

Lucia Mason

CURRICULUM VITAE

Personal information

Name: Lucia Mason
 Date of birth: December 16, 1954
 Place of birth: Limena (Padova), Italy
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Education

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

Academic Positions

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

Professional Experiences in the USA

1991: Visiting Scholar at the Institute for the Advancement of Philosophy for Children, Montclair State College, NJ.
 1993: Fulbright Research Scholar at the University of Georgia, Athens.
 1995: Visiting Scholar at the University of California, Berkeley.

2006: Visiting Scholar at the Department of Educational Psychology, University of Nevada, Las Vegas.

Merits

1992: Fulbright fellowship at the University of Georgia, Athens, USA.

1995: Selected by the Rockefeller Foundation in New York for a study period at the Bellagio International Center, Como, Italy.

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 Autónoma Universidad de Madrid, Spain.

2003: EARLI Publication Award for the article “Introducing talk and writing for conceptual change: a classroom study”, *Learning and Instruction*, 2001, 11, 305-329.

International Services

1997-2001: EARLI National correspondent

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

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

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

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

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

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

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

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

2005-2008: Member of the Editorial Board of the book Series “Advances in Learning and Instruction”, published by Elsevier.

Current Scientific Positions

Head of the Doctoral Program in Developmental Psychology and Socialization of the Graduate School in Psychological Sciences, University of Padova.

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.

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).

Associate Editor of *Educational Research Review*

Member of the Editorial Boards of:

- *Cognition and Instruction*
- *Contemporary Educational Psychology*
- *European Psychologist*.
- *Instructional Science*
- *Journal of Experimental Education*
- *Metacognition and Learning*

Ad hoc referee for the following publishing houses:

- *Academic Press*
- *Springer*

Ad hoc referee for the following Foundations:

- US-Israel Binational Science Foundation (BSF)
- Israel Science Foundation (ISF)

Member of the Evaluation Committee of the Educational System of the Province of Trento (northern Italy)

Current 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).
- The Relevance of Mathematics Education” (ROME). The first workshop has been funded by the European Science Foundation (principal investigator: Paul Andrews, Cambridge University, UK).

Invited Talks at International Meetings

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.

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

2006 (October): VGK Autumn School on *Knowledge Acquisition and Knowledge Exchange with New Media*, University of Münster, Germany.

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

Organization of International Conferences

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

2003: 10th EARLI Conference, Padova, Italy.

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

Organisation of Symposia for International Conferences

- 1995: Symposium *On the process of conceptual change: How to interpret and promote it*, 6th EARLI Conference, Nijmegen, The Netherlands.
- 1995: Symposium *Reasoning in history and social sciences*, 6th EARLI Conference, Nijmegen, The Netherlands.
- 1997: Symposium *Writing-to-learn in classroom contexts*, 7th EARLI Conference, Athens, Greece.
- 1999: Symposium *In memory of Rosalind Driver: Advances of research on science learning*, 8th EARLI Conference, Goteborg, Sweden.
- 1999: Panel discussion *Outcomes of research on conceptual change: Theoretical and instructional questions*, 8th EARLI Conference, Goteborg, Sweden.
- 2001: Symposium *Intentionality in conceptual change processes*, 9th EARLI Conference, Fribourg, Switzerland.
- 2001: Symposium *The influence of and on students' beliefs about knowledge, learning and instruction*, 9th EARLI Conference, Fribourg, Switzerland.
- 2004: Symposium *The role of epistemological beliefs in conceptual change*, 4th Symposium on Conceptual Change, Delphi, Greece.
- 2005: Symposium *Bridging the cognitive and sociocultural approaches in research on conceptual change* for the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.
- 2006: Symposium *Epistemological beliefs, motivational beliefs, and approaches to learning: their influence on conceptual change processes* for the 5th EARLI SIG meeting on "Conceptual change", Stockholm, Sweden (with G. M. Sinatra).

Papers Presented at International Conferences

- Mason, L (1991): *The process of analogical reasoning in restructuring scientific knowledge*, 4th EARLI Conference, Turku, Finland.
- Mason, L. (1993): *Cognitive and metacognitive aspects in conceptual change by analogy*, 5th EARLI Conference, Aix-en-Provence, France.
- Mason, L (1993): *Does the use of analogy contribute to conceptual change?* Journée d'étude su "Raisonnement par analogie et acquisition de connaissances", Paris, Université Paris VI.

