



## AYUDAS RAMÓN Y CAJAL CONVOCATORIA 2016

### Turno de acceso general

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#### Título:

Successful Dialogic Learning Environments: An evidence-based approach to children's learning and development to enhance educational success and inclusion for all: towards social impact of research

#### Resumen de la Memoria:

Throughout my career I have searched to unveil the mechanisms of teaching and learning to foster educational success for all children. Since 2005, I have devoted myself to the study of the most conducive learning environments for the development of children's academic and social skills to ultimately achieve educational success and inclusion. I contributed this knowledge in three R+D national projects and two European Projects from the 6th and 7th EU Framework Programme. As research coordinator of the INCLUD-ED project (3.562.851€), I contributed to developing the concept of Successful Educational Actions. As Marie Curie Fellow at the University of Cambridge, I was Principal Investigator of the ChiPE FP7 EU project (221.606€). I focused my research on Successful Dialogic Learning Environments that create an inclusive epistemic climate. INCLUD-ED enabled me to identify the Successful Educational Actions, which we have defined as the actions that when developed in educational settings have provided best results in both academic achievement and emotional and social development across cultural and national boundaries. Since these actions seemed to create space for the students to bring their own knowledge into the classroom and to benefit of the opportunity to interact with other more culturally knowledgeable peers or adults, I explored the possibility of creating a dialogic learning context that by including a larger diversity of knowledge and skills could shape children's beliefs, values and perceptions of different forms of knowledge in different places and contexts.

This scientific contribution to connect dialogic learning environments, successful educational actions and research on epistemic beliefs with young children (or personal epistemologies), achieved the highest scientific recognition of the European Research Framework Programme (FP7/2007-2013), with the award of a scholarship as a Marie Curie Fellow at the University of Cambridge to develop the project ChiPE. Children's personal epistemologies: capitalising on children's and families' knowledge in schools towards effective teaching and learning (Ref. 332200) with a total funding of 221.606€. I was awarded the prestigious Research Associate Fellowship at Wolfson College for the outstanding achievements of my scientific career which allowed me to work with world known authors.

#### Resumen del Currículum Vitae:

My background is in primary education and psychology, with a BA in Teacher Education (2002) and Educational Psychology, with honours (2004) from the University of Lleida, M.Sc. in Education and PhD (Summa cum Laude) in education from the University of Barcelona. I have been Marie Curie Fellow at the University of Cambridge (2013-2015), Research Associate at Wolfson College. In 2015-2016, I was granted Bizkaia Talent Research Fellow and since 2016 I am Ikerbasque Research Fellow at the Faculty of Psychology and Education at the University of Deusto.

I have published two books on dialogic learning and classroom interactions, and two on successful educational actions, 10 articles indexed in JCR, 10 book chapters, and more than 15 articles in other indexed journals. My work is cited in journals indexed in WoS, and I have been co-principal investigator for an IAA ESRC grant -£20,420- (UK). I have been granted Bizkaia Talent Research Award (38.902,50€) to continue advancing scientific knowledge on dialogic interactions in classrooms and schools that impact on children's cognitive, social and emotional development. I opened up new learning environments that foster academic and social improvement, by extending and expanding Successful Educational Actions to other countries in South America. Currently, as Ikerbasque Research Fellow (97.500 €), I continue advancing scientific knowledge on dialogic interactions in classrooms and schools that impact on children's cognitive, social and emotional development.

I have led this impact process in the case of United Kingdom, Cyprus and Italy. Consequently, my research profile includes involvement in research that has achieved significant impact, recognized in the Award University of Deusto-Banco Santander 2017. Therefore, I am currently involved in the development of indicators to measure the impact of SSH research in Europe through the IMPACT-EV Project (7th FP) as well as in Spain through the IMP-IECS (National R+D). I have recently succeeded with a project focus on expanding and widening as Principal Investigator of the IMP-EXIT project (31.460 €), funded by the call Retos de la Sociedad. Proyecto I+D+i 2015, Ref. EDU2015-66395-R.

Since 2016 I am President of the Multidisciplinary Educational Research Association, fostering the internationalisation of the educational research in Spain. Since 2015, I have a major role in the European Educational Research Association (EERA) as link convenor of Network 14; and I am member of the Council of the World Educational Research Association. I am coordinator of the International Research Network (WERA-IRN) on Successful education that overcomes inequalities along with Stanford University and the University of Auckland. I am co-



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editor of the International Journal of Educational Psychology.



