

BEATRIZ-GALINDO JUNIOR POSTDOCTORAL CALL FOR A “DISTINGUISHED RESEARCHER” IN PSYCHOLOGY AT THE UNIVERSITY OF LLEIDA

Object

The purpose of this call is to hire one postdoctoral researcher with a contract of “Distinguished Researcher” to promote research and to develop a high quality and innovative learning environment in the area of Psychology at the University of Lleida. See the Resolution of this official call as Annex 1.

Department: “Departament de Pedagogia i Psicologia”
Area of knowledge: Education and Development Psychology

Beneficiaries

Potential candidates must:

- Have experience as a researcher, teacher or coach of teams in a University or Centre recognized for R+D+I activities outside Spain.
- Have experience for a maximum of 7 years in research and teaching activities in non-Spanish research centres or universities after earning the PhD degree.

Characteristics of the contract

- The full time contract will be valid for four years. The expected starting date is 1st September 2019.
- The researcher's gross annual salary will be €45000 (junior contract):
 - 35.000 € funded by the Ministerio de Educación, Cultura y Deporte.
 - 10.000 euros funded by Universitat de Lleida (including the employer's Social Security contribution to the teaching and research staff contract)
- This postdoctoral research contract implies the commitment of the University to subsequently open a call for a permanent staff position at the university in this area of knowledge.

Assessment criteria

Applications will be assessed according to the following criteria:

- Teaching project according to the indications of Annex 2 (25%).
- Research project according to the indications of Annex 3 (25%).
- Knowledge Transfer project according to the indications of Annex 4 (25%).
- Impact expected at the Lleida University of the proposed Teaching, Research and Innovation projects according to the indications of Annex 5 (25%).

The maximum score will be 10 points. Candidates scoring less than 7 points will not be considered eligible. An international panel of experts will assess the documents submitted and rank the applicants according to the following evaluation criteria.

Detailed Evaluation Criteria

1. Teaching project (up to 2.5 points):
 - Quality of the teaching project, up to 1.25 points.
 - Planning of the teaching program, up to 1.25 points.
2. Research project (up to 2.5 points):
 - Quality of the research project, up to 1.25 points..
 - Planning of the research project, up to 1.25 points..
3. Knowledge transfer project (up to 2.5 points):
 - Quality of the knowledge transfer project, up to 1.25 points..
 - Planning of the knowledge transfer project, up to 1.25 points..
4. Impact on the University of the teaching, research and knowledge transfer projects (up to 2.5 points):
 - Impact of the teaching project, up to 1.25 points.
 - Impact of the research project, up to 0.75 points.
 - Impact of the knowledge transfer project, up to 0.5 points.

Application process

Candidates must fill the online form and attach the following documents:

- Teaching Project.
- Research and Knowledge Transfer Project.
- Curriculum vitae with explicit mention of the date of the PhD degree and PhD and postdoctoral stays and contracts.
- A report on the expected impact at the Lleida University of the Teaching, Research and Innovation Projects proposed by the candidate.

The deadline for submission is one month from the date of the Resolution of the MCIU of the Beatriz Galindo call.

Incompatibility

The position of postdoctoral researcher will be incompatible with any other contractual or statutory contracts with public or private organisations that may detract from their exclusive dedication to teaching and research.

Evaluation process

The candidates will be evaluated by a committee of experts.

The post may remain vacant if the minimum requirements are not met.

The decision will be notified at the e-Tauler (electronic board) by two months after the deadline date of submission of this call.

Acceptance of the fellowship

The deadline for accepting the contract is one month from the day after the publication of list of selected researchers.

This call is ruled by the “Orden de Bases” and the official publication of the Beatriz-Galindo postdoctoral call by the Spanish Government as stated in the Orden ECD/365/2018/ published at the BOE num 85 on April 7th 2018.

