

Apresentação 2.

RECURSOS DE ACESSO LIVRE

This material is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) © 2024 by Lídia Puigvert, Elena Duque, Marta Soler & Ramon Flecha and is part of the Pre-existing Knowledge on which the results of the research project TeachXEvidence (Ref. 101096234 CERV-2022-DAPHNE)



Funded by
the European Union

Apresentação 2.

RECURSOS DE ACESSO LIVRE

This material is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) © 2024 and is part of the Pre-existing Knowledge on which the results of the research project TeachXEvidence (Ref. 101096234 CERV-2022-DAPHNE)



Funded by
the European Union

UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 27

RIGHT TO PARTICIPATE IN
CULTURAL, ARTISTIC, AND
SCIENTIFIC LIFE



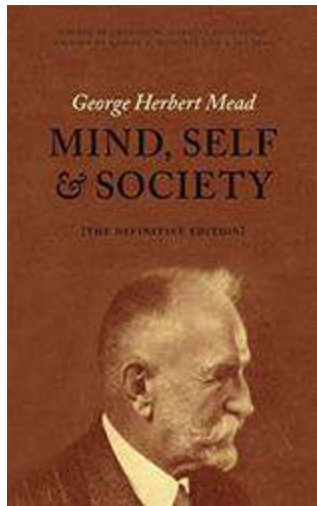
WOVEN TEACHING

ÍNDICE

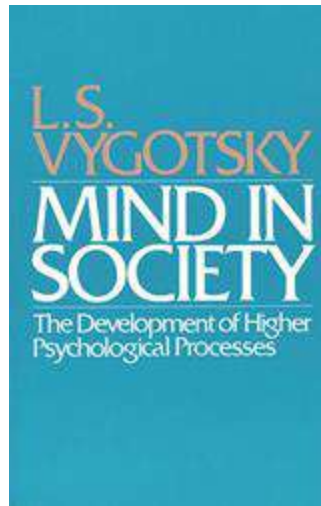
- **Evidências vs. Ocorrências**
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



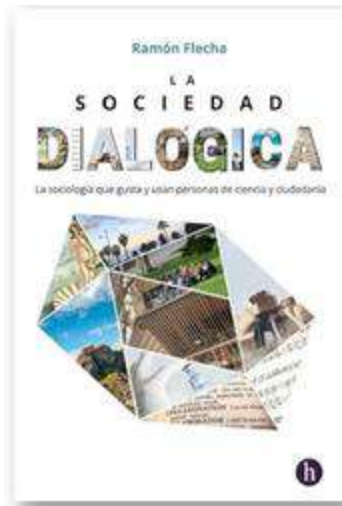
Mead



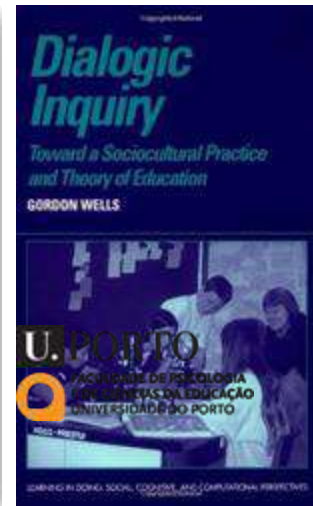
Vygotsky



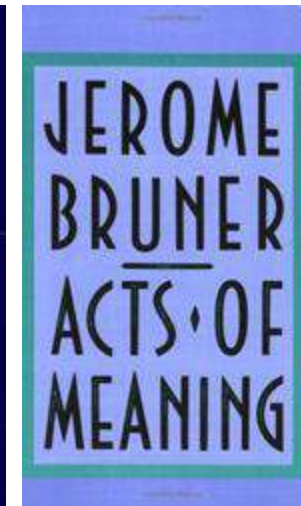
Flecha



Wells



Bruner



Freire



Habermas



Da superstição à Ciência “Aos ombros de gigantes”

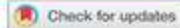
Da superstição à ciência. Formação de Professores

Formação de professores	Chave	Impacto Social	Exemplo de ação
Edumyth	Os resultados melhoram com a formação dos professores	Os resultados não melhoram porque a maior parte da formação dos professores se baseia em mitos pedagógicos e é avaliada por inquéritos de satisfação dos professores.	A formação tem como objetivo a satisfação dos professores (e não a melhoria do desempenho dos alunos), o que pode ser muito dispendioso.
Evidências Científicas	Os resultados dependem do facto de a formação de professores se basear em provas científicas (e não em mitos educativos).	Melhores resultados e avaliação da formação de professores em termos de melhoria dos resultados dos alunos	Formação de professores baseada em fontes científicas Finlândia: Formação integrada na investigação científica - "pensamento baseado na investigação": leitura de literatura científica, redação de ensaios e familiarização com métodos de investigação.



