

Fecha del CVA

02/06/2025

Parte A. DATOS PERSONALES

Nombre *	JESÚS NICASIO		
Apellidos *	GARCÍA SÁNCHEZ		
Sexo *	Hombre	Fecha de Nacimiento *	11/10/1955
DNI/NIE/Pasaporte *	07807270	Teléfono *	(0034) 987291041
URL Web	https://www.researchgate.net/profile/Jesus_Garcia33/contributions?ev=prf_act		
Dirección Email	jngars@unileon.es		
Identificador científico	Open Researcher and Contributor ID (ORCID) *	0000-0002-9464-483X	
	Researcher ID	D-1076-2012	
	Scopus Author ID	14061654500	

* Obligatorio

A.1. Situación profesional actual

Puesto	Catedrático de Universidad		
Fecha inicio	2010		
Organismo / Institución	UNIVERSIDAD DE LEÓN		
Departamento / Centro			
País	España	Teléfono	(0034) 652817871
Palabras clave	Psicología educativa, aprendizaje y desarrollo; Trastornos del aprendizaje y el desarrollo		

A.4. Indicadores generales de calidad de la producción científica

Web of Science= H-Index 16;

<https://www.webofscience.com/wos/author/record/D-1076-2012>

Scopus= h-index 18;

<https://www.scopus.com/authid/detail.uri?authorId=37058315900>

Research Gate = h-index: 29; <https://www.researchgate.net/profile/Jesus-Garcia-110>

Google Scholar Metrics= Índice h: 53; Índice i10: 267;

<https://scholar.google.es/citations?hl=es&user=o7MUfloAAAAJ>

ORCID: <https://orcid.org/my-orcid?orcid=0000-0002-9464-483X>

LOOP PROFILE ID: <https://loop.frontiersin.org/people/387094/overview>

COST UE 2007-2012 -- Miembro representante español en la European Research Network Learning to Write Effectively (ERN-LWE) the Technical and Scientific Cooperation de la Unión Europea (COST) (22 países).

COST UE 2016-2019 -- Participante en la COST Action IS1401 - Strengthening Europeans' Capabilities By Establishing The European Literacy Network –ELN- (2016-2019) (34 países)
<http://is1401eln.eu/en/>

PROYECTOS I+D+i -- 54 proyectos de investigación competitivos (la mayoría como IP).

GRUPO INVESTIGACIÓN EXCELENCIA JCyL (GREX259) -- Director y Promotor del Grupo de Investigación de Excelencia (JCyL GREX259) y de los proyectos de excelencia altamente competitivos concedidos por JCyL y con Fondos Europeos.

GRUPO DE INVESTIGACIÓN CONSOLIDADO JCyL --

EVALUACIÓN INVESTIGADORA: CNEAI, Ministerio de Educación y Ciencia de España:
6 sexenios el último concedido 2022

TESIS DOCTORALES -- Dirigidas 20 tesis doctorales (6 en desarrollo)

PUBLICACIONES -- Más de 800 publicaciones con evaluación externa por pares.

EVALUACIÓN DOCENTE -- Siete quinquenios docentes.

Parte B. RESUMEN LIBRE DEL CURRÍCULUM

Catedrático de Universidad, Universidad de León (Spain)

ORCID: 0000-0002-9464-483X; **Research ID :** D-1076-2012; **Scopus Author ID:** 37058315900

SEIS SEXENIOS DE INVESTIGACIÓN: 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 J Educat & Psychol, Front Psychol, Internat Journal Educat Research, Int. J. Environ. Res. Public Health; J Study Educat & Develop, J Psychodidactics, Learning & Instruction, Learn Disabili a Contemp J, Learning Disabilities Quarterly, J Reading Research, Psicothema, Psychology Studies, Rev Iber Calid Edic Camb Ed, Spanish Journal Psychol, Anales Psicología, Analisis y Modificación Conducta, Aula Abierta, Psychology Bulletin, Psychologist Papers, Educat Journal, Applied & General Psych J, Educat Research J

BOOKS-CHAPTERS

Brill, Leiden, COST-Brussels, Emerald London, InTech, Nova Science, Peter Lang, Routledge, Springer. 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:

RESEARCHER: The Home Literacy Environment in the Acquisition of Written Competence of Primary Education Students with and without Learning Difficulties. MCI - 01/09/2022 - 01/09/2026; 76.109 €.

