

Curriculum Vitae et Studiorum



Personal details

Name/surname **Carlo Tomasetto**
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Nationality Italian
Date of Birth 15/06/1975

Professional experience

2014- **Associate Professor in Developmental and Educational Psychology**
University of Bologna - Department of Psychology
Teaching charge: Developmental Psychology (BA), Social Development (MA)
2013- Contract Professor in General Psychology
Military Academy – Modena (Italy)
2005-2014 Assistant Professor in Developmental and Educational Psychology
University of Bologna - Department of Education (2005-2011) - Department of Psychology (2012-2014)
2004-2007 Contract Professor in Social Psychology/Psychology of Adolescence
University “G. d’Annunzio” – Chieti-Pescara (Italy)
2002-2004 Research Assistant
University of Italian Switzerland – Lugano (Switzerland)

Education

2003 **PhD in Social, Organizational, and Developmental Psychology**
University of Bologna - Department of Education
1999 MA in Psychology
University of Bologna – Faculty of Psychology

Research topics

Basic and applied research on social and cognitive development:
- gender development and the emergence of gender stereotypes in young children
- the impact of gender stereotypes on mathematics performance in school age children (stereotype threat)
- early development of math anxiety
- media exposure and cognitive functioning
- the emergence and consequences of weight stigma from childhood to adulthood.

Affiliations

- Center for Studies on Gender and Education (CSGE) – University of Bologna
- WHTO (Dutch National Expert Organisation on Girls/ Women and Science/Technology) – Gender and STEM Network
- The Society for the Psychological Study of Social Issues (SPSSI)

Funding and awards

- 2016 The Society for the Psychological Study of Social Issues (SPSSI) – International Travel Award
- 2015 The Royal Society (UK) - Research grant “Do gender stereotypes interfere with math learning in young girls?”. Co-Investigator (PI: Dr Kinga Morsanyi – Queen’s University of Belfast).REF: IE150463
- 2015 Local authority of Cesena (Italy): Research grant “Three-year longitudinal study on adolescents’ well-being in the community”. Principal investigator.
- 2009 University of Bologna – Research grant “Gendered tracks in higher education” Co-Investigator (PI: Dr. Rossella Ghigi – University of Bologna).
- 2006 EuroQol Foundation (Rotterdam, NL) – Research grant “Translation and testing of an Italian Child-Friendly version of EQ-5D”. Co-Investigator (PI: Dr. Luciana Scalone – University of Milan)
- 2005 EU Socrates-Minerva Project “Social networks and promotion of Knowledge through e-learning”. Member of the Coordination Unit (PI: Dr. Maria Cristina Matteucci – University of Bologna).
- 2003 Italian Association of Psychology - Award for the best PhD thesis In Social Psychology (2003)

Editorial activity

Journal of Educational Psychology (Editorial board)
Frontiers (Invited associate editor – special research topic on math anxiety)
In-mind – Italian edition (Associate Editor)

Publications

- Selected articles (2009-2016)
- Morsanyi, K., Mammarella, I.C., Szucs, D., **Tomasetto**, C., Primi, C., & Maloney, E.A. (2016). Editorial: Mathematical and statistics anxiety: Educational, social, developmental and cognitive perspectives. *Frontiers in Psychology*, 7 01083. doi =10.3389/fpsyg.2016.01083.
- Cargnelutti, E., **Tomasetto**, C., & Passolunghi, M. C. (2016). How is anxiety related to math performance in young students? A longitudinal study of Grade 2 to Grade 3 children. *Cognition and Emotion* (article ahead of print). doi:10.1080/02699931.2016.1147421
- Pacilli, M. G., **Tomasetto**, C., & Cadinu, M. (2016). Exposure to Sexualized Advertisements Disrupts Children’s Math Performance by Reducing Working Memory. *Sex Roles* 74, 389-398. doi:10.1007/s11199-016-0581-6
- Liverani, M. C., Manuel, A. L., Nahum, L., Guardabassi, V., **Tomasetto**, C., &

- Schnider, A. (2015). Children's sense of reality: The development of orbitofrontal reality filtering. *Child Neuropsychology* (article ahead of print). doi:10.1080/09297049.2015.1120861
- Tomasetto, C., Mirisola, A., Galdi, S., & Cadinu, M.** (2015). Parent's math-gender stereotypes, children's self-perception of ability, and children's appraisal of parents' evaluations in six-year-olds. *Contemporary Educational Psychology, 42*, 186-198. doi: 10.1016/j.cedpsych.2015.06.007
- Passolunghi, M. C., Rueda Ferreira, T. I., & **Tomasetto, C.** (2014). Math-gender stereotypes and math-related beliefs in childhood and early adolescence. *Learning and Individual Differences, 34*, 70-76. doi: 10.1016/j.lindif.2014.05.005
- Primi, C., Busdraghi, C., **Tomasetto, C.**, Morsanyi, K., & Chiesi, F. (2014). Measuring math anxiety in Italian college and high school students: Validity, reliability and gender invariance of the Abbreviated Math Anxiety Scale (AMAS). *Learning and Individual Differences, 34*, 51-56. doi: 10.1016/j.lindif.2014.05.012
- Galdi, S., Cadinu, M., & **Tomasetto, C.** (2014). The roots of stereotype threat: When automatic associations disrupt girls' math performance. *Child Development, 85*, 250-263. doi: 10.1111/cdev.12128
- Tomasetto, C., & Appoloni, S.** (2013). A lesson not to be learned? Understanding stereotype threat does not protect women from stereotype threat. *Social Psychology of Education, 16*, 199-213. doi: 10.1007/s11218-012-9210-6
- Tomasetto, C., Alparone, F.R., & Cadinu, M.** (2011). Girls' math performance under stereotype threat: The moderating role of mothers' gender stereotypes. *Developmental Psychology, 47*, 943-949. doi: 10.1037/a0024047
- Kopp, B., Matteucci, M.C., & **Tomasetto, C.** (2011). E-tutorial support for collaborative online learning: An explorative study on experienced and inexperienced e-tutors. *Computers & Education, 58*, 12-20. doi: 10.1016/j.compedu.2011.08.019
- Scalone, L., **Tomasetto, C.**, Matteucci, M.C., Selleri, P., Broccoli, S., Pacelli, B., & Cavrini, G. (2011). Assessing Quality of Life in Children and Adolescents: Development and Validation of the Italian Version of the EQ-5D-Y. *Italian Journal of Public Health, 8*, 331-341. doi: <http://dx.doi.org/10.2427/5679>
- Tomasetto, C., Matteucci, M.C., Carugati, F., & Selleri, P.** (2009). Effect of task presentation on students' performances in introductory statistics courses. *Social Psychology of Education, 12*, 191-211. doi: 10.1007/s11218-008-9081-z
- Tomasetto, C., Mucchi-Faina, A., Alparone, F. R., & Pagliaro, S.** (2009). Differential effects of majority and minority influence on argumentation strategies. *Social Influence, 4*, 33-45. doi: 10.1080/15534510802257510

Cesena, 07/10/2016.

Carlo Tomasetto