Reference: Public notice 09/2021/BI/DEP

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 of the University of Aveiro, 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 Department of Education and Psychology of the University of Aveiro and by the Research Center on Didactics and Technology in the Education of Trainers – CIDTFF, 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 22 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 2022 event.

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

Project	**Description**	**Tasks and objectives to be developed**
Letters with Science (Cartas com Ciência - Acordo de Cooperação com o CIDTFF)	The "Letters with Science" project is an initiative for scientific dissemination with and for children and young people from 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. 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.	- Support in the construction of data collection instruments within three dimensions associated with the evaluation 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. - 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). - Support in the dissemination of activities carried out by the CIDTFF within the scope of the project - Co-production and submission of an article or poster at a scientific event on the activities developed by the CIDTFF under this cooperation protocol.
Engine Room ('Casa das Máquinas' do Estaleiro Científico da Câmara Municipal de Ílhavo)	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 *Estaleiro Científico*, 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: - Monitoring and evaluation of the activities carried out by the *Estaleiro Científico* between September 2020 and April 2023 within the scope of the "Gulbenkian Knowledge	- Support in the conceptualization of didactic strategies and resources to be promoted within the scope of the "Egine Room" project of the *Estaleiro Científico*. - 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.).

	Academies" initiative. - Support in the development and application of data collection instruments, as well as their analysis. - Support in the writing of technical-scientific reports (intermediate and final) to be included in the technical file of the "Academia Gulbenkian".	
Integrated Science Education Center – Ciência Viva School of Vila Nova da Barquinha (CIEC-ECV) (Centro Integrado de Educação em Ciências – Escola Ciência Viva de Vila Nova da Barquinha)	The CIEC-ECV is part of an innovative school of the 1st Cycle of Basic Education (CEB) of the Vila Nova da Barquinha School Cluster (AEVNB) and develops various activities based on research guidelines and with a focus on science education from early childhood, namely: - Science activities in the laboratory for children in Pre-School Education and students of the 1st CEB of the AEVNB and other groups; - Curriculum Enrichment Activities; - Periodic science outreach events (e.g. coffees with science, conversations with researchers); - Visits (study, family, etc.) to its permanent exhibition; - Sessions to prepare study visits for Teachers; - Traveling Interactive Exhibition. Know +	- Support in data collection. - Support in the treatment of quantitative and qualitative data. - Collaboration in the planning and development of teaching activities. - Collaboration in the dissemination of activities. - Collaboration in the preparation of activity reports and scientific production (articles, communications, etc.).
CoMMiTTEd - Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis	The CoMMiTTEd project aims to promote a more responsible use of social media and social media, introducing critical cultural awareness into teacher education programmes. The project will develop: • A Fake News observatory. • Two online teacher training modules. • A digital pedagogical manual for teachers and teacher educators: guidelines for developing media literacy in a classroom setting. Know +	- Research of Fake News in the media and social networks related to the project's theme (Covid, migrants and minorities). - Collaboration in the analysis of Fake News. - Collaboration in the design and planning of activities for the online teacher training modules.
DIADE - Development, Interaction and Didactics of Writing (Desenvolvimento, Interação e Didática da Escrita)	Developed within the scope of the ProTextos group, Teaching and Learning Text Writing (http://protextos.web.ua.pt/), the DIADE project has as general objectives to analyze and compare processes and products of writing stories in pairs in two contrasting classes of the 1st cycle of basic education, in order to build knowledge about the (meta)process and	- Transcription, according to a code already defined, and analysis of the writing processes of the pairs of students involved in the project. This transcription involves watching videos that result from the synchronization of a multimodal capture system (cf. description): one sees and hears the

