

JESÚS-NICASIO GARCÍA-SÁNCHEZ, Psychology PhD;
Catedrático de Universidad, Universidad de León (Spain)

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SIX SIX-YEAR RESEARCH PERIOD AWARDS National Commission
Evaluation of Research Activity Ministry Education & Science (CNEAI MEC) -

MORE THAN 800 PUBLICATIONS WITH EXTERNAL PEER REVIEW:

PAPERS

Behavior & Informat Technology, Computers & Education, Computers in Human Behavior, Contemp Educat Psychol, Culture & Education, Europ Journ Educat & Psychol, Front Psychol, Internat Journal Educat Research, Int. J. Environ. Res. Public Health; Journ Study Educat & Develop, Journ Psychodidactics, Learning & Instruction, Learn Disabili a Contemp Journ, Learning Disabilities Quarterly, OCNOS, Psicothema, Psychology Studies, REICE, Spanish Journal Psychol, Anales Psicología, Analisis y Modificación Conducta, Aula Abierta, Psychology Bulletin, Psychologist Papers, Educat Journal, Applied & General Psych Journ, Educat Research Journ

BOOKS-CHAPTERS

Brill, Leiden, COST-Brusels, Emerald London, InTech, Nova Science, Peter Lang, Routledge. Ariel, Da Vinci, Dykinson, Narcea, OikosTau; Pirámide, Sense Publ, Síntesis.

54 COMPETITIVE RESEARCH PROJECTS, most as Principal Researcher.
Director Excellence Research Group (JCyL GREX259).

RECENTS PROJECTS:

1 Nombre del proyecto: *El Entorno Alfabetizador del Hogar en la Adquisición de la Competencia Escrita del Alumnado de Educación Primaria con y sin Dificultades de Aprendizaje*. Ministerio Ciencia e Innovación - Resolución Definitiva de la convocatoria 2021 de «Proyectos de Generación de Conocimiento», en el marco del Programa Estatal para Impulsar la Investigación Científico-Técnica y su Transferencia, del Plan Estatal de Investigación Científica, Técnica y de Innovación 2021-2023

Entidad de realización: Universidad de León

Ciudad entidad realización: LEÓN, Castilla y León, España

Nombres investigadores principales (IP, Co-IP,...): GARCÍA SÁNCHEZ 2;
ROBLEDO RAMON IP

Nº de investigadores/as: 8

Fecha de inicio-fin: 01/09/2022 - 01/09/2026

Cuantía total: 76.109 €

2 Nombre del proyecto: *Formar a las enfermeras y profesionales de la salud para promover la vacunación y abordar las dudas sobre la vacuna*”
http://sepie.es/doc/convocatoria/2020/resoluciones/septiembre/ka2/anexo_ii_apartado_1_ka202_seleccionadas.pdf

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA202-081989> ; Proyecto Erasmus+ con ID 2021-1-RO01-KA220-VET-000033055

Entidad de realización: Universidad de Almería

Ciudad entidad realización: ALMERÍA, Andalucía, España

Nombres investigadores principales (IP, Co-IP,...): LÓPEZ LIRIA 1

Nº de investigadores/as: 10

Fecha de inicio-fin: 2023 – 2024

3 Nombre del proyecto: *Enfoque Tecnológico-Preventivo en las Dificultades de Aprendizaje de la Escritura: Monitorización del Aprendizaje y Prácticas Basadas en Evidencias Científicas (TECPRE_DAE)*. Ministerio Ciencia e Innovación - Convocatoria 2021 - «Proyectos Transición Ecológica y Transición Digital». 971

TED2021-132647B-I00 EDU

Entidad de realización: Universidad de León Tipo de entidad: Universidad

Ciudad entidad realización: LEÓN, Castilla y León, España

Nombres investigadores principales (IP, Co-IP,...): GARCÍA SÁNCHEZ 2;
FIDALGO REDONDO 1

