

Reference: EdtIB.13-DEP/2022

## NOTICE FOR THE AWARD OF GRANTS IN THE SCOPE OF R&D PROJECTS AND INSTITUTIONS

A tender is hereby opened for the award of **7 (seven) Starting Research Grants (SRG)** in the scope of the Scientific Initiation Program for Young Students in Education (PIC-Edu) promoted by the Research Centre on Didactics and Technology in the Education of Trainers (CIDTFF) of the Department of Education and Psychology of the University of Aveiro (UIDB/00194/2020 & UIDP/00194/2020), under the following conditions:

**1. Scientific Area:** Educational Sciences

**2. Funding Source:** Foundation for Science and Technology, I.P./MCTES, through national funds (PIDDAC).

**3. Admission Requirements:** Students enrolled in one of the bachelors, integrated masters or master's degrees in the area of Education/teaching offered by the Department of Education and Psychology (DEP) of the University of Aveiro (UA), namely:

- Degree in Education (1st cycle)
- Master in Education and Training
- Master in Pre-School and Primary Education
- Master in Mathematics Teaching in Primary Education and Natural Sciences Teaching in Basic Education (2nd cycle)
- Master in Primary Education Teaching, and Portuguese and History and Geography of Portugal Teaching in Basic Education (2nd cycle)
- Master in Biology and Geology Teaching in Basic Education (3rd cycle) and in Secondary Education
- Master in English and Foreign Language Teaching in Basic Education (3rd cycle) and in Secondary Education
- Master in English Teaching Primary Education
- Master in Portuguese and Foreign Language Teaching in Basic Education (3rd cycle) and in Secondary Education
- Master in Mathematics Teaching in Basic Education (3rd cycle) and in Secondary Education

who intend to obtain initial scientific training integrated in a research project offered by the [Scientific Initiation Program for Young Students in Education](#) (PIC-Edu), promoted by the Research Center on Didactics and Technology in the Education of Trainers (CIDTFF) of the Department of Education and Psychology of the University of Aveiro, within the scope of the young researchers' training strategy and for promoting articulations between CIDTFF's training and research activities, also included in the objectives of its programmatic project, [Smart Knowledge Garden](#).

If the qualification has been conferred by a foreign higher education institution it must be **recognized by a Portuguese higher education institution**, under the terms of the provisions of article 25 of Decree-Law no. 66/2018, of August 16th, which approves the legal regime of recognition of academic degrees and diplomas of Higher Education, attributed by foreign higher education institutions, and of paragraph e) of no. 2 of article 4 of Decree-Law no. 60/2018, of August 3rd, and **any formalities established therein must be fulfilled by the date of the hiring act.**

**4. Eligibility:** Applicants are eligible if they comply with paragraph a) of no.1 of article 2, of the Research Fellow Statute as amended by Decree-Law no. 123/2019, of August 28th, as well as nos. 1 and 2 of article 5 of the Research Grant Regulations of the Foundation for Science and Technology. (The SRG(s) cannot be awarded to those who have already benefited from research grants directly or indirectly funded by FCT, awarded under the terms of the Research Fellow Statute and of no. 5 of article 5 of the aforementioned Regulation.

**5. Work plan:** The work to be developed is part of one of the 17 host research projects offered under the Scientific Initiation Program for Young Students in Education (PIC-Edu), as shown in Table 1. In addition to the specific tasks associated with each project, the respective work plan includes the participation of the scholarship holder in the UA Research Summit 2023 event.

