

Florencia Daura, PhD

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Researcher fellow -National Scientific and Technical Research Council- CONICET, Faculty of Education, Austral University.

Director of Research. Faculty of Education, Austral University

Director of the Doctorate in Education. Faculty of Education, Austral University.

Independent Consultant specialized in Character Development and Educative Methodology.

Academic Studies

2014. Doctorate, Doctor of Philosophy in Education.

Cuyo National University. Faculty of Philosophy and Literature. (Argentina).

First Class Distinction (High First).

2009. MA Educative Centers Management.

Villanueva University. (Spain).

First Class Distinction.

2000. BA Psicology specialized in Early Childhood studies.

Salvador University (Argentina).

First Class Distinction.

Work Experience

2023 – To date

Director of the Doctorate in Education

Faculty of Education, Austral University.

2022 – To Date

Director of Studies.

Faculty of Education, Austral University.

2022 – To Date

Research Supervisor

PhD in Higher Education

Austral Universidad, National University of Rio Negro and Abierta Interamericana University

2023 – To Date

Research Fellow

National Scientific and Technical Research Council- CONICET

Faculty of Education, Austral University.

2018 – To Date

Associate Professor

Faculty of Education, Austral University.

2022 –2023

Research Fellow

National Scientific and Technical Research Council- CONICET

Character Development Research Cluster, Austral University.

Research Project: Linking blossoming, grit and mindfulness.. Su estudio a través de una experiencia pedagógica con estudiantes universitarios

2018 – 2020

Postdoctoral Fellow, CONICET

Experimental Mathematical Psychology Research Centre.
Research Projects: Exploring the Interplay of Academic Dedication and Grit: Effects on Performance and Educational Persistence Among Students Engaged in Both In-Person and Virtual Learning Modalities.
Educational Virtue in Flourishing. Self-perceived emotional intelligence and Grit in university students..

- 2016 – 2018** **Academic Departmental Manager**
Faculty of Education, Austral University
- 2009 – 2018** **Associate Professor**
Faculty of Education, Austral University
- 2014 – 2016** **Post Doctoral Fellow**
National Scientific and Technical Research Council- CONICET & Austral University
Research Project: Relationship between personality styles, pedagogical experiences and temporal projection in university students.
- 2009-2014** **Doctoral Fellow CONICET**
Research Project:
Personalized didactic strategies and the development of self-regulated learning in university students..
- 2007-2009** **Teaching Fellow**
Faculty of Education, Austral University
- 2007-2009** **Academic Director**
Faculty of Education, Austral University
- 2004-2006** **Research Assistant.**
Family Institute, Austral University.
- 2004-2006** **Programme Administrator**
Faculty of Education, Austral University.

Publications

- Daura, F. (2022). [El caso de la Universidad Austral. Comparación del Compromiso académico, la Tenacidad y el Rendimiento en estudiantes de un postgrado presencial y en línea.](#) Revista papeles, 14(27).
The research has two objectives: on the one hand, to analyse how Academic Engagement and Grit vary in students of a postgraduate course taught in face-to-face and online modalities at Universidad Austral (Argentina), and to analyse how the values achieved by students in both constructs are related to their level of academic achievement. For this purpose, a quantitative, cross-sectional, descriptive and correlational design was implemented, in which a non-probabilistic and convenience sample was formed. The sample was made up of 121 students of the referred postgraduate course, which is aimed at training managers of educational institutions; who completed a sociodemographic questionnaire, the UWES-SS Scale and the Grit-O Scale; and to evaluate achievement, the final grades obtained by the students in specific

subjects of the study syllabus were considered. Based on the hypotheses proposed, no significant differences were found according to sex; significant and positive correlations were found between some of the subscales that make up the instruments; additionally, it was found that students in the degree program taught online obtained higher values in the variables absorption and global commitment of the UWES-SS Scale.

