



CURRICULUM VITAE (CVA)

IMPORTANT – The Curriculum Vitae cannot exceed 4 pages. Instructions to fill this document are available in the website.

CV date	14/01/2022
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Part A. PERSONAL INFORMATION

First name	Raquel		
Family name	Fidalgo		
Gender (*)	Female	Birth date (dd/mm/yyyy)	
Social Security, Passport, ID number			
e-mail	rfidr@unileon.es	URL Web	www.grupocael.com
Open Research and Contributor ID (ORCID)(*)	0000-0002-5940-286X		

(*) *Mandatory*

A.1. Current position

Position	Catedrática de Universidad (Professor)		
Initial date	27/09/2022		
Institution	University of León		
Department/Center	Psychology, Sociology and Philosophy Department/ Faculty of Education		
Country	Spain	Teleph. number	
Key words	Writing Competence; Learning Disabilities; Psychoeducational Intervention/Instruction		

A.2. Previous positions (research activity interruptions, art. 45.2.c)

Period	Position/Institution/Country/Interruption cause
04/03/2004 to 26/10/2008	Research Assistant/Assistant Professor/University of León/Spain
27/10/2008 to 28/06/2009	Associate Professor/University of León/Spain
29/06/2009 to 26/09/2022	Senior Lecturer
19/10/2015 to 07/02/2016	Maternity Leave/ Senior Lecturer/University of León/Spain
21/01/2019 to 12/05/2019	Maternity Leave/ Senior Lecturer/University of León/Spain

A.3. Education

PhD, Licensed, Graduate	University/Country	Year
Educational Psychology and Educational Sciences PhD	University of León/Spain	2005
Psychology and Pedagogy Licentiate Degree	University of León/Spain	2000
Elementary Teacher Degree	University of León/Spain	1998

Part B. CV SUMMARY (*max. 5000 characters, including spaces*)

I lead an international research team recognized by the Scientific and Educational Government of Castilla y León as "Consolidated Research Unit" [Unidad de Investigación Consolidada UIC309]. (See <https://en.grupocael.com/>). The international research group arose as a result of the common interest of its researchers in the scientific study of writing, boosted by the participation in two European Research Projects: *Cost Action IS0703, European Research Network on Learning to Write Effectively* (2008-2012) and the *Cost Action IS1401, Strengthening Europeans' Capabilities by Establishing the European*

Literacy Network (2014-2018). My research interest focusses on studying writing from two complementary points of view. Firstly, from a cognitive perspective focused on the analysis of the processes and cognitive variables involved in writing. Secondly, from an educational perspective aimed at improving the writing competence of students in different educational stages and preventing learning disabilities.

I have carried out several **international research stays** at Amsterdam University (The Netherlands), Porto University (Portugal) and Staffordshire University (UK). These research stays allowed me to initiate a fruitful and stable research collaboration with international relevant researchers in the field of writing such as Dr. Mark Torrance (currently in Nottingham Trent University), Prof. Gert Rijlaarsdam (Amsterdam University) and Dr. Rui Alves (Porto University).

As **international indicators of my research career** in the writing field, I would highlight: a) I am representative of Spain in the Management Committee of the European Literacy Network Association since 2014; b) I am co-editor of the prestigious series of the Studies in Writing published by Brill Editions since 2014 (<https://brill.com/view/serial/SIW>) (Q1 SPI International); c) I am an active member of the Special Interest Group of Writing (SIG Writing) of the European Association of Research on Learning and Instruction (EARLI), for example: I am responsible together with Dr. Olive of one of the scientific publication of the SIG Writing (Studies in Writing Series), I have been part of the Scientific Committees in several of the biennial conferences of the SIG Writing, I have been invited as senior trainer in different Research Schools organized by the SIG Writing and so on); d) I have acted as external evaluator of applications of writing research projects, fellowships and grants for international Associations, Governments or Foundations such as: EARLI; Research Foundation - Flanders (FWO) (Belgium); or the National Agency of Research and Development (Chile); d) I have acted as a reviewer for different prestigious and specialist scientific publications, included in JCR Q1 and Q2 such as Journal of Writing Research, Reading and Writing, Learning and Instruction, Contemporary Educational Psychology, and so on.

