



## ANUNT

**Universitatea Babeș-Bolyai**, anunță organizarea concursului privind ocuparea în cadrul contractului de cercetare finanțat prin Mecanismul Financiar SEE 2014-2021 și bugetul de stat, cod proiect: **EEA-RO-NO-2018-0026**, nr. Contract **10/2019** având titlul **Early literacy of Roma children from Romania: Bridging the socio-economic divide (ELIRA 2.0)** pentru următorul post vacant:

### **Cercetător postdoctoral** - 1 post

**Norma de lucru:** (8 ore/zi),

**Perioada angajării :** determinată 7.08.2019 – 31.05.2023

**Data** la care are loc selecția: 05.08.2019

**Ora:** 10:00

**Locul desfasurarii concursului:** Facultatea Psihologie și Științe ale Educației, Str. Sindicatelor nr. 7, (sala 30)

- I. Dosarele de concurs se vor depune până la data de 02.08.2019, ora: 12:00 la *Biroul Structuri Didactice* (Str. M. Kogălniceanu nr. 1), persoana de contact: Teodora Capota (tel +40264405300 int. 5102);
- II. Conținutul dosarului de candidatură:
  - cerere de înscriere la concurs
  - curriculum vitae, inclusiv lista lucrărilor științifice publicate (minim 3 articole științifice publicate în ultimii 5 ani în care candidatul este prim autor sau autor corespondent-cu link-ul aferent accesării articolelor);
  - copii ale diplomei de licență, diplomei de masterat și ale diplomei de doctor;
  - copie după certificatul/atestatul de cunoaștere a limbii engleze;
  - copie după actul de identitate;
- III. Condiții minime necesare pentru ocuparea postului de **cercetător postdoctoral pe domeniul științele educației**:
  - Fluență în limba română și abilități excelente de comunicare în scris și oral în limba engleză;
  - Doctor în științele educației, cu doctoratul susținut în ultimii 5 ani;
  - Experiență dovedită în dezvoltarea curriculară la nivelul învățământului primar;
  - Experiență dovedită în cercetare avansată în domeniul științelor educației sau domenii similare;
- IV: Alte criterii de selecție:
  - Experiență de muncă în învățământul primar;
  - Interes științific în dezvoltarea limbajului copiilor din învățământul primar;
  - Experiență în gestionarea activităților de diseminare a rezultatelor științifice către profesori și studenți ;
- V: Probe de selecție
  - evaluarea dosarelor candidaților (eliminatoire);
  - interviu;