	(meta)linguistic skills of the same students in the 2nd and 4th years, and also about the relationship between such skills and the writing production processes. The research work is based on original empirical material already collected in 2015 and 2017, from an international cooperation project, Interwriting-DIADE, involving Brazilian researchers, from the School Manuscript Laboratory (LAME) of the Federal University of Alagoas (Brazil), and Portuguese, from the ProTextos group – Teaching and Learning of Text Writing, from the University of Aveiro (Portugal), and from the School of Education and Social Sciences of the Polytechnic of Leiria (Portugal), with the material collected in the collection from both groups. The RAMOS system (Calil, 2019) was used - a system for capturing the multimodal dimension of writing processes in real time and space, which allows both the recording of the dialogues between the participants and the capture of the movement of students and teachers in the room. classes and pairs, and also the capture of time and the position of the pen's stroke on the sheet of paper. After synchronizing the three capture processes, a film is obtained for each of the production situations and for each of the dyads in the two years of schooling.	pair's dialogue, what happens simultaneously in class and the text while it is being written. - Review of transcripts already made along with the viewing of synchronized videos. - Collaboration in the analysis of textual products (stories), based on different criteria to be defined with the team. - Collaboration in scientific production.
EduCITY	EduCITY aims to promote sustainable cities by creating an intelligent learning environment supported by a mobile app with location games based on challenges that integrate educational resources in augmented reality (AR), such as simulations based on data from environmental sensors, 3D animations, informational 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 city tours.	- Collaboration in the start of the research project by collecting information on the city's sustainability. - Collaboration in planning the construction of content in augmented reality about sustainability to integrate into the app. - Collaboration in disseminating the project to the community.
Empowering science communication in educational research: a path for sustainable innovations in education	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	- 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

	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 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. Know +	Education Sciences). - Collaboration in the organization of events related to science communication for different audiences (society, educational community, politics, …). - Collaboration in scientific production.
Form@tive	The Form@tive Project - Train future teachers to teach children through CBL - is part of the initial training of kindergarten educators and teachers of the 1st and 2nd Cycle of Basic Education and articulates several Curricular Units around the promotion of active learning based on SDG challenges. The project was awarded in the competition for Incentive to Pedagogical Innovation Projects at the University of Aveiro - 2020 Edition.	- Support the activities developed under the Form@tive project, namely, in: • Development of data collection and analysis instruments (e.g. construction of questionnaires in google forms/limesurvey to assess participants' perceptions; ARS consultation - Audience Response System, …) • Collection and analysis of data (.e.g students' perception of the project; records of work meetings, digital portfolios…) • Dissemination of project results (ex. Participation in the organization of the Form@tive Forum; writing of articles, …) - Participation in work meetings. - Participation in the Jury of the CBL Projects Contest at Forum Form@tive.
GeoSCReL	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.
KAMILALA: a creative project for social inclusion open to languages and cultures	Having as its main resource the creation of narratives in kamishibai format – a Japanese technique for telling stories through illustrated cards – the KAMILALA project aims to promote creativity and language learning in children aged 3 to 15, and foster social inclusion in an educational context, encouraging educational actors to develop projects open to linguistic and cultural diversity. Know + www.kamilala.org	- Monitoring of kamishibai projects developed in schools. - Collection and analysis of data from teachers. - Support in the organization of the Kamishibai Plurilingue Contest. - Integration in the KP competition jury. - Collaboration in research on the potential of the kamishibai resource for children's learning. - Support in the design and development of communication activities and dissemination of research and training: for example, creating and updating information on websites, managing social networks (e.g. Facebook, Twitter).
LoCALL - Local linguistic landscapes for global language education in the school context	The LoCALL project (https://locallproject.eu/) aims to involve teachers and students in exploring the linguistic landscape of their city, through the use of different tools (digital and non-digital) in order to promote respect for diversity linguistic and cultural, develop critical thinking, educate for citizenship, and help students establish relationships between what is learned in and out of school. One of the tools developed by the project's team from Aveiro is the LoCALL App, an educational resource that invites students, teachers and the rest of the community to "read" and explore the linguistic landscape, while playing a game of multiple-choice questions. The game has been tested by students and teachers in several countries and is available on Google Play and the App Store. Know +	- Monitoring of teachers/students in the integration of the LoCALL App in educational practices. - Collection and analysis of data (projects, reflections, questionnaires, …) from teachers and students. - Collaboration in the organization and evaluation of events and promotional materials for the LoCALL project. - Compilation and organization of teaching and learning modules on linguistic landscapes for publication.
Narratives of Physical Activity and Sports Practices during Childhood (Narrativas de práticas de Atividade Física e Desportiva durante a infância)	Project that aims to analyze the narratives of Physical Activity and Sports and Physical Education (PE) practices described by future teachers, asked through a questionnaire, applied successively over several academic years to students in the 1st year of the Degree in Basic Education of DEP/UA. Thus, it seeks to know and analyze how the narratives about Physical Activity and Sports practices in various	- Identification of the experience of Physical Activity and Sports and PE in the 1st CEB school; - Characterization of the pedagogical responsibility of Physical Activity and Sports and PE practices in the reported practices; - Analysis of the development