RESEARCHER: Technological-Preventive Approach to Writing Learning Difficulties: Learning Monitoring and Practices Based on Scientific Evidence (TECPRE_DAE). MCI; TED2021-132647B-I00 EDU; 2022 - 2024; 138.000 €.

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. 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.

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. Ministry of Economy and Competitiveness 2013-2015; 54,990 euros. 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, ANEP, ANECA, of the Galician and Andalusian quality agencies (DEVA, GESVAL); Murcia (Séneca), 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 (2020-2025), Academic Editor Sustainability (in Education 2020-2025); Review Editor: Frontiers in Psychology (2016-2025); Sustainability (2020-2025), Int. J. Environ. Res. Public Health (2020-2025); J Wrting Research, Behavior & Information Technology, Computers & Human Behavior, J Psychodidactics, Psicothema, J Study Educat & Developm, Psychology Studies, Culture & Education, Revista Educación, Estudios 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 (SIX MORE IN DEVELOPMENT).

SIETE QUINQUENIOS DOCENTES:SEVEN "TEACHING FIVE-YEAR PERIOD AWARDS".

UNIVERSITY TEACHING FOR 44 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)

Parte C. MÉRITOS MÁS RELEVANTES

C.1. Publicaciones

AC: Autor de correspondencia; (nº x / nº y): posición firma solicitante / total autores. Si aplica, indique el número de citaciones

- 1 **Artículo científico.** Díaz-Burgos, A.; (2/7) García-Sánchez, J. N. (AC); Álvarez-Fdez, M. L.; Brito, S.; Kauffman, D. F.; Hsu, T. C.; de la Fuente, J.2025. Reviews in Educational Psychology (Frontiers in Psychology 2010–2024): typology, topics, regional comparative and methodology toward digital and AI approaches.Frontiers in Psychology. Frontiers. 16, pp.16:1588242. <https://doi.org/10.3389/fpsyg.2025.1588242>
- 2 **Artículo científico.** Canedo-García, A.; (2/3) García-Sánchez, J. N. (AC); Pacheco-Sanz, D. I.2022. Benefits, Satisfaction and Limitations Derived from the Performance of Intergenerational Virtual Activities: Data from a General Population Spanish Survey. International Journal of Environmental Research in Public Helath IJERPH. MDPI. 19, pp.401. <https://doi.org/10.3390/ijerph19010401>
- 3 **Artículo científico.** Gutiérrez-Ángel, N.; (2/5) García-Sánchez, J. N. (AC); Mercader-Rubio, I.; García-Martín, J.; Brito-Costa, S.2022. Digital literacy in the university setting: A literature review of empirical studies between 2010 and 2021. Frontiers in Psychology. Frontiers. 13, pp.896800. <https://doi.org/10.3389/fpsyg.2022.896800>
- 4 **Artículo científico.** Díaz-Prieto, C.; (2/3) García-Sánchez, J. N. (AC); Canedo, A.2022. Patterns of Quality of Life and Perceived Satisfaction in Adults and Elderly in Spain: Daily Practices, Life Experiences and Psychological Profile. Sustainability. MDPI. 14, pp.6905. <https://doi.org/10.3390/su14116905>
- 5 **Artículo científico.** 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. International Journal of Environmental Research in Public Health IJERPH. MDPI. 19, pp.3358. <https://doi.org/10.3390/ijerph19063358>
- 6 **Artículo científico.** (1/2) García-Sánchez, J. N. (AC); García-Martín, J.2021. Cognitive Strategies and Textual Genres in the Teaching and Evaluation of Advanced Reading Comprehension (ARC).Frontiers in Psychology. Frontiers. 12, pp.723281. <https://doi.org/10.3389/fpsyg.2021.723281>
- 7 **Artículo científico.** 2021. Evaluation of the Benefits, Satisfaction, and Limitations of Intergenerational Face-to-Face Activities: A General Population Survey in Spain.International Journal of Emvironmental and Research in Public Health. MDPI. 18, pp.9683. <https://doi.org/10.3390/ijerph18189683>