- Daura, F., Barni, C., González, M. (2022). La Tenacidad: Predictora de la Autorregulación Académica en Estudiantes Universitarios. *Revista de Psicología y Educación*, 17(1), 116-131. / [Grit: Predictor of Academic Self-Regulation in Undergraduates Students](#).
The research had four objectives: to describe the levels of Grit and academic self regulation of students in three university courses; to find out if there are differences in the two abilities according to the students sex; to analyse how Grit and academic self-regulation correlate; and to identify whether Grit predicts high self-regulation rates in students. A quantitative, descriptive, correlational, and predictive methodology was used in a non-probabilistic and convenience sample of 174 students studying Law, Political Science, and International Relations at a private university in Argentina, with an average age of 19.13 years. Differences were found both in tenacity and academic self-regulation according to career, favouring women in some variables of self-regulation but not in tenacity according to sex. Significant and positive correlations were found between tenacity and self-regulation.
- Daura, F. (2022). Recensión bibliográfica. Mesurado, B. (2020) Diez fundamentos psicológicos de la conducta de ayuda. EUNSA. Ediciones Universidad de Navarra. *Revista Estudios sobre Educación*
- Daura, F. (2021). Recensión bibliográfica. Mesurado, B. (2020) Diez fundamentos psicológicos de la conducta de ayuda. EUNSA. Ediciones Universidad de Navarra. *Revista de Psicología*, 17(33). 119-123.
<https://revistas.unav.edu/index.php/estudios-sobre-educacion/article/view/42479>
- Daura, F. (2021). Recensión bibliográfica. Mesurado, B. (2020) Diez fundamentos psicológicos de la conducta de ayuda. EUNSA. Ediciones Universidad de Navarra. *Revista de Psicología*, 17(33). 119-123.
- Adrogué, C.; Daura, F.T.; Del Río, D. y Favarel, I. (2021). [Incidencia de las variables cognitivas y motivacionales en el desempeño académico. Estudio de caso de alumnos en su primer año de universidad](#). *Revista de Educación Universidad de Costa Rica*, 45(1), 1-15.
- Di Vita, A.; Daura, F.T.; Montserrat, Ma. I. (2021). [La tutoría universitaria entre Latinoamérica y Europa: el caso de la Universidad Austral](#) (Argentina) y el de la Universidad de Estudios de Palermo (Italia). *Revista Panamericana De Pedagogía*, (31), 149-166. Recuperado a partir de
- Daura, F.T.; Barni, Ma. C.; González, M.; Assirio, J. y Lúquez, G. (2020). [Vinculación entre el compromiso académico y el Grit en estudiantes de carreras orientadas a la formación de competencias de liderazgo](#). *Revista Digital de Investigación en Docencia Universitaria*, 14(21).
Assessment of Academic Engagement and Grit: Strengths of Character to Be Developed in Postgraduate Students. To comply this a quantitative, descriptive and correlational study was applied to a convenience sample of 188 students who filled out the UWES-SS and the Grit Scale. The results showed that women scored better in the Academic Engagement dimensions and the Consistence of Interest factor in the Grit Scale. In addition, significant, positive correlations were found in both constructs. Conversely, no significant differences were found among postgraduate programs, nor among global Academic Engagement and global Grit by program or weekly study time. These findings showed the relevance of guiding students with specific strategies.
- Tortul, Ma. C.; Daura, F.T. y Mesurado, B. (2020). Análisis factorial, de consistencia interna y de convergencia de las Escalas Grit-O y Grit-S en universitarios argentinos. Implicancias para la orientación en educación superior. *Revista Española de Orientación y Psicopedagogía*, 31(1), 109-128. Consultado en <http://revistas.uned.es/index.php/reop/article/view/29264/22625>

