



MINISTERIO DE CIENCIA E INNOVACIÓN



Financiado por la Unión Europea NextGenerationEU



Plan de Recuperación, Transformación y Resiliencia



AGENCIA ESTATAL DE INVESTIGACIÓN



STED202100X132647IV0

Forma de ejecución: Individual

MINISTERIO DE CIENCIA E INNOVACIÓN

PROYECTOS DE TRANSICIÓN ECOLÓGICA Y TRANSICIÓN DIGITAL 2021

MIEMBRO DEL EQUIPO DE INVESTIGACIÓN:

Jesús Nicasio García Sánchez

Entidad a la que pertenece

Rol: Personal de la entidad

Datos personales

Nombre: Jesús Nicasio

Apellidos: García Sánchez

Correo Electrónico: jngars@unileon.es

Sexo: Varón

Nacionalidad: ESPAÑA

Fecha Nacimiento:

Tipo de Documento: NIF

Documento:

País de residencia: ESPAÑA

Provincia de residencia: LEON

Datos académicos y situación profesional actual

Grado: Doctor

Titulación académica: Doctor en Psicología

Categoría profesional: Catedrático de Universidad

Vinculación con su entidad: Funcionario

Duración de la vinculación: Indefinido

Código ORCID: 0000-0002-9464-483X

Currículum del/de la investigador/a

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

MORE THAN 700 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.

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

RECENTS PROJECTS:

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)

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

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



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2.0, by parents, and in adults with learning difficulties.

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

RESEARCHER. E Sánchez Miguel (PR), University of Salamanca. Competitive research project funded by the Ministry of Economy and Competitiveness 2013-2015, amount of 54,990 euros, from 01/01/2013 to 12/31/2015. Longitudinal study of the development of rhetorical competence between 8 and 12 years of age and its influence on reading comprehension (EDU2012-33593).

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, 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 19 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:

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

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

Canedo, A.; García, JN.; 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, JN (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, JN (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 JN; 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, JN (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

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

García-Martín, J. García, JN (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>



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Consiento en participar en el proyecto y autorizo el tratamiento automatizado y publicidad de los datos consignados en esta solicitud con fines de gestión y tramitación de la misma

Firma del/de la investigador/a : Jesús Nicasio García Sánchez