- 8 **Artículo científico.** (1/1) JESÚS NICASIO (AC). 2021. La comprensión lectora avanzada a través de las disciplinas: Variables instruccionales y psicoeducativas. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, REICE. 19-4, pp.197-214. <https://doi.org/10.15366/reice2021.19.4.012>
- 9 **Artículo científico.** García-Sánchez, J. N.; (2/2) García-Martín, J. (AC). 2020. Methodologies used by university lecturers in teaching and assessment of reading competence. Revista de Estudios sobre Lectura. Ocnos. 19-3, pp.55-71. https://doi.org/10.18239/ocnos_2020.19.3.2378
- 10 **Artículo científico.** García-Martín, J.; (2/2) García-Sánchez, J. N. (AC). 2020. Promoción de habilidades personales para la vida a través de la implementación de cuatro enfoques instruccionales en un MOOC. Revista de Psicodidáctica. Elsevier. 25-1, pp.36-44. <https://doi.org/10.1016/j.psicod.2019.08.002>
- 11 **Artículo científico.** García-Martín, J.; (2/2) García-Sánchez, J. N. (AC). 2020. The effectiveness of four instructional approaches used in a MOOC promoting personal skills for success in life. Journal of Psychodidactics. Elsevier. 25-1, pp.36-44. <https://doi.org/10.1016/j.psicoe.2019.08.001>
- 12 **Artículo científico.** Díaz-Prieto, C.; (2/3) García-Sánchez, J. N. (AC); Canedo-García, A.2019. Impact of Life Experiences and Use of Web 2.0 Tools in Adults and Older Adults. Frontiers in Psychology. Frontiers. 10, pp.2158. <https://doi.org/10.3389/fpsyg.2019.02158>
- 13 **Artículo científico.** García-Martín, J.; (2/2) García-Sánchez, J. N. (AC). 2018. The instructional effectiveness of two virtual approaches: processes and product. Journal of Psychodidactics. Elsevier. 23-2, pp.117-127. <https://doi.org/10.1016/j.psicod.2018.02.002>
- 14 **Artículo científico.** Canedo-García; (2/3) García-Sánchez, J. N. (AC); Pacheco-Sanz, D. I.2017. A Systematic Review of the Effectiveness of Intergenerational Programs. Frontiers in Psychology. Frontiers. 8, pp.1882. <https://doi.org/10.3389/fpsyg.2017.01882>
- 15 **Artículo científico.** Díaz, C.; (2/2) García, J. N. (AC). 2016. Identification of relevant elements for promoting efficient interventions in older people. Journal of Psychodidactics. Elsevier. 21-1, pp.1-17. <https://doi.org/10.1387/RevPsicodidact.13854>
- 16 **Artículo científico.** García-Martín, J.; (2/2) García, J. N. (AC). 2015. Use of Facebook, Tuenti, Twitter and Myspace among young Spanish people. Behaviour & Information Technology. Thomas & Francis. 34-7, pp.685-703. <https://doi.org/10.1080/0144929X.2014.993428>
- 17 **Artículo científico.** Álvarez-Fernández, M. L.; (2/2) García-Sánchez, J. N.2014. Evolution of the Writing Process from Primary to Secondary Education. Journal of Psychodidactics. 19-1, pp.5-26. <https://doi.org/10.1387/RevPsicodidact.6518>
- 18 **Artículo científico.** García-Martín, J.; (2/2) García-Sánchez, J. N. (AC). 2013. Patterns of Web 2.0 tool use among young Spanish people. Computers and Education. Elsevier. /doi:10.1016/j.compedu.2013.03.003. 67-1, pp.1-18. <https://doi.org/10.1016/j.compedu.2013.03.003>
- 19 **Artículo científico.** 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, pp.137-156.
- 20 **Artículo científico.** Fidalgo-Redondo, R.; Torrance, M.; (3/3) García-Sánchez, J. N.2008. The long term effects of strategy-focussed writing instruction for grade six students. Contemporary Educational Psychology. 33, pp.672-693. <https://doi.org/10.1016/j.cedpsych.2007.09.001>
- 21 **Artículo científico.** (1/2) García-Sánchez, J. N. (AC); de Caso-Fuertes, A. M.2007. Effectiveness of an Improvement Writing Program According to Students' Reflexivity Levels. The Spanish Journal of Psychology. 10-2, pp.303-313. <https://doi.org/10.1017/S1138741600006570>
- 22 **Artículo científico.** Torrance, M.; Fidalgo-Redondo, R.; (3/3) García-Sánchez, J. N.2007. The teachability and effectiveness of strategies for cognitive self-regulation in sixth grade writers. Learning and Instruction. 17-3, pp.265-285. <https://doi.org/10.1016/j.learninstruc.2007.02.003>

