

- Mosca, O., Rubat du Merac, E., Pedditzi, M.L., Meloni, C., Isoni, C., Livi, S., & Fornara, F. (2024). A comparison of Outdoor Green and Indoor education: Psycho-environmental impact on kindergarten and primary school teachers. *Sustainability*, *16*, 8106. (doi.org/10.3390/su16188106).
- Meloni, C., Delogu, F., & Fanari, R. (2023). Symbolic and non-symbolic predictors of number line task in Italian kindergarteners. *Frontiers in Psychology*, *14*, 1137607.
- Delogu, F., De Bartolomeo, F., Solinas, S., Meloni, C., Mercante, B., Enrico, P., Fanari, R., & Zizi, A. (2022). *The Morra Game: Developing an Automatic Gesture Recognition System to Interface Human and Artificial Players*. In: Pier Luigi Mazzeo Emanuele Frontoni Stan Sclaroff Cosimo Distanto. Image Analysis and Processing. ICIAP 2022 Workshops. LECTURE NOTES IN COMPUTER SCIENCE, vol. 13374, p. 243-253, Switzerland: Springer Cham, ISBN: 978-3-031-13324-4, ISSN: 0302-9743, doi: 10.1007/978-3-031-13324-4_21; Codice Scopus 2-s2.0-85136117545
- Meloni, C., Fanari, R. (2021). *Does chess training affect meta-cognitive processes and academic performance?* In: Maria Lidia Mascia et al.. (a cura di): Dirk Ifenthaler Demetrios G. Sampson Pedro Isaias, Balancing the tension between digital technologies and learning sciences. Cognition and Exploratory Learning in The Digital Age, p. 19-32, Cham: Springer, ISBN: 9783030656560, ISSN: 2662-5628, doi: 10.1007/978-3-030-65657-7_2
- Delogu, F., Barnewold, M., Meloni, C., Toffalini, E., Zizi, A. & Fanari, R. (2020). The Morra Game as a Naturalistic Test Bed for Investigating Automatic and Voluntary Processes in Random Sequence Generation. *Frontiers in Psychology*, vol. 11, 551126
- Fanari, R., Meloni, C., Massidda, D. (2019). Visual and spatial working memory abilities predict early math skills: a longitudinal study. *Frontiers in Psychology*, vol. 10, p. 1-9
- Meloni, C., Fanari, R. (2019). Chess training effect on meta-cognitive processes and academic performance. In: Sampson, D.G., Ifenthaler, D., Isaias, P., Mascia, M.L., Celda 2019, 16th International Conference on Cognition and exploratory learning in digital age, (p. 387-393), Cagliari: IADIS Press (ISBN: 978-989-8533-93-7)
- Fanari, R., Meloni, C., Massidda, D. (2018). *Visuospatial working memory and early math skills in first grade children*. 15th International Conference on Cognition and Exploratory Learning in the Digital Age, CELDA 2018, IADIS press, Budapest, Hungary.
- Meloni, C., Fanari, R., Bertucci, A., Berretti, S. (2017). *Impact of early numeracy training on kindergarteners from middle-income families*. 14th International Conference on Cognition and Exploratory Learning in the Digital Age, CELDA 2017, IADIS press, Vilamoura, Algarve, Portugal.
- Fanari, R., Meloni, C., Massidda, D. (2017). *Early numerical competence and number line task performance in kindergarteners*. 14th International Conference on Cognition and Exploratory Learning in the Digital Age, CELDA 2017, IADIS press, Vilamoura, Algarve, Portugal.
- Bertucci A., Meloni C, Johnson D. e Johnson R. (2015). Cooperative Learning: effetto dell'utilizzo dell'interdipendenza degli obiettivi e del compito con bambini frequentanti la scuola primaria. Cooperative learning: effect of positive goal and positive task interdependence on Elementary school students. *Giornale Italiano di Psicologia*, vol. XLII, p. 549-570, ISSN: 0390-5349, doi: 10.1421/81166
- Bertucci A, Conte S, Meloni C (2011). Effetto dell'utilizzo del Cooperative Learning su percezione di supporto sociale e apprendimento durante i primi anni della scuola elementare. *Giornale Italiano di Psicologia*, vol. 38, p. 899-911, ISSN: 0390-5349, doi: 10.1421/36117