**Table 1** – Host research projects and description of the tasks and objectives to be developed.



Name of the project	Description of the project	Tasks and objectives
<b>AILIT: AI Literacy network in Primary school.</b>	This project aims to increase students' motivation for reading and writing and to facilitate teacher support for literacy activities.	<ul style="list-style-type: none"> <li>- Design of digital support material for students and digital guidance material to help teachers.</li> <li>- Design of digital algorithms to facilitate the international circulation of student texts (recommender systems, automatic text analysis and machine translation).</li> <li>- Construction of a prototype platform on which this material and these algorithms can be implemented and tested.</li> <li>- Dissemination of the results locally, nationally and internationally.</li> </ul>
<b>BiblioLab: education will all.</b>	The project aims to study how educators involve and communicate with parents about educational dynamics and the impact these activities have on parents and their perception and involvement in their children's education.	<ul style="list-style-type: none"> <li>- Interviews with teachers and guardians about their forms of involvement and the impacts of each type of activity.</li> <li>- Analysis of media and social networks used by teachers and parents to communicate with each other.</li> <li>- Data processing, organization of communications and writing of articles.</li> </ul>
<b>Engine Room (Casa das Máquinas)</b>	<p>The CIDTFF is supporting, under a service provision contract, the Municipality of Ílhavo (CMI) within the scope of the non-formal education strategies developed at the <i>Estaleiro Científico</i>, in particular within the scope of the "Engine Room" Project, to be developed with the support of the "Gulbenkian Knowledge Academies". The partnership between CIDTFF and CMI implies:</p> <ul style="list-style-type: none"> <li>- Monitoring and evaluation of the activities carried out by the <i>Estaleiro Científico</i> between September 2020 and April 2023 within the scope of the "Gulbenkian Knowledge Academies" initiative.</li> <li>- Support in the development and application of data collection instruments, as well as their analysis.</li> <li>- Support in the writing of technical-scientific reports (intermediate and final) to be included in the technical file of the "Academia Gulbenkian".</li> </ul>	<ul style="list-style-type: none"> <li>- Support in the conceptualization of didactic strategies and resources to be promoted within the scope of the "Engine Room" project of the <i>Estaleiro Científico</i>.</li> <li>- Support in the collection and analysis of data in the context of monitoring the activities carried out by the scientific shipyard (e.g. non-participant observation of activities, etc.).</li> </ul>
<b>Letters with Science – Cooperation Agreement with CIDTFF (Cartas com</b>	The "Letters with Science" project is an initiative for scientific dissemination with and for children and young people from	<ul style="list-style-type: none"> <li>- Support in the construction of data collection instruments within three dimensions associated with the evaluation</li> </ul>



Name of the project	Description of the project	Tasks and objectives
<i>Ciência - Acordo de Cooperação com o CIDTFF)</i>	<p>Portuguese-speaking countries. Its main objective is to inspire children in Portuguese-speaking countries to consider higher education and scientific research careers. The project is based on the exchange of letters, written in Portuguese, between scientists and children.</p> <p>The CIDTFF, within the scope of the consolidation of its Social Responsibility strategy, established a cooperation agreement with the “Letters with Science” Project, in terms of monitoring and evaluating the quality and impact of the project, which simultaneously enables the development of activities of education, training and research around the operationalization of the Project, as presented in the Smart Knowledge Garden, Programmatic Project of the CIDTFF.</p>	<p>framework of the educational program of the project, namely: D1 - Science and Society Relationship; D2 - Equitable and quality Science Education(s); D3 - Portuguese Language - Language of knowledge, cooperation and solidarity.</p> <ul style="list-style-type: none"> <li>- Analysis of collected data, of qualitative and quantitative nature, with specific purposes within the scope of the project's dynamics (for example, pairing the child-scientist pair in conjunction with the 3 previously identified assessment dimensions).</li> <li>- Support in the dissemination of activities carried out by the CIDTFF within the scope of the project.</li> <li>- Co-production and submission of an article or poster at a scientific event on the activities developed by the CIDTFF under this cooperation protocol.</li> </ul>
<b>Digital Citizenship in Foreign Language.</b>	The DiCE.Lang project – “Digital Citizenship Education and Foreign Language Learning” has as a general objective to reflect about digital citizenship and its potentialities in foreign language teaching, as well as to provide teachers and trainers with tools and resources in this area.	<ul style="list-style-type: none"> <li>- Support in the collection, processing and analysis of project data.</li> <li>- Collaboration in the final design of some resources to be used in the trainings.</li> <li>- Collaboration in the organization of communications about the project at local and national level.</li> <li>- Collaboration in the production of scientific publications of the project.</li> </ul>
<b>Development of modules for the Science Garden/Smart Knowledge Garden.</b>	The Smart Knowlegde Garden (SKG) acts as an open and integrated research environment for education, training and dissemination based on a pluralistic approach to education, training and research and a holistic knowledge perspective. Its development includes the reconceptualization of the existing Science Garden, an outdoor environment for non-formal science education activities ( <a href="http://www.ua.pt/pt/jardimdaciencia">www.ua.pt/pt/jardimdaciencia</a> ). In this context, the development of new modules and didactic activities for the Science Garden is currently underway, in a collaborative effort between researchers from the CIDTFF team and members of the ToyNo company.	<ul style="list-style-type: none"> <li>- Monitoring the work developed by the team for the development of new modules.</li> <li>- Support in the development of modules for the Science Garden and activities for its exploration.</li> <li>- Participation in the organization of meetings and events.</li> <li>- Collaboration in updating the Science Garden inventory.</li> <li>- Collaboration in the dissemination of the work developed.</li> <li>- Collaboration in data collection and analysis.</li> </ul>
<b>EduCITY</b>	Funded by FCT, EduCITY aims to promote sustainable cities, creating a smart learning environment supported by a	<ul style="list-style-type: none"> <li>- Collaboration in testing the EduCITY app, under development.</li> <li>- Participation in the organization of the</li> </ul>