	contexts, measuring their degree of importance and meaning for future teachers. The narrative dimension of the lived practices will be considered as significant PE and Physical Activity and Sports practices during the first years, which may influence different attitudes, beliefs, knowledge and behaviors on their own personal and professional attachment to the Physical Activity and Sports.	contexts of Physical Activity and Sports and PE practices; - Identification of activities and programmatic blocks addressed in terms of reports; - Analysis of similarities and differences between Physical Activity and Sports and PE practices over the reported years; - Analysis of the way EF is described and related to the link to the Physical Activity and Sports.
PCC - LEduC/JC	The Open Laboratory for Science Education (LEduC - www.ua.pt/pt/cidtff/leduc/) is an infrastructure integrated into the CIDTFF whose team is made up of professors and researchers who work in the development of teaching strategies and resources for teaching and learning Experimental Sciences in the first years of schooling (mainly from Kindergarten to 2nd CEB). Integrated in LEduC, "Jardim da Ciência" (Science Garden) is a space for non-formal science education that aims to promote scientific culture from the first years of age through the exploration of science modules and challenges on diverse themes that arouse taste, curiosity, questioning and deep involvement of visitors.	- Support to the research activities of the CIDTFF programmatic project, Smart Knowledge Garden (SKG) and, particularly, to all the work inherent to the Open Laboratory for Science Education (LEduC)/Jardim da Ciência (JC), in articulation with other laboratories. - Collection and analysis of data from projects under development, namely on PCC - Critical and Creative Thinking. - Support in communication and dissemination of LEduC / JC activities in the context of SKG (e.g. maintenance of information on the website). - Introduction to scientific writing.
Poly-UNiverse in Teacher Training Education (PUNTE)	The objective of the PUNTE project (Poly-Universe in Teacher Education) is to develop, test and disseminate new innovative, interdisciplinary and transdisciplinary pedagogical methods in teacher education according to the STEAM (Science, Technology, Engineering, the Arts and Mathematics) model. With the support of the Poly-Universe didactic resources developed by the international group, it is intended to build a new educational structure based on modules to improve the disciplinary and transversal skills of future teachers and stimulate a kind of visual paradigm shift in several programs concerning the training of higher education teachers. The main technical and methodical tools of this educational framework are based on the newly developed revolutionary educational game called Poly-Universe (http://poly-	- Preparation of a literature review related to innovative pedagogical methods, especially regarding geometric reasoning. - Design, implement and evaluate pedagogical activities using Poly-Universe, with students from Basic Education and/or Secondary Education. - Investigate the potential of activities using Poly-Universe. - Dissemination of the investigation carried out. - Collaboration in the organization of events related to the PUNTE project. - Publicizing events related to the PUNTE project.

