

## CURRICULUM VITAE

Summer 2024

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### DEGREES

1969    Ph.D. Psychology (University of Geneva, Professor J. Piaget)  
1964    M.A. (Licence) in Psychology (University of Geneva)  
1963    Diploma in Experimental Child Psychology (Institut J.J. Rousseau, University of Geneva, Switzerland)  
1960    Specialty Diploma in Psychiatry and Neurology (C.S. Valdecilla, University of Valladolid, Spain)  
1957    M.D. (Faculty of Medicine, University of Valencia)  
1950    B.A. (Baccalaureate, University of Valencia, Spain)

### EMPLOYMENT HISTORY & PROFESSIONAL EXPERIENCE

2001-present    Professor Emeritus and Senior Scholar, Co-Director of Developmental Processes Laboratory, Department of Psychology, York University.  
1974-2006    Visiting professorships: University of California, Berkeley; Van Leer Jerusalem Foundation, Jerusalem, Israel; Universite de Paris V, Renee Descartes; Universite de Geneve, Switzerland; University of Natal, Durban, South Africa; University of Venezuela, Caracas; Universidad Javeriana, Bogota, Columbia; Universidad de Valle, Cali, Columbia; Universidad Autonoma de Madrid, Spain; Universidad de Manizales, Colombia; University of Belgrano, Buenos Aires, Argentina; Universidad Nacional de San Luis, Argentina; University of Huelva, Spain; University of Cadiz, Spain; Pontifical Catholic University of Chile; University of Genoa, Italy.  
1972-2001    Professor, Department of Psychology, York University, Toronto.  
1968-72    Associate Professor, Department of Psychology, York University, Toronto.  
1965-68    Assistant Professor in Psychology, University of British Columbia.  
1958-60    Specialist-resident in Psychiatry and Neurology, Medical Institute C.S. Valdecilla, University Valladolid.  
1957-58    Assistant M.D. in Clinical Psychiatry, "Padre Joffre" Institute, County Psychiatric Hospital, Valencia.  
1957-58    Assistant Medical Officer in Psychosomatic and Internal Medicine, Air Force Central Clinic, Valencia.  
1955-57    Internship in Clinical Pathology, Faculty of Medicine, University of Valencia.

### ACADEMIC HONOURS

2023    **Doctor Honoris Causa in Psychology, University of Valencia, Spain.**  
2022    Legacy Scholar Award, Jean Piaget Society  
2021    **Elected honorary member of the Academy of Psychology of Spain** (Academia de Psicología de España)  
2018    York University Research Leader

2018	<b>Fellow, Association for Psychological Science</b>
2008	Fellow, Calumet College, York University.
2006	<b>Doctor Honoris Causa in Psychology, University of Cyprus.</b>
1993-94	International Honorary Member, Venezuelan Society of School Psychology
1979	Fellow Scholar of the Van Leer Jerusalem Foundation
1975	Fellow of the Canadian Psychological Association

## RESEARCH INTERESTS

Developmental and learning processes throughout the lifespan. Logical methods of process and task analysis. Constructive epistemology. Cognitive processes and their neuropsychological foundations. Brain Evoked Potentials and fMRI. Human differences in intelligence, cognition, learning, affect and self development. Methods of human change (e.g., educational psychology, meditation techniques, psychotherapy, behaviour modification).

[https://en.wikipedia.org/wiki/Juan\\_Pascual-Leone](https://en.wikipedia.org/wiki/Juan_Pascual-Leone)

## RECENT RESEARCH FUNDING

2014-2020	“Developmental involvement of prefrontal cortex and working memory in mathematical problem solving”; \$125,000; National Science & Engineering Research Council of Canada; Co-investigator (PI: Marie Arsalidou).
2010-2013	“Measurement of developmental intelligence via mental attention: Comparison with other approaches, task-analytical modelling, and longitudinal testing”; \$113,064; Social Sciences & Humanities Research Council of Canada (SSHRC).
2006-2009	“Executive Processes and Mental Attention in Cognitively Gifted and Mainstream Children”; \$94,649; SSHRC.
2001-05	“Mental capacity assessment in school children: Construct validity, task instructions, and detection of latent giftedness”; \$100,000; SSHRC.
1997-2001	“Mental Capacity Measurement in Exceptional and Mainstream Populations: A Study of Moderator Variables”; \$120,000; SSHRC.