Name of the project	Description of the project	Tasks and objectives
	mobile app with challenge-based location games that integrate educational resources in augmented reality (AR), such as simulations based on data from environmental sensors, 3D animations, informative spots, among others. These games are co-created by the school, academic and general community and integrate attractive interdisciplinary challenges to be explored by citizens on walks around the city.	EduCITY book launch event. - Collaboration in the planning of the construction of contents in augmented reality about sustainability to be integrated in the app. - Collaboration in the construction of educational games to be integrated in the app. - Collaboration in the dissemination of the project to the community. - Collaboration in data collection and analysis.
<b>Empowering science communication in educational research: a path for sustainable innovations in education.</b>	Science Communication (SC) plays a crucial role in promoting public understanding of the advances (and setbacks) of scientific inquiry. However, research on SC actions in Didactics and Educational Technology considering different audiences (e.g. society in general, educational community, scientific community, political community), remains (still) little explored. The project "Empowering science communication in educational research" (EmpowerScienceEdu) aims to: i) catalog the scientific knowledge produced in SC, specifically with regard to actions for dissemination and exploitation of research results in ETD; ii) create the conditions for the constitution of an international network with key agents in education (e.g. researchers in Didactics and Educational Technology, trainers, teachers, students) in order to develop SC actions and tools in in Didactics and Educational Technology, contributing with 'new' pathways for sustain educational innovations resulting from research. <a href="#">Know +</a>	- Preparation of a literature review concerning science communication for different audiences (society, educational community, politics, ...). - Collaboration in the development of research activities in progress (for example, design of didactic sequences for teaching and learning Basic Education Sciences). - Collaboration in the organization of events related to science communication for different audiences (society, educational community, politics, ...). - Collaboration in scientific production.
<b>GeoSCReL</b>	The "GeoSCReL" initiative shows different contexts for the use of technological tools in e-learning, b-learning and in person. Technological tools allow different uses, both formally and non-formally, at different levels of education and scientific areas (mathematics and computing).	- Preparation of a literature review related to technologies in the context of mathematics and/or computing. - Collaboration in the development of teaching activities. - Collaboration in the organization of events related to educational technologies. - Collaboration in scientific production.
<b>Narratives of Physical Activity and Sports Practices during childhood.</b>	The project studies the evolving nature of the degree of attachment to Physical and Sporting Activities during childhood and in parallel with the experiences in Physical	- Analysis of data collected at various points in the project. - Processing of selected information. - Organization of oral presentations.