- Mason, L., & Santi, M. (1994). *Argumentation structure and metacognition in constructing shared knowledge at school*, AERA annual meeting, New Orleans, USA.
- Mason, L. (1994). *Analogy and conceptual change: the role of metaconceptual awareness*, 1st meeting of the EARLI SIG on "Conceptual Change", Jena, Germany.
- Mason, L. (1995): *Collaborative reasoning on self-generated analogies. Conceptual growth in understanding scientific phenomena*, AERA annual meeting, San Francisco, USA.
- Semeraro, R., Mason, L., Galzigna, M., Santi, M., & Sorzio, P. (1995): *Environmental education in and out of school. Principles and proposals*, International Interdisciplinary Conference "Environmental Issues for the 21st Century", Lehman College, City University of New York, USA.
- Mason, L., & Santi, M. (1995): *"They made me change my mind" or When classroom discourse-reasoning contributes to conceptual change*, 6th EARLI Conference, Nijmegen, The Netherlands.
- Mason, L. (1995): *Talking and writing to promote conceptual change in the classroom*, 6th EARLI Conference, Nijmegen, The Netherlands.
- Mason, L. (1996): *Sharing cognition to construct knowledge in the classroom context: The role of oral and written discourse*, 3rd EERA Conference, Seville, Spain.
- Boscolo, P., & Mason, L. (1997): *Writing and conceptual change. What changes?*, 7th EARLI Conference, Athens, Greece.
- Mason, L. (1997): *Understanding controversial topics in two different domains: epistemological beliefs and theory change*, 7th EARLI Conference, Athens, Greece.
- Mason, L. (1997): *Arguing, reasoning, and reflecting: Integrating oral and written discourse for shared knowledge construction in the science class*, 1st ESERA Conference, Rome, Italy
- Mason, L. (1998): *Instructional strategies for conceptual change*, 2nd meeting of the EARLI SIG on "Conceptual change", Madrid, Spain.
- Boscolo, P., & Mason, L. (1999): *Writing to learn, writing to transfer*, 8th EARLI Conference, Goteborg, Sweden.
- Boscolo, P., & Mason, L. (2000): *Prior knowledge, text coherence, and interest: how they interact in learning from instructional texts*, AERA annual meeting, New Orleans, LA, USA.

- Mason, L., & Boscolo, P. (2000): *Free recall writing: The role of text comprehension*, meeting of the EARLI SIG "Writing", Verona, Italy.
- Mason, L. (2001): *Personal epistemologies and intentional conceptual change*, AERA annual meeting, Seattle, WA, USA.
- Mason, L., & Scrivani, L. (2001): "*Maths gives less, but more correct answers*". *Students' epistemological beliefs about maths and their development in the classroom*, 9th EARLI Conference, Fribourg, Switzerland.
- Tynjälä, P., & Mason, L. (2001): *Writing as a learning tool*, 9th EARLI Conference, Fribourg, Switzerland.
- Mason, L., & Boscolo, P. (2002): *Epistemological orientation and interest in learning from expository text*, AERA annual meeting, New Orleans, LA, USA.
- Mason, L., & Boscolo, P. (2002): *Interpreting a Controversy: Epistemological Thinking and critical reading and writing on a "hot" science topic*, conference on Philosophical, Psychological, Linguistic Foundations for Language and Science Literacy Research, Victoria, British Columbia, Canada.
- Mason, L., & Zurlo, G. (2003): *General, domain-specific, and contextualized epistemological thinking. Relationships with educational level and curriculum*, AERA annual meeting, Chicago, IL, USA.
- Mason, L., & Boscolo, P. (2003): *Role of Epistemological Understanding and Interest in Interpreting a Controversy and in Topic-Specific Belief Change*, 10th EARLI Conference, Padova, Italy.
- Mason, L., & Gava, M. (2004): *Effects of Epistemological Beliefs and Learning Text Structure on Conceptual Change*, 4th Symposium on Conceptual Change, Delphi, Greece.
- Mason, L., Scirica, F. (2004): *Epistemological meta-knowing and argumentation skills*, meeting of the EARLI SIG "Metacognition", Amsterdam, The Netherlands.
- Mason, L., & Gava, M. (2005): *Changing conceptions about light: The interplay between epistemological beliefs, topic interest, and text*, AERA annual meeting, Montreal, Canada.
- Mason, L., & Scirica, F. (2005): *Epistemological meta-knowing and argumentation on controversial topics*, AERA annual meeting, Montreal, Canada.
- Mason, L., Boldrin, A., & Vanzetta, A. (2006): *Epistemological beliefs and achievement goals in conceptual change learning*, 5th meeting of the EARLI SIG "Conceptual change", Stockholm, Sweden.