Annex 1

Resolution of the University of Lleida, of 23rd April 2019, by which an open call is advertised to formalize a temporary postdoctoral employment contract (four years full time), Beatriz Galindo junior, through which the worker will provide his/her services as a distinguished researcher at the University of Lleida (UdL), in accordance with the article 23 of the Spanish Law 14/2011 of Science, Technology and Innovation and the Procedure that regulates the recruitment of researchers by the UdL, approved by the Governing Council on July 1, 2009 and modified by Agreement no. 34 of the UdL Governing Council on February 24, 2011

Given that the resolution of the Ministry of Science, Innovation and Universities of the Spanish Government grants a postdoctoral position to the Lleida University under the call Beatriz Galindo on the Psychology area, this Rectorate, based on the capacities conferred by Law 1/2003, of February 19, of Universities of Catalonia, the First Collective Agreement of Teaching and Research Personnel of the Public Universities of Catalonia, the Statutes of the University of Lleida and the rest of legislation that is applicable.

Resolves to open a process to recruit a postdoctoral researcher who wishes to continue his/her research career at the UdL within the Beatriz-Galindo program. The contract is aimed at fostering research, but also to contribute to the development of a high-quality and innovative learning environment in the area of Psychology.

In accordance with Law 39/2015 of October 1, regarding the administrative procedure common to public administrations, against this Resolution and its rules, which puts an end to the administrative channels, interested parties may, optionally, appeal for reversal against this Resolution before the Rector within a period of one month, or administrative litigation in accordance with article 46 of Law 29/1998, of July 13, regulating the Common Administrative Procedure, within a period of two months before the contentious administrative court of Lleida. These deadlines will be counted from the day after the publication of this Resolution.

Carles Capdevila, Vice-Chancellor of Lleida University

By delegation of responsibilities of the rector in different unipersonal organs of the University by Resolution of 18.11.2015, published in the DOGC 7006 of 11.11.2015.

Annex 2: Indications for the Teaching project

IDENTIFICATION OF THE POSITION: BEAGAL18/00234

Field of Knowledge: PSYCHOLOGY-PS27

Departament: “Pedagogía y Psicología”

TEACHING PROJECT

Subjects:

1. Psychology of education and learning (0-6 years). Degree in Pre-school Education

The subject has the following main objectives:

- To design and promote educational situations that favour the development of the children' personality;
- To relate the processes of learning and development in different contexts (family, social and school);
- To design and promote educational situations that prioritize the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, acceptance of norms and limits, considering the basic skills of access to the curriculum (cognitive, communicative, emotional, and social);
- To design and promote educational situations where symbolic and heuristic game is a very important aspect of the teaching-learning processes.

The contents of this subject include: the historical evolution of psychology of education, the relation between culture and education and the psychological approaches (i.e., gestalt, psychoanalysis, behaviourism, humanistic psychology, constructivism, and cognitivism).

2. Learning and personality development II. Degree in Primary Education

This subject has the following objectives:

- To know how to identify learning difficulties, cognitive dysfunctions and those related to attention;
- To know how to identify the educational needs of the students;
- To know and apply different organizational and didactic strategies that promote the development of the child's personality at this stage;
- To identify, plan, and collaborate with other professionals to meet the educational needs of students.
- To design, apply and evaluate educational interventions that promote the inclusion of all students.

The contents focuses on development and learning difficulties related to cognitive, sensory, physical, and behavioural abilities and the corresponding prevention, assessment, and educational intervention.

3. Human development in educational and social contexts. Degree in Psychology

The objectives of this subject are:

- To understand the relationship between human development and education;
- To understand human development from a systemic approach;
- To analyse educational actions from a bioecological perspective.

Accordingly, the topics studied relate to the bioecological perspective on development, focusing on factors such as the family, school, peers, media, and culture.