Name of the project	Description of the project	Tasks and objectives
	Education in the 1 <sup>st</sup> grade school.	
<b>The pedagogical potential of the multilingual Kamishibai contest.</b>	Using as main resource the creation of boards of a multilingual Kamishibai - a Japanese technique for telling stories through illustrated cards - the projects undertaken in the scope of the multilingual Kamishibai competition aim to promote creativity and language learning in children aged 3 to 15, and to foster social inclusion in an educational context, encouraging educational actors to develop projects open to linguistic and cultural diversity.	<ul style="list-style-type: none"> <li>- Collaboration in the organization of the kamishibai received in the scope of the 5<sup>th</sup> edition of the national multilingual kamishibai contest.</li> <li>- Support in the collection, processing and analysis of data (received Kamishibais, Teachers' Logbooks).</li> <li>- Participation in the jury for selection of the best kamishibais.</li> <li>- Support in the organization of the award ceremony.</li> <li>- Collaboration in the production of scientific publications.</li> <li>- Production of support videos.</li> </ul>
<b>PUNTE - Poly-UNiverse in Teacher Training Education.</b>	The aim of the PUNTE project - "Poly-UNiverse in Teacher Training" is to develop, test and disseminate new innovative, interdisciplinary and transdisciplinary pedagogical methods in teacher training according to the STEAM model (Science, Technology, Engineering, the Arts and Mathematics). With the support of the Poly-UNiverse teaching resources developed by the international group, it is intended to build a new educational structure based on modules to improve the disciplinary and transversal competences of future teachers and to stimulate a kind of visual paradigm shift in higher education teacher training in various programs. The main technical and methodical tools of this educational framework are based on the recently developed revolutionary educational game called Poly-UNiverse.	<ul style="list-style-type: none"> <li>- Developing a literature review related to innovative pedagogical methods in particular regarding geometric reasoning.</li> <li>- To design, implement and evaluate pedagogical activities using Poly-UNiverse, with primary and/or secondary school students.</li> <li>- To investigate the potential of activities using Poly-UNiverse.</li> <li>- Dissemination of the research carried out.</li> <li>- Collaboration in the organization of events related to the PUNTE project.</li> <li>- Dissemination of events related to the PUNTE project.</li> </ul>
<b>REVEALING</b>	The REVEALING project - "Realisation of Virtual Reality Learning Environments for Higher Education" has as main goal to create a VRLE - Virtual Reality Learning Environment model on the VRChat platform adapted to the learning needs of students from Higher Education Institutions. It is intended to create learning environments adaptable to different learning situations and contexts according to the users' needs (researchers, teachers and higher education students). These environments are characterized as virtual classrooms, with students and	<ul style="list-style-type: none"> <li>- Collaboration in the definition of learning scenarios (environments) and in the development of support materials.</li> <li>- Collaboration in the collection, processing and analysis of data.</li> <li>- Collaboration in the dissemination of the project.</li> <li>- Collaboration in the production of scientific publications.</li> </ul>