Nº de investigadores/as: 9

Fecha de inicio-fin: 2022 - 2023

Cuantía total: 138.000 €

4 Nombre del proyecto: *Certified training for silver caregivers, con una financiación de 192.360,00€ de la UE (Erasmus +Call 2020 Round 1 KA2 - Cooperation for innovation and the Exchange of good practices KA202 - Strategic Partnerships for vocational education and training)*, con período de ejecución entre el 01 de 09 de 2020 y el 30 de noviembre de 2022, resolución de 03/09/2020:
http://sepie.es/doc/convocatoria/2020/resoluciones/septiembre/ka2/anexo_ii_apartado_1_ka202_seleccionadas.pdf

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA202-081989>; Proyecto altamente competitivo, de referencia (ID: KA202-081989)

Entidad de realización: Universidad de Almería

Ciudad entidad realización: ALMERÍA, Andalucía, España

5 PRINCIPAL RESEARCHER. *Learning Results: A Tool for Continuous Improvement in Curricular Management and Teaching* (CONV-ÍNDEx No. 15-2020, Project Code INV. 06/01/2020 - 06/01/2021)

6 PRINCIPAL RESEARCHER. *Impact of the evaluation systems and active teaching methodologies in the generic communicative competences of critical reading and textual construction EMICOG 2019* (CONV-ÍNDEx No. 13-2018, Project Code INV. 150-01-007-13). 03/09 / 2018-03 / 09/2020

7 PRINCIPAL RESEARCHER. Resolut Decemb 30, 2009 (BOE of December 31), calling for MICINN research projects for 2010; Reference: EDU2010-19250 (subprogram EDUC 2010-2013). *Educational intervention in the writing processes through web 2.0, by parents, and in adults with learning difficulties.*

8 RESEARCHER. R Alves (PR-European Network Coord). University of Porto, Portugal. Projects European Competitive Research Network Funded by the European Union, COST Action IS1401 - Strengthening Europeans Capabilities by Establishing The European Literacy Network ELN- (2016-2019). Research groups from 34 countries are involved 16 Millions euros

9 INTERNATIONAL CONSULTANT RESEARCHER. R Alexandre Alves (IP). Fundação para a Ciência e a Tecnologia. With duration of three years between 07/08/2011 and 07/31/2014 (132,118.00): *Unwrap, Automate and Self-regulate Cognitive Processes in Written Composition [DAAR Development, automation and self-regulation of cognitive processes in writing]* (FCT PTDC / PSI-PCO / 110708/2009).

EVALUATOR-EXPERT OF RESEARCH PROJECTS of the MEC, MCT, MICINN, ANEP, ANECA, of the Galician and Andalusian quality agencies (DEVA, GESVAL); Murcia (Seneca), from quality agencies of Chile, European Union (Alban).

MEMBERSHIP IN SCIENTIFIC NETWORKS: COST UE 2007-2012 - Spanish representative member in the European Research Network Learning to Write Effectively (ERN-LWE). Participant in COST Action IS1401 - Strengthening Europeans Capabilities By Establishing The European Literacy Network ELN- (2016-2019) (34 countries) 27 millions euros

EDITOR:

Associate Editor: *Frontiers in Psychology* (2020-2022), Academic Editor *Sustainability* (in Education 2020-2022); Review Editor: *Frontiers in Psychology* (2016-2022); *Sustainability* (2020-2022), *Int. J. Environ. Res. Public Health* (2020-2022); *Journ Wrting Research, Behavior & Information Technology, Computers & Human Behavior, Journ Psychodidactics, Psicothema, Journ Study Educat & Developm, Psychology Studies, Culture & Education, Revista Educación, Estudios sobre Educación.* Editor:

Journ Study Educat & Developm - (six-year 2000-2005) and Associate Editor (2006-2008). Associate Editor: European Journal of Education and Psychology.

DIRECTOR OF MORE THAN 40 RESEARCHERS / FELLOWS, AND 20 DOCTORAL THESES.

SEVEN TEACHING FIVE-YEAR PERIOD AWARDS.