	universe.com/).	
Interdisciplinary Projects in Neighborhoods (PIB) (Projetos Interdisciplinares em Bairros (PIB) - Bairro de Santiago)	"Interdisciplinary Projects in Neighborhoods" (PIB) is an initiative that seeks to listen to and leverage emerging dynamics of civil society mobilization, rehearsing collaborative ways of training and solving collective problems, through the creation of informal spaces for listening to collective needs and concerns and collaborative work, according to the model tested by the Civic Laboratory in the Santiago neighborhood. The PIB aims to enhance the involvement of and among members of the academic community - teachers, researchers, students and technicians - in the process of listening, sharing and qualifying ideas, knowledge and desires, among members of the resident population interested in improving the quality of community life and public space and the way the city relates to the neighborhood. The involvement of DEP students in actively listening to the proposals prepared by local actors will be a significant contribution to the generation of useful knowledge for the resident communities, reinforcing the role of the UA in its relationship with the city and the region.	- Identification and collection of information on local initiatives of unusual actors, from civil society, aimed at promoting children's access, use and appropriation of public spaces in cities' neighborhoods. - Identification and brief characterization of spaces, services and created specifically for children in different neighborhoods of the city - Gathering evidence on the frequency, reasons and ways of using these spaces by the children and adults who accompany them, using interview and photovoice techniques. - Conducting a survey and/or a focused discussion group to listen to the opinion of (i) different generational groups of the resident population (ii) technicians from institutions (iii) of UA students residing in the aforementioned neighborhoods.
Promotion of digital teaching competence (Promoção da competência digital docente)	The project aims to develop online micro-learning units for primary and secondary school teachers, from all subject areas, based on the demonstration of competences.	- Systematization of content in the form of digital resources (e.g. infographics). - Collaboration in video production (e.g. voiceover, subtitling). - Support in the pre-pilot of micro-learning unit(s) (e.g. monitoring of activities, data collection).
SALT@ua - Space for Active Learning and Teaching	SALT@ua is an experimental space located in the media library (DEP), designed to favor the adoption of active and student-centered teaching and learning methodologies. It offers flexible layouts that accommodate different ways of learning and allow students and teachers to customize the space according to the work or activity performed. It includes individual and team work spaces, in addition to a social area and an area suitable for exhibition activities. It is also noteworthy that all the furniture in the room is flexible and the environment is enriched with technologies,	- Support in the design of incentive programs to change teaching practices (and related educational resources) towards a greater use of active learning strategies, centered on the student - Collection and analysis of data relating to the monitoring of the use of these flexible learning spaces and the teaching practices that are developed in them, collaborating in scientific production.

	allowing for hybrid and collaborative teaching.	
SCReLProg – Self and Co-regulation in e-Learning of Computer Programming	Academic failure in computer programming in Higher Education is high, particularly in the transition from early programming to advanced programming. In distance learning, there is an increasing need for students to have greater capacity for self-regulation and co-regulation of learning, through the required autonomy. In this context, the SCReLProg project (Self and Co-regulation in e-Learning of Computer Programming) aims to develop the following objectives: 1) to adapt the didactic model SimProgramming ("e-SimProgramming" to e-learning); 2) identify and understand self-regulation and co-regulation strategies for programming learning in the context of e-learning. Know +	- Support in data collection. - Support in the treatment of quantitative and qualitative data. - Collaboration in the planning and development of educational activities in the context of e-learning as well as educational resources. - Collaboration in organizing events and project dissemination materials. - Collaboration in scientific production (articles, communications, etc.).
If this street were mine... (Se esta rua fosse minha...)	The project "If this street were mine..." is part of a partnership between the CIDTFF and the Municipality of Ílhavo (CMI), which involves other partners (Senior University, School Groups). The main purposes are to collect information on toponymy, involving the community in a transversal way, integrating it, enhancing the recognition of the territory and stimulating attachment to the roots. It is intended to create a set of board games and trails around the city that involve different areas of knowledge, in an interdisciplinary way, with a digital component (e.g., use of QRCodes).	- Collaboration in the analysis of board games already created within the scope of the project and recreating the rules and resources, in order to create a unique game. - Creation of content to be included in QRCode access. - Collaboration in the validation of teaching resources (single board game and additional tracks) and their implementation with children.
SKG_ON - Science Communication within the Smart Knowledge Garden: enhancing Outreach in Education and Networking to foster the sustainability of CIDTFF's research	The SKG_ON project is part of the CIDTFF programmatic project, Smart Knolwdge Garden (SKG). The main purpose of SKG_ON is to turn SKG into a reference project in the field of Science Communication, assuming the CIDTFF as an innovative and pioneering Research Unit in the development of knowledge in the field of Science Communication in Education. In this sense, SKG_ON intends to enhance the articulation between Research, Training and Extension in a perspective of Science Communication, Open Science and collaborative work, with a view to promoting the sustainability of the research carried out at the CIDTFF. The objectives of SKG_ON are: 1 - To understand the perceptions of researchers on Science Communication as a promoter of research sustainability; 2 - Understand the	- Support in the collection and analysis of data on the perceptions of science communication of CIDTFF researchers. - Collaboration in scientific production on science communication in education. - Support in the collection and analysis of data within the scope of the articulation between the laboratories and the SKG.

