

LUCIA MASON

CURRICULUM VITAE

Professor of Developmental and Educational Psychology
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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

President of the European Association for Research on learning and Instruction (EARLI)

RESEARCH AREAS

Digital literacy and learning
 School physical environment and academic performance
 Multimedia processing and learning
 Conceptual change 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.

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

BIBLIOMETRIC INDICES (Scopus)

H-index: 39
 Citations: 4118
 Documents: 112

AWARDS

- 2023: Fellowship of the Society for Text & Discourse (ST&D)
- 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)

- 2023-: PRIN “Indoor and outdoor school environment’s impact on students’ cognition, affect, socialization, and wellbeing” (PI: Padova research unit; € 74.132)
- 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* (Q2)
- 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)
- Educational Research Review (Q1)
- Journal of Computer Assisted Learning (Q1)
- Journal of Educational Psychology (Q1)

Learning and Instruction (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)

TEACHING (current)

Educational Psychology (Bachelor Program)

Psychology of motivated learning (Master program)

SUPERVISION

4 PhD students and 1 co-supervision (University of Padova)

3 post-doc research fellows (University of Padova)

Around 150 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

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

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)

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)

- 2021-2023: EARLI President elect
- 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 (selected)

- 2021 (September): Screen and Google: on reading and learning in the digital age. German conference of Educational Psychology (online).

- 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

- 2022: 4th EFG "The potential of biophysiology for understanding learning and teaching experiences" conference
- 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

INTERNATIONAL PUBLICATIONS

ARTICLES IN INTERNATIONAL JOURNALS

- Savvidou, S., Diakidoy, I-A., & **Mason**, L. (2024). Multiple-text comprehension and evaluation: The influence of reading goal, belief consistency, and argument type. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.568>
- Mason**, L., Sella, E., Mazzella di Bosco, M., & Pazzaglia, F. (2024). Effects of green and urban environment exposure during classroom breaks in a video-based setting. *Journal of Outdoor and Environmental Education*. <https://doi.org/10.1007/s42322-023-00158-w>
- Mason**, L., Ronconi, A., Carretti, B., Nardin, S., & Tarchi, C. (2023). Highlighting and highlighted information in text comprehension and learning from digital. *Journal of Computer Assisted Learning*.
- Sella, E., Bolognesi, M., Bergamini, E., **Mason**, L., & Pazzaglia, F. (2023). Psychological benefits of attending forest school for preschool children: a systematic review. *Educational Psychology Review*, 35. Article 29. <https://doi.org/10.1007/s10648-023-09750-4>
- Arfè, B., Delatorre P., & **Mason**, L. (2023). Effects of emotional valence on readers' text processing and memory for text: an eye-tracking study. *Reading and Writing*, 36(7), 36(7), 1743–1768. <https://doi.org/10.1007/s11145-022-10362-7>
- Florit, E., De Carli, P., Rodà, A., Domenicale, S., & **Mason**, L. (2023). Precursors of reading text comprehension from paper and screen in first graders: A longitudinal study. *Reading and Writing*, 36, 1821–1843. <https://doi.org/10.1007/s11145-022-10327-w>
- Mason**, L., Manzione, L., Ronconi, A., & Pazzaglia, F. (2022). Lessons in a green school environment and in the classroom: effects on students' cognitive functioning and affect.

- International Journal of Environmental Research and Public Health*, 19(24). Article 16823. <https://doi.org/10.3390/ijerph192416823>
- Florit, E., De Carli, P., Rodà, A., Domenicale, S., & **Mason**, L. (2022). Precursors of reading text comprehension from paper and screen in first graders: A longitudinal study. *Reading and Writing*. <https://doi.org/10.1007/s11145-022-10327-w>
- Tarchi, C., & **Mason**, L. (2022). Learning across media in a second language. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-022-00652-7>
- Mason**, L., Zagni, B., Bacchin, F., Frison, C., & Scrimin, S. (2022). Children's attentional processes in outdoor and indoor environments: the role of physiological self-regulation. *International Journal of Environmental Research and Public Health*, 19(20). Article 13141. <https://www.mdpi.com/1660-4601/19/20/13141>
- Florit, E. De Carli, P., Lavelli, E., & **Mason**, L. (2022). Digital reading in beginner readers: advantage or disadvantage for comprehension of narrative and informational linear texts? *Journal of computer Assisted Learning*. <https://doi.org/10.1111/jcal.12754>
- Mason**, L., Tarchi, C., Ronconi, A., Manzione, L., & Latini, N., & Bråten, I. (2022). Do medium and context matter when learning from multiple complementary digital texts and videos? *Instructional Science*, 50, 653–679. <https://doi.org/10.1007/s11251-022-09591-8>
- Ronconi, A., Veronesi, V., **Mason**, L., Manzione, L., Florit, E., Anmarkrud, Ø., & Bråten, I. (2022). Effects of reading medium on the processing, comprehension, and calibration of adolescent readers. *Computers & Education*, 185. Article 104520 <https://doi.org/10.1016/j.compedu.2022.104520>
- Zaccoletti, S., Raccanello, D., Burro, R., & **Mason**, L. (2022). Reading with induced worry: the role of physiological self-regulation and working memory updating in text comprehension. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12491>
- Raccanello, D., Florit, E., Brondino, & **Mason**, L. (2022). 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*, 92(1), 258–279. <https://doi.org/10.1111/bjep.12448>
- Mason**, L., Ronconi, A., Scrimin, S., & Pazzaglia, F. (2022). Short-term exposure to nature and benefits for students' cognitive performance: A review. *Educational Psychology Review*, 34, 609–647. <https://doi.org/10.1007/s10648-021-09631-8>
- Anmarkrud, O., Bråten, I., Florit, E. & **Mason**, L. (2021). The role of individual differences in sourcing: A systematic review. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-021-09640-7>
- Mastromatteo, L. Y., Zaccoletti, S., **Mason**, L., & Scrimin, S. (2021). Physiological responses to a school task: The role of student-teacher relationships and students' emotional appraisal. *British Journal of Educational Psychology*, 91(4), 1146–1165. <https://doi.org/10.1111/bjep.12410>
- Mason**, L., & Zaccoletti, S. (2021). Inhibition and conceptual learning in science: A review of studies. *Educational Psychology Review*, 33(1), 181-212. doi:10.1007/s10648-020-09529-x
- 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., & Ronconi, A. (2021). Text comprehension: the role of individual differences. In (Eds.), *CLUB Working Papers in Linguistics*, 1, 119–134.
- 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.
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>
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A handwritten signature in black ink, appearing to read "Lucio Mason". The signature is written in a cursive style with a large initial 'L'.