As for my **research training capacity**, I have supervised or co-supervised 8 PhD students who got the highest mark. Four of them obtained international mention and one of them received the Extraordinary Doctorate Award in Social and Legal Sciences. Currently, I am co-supervising 3 PhD students. I have been the supervisor for 5 research grants, 4 of them from the Spanish National Educational Ministry, and 1 of them, currently in development, by the Regional Government (Junta de Castilla y León). I have been host supervisor of several International researchers and PhD students who got funded for their stays by international Governments/Projects/Associations from Chile and Portugal.

I have been a **reviewer** for different high-quality peer-review journals such as *Learning and Instruction*, *Journal of Writing Research*, *Reading and Writing*, *European Journal of Psychology of Education*, *Spanish Journal of Psychology*, *Plos-One*, *Frontiers in Psychology*, *Psicodidáctica*, *Anales de Psicología*, *Infancia y Aprendizaje*, *Revista Española de Pedagogía*, *Revista de Educación*, *Aula Abierta*, *Magister*, *Electronic Journal of Research in Educational Psychology*; *Psicothema*. I have also acted as **external referee** for Scientific institutions and organizations, such as, *Agencia Estatal de Investigación AEI*; *Agencia Nacional de Evaluación y Prospectiva – ANEP*; *Agencia Nacional de Evaluación de la Calidad y Acreditación – ANECA*; *European Association for Research on Learning and Instruction – EARLI*; *National Agency of Research and Development (Chile)*; *Research Foundation - Flanders (FWO)*; *Servicio Español para la Internacionalización de la Educación – SEPIE*.

Part C. RELEVANT MERITS (Last 12 years because of 2 maternity leaves)

C.1. PUBLICATIONS (see instructions)

- 1 Arrimada, M., Torrance, M., & Fidalgo, R. (2021). Response to Intervention in first-grade writing instruction: a large-scale feasibility study. *Reading and Writing* (advance online publication). <https://doi.org/10.1007/s11145-021-10211-z> (JCR/Q2)
- 2 López, P., Torrance, M., Rijlaarsdam, G., & Fidalgo, R. (2021). Evaluating effects of different forms of revision instruction in upper-primary students. *Reading & Writing*. <https://doi.org/10.1007/s11145-021-10156-3> (JCR/Q2)
- 3 López, P., Torrance, M., & Fidalgo, R. (2019). The online management of writing processes and their contribution to text quality in upper-primary students. *Psicothema*, 31(3), 311-318. doi:10.7334/psicothema2018.326 (JCR/Q1)