- Boldrin, A., & Mason, L. (2006). *Internet surfing: Study of epistemic metacognition during on-line information searching*, 2nd meeting of the EARLI SIG "Metacognition", Cambridge, UK.
- Mason, L., & Nadalon, C. (2006). *Measuring high school students' metacognitive knowledge, skills and attitude through AILL: Relationships with gender, grade level, curriculum and achievement*, 2nd meeting of the EARLI SIG "Metacognition", Cambridge, UK.
- Mason, L. (2007). *Effectiveness of refutational texts in relation to learner characteristics in intentional conceptual change*, AERA annual meeting, Chicago, USA.
- Boldrin, A., & Mason, L. (2007). *Epistemic beliefs in action: Fragility of students' evaluation of knowledge sources during information searching on the Web*, AERA annual meeting, Chicago, USA.
- Mason, L., Ariasi, N., & Boldrin, A. (2008): *Spontaneous activation of epistemic metacognition during Web searching and individual differences*, 3rd meeting of the EARLI SIG meeting "Metacognition", Ioannina, Greece.
- Mason, L., Boldrin, A., & Ariasi, N. (2008): *Epistemic beliefs in context: Students' evaluation and learning of knowledge during Web searching*, XXIX International Congress of Psychology (ICP), Berlin, Germany.
- Mason, L., Coral, V., & Lowe, R. (2008): *Self-generated drawings for supporting comprehension of complex dynamics*, XXIX International Congress of Psychology (ICP), Berlin, Germany.
- Mason, L., & Ariasi, N. (2008, settembre). *Critical thinking during Web searching: Tracking students' evaluation of sources and information through eye movements and allocation of visual attention*, Workshop "Use of External Representations in Mathematical and Scientific Reasoning and Problem Solving: Analysis and Improvement", Leuven, Belgium.
- Mason, L., & Ariasi, N. (2009, April). *Epistemic processing during Web page reading and individual differences: Evidence from eye fixation analyses*, AERA annual meeting, San Diego, CA, USA.
- Ariasi, N., & Mason L. (2009, July). *The refutational effect in conceptual change processes during text reading: An eye movement analysis*, Society for Text and Discourse annual meeting, Rotterdam, The Netherlands.
- Mason, L., Ariasi, N., & Boldrin, A. (2009, August). *Epistemic competence during information searching on the Web: Evidence from students at different educational levels*, 13th EARLI conference, Amsterdam, The Netherlands.

Ariasi, N., & Mason, L. (2009, August). Uncovering conceptual change processes during reading: An eye-tracking study. 13th EARLI conference, Amsterdam, The Netherlands.

Publications

International

Edited Books

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

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

Special Issues

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

Mason, L. (Ed.) (2007). Bridging the cognitive and sociocultural approaches in research on conceptual change. *Educational Psychologist*, 42 (1), 1-78.

Mason, L., & Bromme, R. (in press). Situating epistemological beliefs into (meta)cognition: Studies on beliefs about knowledge and knowing. *Metacognition and Learning*.

Book Chapters

Mason, L. (1993), *Does the use of analogies contribute to conceptual change?*. In E. Cauzinille-Marmèche & J. Mathieu, *Raisonnement par analogie et acquisition de connaissances* (pp. 104-112). Actes des journées d'étude. Paris, France: Université Paris VI.

Semeraro, R., Galzigna M., Mason, L., Santi, M., & Sorzio, P. (1997). *Environmental education in Italy: Thinking globally and acting locally*. In P.J. Thompson (Ed.), *Environmental Education for the 21st Century* (pp. 67-79). New York: Peter Lang.

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.

- Mason, L. (2002). *Developing epistemological thinking to foster conceptual changes in different domains*. In M. Limón & L. Mason (Eds.), *Rethinking conceptual change. Issues in theory and practice* (pp. 301-336). Dordrecht, NL: Kluwer Academic Publishers.
- 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.
- 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., & 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
- Sinatra, G. M., & Mason, L. (2008). Beyond knowledge: Learner characteristics influencing conceptual change. In S. Vosniadou (Ed.), *International handbook of research on conceptual change*. New York: Routledge.
- 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. (in press). 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. Haerle (Eds.). *Personal epistemology in the classroom. Theory, research, and implications for practice*. Cambridge, MA: Cambridge University Press.
- Mason, L., & Ariasi, N. (submitted). 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 external representations in reasoning and problem solving: Analysis and improvement*. Oxford, UK: Elsevier.