Annex 3: Indications for the Research project

Research and knowledge transfer project to be performed by the researcher:

The migratory movements of the last two decades have produced a significant change in the demographic composition of Catalonia. In this sense, 14% of the people living in Catalonia are currently foreigners (National Statistics Institute, 2017), with the exponential increase in cultural and linguistic diversity that this implies. This is clearly reflected in the education system. Accordingly, the main focus of the Catalan educational institutions is the integration of all students under equal conditions, as well as the consolidation of the Catalan language as a vehicle for this project and an element of social cohesion (Generalitat de Catalunya, 2009).

There are several factors to be considered for the successful implementation of this project, including language attitudes, as these play a fundamental role in the acquisition of languages (Gardner, 1985), their use (Baker, 1992), the definition and expression of identities (Hogg & Smith, 2007), and the design and implementation of language education policies (Lewis, 1981).

However, the instruments generally used to measure language attitudes have been based on self-reporting. In Catalonia, questionnaires and interviews have been used almost exclusively. However, these measures have several limitations related to social desirability, normative demands, and response biases. Moreover, this approach assumes that attitudes are deliberately and consciously constructed and evaluated. However, these constructs may operate outside conscious knowledge and not be available for introspection (Devos, 2006). The development of implicit measures such as the Implicit Association Test (IAT, Greenwald et al., 1998) has brought new opportunities to study and understand attitudes from the perspective of social cognition.

Thus, it is necessary to develop a project focused on an in-depth analysis of language attitudes within the framework of social cognition.

Specifically, the objectives would be: a) to construct and validate an implicit measure for language attitudes; b) to use a multi-method approach to analyse the attitudes of students in the Catalan education system and to understand how implicit and explicit dimensions relate to each other.

Consequently, the impact of the project is expected to be at various levels. First, at the scientific-technical level, it is expected to generate knowledge about the origin and development of language attitudes and the interaction of explicit and implicit attitudinal dimensions. Second, at the educational level, it will provide pedagogic and socio-educational proposals to improve the quality of language learning, as well as solutions to the challenge of raising the low linguistic performance of students with a migrant background. Third, on a social level, to promote their social integration in such a way as to promote social cohesion in an egalitarian society.

Annex 4: Indications for the Knowledge Transfer project

In addition to the Research and Teaching activities, efforts have to be addressed to the dissemination of the results at different levels: scientific community, Lleida University and society. A project for the dissemination of the results to the communities above mentioned is expected. This project should aim to enhance the knowledge of the results, to implement new policy actions, to promote the research in Lleida university, to develop a stimulating learning environment in the Psychology faculty and to engage all communities in the tasks developed by the postdoc.

The transfer-of-knowledge project can encompass:

- Publications (articles) in high impact journals, book chapters and books of renowned publishing editorials within the discipline, both national and international.
- Participation with oral, keynote or plenary communications in national and international Conferences and Scientific Meetings.
- Training courses/seminars/workshops for teachers and other professionals or policy makers interested in the topic.
- Seminars and/or reports for companies, Departments of the Generalitat de Catalunya, Spanish Administrative Institutions, etc.
- Exchanges between research groups and universities and dissemination actions with social impact
- Contracts with public and private organizations, companies, administrations, etc.
- Formative proposals to be included in the Degree of Psychology or of Education at Lleida University

Annex 5: Indications for the Expected Impact of the activity of this contract at the University of Lleida

The expected impact from the incorporation of the scholar (who has developed his or her professional career abroad) in the Department of Pedagogy and Psychology at the University of Lleida can be summarised at various levels:

- a) To attract research talent in order to foster the development of innovative thinking and culture in the university and the country.
- b) To generate knowledge on topics of interest both at the educational and psychological levels.
- c) To innovate at the methodological level in the area of research.
- d) To disseminate the knowledge generated through publications in high impact journals within the discipline; to participate in national and international congresses and scientific meetings.
- e) To promote international cooperation and establish new collaborative teaching and research projects.
- f) To improve the methodology and teaching content of the relevant subjects.