Name of the project	Description of the project	Tasks and objectives
	teachers, where interactive and immersive learning materials are accessed.	
<b>Self and Co-regulation in e-Learning of Computer Programming for students and teachers.</b>	The project focuses on the challenges that exist in Distance Education (DE), in particular the difficulties students and teachers have in using learning self- and co-regulation strategies (ACRA). Objectives: 1) To identify and understand the development of students' and teachers' self-regulation and co-regulation of learning in Distance Education; 2) To understand how in-service teacher training contributes to their pedagogical interventions.	<ul style="list-style-type: none"> <li>- Support in the collection, processing and analysis of quantitative and qualitative data.</li> <li>- Collaboration in the planning, promotion and evaluation of training actions related to ACRA and ICT.</li> <li>- Collaboration in the organization of events and materials for dissemination of the project.</li> <li>- Collaboration in scientific production (articles, communications, etc.).</li> </ul>
<b>Inclusive UA (UA Inclusiva)</b>	Complementary project to the Individual Multidisciplinary Studies Program (PI_EM), intended to support research/assessment tasks of the PI_EM course throughout 2022-2023. The course evaluation will be based on the materials and methodologies of Think College (TK), University of Massachusetts, Boston, USA; and Person-Centered Planning. <a href="#">Know +</a>	<ul style="list-style-type: none"> <li>- Collaborate in academic and social support activities for students with Intellectual and Developmental Disabilities attending the PI_EM Course, aiming to promote their learning and inclusion, and generate data for the evaluation of the course - processes and practices.</li> <li>- Support the preparation of technical and scientific reports, as well as other relevant documents within the scope of the ongoing project.</li> <li>- Carry out research tasks, namely data collection, processing and analysis.</li> </ul>
<b>UA Informs (UA Informa)</b>	"UA Informa" is a pioneering project of articulation between education, training and research that aims to promote the sustainability of the UA campus and the city through the creation, testing and evaluation of open educational resources, in the format of a QR code that will be spread across the AU campus. Besides promoting the image of the UA, the project will be of special interest to its students, especially those in the 1 <sup>st</sup> year, as well as visitors and the community in general. "UA Informa" fits into the purpose of the Smart Knowledge Garden, a CIDTFF Programmatic Project that encourages activities open to the community.	<ul style="list-style-type: none"> <li>- Development and improvement of open educational resources on sustainability, accessed through QR codes to be made available at the UA campus for the academic community and visitors.</li> <li>- Support in testing the resources created with UA students, with data collection for possible improvements.</li> <li>- Collaboration in research on the educational value of the resources to the community.</li> </ul>
<b>VABIOLA: Valuing students' linguistic biographies - digital journey.</b>	The main objective of this project is to ensure the valorization and promotion of the plurilingual profiles of students in the school space, so that they are seen and	<ul style="list-style-type: none"> <li>- Support in the collection, processing and analysis of interviews and questionnaires.</li> <li>- Support in the development of pedagogical scenarios /missions to be</li> </ul>





Name of the project	Description of the project	Tasks and objectives
	considered as an asset and a resource, but also to enhance the diversity of languages present in the environment of monolingual children. The intention is to modernize an existing tool that has proved very useful - the European Language Portfolio (ELP) - by giving it a new digital dimension to make it more accessible, sustainable, fun and interactive.	integrated in the APP (which is being created under the Erasmus project). - Collaboration in the organization of communications about the project at local and national level. - Collaboration in the production of scientific publications.

**6. Applicable legislation and regulations:** Statute of Scientific Research Grant Holder, as amended by Decree-Law no. 123/2019, of August 28th; Regulation no. 950/2019, of November 29th, published in Diário da República, no. 241, Series II, of December 16th (FCT, I.P. Research Grants Regulation); Decree-Law no. 66/2018, of August 16th (Legal regime for recognition of academic degrees and diplomas of higher education awarded by foreign higher education institutions).

**7. Workplace:** The work will be carried out at the Research Centre on Didactics and Technology in the Education of Trainers (CIDTFF) of the Department of Education and Psychology of the University of Aveiro, under the scientific supervision of the CIDTFF doctoral researcher(s) responsible for the host project under which the candidate applies and is selected, as shown in Table 2.