- 4 Arrimada, M., Torrance, M., & Fidalgo, R. (2019). Effects of teaching planning strategies to first-grade writers. *British Journal of Educational Psychology*, 89(4), 670-688. <https://doi.org/10.1111/bjep.12251> (JCR/Q2)
- 5 Torrance, M., Nottbusch, G., Alves, R. A. ... Wengelin, Å (2018) (Position 8/14). Timed written picture naming in 14 European languages. *Behavior Research Methods*, 50(2), 744-758. <https://doi.org/10.3758/s13428-017-0902-x> (JCR/Q1)
- 6 Arrimada, M., Torrance, M., & Fidalgo, R. (2018). Supporting first-grade writers who fail to learn: multiple single-case evaluation of a Response to Intervention approach. *Reading and Writing*, 31(4), 865-891. <https://doi.org/10.1007/s11145-018-9817-x> (JCR/Q2)
- 7 Alves, R. A., Limpo, T., Fidalgo, R., Carvalhais, L., Pereira, L. A., & Castro, S. L. (2016). The impact of promoting transcription on early text production: Effects on bursts and pauses, levels of written language, and writing performance. *Journal of Educational Psychology*, 108, 665-679. <https://doi.org/10.1037/edu0000089> (JCR/Q1)
- 8 Fidalgo, R., Torrance, M., Rijlaarsdam, G., van den Bergh, H., & Álvarez, M.L. (2015). Strategy-focused writing instruction: Just observing and reflecting on a model benefits 6th grade students. *Contemporary Educational Psychology*, 41, 37-50. DOI <http://dx.doi.org/10.1016/j.cedpsych.2014.11.004> (JCR/Q1)
- 9 Torrance, M., Fidalgo, R., & Robledo, P. (2015). Do sixth grade writers need process strategies? *British Journal of Educational Psychology*, 85(1), 91-112. <https://doi.org/10.1111/bjep.12065> (JCR/Q2)
- 10 Limpo, T., Alves, R. A., & Fidalgo, R. (2014). Childrens' high level writing skills: Development of planning and revising and their contribution to writing quality. *British Journal of Educational Psychology*, 84(2), 177-193 <https://doi.org/10.1111/bjep.12020> (JCR/Q2)

C.2. CONGRESS

I have participated in more than 80 international conferences (keynotes, lectures, symposiums, papers, posters, workshops). The 10 most representative examples are included:

1. Fidalgo, R. (August, 2018). Reporting Writing Interventions. **Invited Keynote** in the *Research School on Writing Research & SIG Writing Conference*, Ghent & Antwerp.
2. Fidalgo, R. (November, 2018). How to Design and Report Interventions: An Analytic Report Proposal, **Invited Lecture** in the *Intervention Research in Education: From Planning to Publishing: Winter School*, Porto.
3. Fidalgo, R. (July, 2014). Self-regulated Strategy Instruction to Improve Students' Writing. **Invited Keynote** presented in the *Abecedaario da escrita Conference Event*, Porto.
4. Fidalgo, R. (July, 2014). Cognitive and Self-Regulated Strategy Instruction Program - CSRI. **Invited Workshop** presented in the *Abecedaario da escrita Conference Event*, Porto.
5. Fidalgo, R. (August, 2014). Strategy Focused Instruction in Writing: Exploring the Effectiveness of a Cognitive Self-Regulation Instruction - CSRI. **Invited Keynote** in the *Research School on Writing Research & SIG Writing Conference*, Utrecht & Amsterdam.
6. Fidalgo, R. (August, 2014). Cognitive Self-Regulation Instruction - CSRI Program. **Invited Workshop** in the *Research School on Writing Research & SIG Writing Conference*, Utrecht & Amsterdam.
7. Braaksma, M., Fidalgo, R., & Harris, K. (Coords.) (August, 2014). Design principles for teaching effective writing in learning-to-write and writing-to-learn. **Symposium** at the *Conference on Writing Research Amsterdam & Utrecht*, Amsterdam.
8. Fidalgo, R., Torrance, M., Rijlaarsdam, G., & Van den Bergh, H. (July, 2012). Strategy-Focused Writing Instruction: Observation alone is sufficient to improve writing in typically 6th grade students. **Paper** presented at the *SIG Writing Conference-European Association of Research in Learning and Instruction - EARLI Conference for Research on Learning and Instruction*, Porto (Portugal).
- Fidalgo, R., & Torrance, M. (Coords.) (September, 2012). Text Comprehension and Composition in Students with Learning Disabilities. **Invited Symposium** conducted at the *21st Annual Congress of Learning Disabilities World Wide Association*, Oviedo.

10. Fidalgo, R., Torrance, M., Rijlaarsdam, G., Van den Bergh, H., & Robledo, P. (August-September, 2011). Analyses of Instructional Components in the Strategy Instruction of Writing. **Symposium** session presented at *14th Biennial European Association of Research in Learning and Instruction - EARLI Conference for Research on Learning and Instruction*, Exeter (UK).