UNIVERSITY TEACHING FOR 41 YEARS. Full Professor Educational Psychology, Learning Difficulties; Developmental Disorders.

TAUGHT THIRTY FIVE YEARS DOCTORAL COURSES. Promoter new Doctorate Program in Educational Psychology and Educational Sciences (RD 99/2011)

RELEVANT PUBLICATIONS IN RECENT YEARS:

García-Martín, J.; García-Sánchez, J.-N. (2022). The Digital Divide of Know-How and Use of Digital Technologies in Higher Education: The Case of a College in Latin America in the COVID-19 Era *Int. J. Environ. Res. Public Health*, 19, 3358. <https://doi.org/10.3390/ijerph19063358>

Gutiérrez-Ángel N, Sánchez-García J-N, Mercader-Rubio I, García-Martín J and Brito-Costa S (2022) Digital literacy in the university setting: A literature review of empirical studies between 2010 and 2021. *Front. Psychol.* 13:896800. <https://doi.org/10.3389/fpsyg.2022.896800>

Díaz-Prieto, C.; García-Sánchez, J.-N.; Canedo-García, A. (2022). Patterns of Quality of Life and Perceived Satisfaction in Adults and Elderly in Spain: Daily Practices, Life Experiences and Psychological Profiles. *Sustainability* 2022, 14, 6905. <https://doi.org/10.3390/su14116905>

Canedo, A.; García, JN.; Pacheco, DI (2022) Benefits, Satisfact... Intergenerational Virtual Activities. *Int. J. Environ. Res. Public Health* 19, 401. <https://doi.org/10.3390/ijerph19010401>

García J. N.; García-Martín J. (2021). Cognitive Strategies and Textual Genres in the Teaching and Evaluation of Advanced Reading Comprehension (ARC). *Front. Psychol.* 12:723281. <https://doi.org/10.3389/fpsyg.2021.723281>

García, J. N. García-Martín, J. (2021). La comprensión lectora avanzada a través de las disciplinas: Variables instruccionales y psico-educativas. *Rev Iberoam Calid, Efic y Camb Educ*, 19(4), 197-214. <https://doi.org/10.15366/reice2021.19.4.012>

Canedo, A.; García, J. N.; Díaz, C.; Pacheco, DI (2021). Evaluation Intergenerational Face-to-Face Activities. *Int. J. Environ. Res. Public Health*, 18, 9683. <https://doi.org/10.3390/ijerph18189683>

García-Martín, J. García, J. N. (2020). Methodologies used by university lecturers in teaching and assessment of reading competence. *Revista de Estudios sobre Lectura*, 19 (3), 55-71. https://doi.org/10.18239/ocnos_2020.19.3.2378

García-Martín, J. García, J. N. (2020). The effectiveness of four instructional approaches used in a MOOC promoting personal skills for success in life. *Journ Psychodid.* 25(1), 36-44. <https://doi.org/10.1016/j.psicoe.2019.08.001>

Díaz C, García J. N.; Canedo A. (2019). Impact of Life Experiences and Use of Web 2.0 Tools in Adults and Older Adults. *Front. Psychol.* 10:2158; <https://doi.org/10.3389/fpsyg.2019.02158>

García-Martín, J. García, J. N. (2018). The instructional effectiveness of two virtual approaches: processes and product. *Journ Psychodid.* 1-37. <https://doi.org/10.1016/j.psicod.2018.02.002>

Robledo, P., García, J. N. (2018). Description and Analysis of Strategy-Focused Instructional Models for Writing. In R. Fidalgo T.Olive (Series Eds.) R. Fidalgo, KR. Harris, M. Braaksma, (Vol Eds.), *Studies in Writing Series: Vol. 34. Design Principles for Teaching Effective Writing*, (pp. 38-65). Leiden: Brill. https://doi.org/10.1163/9789004270480_004

Canedo-García A, García-Sánchez J-N and Pacheco-Sanz D-I (2017) A Systematic Review of the Effectiveness of Intergenerational Programs. *Front. Psychol.* 8:1882. <https://portal.issn.org/resource/ISSN/1664-1078>

