

Caterina Artuso, PhD

Short bio

I obtained a Bachelor's Degree in Psychological Sciences and Techniques and a Master's Degree in Experimental Psychology and Cognitive-Behavioral Neuroscience from the University of Padua, as well as a Ph.D. in Cognitive and Developmental Psychology from the University of Pavia in 2012. From 2012 to 2021, I held research fellowships and research grants at the University of Pavia and the University of Urbino. I spent several research periods abroad, in Switzerland and the United States.

I served as a fixed-term researcher (RTD-B), SSD M-PSI/01, at the University of Genoa. Since June 2025, I have been an Associate Professor at the University of Genoa. Since the 2022/2023 academic year, I have carried out extensive teaching activities as the course instructor for General Psychology, Psychology of Language, and Cognitive Enhancement, across various undergraduate and graduate programs at the University of Genoa.

I am a member of the Quality Assurance Committee for the Bachelor's Degree Program in Education, and a representative of the Joint Committee for the Bachelor's Degree Program in Psychological Sciences and Techniques.

My current research interests include working memory updating processes, text comprehension, well-being, definitional competence, and semantic development.

Selected publications

Artuso, C., Torelli, E., Belacchi, C. (2025). The relationship between definitional skills and listening comprehension: Preliminary evidence from preschoolers to school-aged children. *Journal of Language and Education, 11(1)*, 46-55. <https://doi.org/10.17323/jle.2025.19867>

- Artuso, C., Lucaci, L. & Belacchi, C. (2025).** The metalinguistic and metarepresentational attitude of early bilingual children: A study on definitional skills. *International Journal of Bilingualism*. <https://doi.org/10.1177/13670069241284736>
- Artuso, C., Zappella, D. & Palladino, P. (2024).** The longitudinal impact of COVID-19 pandemic in Italy: Literacy acquisition in low-SES/high-SES monolingual children, and low-SES bilingual children. *Forum for Linguistic Studies*, 6(5), 849-858. <https://doi.org/10.30564/fls.v6i5.6751>
- Artuso, C., & Belacchi, C. (2023).** Implicit Grammatical Gender Representation in Italian Children with Autism without Intellectual/Language Disorder. *Children*, 10(11):1737. <https://doi.org/10.3390/children10111737>
- Artuso, C. & Palladino, P. (2022).** Working memory, vocabulary breadth and depth in reading comprehension: A study with third graders. *Discourse Processes*, 59 (9), 685-701. DOI: 10.1080/0163853X.2022.2116263.
- Artuso, C., Bossi, F. Belacchi, C. & Palladino, P. (2022).** Effects of semantic relationship and preactivation on memory updating. *Cognitive Processing*, 407-422. doi.org/10.1007/s10339-022-01096-z
- Artuso, C., Palladino, P., Valentini, P., & Belacchi, C. (2022).** Definitional Skills as a Bridge towards School Achievement. *Sustainability*, 14(1), 286. <https://doi.org/10.3390/su14010286>
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- Artuso, C. & Belacchi, C. (2021).** Semantic memory and reading comprehension: The relationship through adulthood and aging. *Aging Clinical and Experimental Research*, 1-11. doi: 10.1007/s40520-020-01771-1
- Artuso, C., Borgatti, R. & Palladino, P. (2021).** Phonological memory updating and developmental dyslexia: The role of long-term knowledge. *Child Neuropsychology*, 27 (6), 718-733. doi: 10.1080/09297049.2021.1888907
- Artuso, C, Palladino, P & Ricciardelli, P. (2021).** Memory updating through aging: different patterns for socially meaningful (and not) stimuli. *Aging Clinical and Experimental Research*, 33, 1005-1013. <https://doi.org/10.1007/s40520-020-01604-1>

Artuso, C., Palladino, P. & Belacchi, C. (2020). Sensitivity detection in memory recognition: Interference control as index of taxonomic memory development? *Memory*, *28*, 187-195, DOI: 10.1080/09658211.2019.1705488

Artuso, C., Bellelli, F. & Belacchi, C. (2020). Developmental dyslexia: How taxonomic and thematic organization affect working memory recall. *Child Neuropsychology*, *26*, 242-256. DOI: 10.1080/09297049.2019.1640869

Artuso, C., Carretti, B. & Palladino, P. (2019). Short-term training on working memory updating and metacognition in primary school: The effect on reading comprehension. *School Psychology International*, *40*, 641-657. DOI: 10.1177/0143034319881671

Artuso, C. & Palladino, P. (2019). Long-term memory effects on working memory updating development. *PloS one*, *14*(5), e0217697

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<https://doi.org/10.1016/j.lindif.2016.10.008>

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Artuso, C, Palladino, P & Ricciardelli, P (2012). How do we update faces? Effects of gaze direction and facial expressions on working memory updating. *Frontiers in Psychology*, **3**:362. doi: 10.3389/fpsyg.2012.00362.

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