Da superstição à ciência. Formação de Professores

JOURNAL OF EDUCATION FOR TEACHING
<https://doi.org/10.1080/02607476.2020.1766835>



Pre-service teacher education may perpetuate myths about teaching and learning

John Rogers and Anisa Cheung

Department of English Language Education, The Education University of Hong Kong, Tai Po, N.T., Hong Kong

ABSTRACT

This research report presents the preliminary findings of mixed-methods study examining the beliefs of trainee teachers regarding a number of 'learning myths', e.g., learning styles and multiple intelligences. Using a cross-sectional experimental design, survey data were collected from 65 pre-service teachers enrolled in a high-profile Bachelor of Education program as to their beliefs in a number of myths about teaching and learning. 18 participants then took part in semi-structured interviews. **The results indicate that trainee teachers' beliefs in education myths and misconceptions may not change over the course of a five-year 'evidence based' teacher preparation program. Further, the qualitative results suggest that beliefs in learning myths might become further entrenched over the course of study as a result of being actively promoted by faculty throughout the program.**

KEYWORDS

Neuromyths; learning styles; multiple intelligences; teacher education; pre-service teachers

<https://doi.org/10.1080/02607476.2020.1766835>

EXCEPTIONALITY
<https://doi.org/10.1080/09362835.2018.1480954>



The brain and the US education system: Perpetuation of neuromyths

Wilhelmina van Dijk and Holly B. Lane

University of Florida

ABSTRACT

Misconceptions about the brain and its relation to education are widespread. This can lead to the implementation of ineffective methods and the waste of precious resources. To examine the extent of belief in neuromyths, a survey about the brain in education was conducted. Respondents ($n = 169$) came from special education ($n = 83$) and general education ($n = 78$), and included preservice teachers ($n = 34$), in-service teachers ($n = 63$), higher education faculty ($n = 39$), and educational leaders ($n = 33$). The survey contained 15 Myths and 18 Facts, and overall, participants were able to correctly identify approximately 66% of all the Facts. On the other hand, on average, respondents responded correctly for only one third of the Myths. **The most commonly misidentified Myths were related to motor coordination exercises to improve literacy skills, the right brain-left brain myth, and learning styles. Higher education faculty were able to identify more Myths than any other group.** Implications for teacher preparation and ongoing professional learning for teachers and educational leaders are discussed.

<https://doi.org/10.1080/09362835.2018.1480954>



Da superstição à ciência. Formação de Professores

The Impact of a Modified Initial Teacher Education on Challenging Trainees' Understanding of Neuromyths

Kendra McMahon¹, Chloe Shu-Hua Yeh¹, and Peter J. Etchells¹

ABSTRACT—Initial teacher education (ITE) offers an underutilized opportunity for bridging the gap between neuroscience research and educational practice. **This article reports on innovations embedded within an ITE program to support trainee teachers to recognize and challenge the persistence of neuromyths.** Education researchers, neuroscientists, and psychologists collaboratively applied design-based research to create, improve, and reflect on original neuroeducational teaching/learning resources for university-based primary (elementary) ITE trainees. Encouragingly, pre and postsurveys showed reductions in trainees' beliefs in neuromyths and a shift to responses showing uncertainty that suggested their beliefs became unsettled. The most persistent neuromyths were those regarding fish oils, left brain/right brain, and learning styles/visual, auditory, or kinaesthetic (VAK). **Trainees retained their initial interest in knowledge about the brain and education, gained confidence, and became more critical about applying the learning sciences in educational contexts.**

2011; Sigman, Peña, Goldin, & Ribetiro, 2014). This study addresses how teachers are prepared to engage with scientific accounts of learning during their initial teacher education (ITE) by recognizing and challenging misconceptions about the brain and learning, known as "neuromyths" (OECD, 2002), that are prevalent among trainee teachers (Grospietsch & Mayer, 2019; Howard-Jones, Franey, Mashmouhi, & Liao, 2009; MacDonald, Germaine, Anderson, Christodoulou, & McGrath, 2017; Papadatos-Pastou, Halion, & Vlachos, 2017; Pasquinelli, 2012; Tardif, Doudin, & Meylan, 2015).