## AYUDAS RAMÓN Y CAJAL CONVOCATORIA 2016

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#### Título:

Professional Learning Ecologies for Digital Scholarship: supporting professionalism for the modernization of Higher Education

#### Resumen de la Memoria:

The construct "digital scholarship" (DS) covers the academics' professional practices, working conditions and identity in the digitalized context of higher education (HE). DS implies public, open sharing of scholarly knowledge and the opportunity for active appropriation of it by students and the society in general. DS, defined as a set of skills to work in digital, networked and open contexts of research and teaching, is also expected to have impact on students' digital and data literacy, critical thinking and civic engagement through the use of open science's outputs. However, nowadays digital practices of research and teaching follow rather traditional schemes: it seems that academics are ill-prepared for working in digital, open and networked contexts, and particularly to apply this knowledge to teaching. How should be designed and developed the professional development of academic staff to introduce advanced and transformative use of digital tools and environments with effective impact on academics' digital scholarship as essential component of the modernisation of higher education? This research question is addressed within this project proposal by analysing, designing, developing, deploying and testing a professional learning ecology supporting digital scholarship, connecting it with short term impacts (on nearly 40 engaged academics across the national context) and mid/long-term impacts (on the students linked to at least the 30% of the engaged academics). The chosen methodological approach encompasses mixed methods with several phases of research development including three phases: a first phase of desk research and two phases of design based research (DBR). In detail, the desk research phase will yield the necessary data to elaborate the scenarios and competences' framework for digital scholarship; the 1st DBR phase will develop and deploy a digital environment for academics' professional development through self-directed learning based on a number of OER originally designed and/or taken from the open web for this purpose; the 2nd phase of DBR will instead carry out an experimental activity engaging end users (academics) and concluding with a qualitative and data-driven, quantitative analysis of impact on academics and their students. The outputs of this research will be a digital environment for Professional Development arranged in the framework of a professional learning ecology, where four principles of professional learning will be implemented a) a framework of competences and scenarios for expertise; b) the reference to an institutional, Spanish and European context of development of Open Science and Open Education; c) environments, resources and activities; d) areas to showcase good and best practices of digital scholars. Such professional learning ecology should reach further scholars. Through this strategy the research results could be adopted in PhD schools (training the future generation of academics) moving forward the ongoing cultural change at institutional level. In the long term, beyond the specific contribution to the Modernisation of Higher Education with digital-based learning services and research activities, the project contributes to the EU2020 benchmarks, like the Digital Agenda for Europe (pillars referring to Digital literacy and inclusion "VI", as well as ICT-enabled benefits for the EU society "VII").

#### Resumen del Currículum Vitae:

From 2012, I have been engaged in research & development activities connected to the issue of digital scholarship (academics' professional development to the adoption of eLearning and eResearch). I am currently Post doc research fellow at the University of Florence, working on the project "Digital Scholarship: promoting academics' digital competences for the adoption of eLearning models and strategies". Prior Senior educational designer and technologist at the University of Trento, where I coordinated projects of innovation on academic teaching and learning, I have been Senior Researcher at the National Research Council of Italy, in the context of the project "Science & Technology Digital Library" devoted to opening up science in the context of the National Programme "Italian Digital Agenda"; and fellow researcher at the University of Trento, supporting research activities for the Laboratory of Innovation in Academic Teaching and Learning.

From 2005, I have worked and did research in the field of eLearning with focus on Lifelong learning and participatory training models. I have been coordinator of the eLearning Technologies Lab "Univirtual", within the International Center for the Educational Research and Advanced Training of the Ca' Foscari University of Venice. External expert for the European Commission in the context of the Lifelong Learning Programme, subprogramme Key Actions III-ICT; and Horizon2020 (Digital Health Literacy call). Fellow researcher for the Department of Information Technologies of the CIAFIC (Centro de Investigación en Antropología Filosófica y Cultural, CONICET-Comisión Nacional de Ciencia y Tecnología, Argentina).

I am engaged in both national and European academic networks where I have participated in debates on Open Learning and Open Science: The Open Knowledge Network (University College London, School of Management); The Italian Society for Multimedia Education, the Italian Society for Educational Research, the Italian Society for eLearning, and the European Distance and eLearning Network. From ten years on I have been collaborating with Latin American networks, such as the REDES and the OINVESNET (Observatory of Research on eLearning and innovation in Higher Education) of CONICET; and the RITUAL (Ibero American Network for the Innovation and Research on Educational Technologies) de la Universidad Nacional de México; within these networks I collaborated in projects relating faculty development and research on eLearning/eResearch in the Latin American context.



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I collaborate with several international and Italian quality journals as scientific committee, editorial staff and reviewer and within editorial projects with the aim to strengthen the quality of educational science and open up educational research.

Specialties: Bachelor degree in Psychology from the University of Buenos Aires (Argentina), in 1996; Master in Training Management from the University of Venice "Ca' Foscari" (Italy), 2003, Scholarships Programme of the Ministry of International Affairs of Italy; PhD at School of Doctorate in Cognitive and Educational Sciences, 2009. My PhD focus was on the internationalization of teachers' professionalism. Besides, I analyzed the impact of mobility and participation in "global" professional communities on teachers' professional identity.