## PUBLICATIONS

### Books (3):

- Pascual-Leone, J., & Johnson, J. M. (2021). *The working mind: Meaning and mental attention in human development*. Cambridge, MA: MIT Press.
- Samuda, R., Kong, S., Cummins, J., Pascual-Leone, J., & Lewis, J. (1989). *Assessment and placement of minority students*. Toronto: Hogrefe International.
- DeAvila, E.A., Havassy, B., with Pascual-Leone, J. (1976). *Mexican-American school children: A neo-Piagetian approach*. Washington, DC: Georgetown University Press.

### Book Chapters (44):

- Pascual-Leone, J. Escobar, E. M. R., & Johnson, J. (2017). Logic: Development of logical operations. In *Reference Module in Neuroscience and Biobehavioral Psychology*. Amsterdam: Elsevier.
- Pascual-Leone, J., & Johnson, J. (2017). Organismic causal models “from within” clarify

- developmental change and stages. In N. Budwig, E. Turiel, & P. Zelazo (Eds.), *New perspectives on human development* (pp. 67-87). Cambridge: Cambridge University Press.
- Pascual-Leone, J. (2015). Prólogo: Principios de constructivismo psicogenético. In L. M. Rodríguez-Salazar & Z. M. Nasr (Eds.), *Psicología para epistemólogos* (pp. xi-xv). Mexico City, Mexico: Corinter.
- Pascual-Leone J. (2014). Dialectics. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 421-428). New York, NY: SpringerReference.
- Pascual-Leone, A., Greenberg, L. S., & Pascual-Leone, J. (2014). Task analysis: New developments for programmatic research on the process of change. In W. Lutz & S. Knox (Eds.), *Quantitative and qualitative methods in psychotherapy research* (pp. 249-273). New York, NY: Routledge.
- Pascual-Leone, J. (2012). Piaget as a pioneer of dialectical constructivism: Seeking dynamic processes for human science. In E. Marti & C. Rodriguez (Eds.), *After Piaget* (. Edison, NJ: Transaction Publishers.
- Pascual-Leone, J. (2012). What is the *M*-capacity demand of car driving? A small essay on constructivist process/task analysis. In J. A. García Madruga, R. Kohen, C. del Barrio, I. Enesco, & J. Linaza, J. (Eds.), *Construyendo mentes. Ensayos en homenaje a Juan Delval (Constructing minds. Essays in honour of Juan Delval)*. Madrid: UNED.
- Pascual-Leone, J., Romero Escobar, E.M., & Johnson, J. (2012). Logic: Development of logical operations. In W. Hirstein (Ed.), *Encyclopedia of human behavior* (2<sup>nd</sup> ed.. pp. 538-549). New York, NY: Elsevier.
- Pascual-Leone, J., & Johnson, J. (2011). A developmental theory of mental attention: Its applications to measurement and task analysis. In P. Barrouillet & V. Gaillard (Eds.), *Cognitive development and working memory: A dialogue between neo-Piagetian and cognitive approaches* (pp. 13-46). New York, NY: Psychology Press.
- Pascual-Leone, J., Johnson, J., & Agostino, A. (2010). Mental attention, multiplicative structures, and the causal problem of cognitive development. In M. Ferrari & L. Vuletic (Eds.), *Developmental interplay between mind, brain and education: Essays in honor of Robbie Case* (pp. 49-82). New York, NY: Springer.
- Pascual-Leone, J., & Johnson, J. (2005). A dialectical constructivist view of developmental intelligence. In O. Wilhelm & R. Engle (Eds.), *Handbook of understanding and measuring intelligence* (pp. 177-201). Thousand Oaks, CA: Sage.
- Pascual-Leone, J., & Johnson, J. (2004). Affect, self-motivation, and cognitive development: A dialectical constructivist view. In D.Y. Dai & R.S. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development* (pp. 197-235). Mahwah, NJ: Erlbaum.
- Pascual-Leone, J., Johnson, J., Baskind, S., Dworsky, S., & Severtston, E. (2000). Culture-fair assessment and the processes of mental attention. In A. Kozulin & Y. Rand (Eds.), *Experience of mediated learning: An Impact of Feuerstein's theory in education and psychology* (pp. 191-214). New York, NY: Pergamon.
- Pascual-Leone, J., & Johnson, J. (1999). A dialectical constructivist view of representation: Role of mental attention, executives, and symbols. In I. E. Sigel (Ed.), *Development of mental representation: Theories and applications* (pp. 169-200). Mahwah, NJ: Erlbaum.
- Esterelles, R., Pascual-Leone, A., Pascual-Leone, J., Tormos, J.M., Catro, J., & Prieto, J. (1998). La atención desde una perspectiva neoPiagetiana. In J. Botella & V. Ponsoda (Eds.), *La atención: Un enfoque multidisciplinario*. Valencia, Spain: Promolibro.