To date, little headway has been made in creating and evaluating practical tools for ITE that support trainee teachers in recognizing and challenging neuromyths and evaluating recommendations for practice arising from the learning sciences. This article reports on the impact of a project in which resource materials were developed to engage primary trainee teachers in the learning sciences as relevant for their future work as professionals and to prepare them to critically evaluate the claims and packages they may encounter in their

Teacher Education in Schools as Learning Communities: Transforming High-Poverty Schools through Dialogic Learning

Rocio Garcia-Carrion
Aitor Gomez
Silvia Molina
Vladia Ionescu
Universitat Romiro y Virgili

Australian Journal of Teacher Education

Abstract: *Teachers' professional development in Schools as Learning Communities may become a key process for the sustainability and transferability of this model worldwide. Learning Communities (LC) is a community-based project that aims to transform schools through dialogic learning and involves research-grounded schools that implement Successful Educational Actions (SEAs). More than 600 such schools in Europe and South America, many of them located in high poverty areas, have shown a reduction in drop-out rates and an increase in school quality and attainment. This article analyses how teachers' professional development is built in these schools. Following a communicative methodology approach, we analyse the implementation of the programme in four schools in South America. The main features are grounded in transformative theories and socially responsive research and provide evidence-based arguments and practical knowledge for effective implementation built upon egalitarian relationships and communication within the entire community.*



frontiers

in Psychology

Educational Psychology

On the Shoulders of Giants: Benefits of Participating in a Dialogic Professional Development Program for In-Service Teachers

Jose A. Rodriguez¹, Jose Luis Condom-Bosch¹, Laura Ruiz² and Esther Oliver²

¹Department of Sociology, University of Barcelona, Barcelona, Spain

²Department of Theory and History of Education, University of Barcelona, Barcelona, Spain

This study explores the impact of a seminar on self-efficacy and argumentative skills on teachers' professional development. In this seminar, called "On the Shoulders of Giants," a group of teachers meet once a month. They debate scientific readings to critically discuss educational theory, which transforms their everyday practices in the school. A survey using a questionnaire was conducted to collect the data. The results show that teachers' involvement in dialogic-based training positively impacts their ability to address current school problems and that the teachers transfer their new knowledge to their work. The effectiveness of the teachers' practices increases and, consequently, their students' learning also improves.

<https://doi.org/10.1111/mbe.12219>

<https://files.eric.ed.gov/fulltext/EJ1139343.pdf>

<https://doi.org/10.3389/fpsyg.2020.00005>



ÍNDICE:

- Evidências vs. Ocorrências
- **Provas de impacto social**
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus

Provas de impacto social

As provas de impacto social são as provas cientificamente comprovadas que foram obtidas quando um determinado conhecimento de investigação informou políticas ou ações e estas geraram melhorias na sociedade em relação aos objetivos que beneficiam de um amplo consenso (por exemplo, os ODS) e/ou que foram estabelecidos por pessoas democraticamente eleitas.

Flecha, R. (2014). Definition of Scientific evidence of Social Impact. This work is licensed under a Creative Commons Attribution- NonCommercial-NoDerivatives 4.0 International License. Available in: https://archive.org/details/@crea_research



Ramon Flecha

THE DIALOGIC SOCIETY

The sociology scientists and citizens like and use



NOVE ORIENTAÇÕES PARA AS SOCIOLOGIAS QUE OS CIENTISTAS E OS CIDADÃOS GOSTAM E UTILIZAM:

- Diálogo
- Melhoria
- **Verdade: Todas as ciências foram criadas para encontrar verdades. As sociologias dialógicas esclarecem, pública e democraticamente, as afirmações que se baseiam em provas científicas e as que são mitos.**
- Bondade
- Beleza
- Género
- Culturas
- Universal
- Voltada para o futuro

ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- **Co-criação**
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



Funded by
the European Union

Divulgação

Ocorre quando instituições, empresas, ONG e cidadãos em geral tomam conhecimento do nosso trabalho (frequentemente através de atividades de divulgação).



Transferência

Ocorre quando os decisores políticos, as empresas, as ONG ou os cidadãos utilizam os resultados da nossa investigação para planear e desenvolver as suas intervenções.

Impacto político: Trata-se de um subgrupo da transferência.





Impacto Social

Acontece quando há **melhorias baseadas em provas experimentadas por indivíduos e sociedades** (em conformidade com objetivos sociais), resultantes da transferência dos resultados da investigação.



Funded by
the European Union

Criação Social

Define o processo em que novas realidades sociais bem sucedidas emergem da própria investigação social e melhoram a sociedade de uma forma que não existia até à data.



Co-criação

2 Fatores ☒ Pluralidade de vozes + ciência

Ciências sociais (tal como outras ciências) foram criadas **através do diálogo** e são desenvolvidas através do diálogo.

É assim que as melhorias sociais se concretizam.

ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - **Plataformas Sappho e Adhyayana**
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



Funded by
the European Union

Co-criação



- A co-criação supera a oposição existente entre as abordagens do topo para a base e da base para o topo, em que a primeira leva os investigadores a tomar decisões sem a voz dos cidadãos, e a segunda pode conduzir ao populismo, uma vez que carece de provas científicas.
- **SAPHO** (Plataforma de provas científicas - género: <https://socialimpactscience.org/gender/>) e **ADHAYANA** (Plataforma de provas científicas- educação : <https://socialimpactscience.org/education/>) ultrapassam esta dicotomia ao promoverem a co-criação, um diálogo igualitário entre a ciência e os cidadãos, no qual qualquer cidadão pode participar com base em reivindicações de validade baseadas em provas científicas e não em interações de poder (ou seja, imposição, estatuto, etc.).