- 23 **Artículo científico.** (1/2) García-Sánchez, J. N. (AC); de Caso-Fuertes, A. M. 2004. Effects of a motivational intervention for improving the writing of children with learning disabilities. *Learning Disability Quarterly*. 3/27, pp.141-159. <https://doi.org/10.2307/1593665>
- 24 **Artículo científico.** Díaz-Burgos, A.; (2/4) García-Sánchez, J. N. (AC); Álvarez-Fdez, M. L.; Brito, S. 2024. Psychological and Educational Factors of Digital Competence Optimization Interventions Pre- and PostCOVID-19 Lockdown: A Systematic Review. *Sustainability*. MDPI. 16, pp.51.
- 25 **Artículo científico.** Gutiérrez-Ángel, N.; Mercader-Rubio, I.; Trigueros-Ramos, R.; Oropesa-Ruiz,; (5/6) 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, pp.10358. <https://doi.org/10.3390/ijerph191610358>
- 26 **Artículo científico.** Gutiérrez-Ángel, N.; (2/5) García-Sánchez, J. N. (AC); 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*. MDPI. 14, pp.12721. <https://doi.org/10.3390/su141912721>
- 27 **Artículo científico.** Díaz-Prieto, C.; (2/2) García-Sánchez, J. N. (AC). 2017. Online gerontechnological resources analysis for active aging. *Research on Ageing and Social Policy*, 5-2, pp.155-180. <https://doi.org/10.17583/rasp.2017.2193>
- 28 **Artículo científico.** García-Martín, J.; (2/2) García-Sánchez, J. N. (AC). 2017. Pre-service teachers' perceptions of the service competence dimensions of digital literacy and of psychological and educational measures. *Computers and Education*. 106, pp.1-14. <https://doi.org/10.1016/j.compedu.2016.12.010>
- 29 **Artículo científico.** Díaz-Prieto, C-; (2/2) García -Sánchez, J. N. (AC). 2016. Psychological profiles of older adult Web 2.0 tool users. *Computers in Human Behavior*. Elsevier. 64, pp.673-681. <https://doi.org/10.1016/j.chb.2016.07.00>
- 30 **Artículo científico.** García-Sánchez, J. N.; Fidalgo-Redondo, R. 2008. Changes in the calibration of writing self-efficacy in students with learning disabilities by gender. *The Spanish Journal of Psychology*. 11-2, pp.424-432.
- 31 **Artículo científico.** García-Sánchez, J. N.; Fidalgo-Redondo, R. 2006. Effects of two types of self-regulatory instructions programs on students with learning disabilities in writing products, processes and self-efficacy. *Learning Disability Quarterly*. 3-29, pp.181-211.
- 32 **Capítulo de libro.** Díaz-Burgos, A.; (2/4) García-Sánchez, J. N. (AC); Álvarez-Fdez, M. L.; Brito, S. 2024. Current Situation Due to the Persistent Impact of COVID19 Lockdown on Digital Skills. *New Media Pedagogy: Research Trends, Methodological Challenges, and Successful Implementations*. Springer. pp.171-183. https://doi.org/10.1007/978-3-031-63235-8_11

C.3. Proyectos y Contratos

- 1 **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. GARCÍA SÁNCHEZ 2. (Universidad de León). 01/09/2022-01/09/2026. 76.109 €.
- 2 **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. GARCÍA SÁNCHEZ 2. (Universidad de León). 2022-2023. 138.000 €.