

José Carlos Núñez (Brief Curriculum Vitae)

Professor of Educational Psychology, Faculty of Psychology, Oviedo University, Spain (1987-present)

EDUCATION

PhD in Psychology, Oviedo University, Spain (1992)

PREVIOUS POSITIONS

Director of Department of Psychology, Oviedo University (2008-2016).

Dean of the Faculty of Psychology, Oviedo University (2016 - present)

RECENT DISTINCTIONS/AWARDS

Member of the *International Academy for Research in Learning Disabilities* (IARLD), of the *International Institute of School Psychology*, and member of the *International Scientific Association of Educational Psychologists*.

Member of the Expert Committee of the Ministry of Science and Technology (MCyT) for the Selection of the Research Projects of the National Research and Development Plan (I+D+i); member of the Expert Committee of in the Area of Social and Legal Sciences of the National Agency for the Quality of the Spanish University System (ANECA); member of the National Assessment Committee of Research Activity (CNEAI); member of the Assessment Committee of the Quality of Spanish Scientific Journals of the FECYT; coordinator of the Area of Psychology for the FPU scholarships (State program of promotion of talent and its employability); and expert for the Ministry of Education in the Area of Psychology for the latest National Research Plan I+D+i (2016).

RESEARCH INTERESTS

The study of the cognitive-motivational, emotional, and social variables in students with and without learning difficulties; analysis of the self-regulated learning strategies (from both a theoretical and intervention perspective); bullying and cyberbullying.

SELECTED RECENT RESEARCH PUBLICATIONS

Fulano, C., Magalhaes, P., Núñez, J. C., Marcuzzo, S., & Rosário, P. (2020). As the twig is bent, so is the tree inclined: Lack of prior knowledge as a driver of academic procrastination. *International Journal of School & Educational Psychology*. <https://doi.org/10.1080/21683603.2020.1719945>

Álvarez, D., González-Castro, P., Núñez, J. C., Rodríguez, C., & Cerezo (2019). Impact of family and friends on antisocial adolescent behavior: The mediating role of impulsivity and empathy. *Frontiers in Psychology*. 10:2071. doi: 10.3389/fpsyg.2019.02071

Cunha, J., Rosário, P., Núñez, J. C., Vallejo, G., Martins, J., & Högemann, J. (2019). Does teachers' homework feedback matter to 6th graders' school engagement?: A mixed methods study. *Metacognition and Learning*. <https://doi.org/10.1007/s11409-019-09200-z>

Núñez, J. C., Regueiro, B., Suárez, N., Piñeiro, I., Rodicio, M. L., & Valle, A. (2019). Student perception of teacher and parent involvement in homework and student engagement: The mediating role of motivation. *Frontiers in Psychology*, 10:1384 (16 pag). doi: 10.3389/fpsyg.2019.01384

Ferradás, M. M., Freire, C., García-Bértoa, A., Núñez, J. C., & Rodríguez, S. (2019). Teacher profiles of psychological capital and their relationship with burnout. *Sustainability*, 11, 5096; doi: 10.3390/su11185096

- Rosário, P., Högemann, J., Núñez, J. C., Vallejo, G., Cunha, J., Rodríguez, C., & Fuentes, S. (2019). The impact of three Types of writing intervention on students' writing quality. *PLoS ONE* 14(7): e0218099. <https://doi.org/10.1371/journal.pone.0218099>
- Álvarez-García, D., Núñez, J. C., García, T. & Barreiro-Collazo, A. (2019). Individual, family, and community predictors of Cyber-aggression among adolescents. *The European Journal of Psychology Applied to Legal Context*. Advance online publication. <https://doi.org/10.5093/ejpalc2018a8>
- Rosário, P., Cunha, J., Nunes, A., Moreira, T., Núñez, J. C., & Xu, J. (2019). Did you do your homework?" Mathematics teachers' homework follow-up practices at middle school level" *Psychology in the Schools*, 56, 92-108. DOI: 10.1002/pits.22198
- Ferradás, M. M., Freire, C., Núñez, J. C., & Regueiro, B. (2019). Associations between profiles of self-esteem and achievement goals and the protection of self-worth in university students. *International Journal of Environmental Research and Public Health*, 16, 2218; doi:10.3390/ijerph16122218.
- Álvarez, D., Núñez, J. C., González-Castro, P., Rodríguez, C., & Cerezo, R. (2019). The effect of parental control on cyber-victimisation in adolescence: the mediating role of impulsivity and high-risk behaviours. *Frontiers in Psychology*, 10:1159. doi: 10.3389/fpsyg.2019.01159
- Pereira, A., Rosário, P., Lopes, S., Moreira, T., Magalhães, P., Núñez, J. C., Vallejo, G., & Sampaio, A. (2019). Promote School Engagement in Children with Cerebral Palsy: A Narrative Based Program. *International Journal of Environmental Research and Public Health*, 16, 3634. doi: 10.3390/ijerph16193634
- Cerezo, R., Fernández, E., Amieiro, N., Valle, A., Rosário, P. & Núñez, J. C. (2019). The mediating role of self-efficacy and perceived usefulness between strategy knowledge and its use. *Revista de Psicodidáctica*, 24, 1-8.
- Freire, C., Ferradás, M., Núñez, J. C., Valle, A., & Vallejo, G. (2019). Eudaimonic well-being and coping with stress in university students: the mediating-moderating role of self-efficacy. *International Journal of Environmental Research and Public Health*. 16:48 Doi:10.3390/ijerph16010048
- Rodríguez, S., Núñez, J. C., Valle, J. C., Freire, C., Ferradás, M., & Rodríguez-Llorente, C. (2019). Student prior academic achievement and their homework behavioral engagement: The mediating role of learning motivation. *Frontiers in Psychology*. 10:1047. doi: 10.3389/fpsyg.2019.01047
- García, T. Boom, J., Kroesbergen, E. H., Núñez, J. C., & Rodríguez, C. (2019). Planning, Execution, and Revision in Mathematics Problem Solving: Does the Order of the Phases Matter? *Studies in Educational Evaluation*, 61, 83-93.
- Rosário, P., Cunha, J., Nunes, T., Nunes, A. R., Moreira, T., & Núñez, J. C. (2019). Homework should be...but we do not live in an ideal world": Mathematics teachers' perspectives on quality homework and on homework assigned in elementary and middle schools. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2019.00224>
- Rosário, P., Núñez, J. C., Vallejo, G., Nunes, T., Cunha, J., Fuentes, S., & Valle, A. (2018). Homework purposes, homework behaviors, and academic achievement. Examining the mediating role of students' perceived homework quality. *Contemporary Educational Psychology*, 53, 168-180. doi.org/10.1016/j.cedpsych.2018.04.001
- Cunha, J., Rosário, P., Núñez, J. C., Nunes, A. R., Moreira, T., & Nunes, T. (2018). "Homework Feedback is...": Elementary and Middle School Teachers' Conceptions of Homework Feedback. *Frontiers in Psychology*, 9: 32. Doi:10.3389/fpsyg.2018.00032.
- Fulano, C., Cuhha, J., Núñez, J. C., Pereira, B., & Rosário, P. (2018). Mozambican adolescents' perspectives on the academic procrastination process. *School Psychology International*, 1-18. doi.org/10.1177/0143034318760115
- Cunha, J., Xu, J., Rosário, P., & Núñez, J. C. (2018). A study of the validity and reliability of the Parental Homework Management Scale. *Psicothema*, 30, 337-343. doi: 10.7334/psicothema2017.426