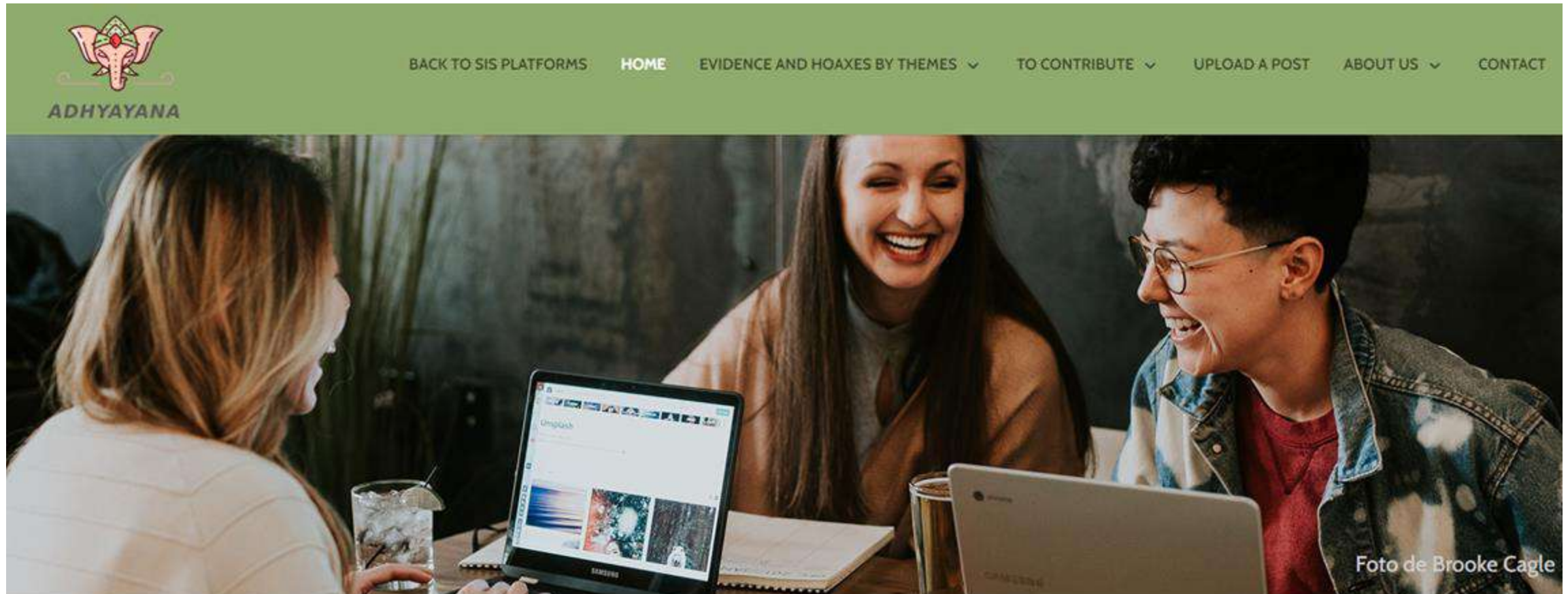
To cite this reference: Flecha Ramon, Duque Elena, Soler-Gallart Marta (2001). Definition of Concreation is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4. International License. Available in: https://archive.org/details/@crea_research



Plataformas de Evidências Científicas ADHYAYANA (Educação)



ADHYAYANA



Funded by
the European Union

Plataformas de Evidências Científicas SAPPHO (Género)



BACK TO SIS PLATFORMS HOME EVIDENCE AND HOAXES BY THEMES TO CONTRIBUTE UPLOAD A POST ABOUT US CONTACT

IT'S HERE
THE WORLD'S FIRST
PLATFORM FOR DIALOGUE
ON GENDER
SAPPHO PLATFORM

<https://www.youtube.com/watch?v=kX06QakzW8s>

<https://youtu.be/y7u5KJhahkU>

Roma Women using Sappho & Adhyayana Platforms

Roma women



Exercícios Práticos

Os diapositivos seguintes contêm capturas de ecrã do funcionamento das plataformas. A apresentação destes diapositivos pode ser substituída pela navegação e prática diretamente nos websites de cada plataforma.

Como funcionam?



Plataformas SIS



As plataformas SIS são **plataformas participativas não populistas**, disponíveis a todos os cidadãos, tanto para consulta como para contribuição. O seu objetivo é fornecer aos cidadãos uma ferramenta participativa de base científica que os ajude a distinguir entre afirmações baseadas na ciência e boatos sobre género e educação.