## Bibliografie

- Beck, I., McKeown, M.G., & Kucan, L. (2013). Bringing words to life. Robust vocabulary instruction. Second edition. New York : Guildford Press.
- Biemiller, A., and Slonim, N. (2001). Estimating root word vocabulary growth in normative and advantaged populations: Evidence for a common sequence of vocabulary acquisition. *Journal of Educational Psychology*, 93(3), 498-520.
- Buckingham, J., Wheldall, K., & Beaman-Wheldall, R. (2013). Why poor children are more likely to become poor readers: The school years. *Australian Journal of Education*, 57(3), 190-213.
- Crozier, Davies & Szymanski, (2009). Education, identity and Roma families: Teachers' perspectives and engagement with INSETRom training.
- Dolean, D.D.**, Melby-Lervag, M., Tincas, I., Damsa, C. & Lervag, A. (2019). Achievement gap: Socioeconomic status affects reading development beyond language and cognition in children facing poverty. *Learning and Instruction, Online first June 20*, <https://doi.org/10.1016/j.learninstruc.2019.101218>.
- Dolean, D.D.**, &Tincas, I. (2018). Cognitive factors explain inter-cultural variations of abilities in rhythm perception: The case of Roma minority. *Psychology of Music (Online First, published May 8th, 2018)*.
- Dolean, D.D.&Dolghi, A.** (2016). Teaching young FL learners new vocabulary: A comparison between the efficiency of Keyword Method and Total Physical Response, *Journal of English Linguistics*, 6(6), 1-7.
- Dolean, D. D.**, Tincas, I. &**Damsa, C.** (2016). What factors influence the development of reading fluency fo Roma children? The effects of whole-class repeated readings and school absenteeism. *Studia Psychologica-Paedagogia*, 2/2016, 5-14.
- Dolean, D.D.**, Tincas, I. &**Damsa, C.** (2016). Enhancing the pre-literacy skills of Roma children: The role of socio-economic status and classroom interventions in the development of phonemic awareness. *The New Education Review*, 45(3), 39-51.
- Dolean, D.D.** (2016). *The development of oral language and reading skills of monolingual and bilingual minority children: A comparative analysis*. Invited presentation at the annual international "Collaborative Conference on Language, Literature and Linguistics", Barcelona, Spain.
- Dolean D. D.** (2015). How early can we efficiently start teaching a foreign language? *European Early Childhood Education Research Journal*, 23(5), 706-719.
- Dolean, D.D.** (2014). Using the Keyword Method in the classroom: Is the interacting imagery necessary? *System*, 45, 17-26.
- European Commision (2016). Education and trainign monitor : Romania  
Report downloaded from [https://ec.europa.eu/education/sites/education/files/monitor2016-ro\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2016-ro_en.pdf)
- European Union Agency for Fundamental Rights (2012). The situation of Roma in 11 EU Member States. Survey results at a glance,  
[http://fra.europa.eu/sites/default/files/fra\\_uploads/2099-FRA-2012-Roma-at-a-glance\\_EN.pdf](http://fra.europa.eu/sites/default/files/fra_uploads/2099-FRA-2012-Roma-at-a-glance_EN.pdf)
- Finn, J. D. (1989). Withdrawing from school. *Review of Educational Research*, 59, 117–142.
- Fricke, S., Burgoyne, K., Bowyer-Crane, C., Kyriacou, M., Zosimidou, A., Maxwell, L., **Lervåg, A.**, Snowling, M., & Hulme, C. (2017). The efficacy of early language intervention in mainstream school settings : a randomized control trial. *Journal of Child Psychology and Psychiatry*, 58(10), 1141-1151.
- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. Remedial and special education, 7(1), 6-10.
- Hagen, A., **Melby-Lervåg, M.** &**Lervåg, A** (2017). Improving language comprehension in preschool children with language difficulties : A cluster randomized trial. *Journal of Child Psychology and Psychiatry*, 58(10), 1132-1140.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29.
- Hjetland, H., **Lervåg, A.**, Lyster, S.A.H., Hagtvet, B., **Melby-Lervåg, M.** (in press). Pathways to Reading Comprehension: A Longitudinal Study from 4 to 9 Years of Age. *Journal of Educational Psychology*.
- Hulme, C., Nash, H. M., Gooch, D., **Lervåg, A.** & Snowling, M. J. (2015). The foundations of literacy development in children at familial risk of dyslexia. *Psychological Science*, 26(12), 1877-1886.
- Hulme, C. & Snowling, M. (2009). Developmental disorders of language learning and cognition. *London : John Wiley& Sons*
- Melby-Lervåg, M.** &**Lervåg, A**(2014). Effects of educational interventions targeting reading comprehension and underlying components. *Child Development Perspectives*, 8(2), 96-100.
- Lervag, A., **Dolean, D.D.**, Tincas, I. & Melby-Lervag, M. (2019). Socioeconomic Background, Nonverbal IQ and School Absence Affects the Development of Vocabulary and Reading Comprehension in Children



Living in Severe Poverty. *Developmental Science*, *Online First* <sup>rector@ubbcluj.ro</sup> **May 16.**  
<https://doi.org/10.1111/desc.12858> <sub>www.ubbcluj.ro</sub>

- Lervåg, A., Hulme, C. & Melby-Lervåg, M.** (2017). Unpicking the developmental relationships between oral language skills and reading comprehension: It's simple, but complex. *Child Development*. (*Online First published on June 12th, 2017*).
- Lervåg, A., & Aukrust, V. G.** (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, *51*, 612-620.
- Lervåg, A., Bråten, I., & Hulme, C.** (2009). The cognitive and linguistic foundations of early reading development: A Norwegian latent variable longitudinal study. *Developmental Psychology*, *45*, 764-781.
- Muthén, L. K., & Muthén, B. O (1998-2016). Mplus user's guide (7th ed.). Los Angeles, CA: Muthén & Muthén
- Nagy, W., Herman, P., & Anderson, R. (1985). Learning words from context. *Reading Research Quarterly*, *20*, 233-253.
- Neale, M. D. (1997). Neale analysis of reading ability: Second revised (British ed.). London, UK: NFER-Nelson.
- Raven, J., Raven, J.C., & Court, J.H. (1991). Manual for Raven's Progressive Matrices and Vocabulary Scales. Section 1 General Overview. Oxford: Oxford Psychologists Press.
- Wechsler, D. (2003). Wechsler intelligence scale for children-WISC-IV. Psychological Corporation
- Wigfield, A., Guthrie, J.T., Perencevich, K. C., Taboada, A., Klauda, S.L., McRae, A., & Barbosa, P. (2008). Role of reading engagement in mediating the effects of reading comprehension instruction on reading outcomes. *Psychology in the Schools*, *45*, 432-445.

RECTOR

Acad.Prof.Dr.Ioan-Aurel POP

Intocmit,  
Director proiect  
Dr. Dacian Dolean