- Regueiro, B., Núñez, J. C., Valle, A., Piñeiro, I., Rodríguez, S., & Rosário, P. (2018). Motivational profiles in high school students: Differences in behavioral and emotional homework engagement and academic achievement. *International Journal of Psychology*, 53, 449-457. DOI: 10.1002/ijop.12399
- Freire, C., Ferradás, M. M., Núñez, J. C., Valle, A. (2018). Coping flexibility and eudaimonic well-being in university students. *Scandinavian Journal of Psychology*, 59, 433-442.
- Gázquez, J. J., & Núñez, J. C., (eds.) (2018). *Students at Risk of School Failure*. Lausanne: Frontiers Media. doi: 10.3389/978-2-88945-591-1.
- Álvarez, D., Núñez, J. C., Barreiro, A., & García, T. (2017). Validation of the Cybervictimization Questionnaire (CYVIC) for adolescents. *Computers in Human Behavior*, 70, 270-281. doi.org/10.1016/j.chb.2017.01.007.
- Rosário, P., Núñez, J.C., Vallejo, G., Azevedo, R., Pereira, R., Moreira, T., Fuentes, S., & Valle, A. (2017). Promoting gypsy children's behavioural engagement and school success: Evidence from a four-wave longitudinal study. *British Educational Research Journal*, 43, 554-571. Doi: 10.1002/berj.3271.
- Ferradás, M. M., Freire, C., Núñez, J. C., Piñeiro, I., & Rosário, P. (2017). Motivational profiles in university students. Its relationship with self-handicaping and defensive pessimism strategies. *Learning and Individual Differences*, 56, 128-135. Doi.org/10.1016/j.lindif.2016.10.018
- Rosário, P., Högemann, J., Núñez, J. C., Vallejo, G., Cunha, J., Oliveira, V., Fuentes, S., & Rodríguez, C. (2017). Writing week-journals to improve the writing Quality of fourth-graders' compositions. *Reading and Writing*, 30, 1009-1032. Doi: 10.1007/s11145-016-9710-4
- Álvarez, D., Barreiro, A., & Núñez, J. C. (2017). Cyberaggression among adolescents: Prevalence and gender differences. *Comunicar*, 50, 89-97. Doi.org/10.3916/C50-2017-08.
- Núñez, J. C., Epstein, J. L., Suárez, N., Rosário, P., Vallejo, G., & A.Valle (2017). How do student prior achievement and homework behaviors related to perceived parental involvement in homework? *Frontiers in Psychology*, 8, 1217. Doi: 10.3389/fpsyg.2017.01217.
- Álvarez, D., Núñez, J. C., Barreiro-Collazo, A., & García, T. (2017). Validation of the Cybervictimization Questionnaire (CYVIC) for adolescents. *Computers in Human Behavior*, 70, 270-281. doi.org/10.1016/j.chb.2017.01.007
- Cerezo, R., Esteban, M., Sánchez-Santillán, M., & Núñez, J.C. (2017). Procrastinating behavior in computer-based learning environments to predict performance: A case study in Moodle. *Frontiers in Psychology*, 8, 1403. doi: 10.3389/fpsyg.2017.01403
- Rosário, P., Núñez, J.C., Rodríguez, C., Cerezo, R., Fernández, E., Tuero, E., & Höguemann, J. (2017). Analysis of instructional programs for improving self-regulated learning SRL through written text. In R. Fidalgo, K. Harris, & M. Braaksma (Eds.), *Design principles for teaching effective writing. Theoretical and empirical grounded principles*. Netherlands: Brill Editions. ISBN13: 9789004270473