**Table 2** – Scientific supervisors of host projects.

Name of the project	Supervisors
<b>AILIT: AI Literacy network in Primary school.</b>	Dr. Maria Madalena Teles de Vasconcelos Leite Dias Ferreira e Teixeira, Assistant Professor with Habilitation of the DEP/UA.
<b>BiblioLab: education will all.</b>	Dr. Alexandra Isabel Sá Pinto, Doctorate Researcher (Level 1) of the DEP/UA.  Dr. Joaquim Bernardino de Oliveira Lopes, Associate Professor with Habilitation of the Department of Physics of the University of Trás-os-Montes and Alto Douro.
<b>Engine Room (<i>Casa das Máquinas</i>)</b>	Dr. Betina da Silva Lopes, Assistant Professor of the Faculty of Sciences of the University of Porto.  Dr. Ana Raquel Gomes São Marcos Simões, Assistant Professor of the DEP/UA.
<b>Letters with Science – Cooperation Agreement with CIDTFF (<i>Cartas com Ciência - Acordo de Cooperação com o CIDTFF</i>)</b>	Dr. Ana Raquel Gomes São Marcos Simões, Assistant Professor of the DEP/UA.  Dr. Betina da Silva Lopes, Assistant Professor of the Faculty of Sciences of the University of Porto.  Dr. Susana Isabel Janeiro Ambrósio, Doctorate Researcher (Level 1) of the DEP/UA.

Name of the project	Supervisors
Digital Citizenship in Foreign Language.	Dr. Ana Raquel Gomes São Marcos Simões, Assistant Professor of the DEP/UA.
Development of modules for the Science Garden/Smart Knowledge Garden.	Dr. Rui Marques Vieira, Associate Professor with Habilitation of the DEP/UA.
EduCITY	Dr. Lúcia Maria Teixeira Pombo, Assistant Researcher of the DEP/UA.  Dr. Margarida Morais Marques, Doctorate Researcher (Level 1) of the DEP/UA.
Empowering science communication in educational research: a path for sustainable innovations in education.	Dr. Cecília Vieira Guerra, Doctorate Researcher (Level 1) of the DEP/UA.
GeoSCReL	Dr. Vanda Alexandre Marques dos Santos, Doctorate Researcher (Level 1) of the DEP/UA.  Dr. Daniela Cristina Carneiro Pedrosa, Junior Researcher of the DEP/UA.
Narratives of Physical Activity and Sports Practices during childhood.	Dr. Aníbal Rui Carvalho Antunes Neves, Assistant Professor of the DEP/UA.
The pedagogical potential of the multilingual Kamishibai contest.	Dr. Rosa Maria Marques Faneca de Oliveira, Doctorate Researcher (Level 1) of the DEP/UA.
PUNTE - Poly-UNiverse in Teacher Training Education.	Dr. Vanda Alexandre Marques dos Santos, Doctorate Researcher (Level 1) of the DEP/UA.  Dr. Maria Teresa Bixirão Neto, Assistant Professor of the DEP/UA.
REVEALING	Dr. Daniela Cristina Carneiro Pedrosa, Junior Researcher of the DEP/UA.
Self and Co-regulation in e-Learning of Computer Programming for students and teachers.	Dr. Daniela Cristina Carneiro Pedrosa, Junior Researcher of the DEP/UA.
Inclusive UA ( <i>UA Inclusiva</i> )	Dr. Paula Ângela Coelho Henriques dos Santos, Associate Professor of the DEP/UA.
UA Informs ( <i>UA Informa</i> )	Dr. Lúcia Maria Teixeira Pombo, Assistant Researcher of the DEP/UA.  Dr. Margarida Morais Marques, Doctorate Researcher (Level 1) of the DEP/UA.
VABIOLA: Valuing students' linguistic biographies - digital journey.	Dr. Rosa Maria Marques Faneca de Oliveira, Doctorate Researcher (Level 1) of the DEP/UA.





**8. Duration of the grant(s):** The grant duration will be 3 months, starting predictably in March 2023, and may be renewed for equal periods until the end of the funding period, but may in no case last more than one year, according to the terms of nos. 3 and 4 of article 5 of Regulation no. 950/2019, of November 29th, published in Diário da República, no. 241, Series II, of December 16th (FCT, I.P. Research Grants Regulation).