- Sánchez Agostini, M.C.; Daura, F.T. y Laudadio, J. (2020). La comunidad escolar como medio para el desarrollo socioemocional. Un estudio de caso en Argentina. *Revista estudios pedagógicos*, 45(3), 31-49. The aim of this research is to describe the perception of students, teachers and principals, in order to analyze the role of the school as a facilitator of behaviors that promote socio-emotional education. The sample was 134 students, 23 teachers and directors of a state-run secondary school in the province of San Juan, Argentina. We used the questionnaire of Lickona and David
https://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-07052019000300031
- Barni, Ma. C. y Daura, F.T. (2019). [Is Grit the Key Element to Improve Life Attitude? A Study with Military Students from Argentina](#). *European Journal of Sport Science*, 3, 30-40. The study analyzes the link between Grit and Life Attitude, and its relation with the permanence and academic performance of students from the National Defense University. This paper is mainly focused on the link between the first two constructs. A non-probabilistic sample was formed, for convenience, of 162 students; a sociodemographic questionnaire was designed ad hoc; the Scale of Determination (Grit Scale) (Duckworth et al., 2007), which is in the process of validation (Tortul and Daura, in evaluation) and the Life Attitude Test (LAP-R (VE-AA)) in the Spanish adaptation of Barni (2017) were administered. Statistical analyses were made from the collected data to corroborate if there were differences in the variables. The first results showed differences according to career and sociodemographic variables; the undergraduate students obtained higher scores in the positive dimensions of the LAP-R than in other research made in the same geographical context.
- Daura, FT., Adrogué, C.; Del Río, D. y Favarel, I. (2019). El aprender a aprender y la proyección temporal de estudiantes de Ciencias Empresariales. *Revista de Orientación educacional*, 33(63), 1-22.
- Daura, F.T. y Durand, J.C. (2018). ¿Cuán involucrado estoy? Un estudio exploratorio sobre el compromiso académico y la orientación temporal en estudiantes argentinos. *Revista Panamericana. De Educación*, 20(1), 73-95.
- Daura, F.T. (2018). El compromiso académico y la experiencia subjetiva del tiempo en estudiantes de profesorado. *Revista Contextos de Educación*, 20(25), 29-41.
- Daura, F. T. y Durand, J.C. (2018). [What Role Do I Play in My Learning? A study on the academic engagement of higher education students](#). *European Journal of Education*, 1(3), 53-67.
- Daura, F.T. (2017). Aprendizaje Autorregulado e intervenciones docentes en la universidad. *Revista de Educación de la Universidad de Costa Rica*, 421(2).
- Daura, F.T. (2017). Perspectiva temporal de los universitarios: implicaciones para la orientación educativa. *Revista Educación y Educadores*, 20(3), 403-418.
- Daura, F.T. (2016). El compromiso emocional de los estudiantes hacia el contexto educativo. Su vinculación con factores temporales y con variables demográficas. *Revista de Orientación Educacional*, 30(58), 54-73.
- Daura, F.T. (2015). Aprendizaje autorregulado y rendimiento académico en estudiantes del Ciclo Clínico de la carrera de Medicina. *Revista Electrónica de Investigación Educativa*. 17(3) 28-45.
- Daura, Florencia Teresita (2015). El estudio del compromiso académico. Panorama general sobre su abordaje. *Diálogos Pedagógicos*. 13(25).
- Daura, F.T. (2014). Los docentes universitarios y su concepción sobre el aprendizaje, la autorregulación y la personalización educativa. Un análisis desde la Teoría fundamentada. *Forum Qualitative Social Research*.
- Daura, F.T. (2013). El contexto como factor del aprendizaje autorregulado en la educación superior. *Educación y Educadores*. 16 (1), 109-125.

Languages & skills

Spanish. Fluent

English. Professionally Fluent

Portuguese. Intermediate

Statistical Software: SPSS; Atlas.t)

Distinctions

- CONICET Scholarship -National Scientific and Technical Research Council- – Post-doctoral Research(Argentina, 2014 – 2016).
- CONICET Scholarship (BECA Tipo II) --National Scientific and Technical Research Council- - - PhD Studies (Argentina, 2012 – 2014).
- CONICET Scholarship (BECA Tipo I) --National Scientific and Technical Research Council- PhD Studies (Argentina, 2009 – 2012).
- Carolina Scholarship - *Fundación Carolina* – MA Management of Educative Institutions - Centro Universitario Villanueva (Spain,2008-2009).
- Degree obtained First Class Distinction (High First). Best overall University Score 9.33 /10Best GPA during Highschool and Preparatory School. Average Score: 9.06/10.