	Researchers-SKG articulation, namely at the level of Labs and UC; 3 - Design, implement and evaluate the SKG Science in Education Communication Plan; 4 - Enhance the articulation between Research in Communication of Science in Education and Researchers' Practices.	
Diverse UA (UA Diversa)	Complementary project to the Individual Multidisciplinary Studies Program (PI_EM) course, it is aimed at 9 candidates for the PI_EM 2021-2022 course who, although with high merit, were not placed due to lack of vacancy. It promotes attendance, under the 'isolated curricular units' regime, of some CUs on offer under the PI_EM (left 'free' after registration of the 6 placed students). A tutoring model will be developed for students with Intellectual and Developmental Difficulties in Higher Education / UA. The tutoring activity will be coordinated and monitored by the PI_EM course Project Team.	- Participation in training/qualification opportunities considered relevant by the Project Team of the PI_EM course. - Participation in scientific supervision activities carried out by the Project Team of the PI_EM course. - Conducting academic tutoring activities aimed at 9 candidates for the PI_EM 2021-2022 course who, although with high merit, were not placed, due to lack of vacancy, and who choose to enroll in the 'isolated UCs' regime in some UCs on offer under the PI_EM. - Support the above-mentioned students in inclusive activities, of a social and/or sporting nature, on campus.
UA Informs (UA Informa)	"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. In addition to promoting the image of the UA, the project will be of special interest to its students, especially those in the 1st year, as well as visitors and the community in general. "UA Informa" fits into EduCITY, a project recommended for funding, and fits into the purpose of the Smart Knowledge Garden, a CIDTFF Programmatic Project that encourages activities open to the community.	- Development and improvement of open educational resources on sustainability, accessed through QR codes to be made available on the UA campus to the academic community and visitors. - Support in testing resources created with UA students, with data collection for possible improvements. - Collaboration in research on the educational value of resources for the community.

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.

Host project	**Scientific supervisor(s)**
Cartas com Ciência (Acordo de Cooperação com o CIDTFF)	Ana Raquel Gomes São Marcos Simões, Ph.D., Assistant Professor of the University of Aveiro. Betina da Silva Lopes, Ph.D., Junior Researcher of the University of Aveiro. Susana Isabel Janeiro Ambrósio, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
'Casa das Máquinas' do Estaleiro Científico da Câmara Municipal de Ílhavo	Betina da Silva Lopes, Ph.D., Junior Researcher of the University of Aveiro. Ana Raquel Gomes São Marcos Simões, Ph.D., Assistant Professor of the University of Aveiro.
Centro Integrado de Educação em Ciências – Escola Ciência Viva de Vila Nova da Barquinha (CIEC-ECV)	Ana Alexandra Valente Rodrigues, Ph.D., Assistant Professor of the University of Aveiro. Diana da Silva Oliveira, Ph.D., Research Fellow of the University of Aveiro.
CoMMiTTEd - Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis	Maria Helena Almeida Beirão de Araújo e Sá, Ph.D., Full Professor of the University of Aveiro. Susana Isabel Janeiro Ambrósio, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
DIADE – Desenvolvimento, Interação e Didática da Escrita	Maria Inês Almeida Cardoso, Ph.D., Invited Assistant Professor of the University of Aveiro.
EduCITY	Lúcia Maria Teixeira Pombo, Ph.D., Assistant Researcher of the University of Aveiro. Margarida Morais Marques, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
Empowering science communication in educational research: a path for sustainable innovations in education	Cecília Vieira Guerra, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
Form@tive	Ana Alexandra Valente Rodrigues, Ph.D., Assistant Professor of the University of Aveiro. Vânia Neves Marques Carlos, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
GeoSCReL	Vanda Alexandre Marques dos Santos, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro. Daniela Cristina Carneiro Pedrosa, Ph.D., Junior Researcher of the University