C.3. RESEARCH PROJECTS

1. 2022-2024 – Enfoque Tecnológico Preventivo de las Dificultades de Aprendizaje de la Escritura, financiado por el Ministerio de Economía y Competitividad, (IP Raquel Fidalgo) 138.000€
2. 2016-2021.- Componential Analysis of Cognitive Self-Regulation Instruction: Online assessment and Instruction EDU2015-67484-P, funded by Ministry of Economy and Competitiveness, Spain (IP Raquel Fidalgo, University of León, Spain). 47.432€
3. 2018-2021.- *Mindfulness to students' success: Relating executive functions and writing through a mindfulness app to promote children's cognitive, social, and health-related outcomes*, funded by Programa Operacional Competitividad e Internacionalização, apoiado por FEDER y FCT, (IP Teresa Limpo, University of Porto, Portugal) 239.994,66€
4. 2016-2018.- *Application of the Response to Intervention Model to Learning Disabilities in Writing. Online Assessment and Intervention Levels 1-2*, funded by Fundación BBVA, Spain (IP Raquel Fidalgo, University of León, Spain). 18.200€
5. 2014-18.- *Strengthening Europeans' Capabilities by Establishing the European Literacy Network*, funded by Cost Action European Cooperation in the field of Scientific and Technical Research (IP. Dr. Rui Alves, University of Porto, Portugal). 700.000€
6. 2013-2015.- *Research Grant Equipment for the Research Laboratory for Cognition and Learning*, funded by Ministerio de Economía y Competitividad de España (IP. Dra. Olga Arias, University of León, Spain). 76.852€.
7. 2011-14.- *Development, automatization and self-regulation of cognitive processes in writing*, funded by Ministerio da Ciencia, Tecnologia e Ensignio Superior do Portugal (IP. Dr. Rui Alves, University of Porto, Portugal). 132.118,00€.
8. 2011-13.- *Study of reading comprehension processes in students with and without learning disabilities*, funded by Ministerio de Ciencia e Innovación de España (IP. Dra. Raquel Fidalgo, University of León, Spain). 60.500€
9. 2008-12.- *European Research Network on Learning to Write Effectively*, funded by Cost Action European Cooperation in the field of Scientific and Technical Research (IP. Dr. Denis Alamargot, University of Poitiers, France).
10. 2009-11.- *Development and Instruction in writing of students from 8 to 16 years old with and without learning disabilities*, funded by Junta de Castilla y León de España (IP. Dr. Jesús Nicasio García, University of León, Spain). 159.965,00€
11. 2007-10.- *Instructional and Developmental Perspectives of Writing in students with and without learning disabilities*, funded by Ministerio de Ciencia e Innovación de España (IP. Dr. Jesús Nicasio García, University of León, Spain). 79.225,01€

C.4. CONTRACTS, TECHNOLOGICAL OR TRANSFER MERITS

In the last 12 years, numerous collaboration agreements have been signed and maintained over time with different schools (see <https://en.grupocael.com/colaboraciones>). **The current proposal is supported by 19 EPOs from different schools** in Spain.

Technical and scientific reports for schools participating in our research and for the Educational Regional Government (*Consejería de Educación Junta de Castilla y León*) have been written and transferred to the educational field.

Additionally, different collaborations have been developed in the last years with different private companies such as **CUICUI Studios** (specialized in programming and designing different software mainly focused on the educational field), **BLINK LEARNING** (specialized in supporting educational centres/schools in the digital transition around the world: Asia, America, Europe), **UMBRALES LECTOESCRITURA** (Specialized in continuous training aimed at professionals in the educational field throughout Latin America), **É.DUCATE Uruguay** (this foundation focuses on supporting professional of public schools in Uruguay, mainly in rural). **They are 4 EPOs of the current proposal.**