- Greenberg, L., & Pascual-Leone, J. (1998). Un enfoque constructivista dialectico del cambio vivencial. In R.A. Neimeyer & M.J. Mahoney (Comps.), *Constructivismo en psicoterapia*. Barcelona, Spain: Paidos.
- Pascual-Leone, J., & Irwin, R.R. (1998). Abstraction, the will, the self, and modes of learning in adulthood. In M.C. Smith & T. Pourchot (Eds.), *Adult learning and development: Perspectives from educational psychology* (pp. 35-66). Hillsdale, NJ: Erlbaum.
- Greenberg, L., & Pascual-Leone, J. (1997). Emotion in the creation of personal meaning. In M. Power & C. Brewin (Eds.), *The transformation of meaning in psychological therapies* (pp. 157-173). London: John Wiley.
- Pascual-Leone, J. (1997). Aprendizaje y desarrollo como factores dialecticos en el crecimiento cognitivo. In H.F. Ospina Serna & L. Lopez Moreno (Eds.), *Pedagogias constructivistas, pedagogias activas y desarrollo humano* (pp. 11-27). Bogota, Colombia: Cooperativa Editorial Magisterio.
- Pascual-Leone, J. (1997). Constructivismo dialectico como fundament epistemologico de la ciencia humana. In H.F. Ospina Serna & L. Lopez Moreno (Eds.), *Pedagogias constructivistas, pedagogias activas y desarrollo humano* (pp. 29-56). Bogota, Colombia: Cooperativa Editorial Magisterio.
- Pascual-Leone, J. (1997). Metasubjective processes: The missing "lingua franca" of cognitive science. In D. Johnson & C. Erneling (Eds.), *The future of the cognitive revolution* (pp. 75-101). New York: Oxford University Press.
- Pascual-Leone, J. (1997). Piaget, Vygotski, y la funcion del simbolo. In H.F. Ospina Serna & L. Lopez Moreno (Eds.), *Pedagogias constructivistas, pedagogias activas y desarrollo humano* (pp. 59-89). Bogota, Colombia: Cooperativa Editorial Magisterio.
- Greenberg, L., & Pascual-Leone, J. (1995). A dialectical constructivist approach to experiential change. In R. Neimeyer & M. Mahoney (Eds.), *Constructivism in psychotherapy* (pp. 169-191). Washington, DC: APA Press.
- Pascual-Leone, J. (1995). Prologo. In F. Gonzalez Rey *Comunicacion personalidad y desarrollo*. Habana, Cuba: Editorial Pueblo y Educacion.
- Morra, S., Pascual-Leone, J., Johnson, J., & Baillargeon, R. (1991). Understanding spatial descriptions: Test of a mental-capacity model. In R.H. Logie & M. Denis (Eds.), *Mental images in human cognition* (pp. 241-254). New York: Elsevier.
- Pascual-Leone, J. (1991). Emotions, development and psychotherapy: A dialectical constructivist perspective. In J. Safran & L. Greenberg (Eds.), *Emotion, psychotherapy and change* (pp. 302-335). New York: Guilford.
- Pascual-Leone, J., & Johnson, J. (1991). The psychological unit and its role in task analysis. A reinterpretation of object permanence. In M. Chandler & M. Chapman (Eds.), *Criteria for competence: Controversies in the assessment of children's abilities* (pp. 153-187). Hillsdale, NJ: Erlbaum.
- Pascual-Leone, J. (1990). Reflections on life-span intelligence, consciousness and ego development. In C. Alexander & E. Langer (Eds.), *Higher stages of human development: Perspectives on adult growth* (pp. 258-285). New York: Oxford University Press.
- Pascual-Leone, J. (1990). An essay on wisdom: Toward organismic processes that make it possible. In R.J. Sternberg (Ed.), *Wisdom: Its nature, origins, and development* (pp. 244-278). New York: Cambridge University Press.
- Pascual-Leone, J. (1989). An organismic process model of Witkin's field-dependence-independence. In T. Globerson & T. Zelniker (Eds.), *Cognitive style and cognitive*

