

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

[ORCID](#): 0000-0002-9464-483X

[Research ID](#): D-1076-2012

[Scopus Author ID](#): 37058315900

SEIS SEXENIOS de investigación (CNEAI).

MÁS DE 800 PUBLICACIONES CON EVALUACIÓN EXTERNA:

ARTÍCULOS EN REVISTAS DE ALTO IMPACTO:

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.

LIBROS - CAPÍTULOS:

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

54 PROYECTOS DE INVESTIGACIÓN COMPETITIVOS, la mayoría como Investigador Principal. Director Excellence Research Group (JCyL GREX259).

PROYECTOS RECIENTES:

1-INVESTIGADOR: *El Entorno Alfabetizador del Hogar en la Adquisición de la Competencia Escrita del Alumnado de Educación Primaria con y din 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; N° de investigadores/as: 8; Fecha de inicio-fin: 01/09/2022 - 01/09/2026; Cuantía total: 76.109 €.

2-INVESTIGADOR: *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 e principales (IP, Co-IP,...): GARCÍA SÁNCHEZ 2; FIDALGO REDONDO 1 IP; N° de investigadores/as: 9; Fecha de inicio-fin: 2022 – 2024; Cuantía total: 138.000 €.

3-INVESTIGADOR PRINCIPAL. *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).

4- INVESTIGADOR PRINCIPAL. *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.

5- INVESTIGADOR PRINCIPAL. 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*.

6- INVESTIGADOR. 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.

7-CONSULTOR INVESTIGADOR INTERNATIONAL. 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).

EVALUADOR-EXPERTO DE PROYECTOS DE INVESTIGACIÓN:

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).

MIEMBRO DE REDES DE INVESTIGACIÓN:

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* (2020-2024), Academic Editor *Sustainability* (in Education 2020-2024); Review Editor: *Frontiers in Psychology* (2016-2024); *Sustainability* (2020-2024), *Int. J. Environ. Res. Public Health* (2020-2024); *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 DE MÁS DE 40 INVESTIGADORES / FELLOWS, Y 25 TESIS DOCTORAL.

SIETE QUINQUENIOS DOCENTES RECONOCIDOS.

DOCENCIA DURANTE 43 AÑOS:

Catedrático de Universidad (Full Professor Educational Psychology, Learning Difficulties; Developmental Disorders).

DOCENCIA DE TREINTA Y SEIS AÑOS DE COURSOS Y PROGRAMAS DE DOCTORADO. Promotor del nuevo Programa de Doctorado in Educational Psychology and Educational Sciences (RD 99/2011).

PUBLICACIONES RELEVANTES EN LOS ÚLTIMOS AÑOS:

Díaz-Burgos, A.; García-Sánchez, J.-N.; Álvarez-Fernández, M.L.; de Brito-Costa, S.M. Psychological and Educational Factors of Digital Competence Optimization Interventions Pre- and PostCOVID-19 Lockdown: A Systematic Review. *Sustainability* 2024, 16, 51. <https://doi.org/10.3390/su16010051>

Díaz-Burgos, A.; García-Sánchez, J.-N.; Álvarez-Fernández, M.L.; de Brito-Costa, S.M. (2024). Current Situation Due to the Persistent Impact of COVID19 Lockdown on Digital Skills (11, 171-183). Tomczyk, L. (Ed.), *New Media Pedagogy: Research Trends, Methodological Challenges, and Successful Implementations*. Springer. https://doi.org/10.1007/978-3-031-63235-8_11

Gutiérrez-Ángel, N.; García-Sánchez, J.-N.; Mercader-Rubio, I.; García-Martín, J.; Brito-Costa, S. (2022). Digital Competence, Validation and Differential Patterns between Spanish and Portuguese Areas as Assessed from the Latest PISA Report as a Pathway to Sustainable Education and Social Concerns. *Sustainability*, 14, 12721. <https://doi.org/10.3390/su141912721>

Gutiérrez Ángel, N.; Mercader Rubio, I.; Trigueros Ramos, R.; Oropesa Ruiz, N.F.; García-Sánchez, J.N.; García Martín, J. (2022). Digital Competence, Use, Actions and Time Dedicated to Digital Devices: Repercussions on the Interpersonal Relationships of Spanish Adolescents. *Int. J. Environ. Res. Public Health*, 19, 10358. <https://doi.org/10.3390/ijerph191610358>

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>