MARIE SKŁODOWSKA-CURIE POSTDOCTORAL FELLOWSHIPS 2023

EXPRESSION OF INTEREST FOR HOSTING MARIE CURIE FELLOWS

HOST INSTITUTION
FCSH, Universidade Nova de Lisboa

RESEARCH GROUP AND URL
CETAPS
https://www.cetaps.com/

SUPERVISOR (NAME AND E-MAIL)
Sandie Mourão
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SHORT CV OF THE SUPERVISOR
Sandie Mourão (PhD) is presently a research fellow at CETAPS, FCSH/UNL, where she investigates early English language learning. She has over 30 years of experience in English language education as a classroom teacher, teacher educator, materials developer, researcher and storyteller. Sandie's research interests straddle practice and theory and include a focus on pre-primary and primary language education, picturebooks in language education, classroom-based assessment and language teacher education. She has coordinated research projects in early language learning, classroom-based assessment, initial teacher education and intercultural citizenship education and is currently leading 'Transforming Assessment Mindsets: Professional development through a blended MOOC' (TAM-bMOOC).

Sandie publishes regularly in scholarly journals and edited volumes and has co-edited special issues and thematic volumes. She also mentors peers and is an MA and PhD supervisor. Sandie is the first Chair of ELLRA - Early Language Learning Research Association [https://ellra.org/], she coordinates the Primary English Education in Portugal (PEEP) Network [https://www.cetaps.com/peep/] and is the co-convenor of the research strand 'Languages, curriculum and teacher education' within CETAPS.
For information about Sandie's activities please see her institutional webpage:
https://www.cetaps.com/sandie-mourao/

5 SELECTED PUBLICATIONS

Mourão, S (2023). The effectiveness of picturebooks for intercultural awareness in foreign language education: A scoping study. *Zeitschrift für Interkulturellen Fremdsprachenunterricht,* 28(1) 173–209. https://doi.org/10.48694/zif.3620.

Alstad, G.T. & Mourão, S. (2021). Research into multilingual issues in ECEC contexts: proposing a transdisciplinary research field, *European Early Childhood Education Research Journal*, 29:3, 319-335, DOI: 10.1080/1350293X.2021.1928845

Mourão, S. (2021). The ethical practices of collecting informed consent in action research projects. In A. Pinter and K. Kuchah (Eds.), *Ethical and methodological issues in researching young language learners in school contexts.* Multilingual Matters.

Mourão, S., Leslie, C., Moreira, M.A. & Monteiro, E. (2021). Battling against a traditional assessment culture: The case of early English learning in Portugal. In S. Frisch, E. Romeik, J. Rymarczyk, (eds.). *Current Research into Young FL and EAL Learners' Literacy Skills*. Berlin: Peter Lang.

Mourão, S. with Ellis, G. (2020). *Teaching English to Pre-Primary Children. Educating very young children.* Stuttgart: DELTA Publishing.

PROJECT TITLE AND SHORT DESCRIPTION

Transforming Assessment Mindsets: Professional development through a blended MOOC (TAM-bMOOC)

The TAM-bMOOC project involves a nationwide professional development intervention for primary English teachers in Portugal. The intention is to develop a blended Massive Open Online Course (bMOOC), which will contribute to enhanced pedagogical knowledge, improved classroom practices, and promote collaborative learning. Through combining the expertise of researchers working in the fields of primary English teacher education, together with those in e-learning, the TAM-bMOOC project aims at 1) providing professional development to improve the classroom-based assessment practices of primary English teachers in Portugal; 2) investigating the effectiveness of the instructional design features of a bMOOC to stimulate changes classroom-based assessment practices, and 3) nurturing online communities of practice to combat professional isolation.

The TAM-bMOOC project is a longitudinal cohort study and will progress according to the iterative nature of design-based research, involving all parties i.e. researchers, developers and teachers. A mixed-methods approach to data collection and analysis targets the hypothesized causal effects through pre-and post-practitioner questionnaires and learners' drawings, data mining from clickstream analytics and social interaction data, as well as practitioner-created artefacts and focus groups. Dissemination of the results will be undertaken amongst stakeholders, combining reports for policymakers, a handbook for practitioners, informational pamphlets for the school community and conference papers, book chapters ad articles for the scientific community. It is expected that the TAM-bMOOC project will contribute to expanding the fields of early language learning and e-learning.

SCIENTIFIC AREA WHERE THE PROJECT FITS BEST*

Social Sciences and Humanities (SOC)

*Scientific Area where the project fits best – Please select/indicate the scientific area according to the panel evaluation areas: Chemistry (CHE) • Social Sciences and Humanities (SOC) • Economic Sciences (ECO) • Information Science and Engineering (ENG) • Environment and Geosciences (ENV) • Life Sciences (LIF) • Mathematics (MAT) • Physics (PHY)