Baseiam-se no princípio da **participação dos cidadãos na ciência** e, por conseguinte, assentam numa abordagem de co-criação que reúne não só investigadores e profissionais, mas também todos os cidadãos.

Estas plataformas participativas estão empenhadas em **promover um diálogo igualitário** baseado em alegações de validade sobre educação e género e em partilhar provas científicas com todos os cidadãos.



<https://www.youtube.com/watch?v=2TAJZDBaNeU>



1. GENDER BASED VIOLENCE

Scientific evidence

- Child sexual abuse is prevented and eliminated with successful actions in safeguarding
- Informal social support is vital in recovering from gender violence
- Social networks contribute to the prevention of suicide by building solidarity networks
- Confinement has led to an increase in cases of mistreatment and violence.
- Women around the world do not experience street harassment in the same way
- Saying that the way girls dress leads to harassment encourages tolerance of sexual harassment
- Gender-based violence shouldn't be gone through alone or in silence
- The first sexual-affective experiences have the strongest influence on gender-based violence in the future
- In any fight against male violence there are men and women in favor of the harasser and women and men in favor of the victim

Scientific evidence

As mensagens devem ter pelo menos 3 artigos (das bases de dados Web of Science ou Scopus) que apoiem a alegação para serem classificadas como

Provas Científicas.



Hoax

As mensagens devem ter, pelo menos, 3 artigos (das bases de dados Web of Science ou Scopus) que apoiem a alegação para serem classificadas como **MITO**

1. ETHNIC, CULTURAL AND SOCIOECONOMIC DIVERSITY

Hoax

- A student's race and ethnicity are a cause of the academic achievement gaps
- Many Negro parents have had little schooling themselves and hence are unable to appreciate its value
- Roma communities have no interest in education
- Schools in disadvantaged environments cannot perform well
- The Roma community is not interested in their sons and daughters' studies
- Educational success depends on the socio-economic level of families

Needs more evidence

As mensagens que não tenham estas 3 referências são classificadas como **Necessita de Mais Provas**.

Cada utilizador pode adicionar referências científicas para validar ou refutar a afirmação

3. WELL-BEING AND OVERCOMING VIOLENCE

Needs more evidence

- Children who go to daycare are more sociable than those who don't
- The UpToYou programme improves coexistence in schools
- Kissing and hugging is emotional education
- Educational institutions can stop sexual abuses
- All children exceptionally gifted have more problems to socialize at school
- Addiction is always hereditary
- Current relationships are short-lived, weak and uncompromising
- Suicide is one of the main causes of death among young people aged 15 to 29 years
- Child sexual abuse has severe psychological consequences



Funded by the European Union



Sappho: Gender Scientific Evidence Platform

Theme: Gender based violence

Monday, Sep 21 2020

Not fighting Isolating Gender Violence means not fighting Gender Violence

Original posted by Ana Vidu

Scientific evidence



Fear to Retaliation: The Most Frequent Reason for Not Helping Victims of Gender Violence

Patricia Melgar¹, Gemma Geis Carreras¹, Ramon Flecha², Marta Soler²



The Concept and the Name of Isolating Gender Violence

Ana Vidu¹
Lidia Puigvert²
Ramon Flecha²
Garazi López de Aguilera³



Sappho: Gender Scientific Evidence Platform

SCIENTIFIC ARTICLES

- Armstrong, E. A., Hamilton, L., & England, P. (2010). Is hooking up bad for young women?. *Contexts*, 9(3), 22-27. <https://doi.org/10.1525/ctx.2010.9.3.22>
- James, W. H., West, C., Deters, K. E., & Armijo, E. (2000). Youth dating violence. *Adolescence*, 35(139), 455.
- Puigvert, L., Gelsthorpe, L., Soler-Gallart, M., & Flecha, R. (2019). Girls' perceptions of boys with violent attitudes and behaviours: and of sexual attraction. *Palgrave Communications*, 5(1), 1-12. <https://doi.org/10.1057/s41599-019-0262-5>
- Torras-Gómez, E., Puigvert, L., Aiello, E., & Khalfaoui, A. (2020). Our right to the pleasure of falling in love. *Frontiers in psychology*, 3068. <https://doi.org/10.3389/fpsyg.2019.03068>
- Valls, R., Puigvert, L., & Duque, E. (2008). Gender violence among teenagers: Socialization and prevention. *Violence against women*, 14(7), 759-785. <https://doi.org/10.1177/1077801208320365>

Scientific evidence



EXPLANATION OF THE POST

I usually listen to different public debates that love kills, but when I checked the scientific evidence, there is clear evidence that this statement is a hoax that increases significantly gender violence. This pseudoscientific statement is contrary to four clear scientific evidences: 1) The violence or non violence in a sporadic or stable relationship depends on the partner being violent or not. 2) There is violence and non violence in both stable and sporadic relationships. 3) It is more frequent to have sporadic sex with violent partners than in stable relationships and it is much more normalized 4) This pseudoscientific statement is used even with underage people in order to press them not to fall in love and to have what is considered "free" relationships ignoring the violence in many hook-ups.