Journal Articles

- Mason, L. (1994). Analogy, metaconceptual awareness, and conceptual change. A classroom study. *Educational Studies*, 20(2), 267-291.
- Mason, L. (1994). Cognitive and metacognitive aspects in conceptual change by analogy. *Instructional Science*, 22(3), 157-187.

- Mason, L., & Sorzio, P. (1996). Analogical reasoning in restructuring scientific knowledge. *European Journal of Psychology of Education*, 11 (1), 3-23.
- Mason, L. (1996). An analysis of children's construction of new knowledge through their reasoning and arguing in classroom discussions. *International Journal of Qualitative Studies in Education*, 9(4), 411-433.
- Mason, L. (1996). Collaborative reasoning on self-generated analogies. Conceptual growth in understanding scientific phenomena. *Educational Research and Evaluation*, 2 (4), 309-350.
- Mason, L., & Santi M. (1998). Discussing the greenhouse effect. Children's collaborative discourse-reasoning and conceptual change. *Environmental Education Research*, 4(1), 67-85.
- Mason, L. (1998). Sharing cognition to construct scientific knowledge in school context: The role of oral and written discourse. *Instructional Science*, 25(5), 359-389.
- Mason, L., & Boscolo, P. (2000). Writing and conceptual change. What changes? *Instructional Science*, 28 (3), 199-226.
- 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. (2001). Introducing talk and writing for conceptual change: a classroom study. *Learning and Instruction*, 11, 305-329. [**awarded**]
- Mason, L. (2001). Responses to anomalous data and theory change. *Learning and Instruction*, 11 (6), 453-483.
- 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.
- 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. (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.

- Mason, L. (2004). Fostering understanding by structural alignment as a route to analogical learning. *Instructional Science*, 32(4), 298-318.
- 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., 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., 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. (Ed.) (2007). Bridging the cognitive and sociocultural approaches in research on conceptual change. *Educational Psychologist*, 42(1), 1-78 [Special Issue]
- 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., 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. (2008). Bridging neuroscience and education: A two-way path is possible. *Cortex*, 45(4), pp. 548-549.
- Boldrin, A., & Mason, L. (2009). Distinguishing between knowledge and beliefs: Students' epistemic criteria for differentiating. *Instructional Science*, 37(2) 107-127.
- Mason, L., Boldrin, A., & Ariasi, N. (in press). Searching the Web for information: Are students' epistemically active? *Instructional Science*.
- Mason, L., Boldrin, A., & Ariasi, N. (submitted). Epistemic metacognition in context: Evaluating and learning online Information. *Metacognition and Learning*.
- Mason, L., & Ariasi, N. (submitted). *Epistemic beliefs in practice: Spontaneous reflections about knowledge and knowing during online information searching and their influence on Learning*.

National

Books

- Mason, L. (1989). *Curricolo cognizione conoscenza* (Curriculum cognition knowledge). Bologna: CLUEB.
- Varisco, B.M., & Mason, L. (1989). *Media, computer, società e scuola* (Media, computer, society and school). Turin: SEI.
- Mason L., & Varisco, B.M. (1990). *Mente umana e mente artificiale. Analisi di concettualizzazioni e atteggiamenti sul computer e sul cognitivo* (Human mind and artificial mind. Conceptions and attitudes about computers). Milan: Franco Angeli.
- Mason, L. (1992). *Reti di somiglianze. Conoscenze e analogie nell'istruzione* (Networks of similarities. Knowledge and analogies in instructional processes): Milan, Franco Angeli.
- Mason, L. (1996). *Valutare a scuola. Prodotti, processi, contesti dell'apprendimento* (Assessment at school. Products, processes, and contexts of learning). Padova: CLEUP.
- Mason, L. (2001). *Verità e certezze. Natura e sviluppo delle epistemologie ingenuie* (Truth and certainty. Nature and development of personal epistemologies). Roma: Carocci.
- Mason, L. (2006). *Psicologia dell'apprendimento e dell'istruzione* (Psychology of learning and instruction). Bologna: Il Mulino.

