

José Carlos Núñez

(Brief Curriculum Vitae)

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

CONTACT DETAILS

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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

Núñez, J. C., Tuero, E., Fernández, E., Añón, F. J., Manalo, E., & Rosário, P. (2022). Effect of interventions in self-regulation strategies on academic performance in elementary school: Study of the mediating effect of self-regulatory activity. *Psicodidáctica*. <https://doi.org/10.1016/j.repc.2011.11.008>

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Núñez, J. C., Freire, C., Ferradás, M., Valle, A., & Xu, J. (2021). Perceived parental involvement and student engagement with homework in secondary school: the mediating role of self-handicapping. *Current Psychology*, <https://doi.org/10.1007/s12144-021-01791-8>

Pereira, B., Magalhaes, P., Núñez, J. C., Vallejo, G., Pereira, A., Lopes, S., & Rosário, P. (2021). Elementary School Students' Attitudes Towards Cerebral Palsy: A Raising Awareness Brief Intervention. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2021.1900420>

Pereira, B., Silva, C., Núñez, J. C., Rosário, P., & Magallaes, P. (2021). "More than buying extra Fruits and Veggies, please hide the fats and sugars": Children's diet latent profiles and family-related factors. *Nutrients*, 13, 2403. <https://doi.org/10.3390/nu13072403>

Högemann, J., Cunha, J., Núñez, J. C., Vallejo, G., Rodríguez, C., & Rosário, P. (2021). Writing intervention on struggling writers: Examining approach profiles to the teacher feedback on writing quality and motivational variables. *Reading and Writing*. 34, 1681–1710 <https://doi.org/10.1007/s11145-021-10159-0>

Magalhães, P., Pereira, B., Oliveira, A., Santos, D., Núñez, J. C., & Rosário, P. (2021). The Mediator Role of Routines on the Relationship between General Procrastination, Academic Procrastination and Perceived Importance of Sleep and Bedtime Procrastination. *International Journal of Environmental Research and Public Health*. 18(15), 7796. <https://doi.org/10.3390/ijerph18157796>

González-Cabañes, E., García, T., Núñez, J. C., & Rodríguez, C. (2021). Problem-Solving Before Instruction (PS-I): A protocol for assessment and intervention in students with different abilities. *Journal of Visual Experiments (JoVE)*. <https://doi.org/10.3791/62138>

Casanova, J. R., Gomes, C., Bernardo, A. B., Núñez, J. C., & Almeida, L. (2021). Dimensionality and reliability of a screening instrument of at-risk students of dropping out Higher Education. *Studies in Educational Evaluation*, 68, 100957. <https://doi.org/10.1016/j.stueduc.2020.100957>

Núñez, J. C., Rodríguez, C., Tuero, E., Fernández, E., & Cerezo, R. (2020). Prior academic achievement as a predictor of teacher and parents' expectancies and their relationship with non-cognitive variables in students with learning disabilities. *Learning Disabilities Quarterly*, 1-13; <https://doi.org/10.1177/0731948720925402>


Cerezo, R., Esteban, M., Vallejo, G., Santillán, M. & Núñez, J. C. (2020). Differential efficacy of an Intelligent Tutoring System for university students: a case study with Learning Disabilities. *Sustainability*, 12, 9184. doi:10.3390/su12219184

Cueli, M., Rodríguez, C., Cañamero, L. M., Núñez, J. C., & González-Castro, P. (2020). Self-Concept and Inattention or Hyperactivity-Impulsivity Symptomatology: The role of Anxiety. *Brain Sciences*, 2020, 10(4), 250; <https://doi.org/10.3390/brainsci10040250>

Antúnez, A., Pérez-Herrero, M. H., Rosário, P., Vallejo, G. & Núñez, J. C. (2020). Engagement-success spirals among elementary school students: a school-based self-regulated learning approach. *Sustainability*, 12, 9, 3894; <https://doi.org/10.3390/su12093894>

Rosário, P., Núñez, J.C., Magalhães, P., Fuentes, S., Magalhães, C., & Busing, K. (2020). Improving college students' critical thinking through the use of a story tool for self-regulated learning training

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(pp. 193-208). In E. Manalo (Ed.), *Deeper learning, dialogic learning, and critical thinking. Research-based strategies for the classroom*. Routledge.

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>

García, D., Núñez, A., Pérez-Fuentes, M. C., & Núñez, J. C. (2020). Peer victimization in overweight adolescents and its effect on their self-esteem and peer difficulties. *International Journal of Environmental Research and Public Health*, 17, 16; <https://doi.org/10.3390/ijerph17010016>

González-Cabañez, E., García, T., Rodríguez, C., Cuesta, M., & Núñez, J. C. (2020). Learning and Emotional Outcomes after the Application of Invention Activities in a Sample of University Students. *Sustainability*, 12, 7306. <https://doi.org/10.3390/su12187306>

Pérez-Fuentes, M. C., Núñez, A., Molero, M., Gázquez, J. J., Rosário, P. & Núñez, J. J. (2020). Math anxiety, math self-efficacy, and math achievement: The role of anxiety as mediator and/or moderator in the math self-efficacy and math achievement relationship. *Revista de Psicología Educativa*, 26, 137-143. <https://doi.org/10.5093/psed2020a7>

Freire, C., Ferradás, M. M., Regueiro, B., Rodríguez, S., Valle, A. & Núñez, J. C. (2020). Coping with academic stress and self-efficacy in university students: A person-centered approach. *Frontiers in Psychology*, 11: 841. <https://doi.org/10.3389/fpsyg.2020.00841>

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. <https://doi.org/10.3389/fpsyg.2019.02071>

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). <https://doi.org/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; <https://doi.org/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>

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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.

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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. <https://doi.org/10.3389/fpsyg.2019.01047>

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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>

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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. <https://doi.org/10.3389/fpsyg.2018.00032>

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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. <https://doi.org/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. <https://doi.org/10.1002/ijop.12399>

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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. <https://doi.org/10.1002/berj.3271>

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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. <https://doi.org/10.1007/s11145-016-9710-4>

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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. <https://doi.org/10.3389/fpsyg.2017.01217>

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