- development* (pp. 36-70). Norwood, NJ: Ablex.
- Pascual-Leone, J., & Ijaz, H. (1989). Mental capacity testing as a form of intellectual-developmental assessment. In R. Samuda, S. Kong, J. Cummins, J. Pascual-Leone, & J. Lewis. *Assessment and placement of minority students* (pp. 143-171). Toronto: Hogrefe International.
- Pascual-Leone, J. (1987). Organismic processes for neo-Piagetian theories: A dialectical causal account of cognitive development. In A. Demetriou (Ed.), *The neo-Piagetian theories of cognitive development: Towards an integration* (pp. 531-569). Amsterdam: North-Holland.
- Pascual-Leone, J. (1984). Attention, dialectic, and mental effort: Towards an organismic theory of life stages. In M.L. Commons, F.A. Richards, & G. Armon (Eds.) *Beyond formal operations: Late adolescence and adult cognitive development* (pp. 182-215). NY: Praeger.
- Pascual-Leone, J. (1984). Problemas constructivos para teorías constructivas: La relevancia actual de la obra de Piaget y una crítica a la psicología basada en la simulación del procesamiento de información. In M. Carretero & J. García Madruga (Eds.), *Lecturas de psicología del pensamiento* (pp. 366-391). Madrid: Alianza Editorial.
- Pascual-Leone, J. (1983). Growing into human maturity: Toward a metasubjective theory of adulthood stages. In P.B. Baltes & O.G. Brim (Eds.), *Life-span development and behavior* (Vol. 5) (pp. 117-156). NY: Academic Press.
- Pascual-Leone, J. (1981). Probleme und theorien des konstruktiven denkens: Die heutige bedeutung Piagets und eine kritik der simulationstheorien der information sverarbeitung. In R.H. Kluwe & H. Spada (Eds.), *Studien zur denkentwicklung*. Bern, Switzerland: Verlag Hans Huber.
- Pascual-Leone, J. (1980). Constructive problems for constructive theories: The current relevance of Piaget's work and a critique of information-processing simulation psychology. In R. Kluwe & H. Spada (Eds.), *Developmental models of thinking* (pp. 263-296). NY: Academic Press.
- de Ribaupierre, A., & Pascual-Leone, J. (1979). Formal operations and *M* power: A neo-Piagetian investigation. In D. Kuhn (Ed.), *Intellectual development beyond childhood* (pp. 1-43). San Francisco: Jossey-Bass.
- Pascual-Leone, J. (1978). La teoría de los operadores constructivos. In J. Delval (Ed.), *Lecturas de Psicología del niño* (Vol. 1) (pp. 208-227). Madrid: Alianza Editorial.
- Pascual-Leone, J., Goodman, D.R., Ammon, P., & Subelman, I. (1978). Piagetian theory and neoPiagetian analysis as psychological guides in education. In J.M. Gallagher & J. Easley (Eds.), *Knowledge and development* (Vol. 2): *Piaget and education* (pp. 243-289). NY: Plenum.
- Pascual-Leone, J. (1976). A view of cognition from a formalist's perspective. In K.F. Riegel & J. Meacham (Eds.), *The developing individual in a changing world* (pp. 89-100). The Hague: Mouton.
- Pascual-Leone, J. (1966). L'anticipation de l'ordre dans un mouvement cyclique. Reported in J. Piaget & B. Inhelder, *L'image mentale chez l'enfant* (pp. 402-407). Paris: P.U.F.
- Pascual-Leone, J. (1966). La reproduction gestuelle de trajets lumineux paralleles a une droite. Reported in J. Piaget & B. Inhelder, *L'image mentale chez l'enfant* (pp. 45-47). Paris: P.U.F.
- Pascual Leone, J. (1966). L'anticipation des positions de cinq elements sur un disque en rotation. Reported in J. Piaget & B. Inhelder, *L'image mentale chez l'enfant* (pp. 178-181). Paris: P.U.F