**9. Amount of monthly maintenance allowance:** The amount of the grant corresponds to €486,12, according to the table of monthly maintenance allowance amounts set out in Annex I of Regulation no. 950/2019, subject to any updates that may be applicable, under the terms of no. 2 of article 18 of Regulation no. 950/2019, of November 29th, published in Diário da República, no. 241, Series II, of December 16th (Research Grants Regulation of FCT, I.P.). The fellow may also be reimbursed for the amount corresponding to the Voluntary Social Security, in case of adherence to this plan

**10. Selection methods:** The selection methods to be used will be the following: Curricular Evaluation (criterion A) and Evaluation of the motivation to conduct the work plan (criterion B), with the respective valuation of 70% and 30%.

Applications considered admissible will be scored on a scale from 0,000 (minimum) to 20,000 (maximum) in each of the evaluation criteria, as follows:

- Criterion A: Curricular Evaluation (70%)

- Sub-criterion A1 - Academic/School Path (85%)

The score for sub-criterion A1 is calculated based on the final classification shown in the degree certificate presented by the candidate in the application: i) Degree; or ii) Secondary education degree, according to Table 3

**Table 3** – Reference table for defining the score for sub-criterion A1 – Academic/School Path.

Graduation or secondary education classification	A1 sub-criterion score
20	20
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10

For the application of Table 3, the following is considered:

- When candidates present more than one degree, it is up to the Jury to decide which one best suits the work plan and which should, therefore, be counted for calculating the score of sub-criterion A1.
- When the certificates specify only a qualitative classification, it will be converted in the terms expressed in Table 4, and the score for sub-criterion A1 will therefore be determined.

In all cases that are not included in the situations provided for in Table 1, a score of 10,000 will be assigned to sub-criterion A1. Some examples are identified:

- When national certificates do not mention the final classification obtained (neither qualitative nor quantitative);



- b) When certificates obtained outside Portugal are not recognized or the respective final classifications are not converted to the Portuguese classification scale.

**Table 4** – Qualitative ratings conversion table.

Qualitative rating	Converted classification
Excellent Very Good with Distinction Distinction and Praise <i>Magna Cum Laude / Summa Cum Laude</i>	18
Very Good Approved with Distinction Good with Distinction <i>Cum Laude</i>	16
Good Approved / Approved by Unanimity	14
Sufficient	12

- Subcriterion A2 - Personal Curriculum (15%)

Experience/involvement in research and/or training programs and/or projects in the field of Educational Sciences will be valued, based on the information contained in the CV of the candidate who is submitted in the application process, according to Table 5.

**Table 5** – Reference table for defining the score for sub-criterion A2 – Personal Curriculum.

Personal Curriculum	A2 sub-criterion score
Extremely relevant curriculum	18 to 20
Very relevant curriculum	16 to 17
Relevant curriculum	13 to 15
Curriculum of little relevance	8 to 12

- Criterion B - Motivation for exercising the work plan (30%)

The motivation shown by the candidate for the development of the work plan will be valued through the analysis of the motivation letter, as well as the prior enrolment in the Scientific Initiation Program for Young Students in Education (PIC -Edu), according to Table 6.

**Table 6** – Reference table for defining criterion B score – Motivation for developing the work plan.

Motivation for developing the work plan	Criterion B score
Previous enrolment in PIC -Edu	Adds 1
Extremely motivated candidate	18 to 19
Very motivated candidate	16 to 17
Motivated candidate	13 to 15
Candidate poorly motivated	8 to 12

For the purposes of the decision on the granting of scholarships, candidates will be ranked according to the weighted average of the classification obtained in each of the two criteria, translated by the following formula:

$$\text{Final Classification} = (0,7 \times A) + (0,3 \times B)$$

For tie-breaking purposes, the ranking of candidates will be carried out based on the classifications attributed to each of the evaluation criteria in the following order of precedence: criterion A, criterion B.

In any of the evaluation criteria, ratings will be assigned to three decimal places. The values resulting from the application of any formulas specified in this notice will be rounded to the third decimal place, using the following rule: when the fourth decimal place is equal to or greater than 5 (five), it will be rounded up; when the fourth decimal place is less than 5 (five), the value of the third decimal place will be maintained.