Book Chapters

- Mason, L. (1986). *Educazione linguistica: Italiano*. In R. Semeraro (Ed.), *Interdisciplinarietà e didattica nella Scuola Media* (pp. 23-41). Padova: Liviana.
- Mason, L. (1993). *Costruzioni dell'ambiente e percorsi di conoscenza. Proposte per la scuola elementare*. In R. Semeraro, D. Goffredo, & B.Y. Przewozny (Ed.), *L'educazione ambientale nella scuola del futuro* (pp. 57-78). Roma: ENEA.
- Mason, L. (1993). *Il lavoro e il contesto sociale: Realtà, aspettative, proposte*. In R. Semeraro (Ed.), *Giovani e scuola: identità, partecipazione, futuro* (pp. 91-151). Padova: CLEUP.
- Mason, L. (1995). *Lo sviluppo delle rappresentazioni*. In A. Antonietti (Ed.), *Il divenire del pensiero. Conoscenza e ragionamento* (pp. 127-191). Milano: Raffaello Cortina.

- Mason, L. (1996). *Saperi informali e saperi formali a scuola. Che fare?*. In *Cultura, ricerca e formazione pedagogica* (pp. 345-356). Bari: Giuseppe Laterza.
- Mason, L. (1997). *Costruire conoscenze: contesti di insegnamento-apprendimento e processi formativi a scuola*. In P. Orefice (Ed.), *Formazione e processo formativo* (pp. 73-91), Milano: Franco Angeli.
- Mason, L. (1997). *Sperimentare comunità di discorso a scuola, ovvero dove si impara a ragionare e riflettere per l'educazione culturale e civica* (pp. 340-347). Bari: Giuseppe Laterza.
- Mason, L. (1998). *Le credenze epistemologiche degli studenti. Una ricerca con studenti di scuola superiore*. In B. Vertecchi & N. Paparella (Ed.), *La ricerca didattica per la riforma della scuola* (pp. 143-165). Napoli: Tecnodid.
- Mason, L. (1999). *Concettualizzazione e insegnamento*. In C. Pontecorvo (Ed.), *Manuale di psicologia dell'educazione* (pp. 243-270). Bologna: Il Mulino.
- Mason, L. (2003). *Il metaconoscere epistemologico: natura e influenza delle credenze personali sulla conoscenza e il conoscere* (pp. 15-37). In O. Albanese (Ed.), *Percorsi metacognitivi. Esperienze e riflessioni*. Milano: FrancoAngeli.
- Mason, L., & Boscolo, P. (2003). *Apprendere dal testo espositivo: interazioni tra conoscenza e interesse degli studenti e coerenza testuale* (pp. 47-54). In L. Aprile (Ed.), *Psicologia dello sviluppo cognitivo-linguistico: tra teoria e intervento*. Firenze: Firenze University Press.

Journal Articles (peer-reviewed)

- Mason, L. (1985). A scuola con i bambini autistici. *Età Evolutiva*, 21, 114-117.
- Mason, L. (1986). Elaborazione ed acquisizione di conoscenze in classe: i concetti scientifici. *Orientamenti Pedagogici*, 33 (3), 469-486.
- Mason, L. (1987). Psicologia cognitiva e istruzione: il nuovo concetto di apprendimento e le sue implicazioni. *Ricerche Pedagogiche*, 84/85, 69-78;
- Mason, L., & Varisco, B.M. (1987). Bambini e informatica: la rappresentazione del computer. *Rassegna di Psicologia*, 2/3, 59-68.
- Mason, L. (1988). Pre-conoscenze e apprendimento in bambini di scuola elementare. *Scuola e Città*, 9, 374-387.
- Mason, L. (1990). "Sempre a posto nel contegno ...". Analisi qualitativa delle schede di valutazione nella scuola elementare: *Scuola e Città*, 5/6, 230-242.

- Mason, L., (1991). Verde... anzi verdissimo. Un'indagine sulla rappresentazione dell'ambiente nella scuola elementare. *Ricerche Pedagogiche*, 99, 39-49.
- Mason L., & Sorzio P, (1991). Ragionamento analogico e ristrutturazione di conoscenze scientifiche. Una ricerca nella scuola elementare. *Orientamenti Pedagogici*, 38 (3), 605-633.
- Mason, L. (1992). Costruire e ri-costruire conoscenze nell'educazione scientifica. *Annali della Pubblica Istruzione*, 5-6, 553-564.
- Mason, L. (1992). Psicologia della conoscenza e didattica delle scienze. *Scuola e Città*, 12, 532-542.
- Mason, L. (1993). "Con una cosa molto nota, con una cosa che tutti sanno, fanno capire una cosa che non tutti sanno". Ovvero, il ruolo delle analogie nella costruzione di conoscenze a scuola. *Ricerche di Psicologia*, 17(2), 79-103.
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A handwritten signature in black ink, appearing to read 'L. Mason', with a stylized, cursive script.

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