**Selected Papers in Refereed Journals and Proceedings (lifetime total 89):**

- Greenberg, L., Pascual-Leone, J., & Johnson, J. (2024). Schematic processing and emotional change: Implications for treatment. *New Ideas in Psychology*, 73, 101075. <https://doi.org/10.1016/j.newideapsych.2024.101075>
- Johnson, J., Howard, S.J., & Pascual-Leone, J. (2024). Two attentional processes subserving working memory differentiate gifted and mainstream students. *Journal of Cognition*, 7(1): 47, pp. 1–14. doi: <https://doi.org/10.5334/joc.370>
- Milani, A., Pascual-Leone, J., Arsalidou, M. (2022). [Converging evidence for domain general developmental trends of mental attentional capacity: Validity and reliability of full and abbreviated measures.](#) *Journal of Experimental Child Psychology*, 222, 105462. <https://doi.org/10.1016/j.jecp.2022.105462>.
- Arsalidou M., Pascual-Leone, J., Johnson, J., & Kotova, T. (2019). [The constructive operators of the working mind: A developmental account of mental-attentional capacity.](#) *The Russian Journal of Cognitive Science*, 6(2), 44-55 (English version) 56-70 (Russian version).
- Pascual-Leone, J. (2019). Growing minds have a maturing mental attention: A review of Demetriou and Spanoudis (2018). *Intelligence*, 72, 59-66.
- Arsalidou, M., Pawliw-Levac, M., Sadeghi, M., & Pascual-Leone, J. (2018). Brain areas associated with numbers and calculations in children: Meta-analyses of fMRI studies. *Developmental Cognitive Neuroscience*, 30, 239-250.
- Arsalidou, M., & Pascual-Leone, J. (2016). Constructivist developmental theory is needed in developmental neuroscience. *npj-Science of Learning* 1, 16016, 1-9. doi: 10.1038/npjscilearn.2016.16
- Kim, T.H.M., Pascual-Leone, J., Johnson, J., & Tamim, H. (2016). The mental-attention Tai Chi effect with older adults. *BMC Psychology*, 4:29.
- Pascual-Leone, A., & Pascual-Leone, J. (2015). Memory reconsolidation keeps track of emotional changes, but what will explain the actual “processing”? *Behavioral and Brain Sciences*, 38, e20.
- Pascual-Leone, J., Pascual-Leone, A., & Arsalidou, M. (2015). Neuropsychology still needs to model organismic processes “from within.” *Behavioral and Brain Sciences*, 38, e83.
- Im-Bolter, N., Johnson, J., Ling, D., & Pascual-Leone, J. (2015). Inhibition: Mental control process or mental resource? *Journal of Cognition and Development*, 16, 666-681.
- Howard, S.J., Johnson, J., & Pascual-Leone, J. (2014). Clarifying inhibitory control: Diversity and development of attentional inhibition. *Cognitive Development*, 31, 1-21.
- Arsalidou, M., Pascual-Leone, J., Johnson, J., Morris, D., & Taylor, M. J. (2013). A balancing act of the brain: Activations and deactivations driven by cognitive load. *Brain and Behavior*, 3, 273-285.
- Howard, S. J., Johnson, J., & Pascual-Leone, J. (2013). Measurement of mental attention: Assessing a cognitive component underlying performance on standardized intelligence tests. *Psychological Assessment and Test Modeling*, 55(3), 250-272.
- Pascual-Leone, J. (2013). Can we model organismic causes of working memory, efficiency and fluid intelligence? A meta-subjective perspective. *Intelligence*, 41, 738-743.
- Balioussis, C., Johnson, J., & Pascual-Leone, J. (2012). Fluency and complexity in children’s writing: The role of mental attention and executive function. *Rivista di Psicolinguistica Applicata /Journal of Applied Psycholinguistics*, 12, 33-45.
- Arsalidou, M., Pascual-Leone, J., & Johnson, J. (2010). Misleading cues improve developmental assessment of attentional capacity: The colour matching task. *Cognitive Development*, 25, 262-277.

