

PhD course “title”  
**CURRICUL VITAE**  
*Christian Tarchi*



## 1 Short CV

2021- Associate professor in Developmental and Educational Psychology - Dept. of Education, Languages, Intercultures, Literatures and Psychology, University of Florence

2021- Member of the steering committee for the specialization course for educational support activities for pupils with disabilities, University of Florence

2017-2021 Researcher in Developmental and Educational Psychology - Dept. of Education, Languages, Intercultures, Literatures and Psychology, University of Florence

2013-2017 Postdoctoral fellow in Developmental and Educational Psychology - Dept. of Education and Psychology, University of Florence

2014 – present Lecturer for the Post-Graduate Master in School Psychology - University of Florence

2011 PhD in Psychology – University of Florence

2004 Degree in Psychology – University of Padua

### Collaborations with Journals

- Member of the Editorial Board of Learning and Instruction and Metacognition and Learning
- Associate Editor for the Journal for the Study of Education and Development
- Review editor for Frontiers in Psychology: Educational Psychology
- Reviewer for several indexed journals

### Research Support (selection)

2022 P.I. of the project “Promuovere una lettura attiva di testi digitali [en. tr. Promoting active reading of digital texts].” Funded under the grant Regione Toscana – Bando per progetti di alta formazione attraverso l’attivazione di assegni di ricerca - anno 2021, €60.000.

2022 P.I. of the project “Navigating ambiguity when reading from multiple sources: The interplay between the reader and the text. Funded under the grant Progetti competitivi per Ricercatori a Tempo Determinato (RTD) dell’Università di Firenze, anni 2022-2023 (Next Generation EU and Fondazione Cassa di Risparmio di Firenze), €64.589

## 2 Bibliometric data

SOURCE	Documents	Citations	H-index
Scopus (Oct. 2022)	50	457	12
Google Scholar (Oct. 2022)	68	1180	20

## 3 Selection of the 10 most relevant publications and/or patents

- Tarchi, C. & Villalon, R. (2022). Fostering University Students' Written Argumentation via Recursive Reading: A Randomized Controlled Trial. *Journal of College Reading and Learning*. doi: 10.1080/10790195.2022.2021771
- Tarchi, C., & Ruffini, C. & Pecini, C. (2021). The contribution of executive functions when reading multiple texts: A systematic literature review. *Frontiers in Psychology, 12*:716463. doi: 10.3389/fpsyg.2021.716463
- Tarchi, C. & Villalon, R. (2021). The influence of thinking dispositions on integration and recall of multiple texts. *British Journal of Educational Psychology*. doi: 10.1111/bjep.12432
- Tarchi, C. & Surian, A. (2021). Promoting intercultural competence in study abroad students. *European Journal of Psychology of Education*. doi: 10.1007/s10212-021-00554-0
- Tarchi, C. (2021). Effects of think-aloud on students' multiple-documents comprehension. *Applied Cognitive Psychology, 35*, 526-537. doi: 10.1002/acp.3782
- Tarchi, C., Zaccoletti, S., & Mason, L. (2020). Learning from text, video, or subtitles: A comparative analysis. *Computers & Education, 104*034. doi: 10.1016/j.compedu.2020.104034
- Tarchi, C. (2020). Prompting Readers to Plan Might Negatively Affect their Comprehension of Multiple Documents. *Journal of College Reading and Learning*. doi: 10.1080/10790195.2020.1823910
- Tarchi, C. & Mason, L. (2020). Effects of critical thinking on multiple-document comprehension. *European Journal of Psychology of Education, 35*, 289-313. doi: 10.1007/s10212-019-00426-8
- Tarchi, C., Bigozzi, L. & Pinto, G. (2019). The influence of narrative competence on mental state talk in kindergarten and primary school children. *British Journal of Developmental Psychology, 37*, 535-550. doi: 10.1111/BJDP.12295
- Tarchi, C. (2019). Identifying fake news through trustworthiness judgments of documents. *Culture and Education, 31*, 369-406. doi: 10.1080/11356405.2019.1597442