 10.1111/bjet.12271
- 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. doi:10.1016/j.lindif.2015.08.023
- 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. doi:10.1111/bjep.1208
- 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*, 851-872. doi:10.1007/s11145-015-9552-5
- 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. doi:10.1016/j.cedpsych.2015.01.004
- Scrimin, S., Moscardino, U., & **Mason, L.** (2014). School-related stress and cognitive performance: A mood-induction study. *Contemporary Educational Psychology*, *39*, 358-369. doi: <https://doi.org/10.1016/j.cedpsych.2014.09.002>
- Mason, L.**, Pluchino, P., & Ariasi, N. (2014). Reading information about a scientific phenomenon on webpages varying for reliability: An eye-movement analysis. *Educational Technology Research & Development*, *62*(6), 663-685. doi:10.1007/s11423-014-9356-3
- 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. doi:10.1007/s10763-013-9494-9
- Mason, L.**, Junyent A. A., Tornatora, M. C. (2014). Epistemic evaluation and comprehension of web-source information on controversial science-related topics: Effects of a short-term

instructional intervention. *Computers & Education*, 76, 143-157.
doi:10.1016/j.compedu.2014.03.016

- 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. doi:10.1016/j.cedpsych.2013.04.001
- Sinatra, G. M., & **Mason, L.** (2013). Beyond knowledge. Learner characteristics influencing conceptual change. In S. Vosniadou (Ed.), *International handbook of research on conceptual change* (pp. 377- 394). New York: Routledge.
- 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. doi:10.1002/rrq.41
- 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. doi:10.1080/00220973.2012.727885
- 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. doi:10.1007/s11251-012-9210-0
- 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. doi:10.1016/j.compedu.2012.07.011
- Ariasi, N., & **Mason, L.** (2011). Uncovering the effect of text structure in learning from a science text: An eye-tracking study. *Instructional Science*, 39(5), 581-601. doi:10.1007/s11251-010-9142-5
- Mason, L., Ariasi, N., & Boldrin, A.** (2011). Epistemic beliefs in action: Spontaneous reflections about knowledge and knowing during online information searching and their influence on learning. *Learning and Instruction*, 21(1), 137-151. doi:10.1016/j.learninstruc.2010.01.001
- 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., & Bromme, R.** (2010). Situating and relating epistemological beliefs into metacognition: studies on beliefs about knowledge and knowing. *Metacognition and Learning*, 5(1), 1-6.
- 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.
- 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. Feucht (Eds), *Personal epistemology in the classroom: Theory, research, and implications for practice* (pp. 258-291). New York: Cambridge University Press.
- Mason, L., & Ariasi, N.** (2010). Critical thinking about biology during Web page reading: tracking students' evaluation of sources and information through eye fixations. In L. Verschaffel, E. De Corte, T. de Jong, & J. Elen (Eds.), *Use of representations in reasoning and problem solving: Analysis and improvement* (pp. 55-73). New York: Routledge.
- Boldrin, A., & Mason, L.** (2009). Distinguishing between knowledge and beliefs: Students' epistemic criteria for differentiating. *Instructional Science*, 37(2), 107-127.
<https://doi.org/10.1007/s11251-007-9038-1>
- 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. doi:10.1037/0022-0663.100.2.291
- Mason, L.** (2009). Bridging neuroscience and education: A two-way path is possible. *Cortex*, 45(4), 548-549.

- 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. doi:10.1016/j.learninstruc.2006.09.007
- 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.
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