- Agostino, A., Johnson, J., & Pascual-Leone, J. (2010). Executive functions underlying multiplicative reasoning: Problem type matters. *Journal of Experimental Child Psychology, 105*, 286-305.
- Pascual-Leone, A., Greenberg, L. S., & Pascual-Leone, J. (2009). Developments in task analysis: New methods to study change. *Psychotherapy Research, 19*, 527-542.
- Roncadin, C., Pascual-Leone, J., Rich, J., & Dennis, M. (2007). Developmental relations between working memory and inhibitory control. *Journal of the International Neuropsychological Society, 13*, 59-67.
- Im-Bolter, N., Johnson, J., & Pascual-Leone, J. (2006). Processing limitations in children with specific language impairment: The role of executive function. *Child Development, 77*, 1822-1841.
- Pascual-Leone, J. (2006). Mental attention, not language, may explain evolutionary growth of human intelligence and brain size. *Behavioral and Brain Sciences, 29*, 19.
- Pascual-Leone, J. (2005). Not a bridge, but an organismic (general & causal) neuro-Psychology should make a difference in emotion theory. *Behavioral and Brain Sciences, 28*, 213.
- Cardellini, L., & Pascual-Leone, J. (2004). On cognitive mentors, cognitive development, education, and constructivism: An interview with Juan Pascual-Leone. *Journal of Cognitive Education and Psychology, 4*, 199-219.
- Pascual-Leone, J. (2004). Hidden operators of mental attention applying on LTM give the illusion of a separate working memory. *Behavioral and Brain Sciences, 27*, 709-711.
- Johnson, J., Im-Bolter, N., & Pascual-Leone, J. (2003). Development of mental attention in gifted and mainstream children: The role of mental capacity, inhibition, and speed of processing. *Child Development, 74*, 1594-1614.
- Goode, P., Goddard, P., & Pascual-Leone, J. (2002). Event-related potentials index cognitive style differences during a serial-order recall task. *International Journal of Psychophysiology, 3*, 123-140.
- Greenberg, L., & Pascual-Leone, J. (2001). A dialectical constructivist view of the creation of personal meaning. *Journal of Constructivist Psychology, 14*, 165-186.
- Pascual-Leone, J. (2001). If the magical number is 4, how does one account for operations within working memory? *Behavioral and Brain Sciences, 24*, 136-138.
- Pascual-Leone, J. (2000). Is the French connection neo-Piagetian? Not nearly enough! *Child Development, 71*, 843-845.
- Pascual-Leone, J. (2000). Mental attention, consciousness, and the progressive emergence of wisdom. *Journal of Adult Development, 7*, 241-254.
- Pascual-Leone, J. (2000). Reflections on working memory: Are the two models complementary? *Journal of Experimental Child Psychology, 77*, 138-154.
- Baillargeon, R., Pascual-Leone, J. & Roncadin, C. (1998). Mental-attentional capacity: Does cognitive style make a difference? *Journal of Experimental Child Psychology, 70*, 143-166.
- Pascual-Leone, J. (1998). Ss or functionalist modes of processing? A commentary on Kargopoulos and Demetriou's paper. *New Ideas in Psychology, 16*, 89-95.
- Pascual-Leone, J. (1998). To appraise developmental difficulty, or mental demand, relational complexity is not enough. *Behavioral and Brain Sciences, 21*, 843-844.
- Pascual-Leone, J. (1997). A commentary to S. Pulos. Divergent validity and the measurement of processing capacity. *International Journal of Behavioral Development, 20*, 735-738.
- Pascual-Leone, J. (1997). Constructivismo dialectico como fundamento epistemologico de la ciencia humana. *Interamerican Journal of Psychology, 31*, 1-26.

- Pascual-Leone, J. (1996). Vygotsky, Piaget, and the problems of Plato. *Swiss Journal of Psychology*, 55, 84-92.
- Pascual-Leone, J. (1995). Learning and development as dialectical factors in cognitive growth. *Human Development*, 38, 338-348.
- Pascual-Leone, J. (1994). An essay review of Halford's *An experimentalist's understanding of children*. *Human Development*, 37, 370-384.
- Pascual-Leone, J., & Baillargeon, R. (1994). Developmental measurement of mental attention. *International Journal of Behavioral Development*, 17, 161-200.
- Pascual-Leone, J., & Irwin, R.R. (1994). Noncognitive factors in high-road/low-road learning: I. Modes of abstraction in adulthood. *Journal of Adult Development*, 1, 73-89.
- Pascual-Leone, J., & Irwin, R.R. (1994). Noncognitive factors in high-road/low-road learning: II. The will, the self, and modes of instruction in adulthood. *Journal of Adult Development*, 1, 153-168.
- Pascual-Leone, J. (1993). Afirmaciones y negaciones, perturbaciones y contradicciones en Piaget: Es causal su ultima teoria? *Tarbiya: Revista del Instituto de Ciencias de la Educacion*, 5, 31-38.
- Miller, R., Pascual-Leone, J., & Andrew, D.J. (1992). Cognitive executive processes and mental capacity on the compound stimulus visual information task in a group of Zulu-speaking children. *South African Journal of Psychology*, 22(1), 1-9.
- Pascual-Leone, J. (1992). Field dependence/independence and the Water Level Task: A commentary to Pennings' paper. *Perceptual and Motor Skills*, 74, 1055-1058.
- Pascual-Leone, J. (1992). Dynamic system reasoning and dialectical reasoning: A commentary to Chandler and Boutilier. *Human Development*, 35, 138-141.
- Stewart, L., & Pascual-Leone, J. (1992). Mental capacity constraints and the development of moral reasoning. *Journal of Experimental Child Psychology*, 54, 251-287.
- Pascual-Leone, J. (1991). A commentary on Boom and Juckes' on the learning paradox. *Human Development*, 34, 288-293.
- Pascual-Leone, J. & Morra, S. (1991). Horizontality of water level: A neoPiagetian developmental review. *Advances in Child Development and Behaviour*, 23, 231-276.
- Morra, S., Pascual-Leone, J., Johnson, J., & Baillargeon, R. (1990). Understanding spatial descriptions: Experimental test of a model based on the theory of constructive operators. In R. Logie (Ed.), *Images in cognition: Proceedings of the Third European Workshop on Imagery and Cognition* (pp. 95-99). Aberdeen, Scotland: University of Aberdeen.
- Pascual-Leone, J. (1990). Intension, intention, and early precursors of will: Constructive epistemological remarks on Lewis' research paradigm. *Psychological Inquiry*, 1, 258-260.
- Shafir, U., & Pascual-Leone, J. (1990). Postfailure reflectivity/impulsivity and spontaneous attention to errors. *Journal of Educational Psychology*, 82, 378-387.
- Johnson, J., & Pascual-Leone, J. (1989). Developmental levels of processing in metaphor interpretation. *Journal of Experimental Child Psychology*, 48, 1-31.
- Johnson, J., Fabian, V., & Pascual-Leone, J. (1989). Quantitative hardware-stages that constrain language development. *Human Development*, 32, 245-271.
- Johnson, J., & Pascual-Leone, J. (1989). Reply to A. Karmiloff-Smith. *Human Development*, 32, 276-278.
- Miller, R., Pascual-Leone, J., Campbell, C., & Juckes, T. (1989). Cross cultural similarities and differences on two neo-Piagetian cognitive tasks. *International Journal of Psychology*, 24, 293-313.