	of Aveiro.
KAMILALA: um projeto criativo para a inclusão social através da abertura às línguas e culturas	Rosa Maria Marques Faneca de Oliveira, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
LoCALL - Local linguistic landscapes for global language education in the school context	Mónica Sofia Marques Lourenço, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
Narrativas de práticas de Atividade Física e Desportiva durante a infância	Aníbal Rui de Carvalho Antunes das Neves, Ph.D., Assistant Professor of the University of Aveiro.
PCC - LEduC/JC	Rui Marques Vieira, Ph.D., Associate Professor of the University of Aveiro.
Poly-UNiverse in Teacher Training Education (PUNTE)	Vanda Alexandre Marques dos Santos, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro. Maria Teresa Bixirão Neto, Ph.D., Assistant Professor of the University of Aveiro.
Projetos Interdisciplinares em Bairros (PIB) - Bairro de Santiago	Rosa Lúcia de Almeida Leite Castro Madeira, Ph.D., Assistant Professor of the University of Aveiro.
Promoção da competência digital docente	Margarida Rocha Lucas, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
SALT@ua - Space for Active Learning and Teaching	Vânia Neves Marques Carlos, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
SCReLProg - Auto e Corregulação na Aprendizagem Online de Programação de Computadores	Daniela Cristina Carneiro Pedrosa, Ph.D Junior Researchers of the University of Aveiro. José Paulo Cerdeira Cleto Cravino, Ph.D., Ph.D., Assistant Professor of the University of Trás-os-Montes and Alto Douro.
Se esta rua fosse minha...	Ana Raquel Gomes São Marcos Simões, Ph.D., Assistant Professor of the University of Aveiro. Lúcia Maria Teixeira Pombo, Ph.D., Assistant Researcher of the University of Aveiro. Margarida Morais Marques, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
SKG_ON - Science Communication within the Smart Knowledge Garden: enhancing Outreach in Education and Networking to foster the sustainability of CIDTFF's research	Susana Isabel Janeiro Ambrósio, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.
UA Diversa	Paula Ângela Coelho Henriques dos Santos, Ph.D., Associate Professor of the University of Aveiro.

UA Informa	Lúcia Maria Teixeira Pombo, Ph.D., Assistant Researcher of the University of Aveiro. Margarida Morais Marques, Ph.D., Doctorate Researcher (Level 1) of the University of Aveiro.

8. Duration of the grant(s): The grant duration will be 3 (three), starting predictably in march 2022, 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 €446.12, 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: curriculum 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 1,000 (minimum) to 20,000 (maximum) in each of the evaluation criteria, as follows:

- Criterion A: Curriculum 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:

a) 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.

b) 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 1 will be assigned to sub-criterion A1. Some examples are identified:

a) 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 *Magna Cum Laude / Summa Cum Laude*	18
Very Good Approved with Distinction Good with Distinction *Cum Laude*	16
Good Approved / Approved by Unanimity	14

- 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	20
Very relevant curriculum	16
Relevant curriculum	12
Curriculum of little relevance	8

- 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 enrollment 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
Extremely motivated candidate	20
Very motivated candidate	16
Motivated candidate	12
Candidate poorly motivated	8

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:

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

12. Deadline for applications and how to submit applications: The call is open from 8 to 30 November of 2021, and only applications submitted within the deadline will be admitted.

Applications must be formalized, necessarily, by email containing the following mandatory documents attached:

- Application form available at https://www.ua.pt/file/67438.
- 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. The CV must also contain the email address to which you agree to receive notifications for all purposes under this procedure;
- Certificate of enrolment in one of the courses identified in point 3 of the notice, valid and for the academic year 2021/2022;
- 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 12th year 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 these 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 the reasons why you are applying for a Research Initiation Scholarship under PIC-Edu and why you would like to attend the program and participate in the project you are applying for.

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

The application and its attachments should be sent by email to cidtff@ua.pt, in an email with the subject "Application for BII PIC-Edu 2021/2022".

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, and special characters such as \ | / : . ; ? = " # $ % & ( ) [ ] } { +, nor should Portuguese characters be used (á À é È ó Ó ã õ õ ê Ê ç Ç).

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 April 2022 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).

University of Aveiro, 5 November 2021

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Maria Helena Almeida Beirão de Araújo e Sá

Ph.D., Full Professor of the University of Aveiro