Manuel García on February 14, 2021 at 10:58

COMMENT:

Romantic relationships are not the root cause of gender-based violence, but they can be decisive in helping to prevent future violent relationships. In my personal experience I had a long and romantic relationship with my first girlfriend, many years later she told me that due to that relationship we had, she has been able to clearly distinguish violent attitudes in boys who have claimed to have a relationship with her.

OTHER SOURCES:

James, W.H.; West, C.; Deters, K.E. y Armijo, E. (2000). Dating Violence. *Adolescence*, 35(139), 455-465.
Oliver, E.; y Valls, R. (2004). *Violencia de género. Investigaciones sobre quiénes, por qué y cómo superarla*. Barcelona: El Roure.

👍 3 🙌 1 😊

[Log in to Reply](#)

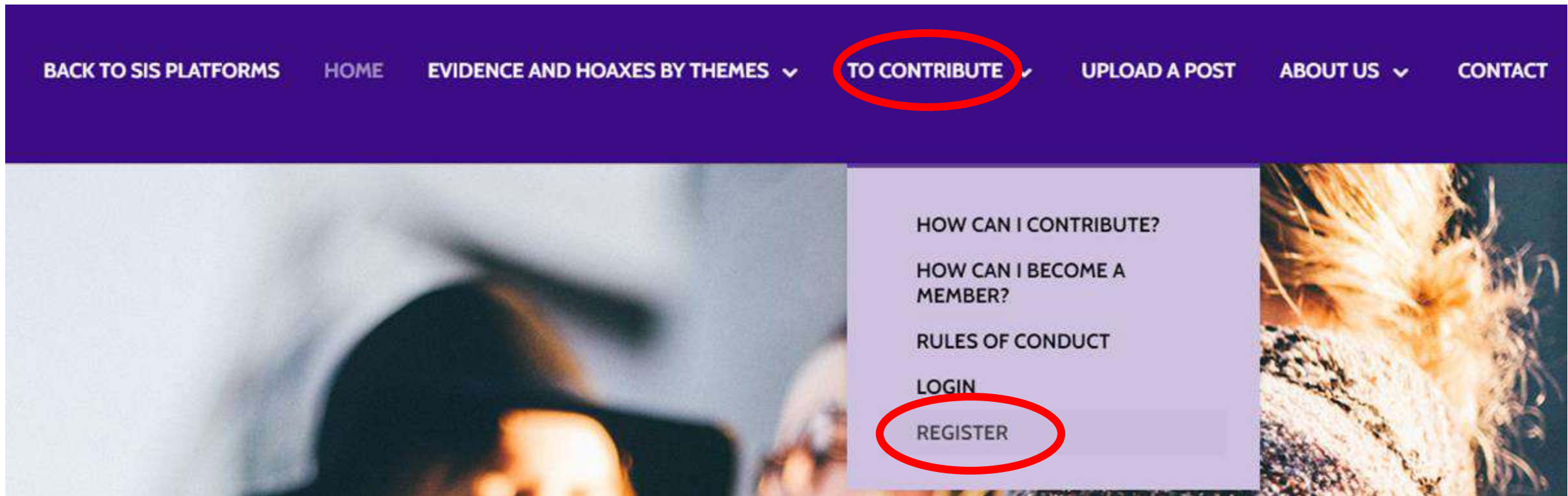
daniela pinilla sepulveda on October 11, 2021 at 11:01

Thinking about every romantic experience I have had throughout my teenage years, I have also come to the conclusion that "Love does not kill". Due to a lack of maturity or experience, teenagers (and specially girls) tend to choose romantic partners who are also immature, uncaring and even aggressive. These relationships usually lead to showing these boys some kind of tolerance that they do not deserve, and it even makes them feel powerful and superior due to their behaviour not being punished.

👍 1 😊



How to register as a user in order to contribute?





How can I contribute?

As contribuições podem ser feitas sob a forma de novas mensagens ou **adicionadas a mensagens existentes sob a forma de comentários ou de edição da mensagem anterior**, e podem basear-se em provas científicas ou em histórias da vida quotidiana.



Pergunte à comunidade ou contribua com a sua publicação: Crie uma publicação com uma pergunta ou declaração sobre um tópico específico. Esta nova publicação será revista pelos colaboradores e será apresentada como "Em revisão" até ser publicada em qualquer uma das categorias. Qualquer pessoa pode modificar uma publicação existente ou adicionar um comentário à mesma.