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- Pascual-Leone, J. (1988). Affirmations and negations, disturbances and contradictions, in understanding Piaget: Is his later theory causal? A review of Piaget's (1985) *The equilibration of cognitive structures*. *Contemporary Psychology*, 33, 420-421.
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## MEDIA COVERAGE

- 2023 La UV nombra doctor honoris causa al valenciano Juan Pascual-Leone, referente mundial de la psicología. *Las Provincias* [Daily newspaper, Valencia, Spain, May 4, 2023]. <https://www.lasprovincias.es/sociedad/educacion/juan-pascual-leone-uv-honoris-causa-20230504115458-nt.html>
- 2023 La Universitat investeix doctor honoris causa Juan Pascual-Leone, el primer científic a quantificar la capacitat d'atenció mental. *Elperiodic.com* [Digital newspaper, Valencia, Spain, May 4, 2023]. [https://www.elperiodic.com/val/valencia/universitat-investeix-doctor-honoris-causa-juan-pascual-leone-primer-cientific-quantificar-capacitat-datencio-mental\\_900143](https://www.elperiodic.com/val/valencia/universitat-investeix-doctor-honoris-causa-juan-pascual-leone-primer-cientific-quantificar-capacitat-datencio-mental_900143)
- 2021 *International honour for York Professor Emeritus Juan Pascual-Leone*. Article in June 28, 2021 YFile, York University on-line newsletter, Toronto, ON. <https://yfile.news.yorku.ca/2021/06/27/international-honour-for-york-professor-emeritus-juan-pascual-leone/>
- 2021 *York Professors emeriti publish book on mental attention and human development*. Article in March 10, 2021 YFile, York University on-line newsletter, Toronto, ON. <https://yfile.news.yorku.ca/2021/03/10/york-professors-emeriti-publish-book-on-mental-attention-and-human-development/>
- 2018 *Prof. Emeritus Juan Pascual-Leone earns recognition*. Article in Jan. 31, 2018 YFile, York University on-line newsletter, Toronto, ON. <https://yfile.news.yorku.ca/2018/01/31/prof-emeritus-juan-pascual-leone-earns-recognition/>
- 2004 Interviewed on my theory and research career, for the Oral History Project of the Society for Research in Child Development.
- 2001 Brief television interview, Cadiz, Spain.
- 2001 Newspaper interview on "giftedness," Santiago, Chile.
- 1997 Pilar Garcia, M. del Pilar & Pascual-Leone, J. Extensive interview on constructivist pedagogy: Maestro: Amoroso y Analítico. *La Patria* [A daily of Manizales, Colombia Miercoles, August 20, 1997].