Díaz, C. García, J. N. (2017). Online gerontechnological resources analysis for active aging. *Research on Ageing and Social Policy*, 5(2), 155-180. <http://dx.doi.org/10.17583/rasp.2017.2193>

García-Martín, J. García, J. N. (2017). Pre-service teachers perceptions of the service competence dimensions of digital literacy and of psychological and educational measures. *Computers & Education*, 106, 1-14. <http://dx.doi.org/10.1016/j.compedu.2016.12.010>

Robledo, P. García, JN (2016) Preventing Childrens Writing Difficulties through Specific Intervention in the Home. In JN. García (Ed.). *Issues in pedagogy. Research collection* (pp. 9-32). Rijeka: InTech. (ISBN: 978-953-51-2338-5).

Robledo, P. García, JN (2016) The Family Environment of Students with Learning Disabilities and ADHD. In J. N. García (Ed.). *Issues in pedagogy. Research collection* (pp.33-52). Rijeka: InTech. (ISBN: 978-953-51-2338-5).

Robledo, P. García, JN (2016) Interventions in Specific Learning Disabilities through Families. In J. N. García (Ed.). *Issues in pedagogy. Research collection* (53-70). Rijeka: InTech. (ISBN: 978-953-51-2338-5).

Robledo, P., Garcia, JN (2012) Perceptions of the situation of families with children with learning disabilities and ADHD. *International Journal for Research in Learning Disabilities*, 1(1), 55-78. <https://portal.issn.org/resource/ISSN/2325-565X>

García-Martín, J., Merchant, G. & García-Sánchez, J. N. (2016). Preparing to Reach 21st Century Literacies. In C. Kosnik, S. White, C. Beck, B. Marshall, L. Goodwin, & J. Murray (Eds.), *Building Bridges. Rethinking Literacy Teacher Education in a Digital Era* (pp. 43-57). Rotterdam: SensePublishers <https://doi.org/10.1007/978-94-6300-491-6>

Díaz, C., & García, J. N. (2016). Identification of relevant elements for promoting efficient interventions in older people. *Journal of Psychodidactics*, 21(1), 157-173. <https://doi.org/10.1387/RevPsicodidact.13854>

Díaz, C., & García, J. N. (2016). Identificación de elementos relevantes para promover intervenciones eficaces en la vejez. *Journal of Psychodidactics*, 21(1), 157-173. <https://doi.org/10.1387/RevPsicodidact.13854>

García-Martín, J., & García-Sánchez, J. N. (2015). Use of Facebook, Tuenti, Twitter and Myspace among young Spanish people. *Behaviour & Information Technology*, 34(7), 685–703. <https://doi.org/10.1080/0144929X.2014.993428>

Álvarez, M. L. & García, J. N. (2015). The orchestration of processes in relation with the product, and the role of psychological variables in writing composition. *Annals of Psychology*, 30(2), 1-24. <http://dx.doi.org/10.6018/analesps.31.1.169621>

Álvarez, M. L. & García, J. N. (2014). Development of the Writing Process from Primary to Secondary Education. *Revista de Psicodidáctica / Journal of Psychodidactics*, 19(1), 5-26. <https://doi.org/10.1387/RevPsicodidact.6518>

García-Martín, J. & García, J. N. (2013). Patterns of Web 2.0 tool use among young Spanish people. *Computers and Education*, 67, 105-120, <https://doi.org/10.1016/j.compedu.2013.03.003>

Robledo, P., & García, J. N. (2013). Strategy Instruction for Writing Composition at School and Home. *Psychological Studies*, 34(2), 161-174. <https://doi.org/10.1174/021093913806751438>

Robledo, P., & García, J. N. (2013). The Involvement and Satisfaction with Education of the Families of Students with and without Specific Learning Disabilities. *Journal of Psychodidactics*, 18(1), 137-156. <https://doi.org/10.1387/RevPsicodidact.4639>