#### 11. Composition of the Selection Jury:

- Dr. Ana Raquel Gomes São Marcos Simões, Ph.D., Assistant Professor of the University of Aveiro (President).
- Dr. Lúcia Maria Teixeira Pombo, Ph.D., Assistant Researcher of the University of Aveiro (Member).
- Dr. Maria Manuela Bento Gonçalves, Ph.D., Assistant Professor of the University of Aveiro (Member).
- Dr. Maria Helena Almeida Beirão de Araújo e Sá, Full Professor of the University of Aveiro (Substitute Member).
- Dr. António Augusto de Freitas Gonçalves Moreira, Ph.D., Associate Professor of the University of Aveiro (Substitute Member).

**12. Deadline for applications and how to submit applications:** The call is open from 6 to 31 October of 2022, and only applications submitted within the deadline will be admitted.

Applications must be formalized by email to [cidtff@ua.pt](mailto:cidtff@ua.pt), in email with the subject "Application for BII PIC-Edu 2022/2023 – EdtIB.13-DEP/2022", containing the following mandatory documents in PDF format:

- Application form available at <https://www.ua.pt/file/71673>;
- Elements of the identity card/citizen card/passport;
- Curriculum Vitae (CV) of the candidate, containing the elements necessary for the assessment of sub-criterion A2 – Personal Curriculum, duly proven, whenever possible (example: links, declarations, ...);
- Certificate of enrolment in one of the courses identified in point 3 of the notice, valid and for the current academic year (2022/2023);
- In the case of candidates attending a Master's Degree, certificates of qualification of the academic degree(s) held, if possible with a final average and classification obtained from the various subjects, as well as a possible supplement to the diploma, or, alternatively, a declaration of honor;
- In the case of candidates attending the Licentiate Degree, copy of certificate of completion of the 12<sup>th</sup> grade or equivalent degree, with the final grade obtained, or, alternatively, a declaration of honor;
- In the case of candidates with degrees awarded by foreign Higher Education Institutions, record of recognition of those academic degrees and record of the conversion of the respective final classification to the Portuguese classification scale, or, alternatively, a declaration of honor;
- Motivation letter, explaining (i) if you have attended previous editions of the PIC-Edu and if you applied for the general program 2022/2023 and (ii) the reasons why you are applying for a Research Initiation Grant within the scope of the PIC-Edu, and why you would like to attend the program and participate in the project you are applying for (maximum of one page).

The referred documents must be sent in PDF format. The name of the file must make explicit mention of its content, and there must be one file for each type of document.

The file designation must consist of characters from A to Z and from 0 to 9. Special characters such as \ | / : . ; ? = " # \$ % & ( ) [ ] { } +, and Portuguese characters (á à é ê ò ó ã õ ö ÷ ù ç) must not be used.



The application and all documents associated with it must be written in Portuguese or in English.

**13. Form of publication/notification of results:** The final results of the evaluation will be published through an ordered list by final mark, posted on the University's website, within 90 working days after the final date of submission of the application, and the successful candidate will be notified by email. For the purposes of prior hearing of interested parties, the deadline of 10 working days is set, as provided for in the Code of Administrative Procedure. At the end of the period for hearing the interested parties, and in the absence of any response from them, the list of candidates will become final. Candidates may lodge a complaint against the final decision within 15 working days, or appeal to the maximum executive body of the funding entity within 30 working days after notification of the final decision, in accordance with the provisions of article 12 of the Research Grants Regulation of the Foundation for Science and Technology.

**14. Tender duration:** The final ranking list of candidates will be valid until May 2023 for the purpose of constituting a reserve list for selection.

The models of the grant contract and of the final report to be prepared by the grant holder and the supervisor are available at [Research fellows - sgrh - Universidade de Aveiro \(ua.pt\)](https://ua.pt/research-fellows-sgrh).

University of Aveiro, 6 October 2022

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Maria Helena Almeida Beirão de Araújo e Sá

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