- 1997 Television interview with Dr. Patricia Cristina Perez in Space "A Cara y Ceca" [August 3, 1997]. San Luis, Argentina.

**INVITED ADDRESSES AND COLLOQUIA (Last 20 Years only)**

- 2023 *Esquemas y operadores: Una explicación posible de la mente/Schemes and operators: A possible explication of the mind.* Invited address (with Janice Johnson) CIPE 2023, 11th International Conference on Psychology and Education, Valencia, Spain.
- 2023 *Esquemas y operadores o capacidades: Una explicación posible de la mente.* Invited address to the Spanish Academy of Psychology, Madrid, Spain.
- 2022 *A coffee with Dr. Juan Pascual-Leone.* Invited conversation hour with members of the Faculty of Psychology, University of Valencia, Spain.
- 2021 Invited Reflection Video for 50<sup>th</sup> anniversary celebration of the Jean Piaget Society, on-line.
- 2015 *Developmental infrastructure of complex motivation.* Colloquium given to the Department of Psychology, University of Windsor, Windsor, ON.
- 2012 Co-chair, Invited panel discussion: *Rethinking cognitive development.* Meetings of Jean Piaget Society, Toronto, ON, Canada.
- 2009 Invited participant in Café Scientifique on *IQ, EQ, and AI: What does it mean to be intelligent?* Organized by Ontario Science Centre, Toronto, ON.
- 2008 *A developmental theory of mental attention: Its application to measurement and task analysis.* Keynote address, Jean Piaget Archives Advanced Course, Geneva, Switzerland.
- 2008 Invited member, Book Discussion session, meetings of Jean Piaget Society, Quebec City, QC.
- 2007 *Is cognitive giftedness expression of developmental intelligence?* Keynote Address, Italian Association for Learning Difficulties (AIRIPA), Belluno, Italy.
- 2007 *Dialectical constructivism as a foundation of human science: An organismic developmental approach.* Inaugural Address, Doctoral School in Human Sciences, University of Genova, Italy.
- 2007 *Is cognitive giftedness expression of intelligence?* Colloquium, Department of Psychology, University of Trieste, Italy.
- 2006 *Developmental intelligence and cognitive style in children and adults.* Invited address, Psychology Department, University of Cyprus.
- 2006 *Is working memory a product of mental/executive attention?* Keynote Address, Third European Working Memory Symposium, Genoa, Italy.
- 2005 *Developmental intelligence in normal and gifted children: Is Binet's hope now a reality.* Keynote Address, Congress on Intelligence in the Child, French Federation of Psychologists, Paris, France.
- 2004 Discussant in A. Demetriou & J. Pascual-Leone (Conveners), *Continuity and discontinuity in development: New answers to an old question.* Symposium presented at the meetings of the International Society for the Study of Behavioral Development, Ghent, Belgium.
- 2001 *Hacia prueba de "inteligencia" culturalmente libres: El como distinguir entre saber-hacer ejecutivo u capacidades de atencion mental.* Invited address, XXVIII meetings of the Inter-American Psychological Association, Santiago, Chile.

- 2001 Series of invited conferences (English translation of titles): (1) Natural intelligence: executive processes and mental attention in cognitive development, (2) Constructivist task analysis in developmental psychology and education, (3) Children's ability to follow verbal directions: Measuring mental capacity in the linguistic medium, (4) Gifted children in the school: Are they superior in intelligence, executive processes or motivation. School of Psychology, Pontificia Universidad Catolica de Chile, Santiago, Chile.
- 2000 *Academically gifted children: Are they advanced in intelligence, in executive processes, or in motivation?* Colloquium, Department of Developmental Psychology, University of Amsterdam, the Netherlands.
- 2000 *Cognition, intelligence, and the nature of giftedness.* Invited talk, Association for Bright Children of Ontario, Peel, ON.
- 2000 *Analysis constructivista de tareas en psicología evolutiva.* Invited address and participation in IX Congreso Infancia y Adolescencia (INFAD-2000), Cadiz, Spain.
- 2000 *Niños sobredotados en la escuela: Son superiores en inteligencia, en procesos ejecutivos o en motivación?* Invited address, Seminario Internacional de Motivación e Intervención Educativa, Huelva, Spain.

**Conference presentations and posters are omitted for brevity**

**GRADUATE SUPERVISION**

Completed MA supervisees (co-supervisees): 26 (6)

Completed PhD supervisees (co-supervisees): 23 (7)