Modificar uma publicação já criada, fornecendo novas provas científicas. A publicação manterá um registo público das edições a que foi sujeita e de quem contribuiu para a sua modificação.



Responder e fornecer informações aos outros membros: Pode partilhar as suas experiências ou informações científicas adicionando-as às mensagens escritas por outros membros da comunidade. Quando uma mensagem é modificada, são apresentados os nomes de utilizador de quem fez as alterações.



Divulgar os resultados gerados pela comunidade das plataformas: Ajude a divulgar os resultados gerados pelas plataformas SIS através das redes sociais, das redes de amigos e de outros canais.

ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - **ERIC**
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



Funded by
the European Union

ERIC - Centro de Informação de Recursos Educativos

<https://eric.ed.gov/>



Collection **Thesaurus**

Search education resources [Advanced Search Tips](#)

Peer reviewed only Full text available on ERIC

ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - **Google Académico**
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



Google Scholar

Articles Case law

- Pesquisar artigos

<https://scholar.google.es/>

Google Académico

Google Académico

GENDER VIOLENCE

Cualquier idioma Buscar solo páginas en español

Google Académico

GENDER VIOLENCE

Artículos

Aproximadamente 3.340.000 resultados (6,10 s)

Cualquier momento

Desde 2024

Desde 2023

Desde 2020

Intervalo específico...

Ordenar por relevancia

Ordenar por fecha

Cualquier idioma

Buscar solo páginas en español

Cualquier tipo

Artículos de revisión

Incluir patentes

Incluir citas

Crear alerta

Ending violence against women

OS Violence - 2022 - endvaco

... a Canada free of **gender-based violence**? Canada needs a NAP on VAW to ensure that women in all areas of the country have access to comparable levels of services and protection. ...

A global overview of **gender-based violence**

L.Hass, M.Elzberg, M.Gottmoeller - International Journal of Gynecology & ... 2002 - Elsevier

Violence, gender, and subjectivity

V.Das - Annual review of anthropology, 2008 - annualreviews.org

... Certainly in the analysis of **violence**, I find it much more useful to think of sex and **gender** as together providing a way to highlight certain aspects of **violence** that would otherwise remain ...

Gender-based violence: concepts, methods, and findings

NF Russo, A.Priest - Annals of the new york academy of ... 2006 - Wiley Online Library

... dynamics of **gender-based violence**. We highlight some of the elements of **gender-based violence** that ... in the study of how such **violence** is experienced in the lives of women and men. ...

Búsquedas relacionadas

gender violence spain

gender violence victims

gender violence latin america

feminist gender violence

gender violence human rights

women's gender violence

gender violence cultural perspective

gender violence international law

Uprooted lives: **Gender, violence and displacement in Colombia**

D Meerens, N Segura-Escobar - Singapore Journal of ... 1996 - Wiley Online Library

... victims and actors in political, especially guerrilla, **violence**. In this paper, we focus specifically on the **gendered** effects of political **violence** in terms of the forced migration of women and ...

Gender-based violence

G Terry - 2007 - osfamilylibrary.openrepository.com

... on **gender violence** in African schools. She is the author of Practising **Gender Analysis** in ... types of **violence** that are not rooted in **gendered** power relations, whereas they argue that all ...

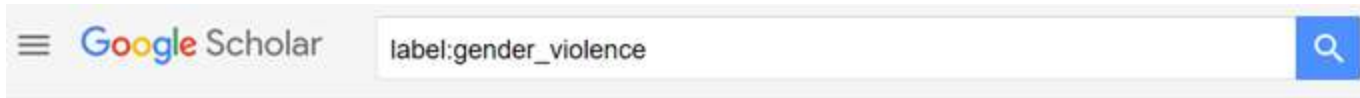
Researching **gender violence**

T Skirrow, M Hester, E Malos - 2013 - books.google.com











reviews and recommendations for best practices in **violence** against women. Thins include:

Google Académico

- Para procurar investigadores



<https://scholar.google.es/>

	Ramon Flecha Emeritus Professor of Sociology, Universitat de Barcelona Verified email at ub.edu Social Impact · Sociological Theory · Adult Learning · Gender Violence · Masculinities	Cited by 25327
	M. Brinton Lykes Boston College Verified email at bc.edu community-cultural · critical psychology · racism · gender violence · participatory action research	Cited by 6224
	M. Rosa Valls-Carol Catedrática Universitat de Barcelona Verified email at ub.edu Gènere · Educació · Feminisme · Gender Violence · Pedagogia Social	Cited by 5957
	Lynn Stephen University of Oregon Verified email at uoregon.edu Immigration · Gender Violence · Asylum · Indigenous Communities in the ... · Social Movements	Cited by 5549
	Yandisa Sikweyiya Gender and Health Research Unit, SAMRC Verified email at mrc.ac.za gender · masculinities · research ethics · social aspects of HIV · gender violence	Cited by 5443
	Marta Soler-Gallart Full Professor of Sociology, Universitat de Barcelona, Harvard Dr. Verified email at ub.edu sociological theory · social impact · public sociology · gender violence · gènere	Cited by 5201
	Puigvert Mallart, Lidia Universitat de Barcelona Verified email at ub.edu Gender violence · Gender · Feminisme · violent radicalization · Women's studies	Cited by 4830
	Sarah Gervais University of Nebraska Verified email at unl.edu Social psychology · gender · sexual violence · gender violence	Cited by 4147
	Gussy Barbara IRCCS Ca' Granda, Ospedale Maggiore Policlinico, Milan, Italy Verified email at policlinico.mi.it gynecology · endometriosis · sexology · gender violence	Cited by 4102
	Sandra Racionero-Plaza University of Barcelona Verified email at ub.edu child sexual abuse · autobiographical memory · gender violence · social neuroscience · safeguarding	Cited by 3890

ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - **Revistas científicas em Scimago**
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



SJR

Scimago Journal & Country Rank

Social Sciences

Education

All regions / countries

All types

2022

Only Open Access Journals Only SciELO Journals Only WoS Journals

Display journals with at least 0

Citable Docs. (3years)

Apply

Download data

1 - 50 of 1437

	Title	Type	↓ SJR	H index	Total Docs. (2022)	Total Docs. (3years)	Total Refs. (2022)	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc. (2022)	
1	Review of Educational Research	journal	5.804 Q1	174	37	72	4914	1345	71	15.24	132.81	
2	Strategic Organization	journal	4.284 Q1	70	70	94	5730	601	89	6.38	81.86	
3	Research Synthesis Methods	journal	3.991 Q1	51	73	176	3043	2008	167	10.36	41.68	
4	Computers and Education	journal	3.682 Q1	215	185	608	14309	9988	606	15.58	77.35	

ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - **Algumas revistas científicas de acesso livre**
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



Funded by
the European Union

[Advanced Search](#)

1,255 results for bullying

Sort By: **Relevance**[SEARCH ALERT](#)

Journal

 PLOS ONE PLOS Global Public Health (28) PLOS Medicine (25) PLOS Biology (8) PLOS Computational Biology (8) PLOS Pathogens (8)[show more](#)

Subject Area

 Social sciences (1,086) Biology and life sciences (1,082) Medicine and health sciences (1,015) Psychology (874) People and places (841)[show more](#)

Article Type

 Research Article (1,228)

[The Malaysian Workplace Bullying Index \(MWBI\): A new measure of workplace bullying in Eastern countries](#)

Sharon Sam Mee Kwan, Michelle R. Tuckey, Maureen F. Dollard

Research Article | published 23 Jan 2020 PLOS ONE

<https://doi.org/10.1371/journal.pone.0223235>

Views: 10557 • Citations: 13 • Saves: 103 • Shares: 6

[The Structure of Co-Occurring Bullying Experiences and Associations with Suicidal Behaviors in Korean Adolescents](#)

Beop-Rae Roh, Yeowon Yoon, Ahya Kwon, Seunga Oh, Soyoung Irene Lee, Kyunghye Ha, Yun Mi Shin, Jungeun Son, Eun Jin

Park, Heejung Yoo, Hyun Ju Hong

Research Article | published 30 Nov 2015 PLOS ONE

<https://doi.org/10.1371/journal.pone.0143517>

Views: 5101 • Citations: 38 • Saves: 104 • Shares: 10

[The Association of Current Violence from Adult Family Members with Adolescent Bullying Involvement and Suicidal Feelings](#)

Shinya Fujikawa, Shuntaro Ando, Shinji Shimodera, Shinsuke Koike, Satoshi Usami, Rie Toriyama, Sho Kanata,

Kiyoto Kasai, Yuji Okazaki, Atsushi Nishida

Research Article | published 06 Oct 2016 PLOS ONE

<https://doi.org/10.1371/journal.pone.0163707>

Views: 4808 • Citations: 14 • Saves: 134 • Shares: 3

[Sadness, hopelessness and suicide attempts in bullying: Data from the 2018 Iowa youth risk behavior survey](#)

Kaola L. Newman, Daniel S. Alexander, John P. Rovers

<https://journals.plos.org/plosone/search>

Search this journal

Enter search terms...

[Advanced search](#)

Access/Profile

Cart

Browse by discipline

Information for:

SAGE Open

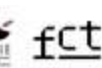
Impact Factor: 2.0 / 5-Year Impact Factor: 2.2

[JOURNAL HOMEPAGE](#)[SUBMIT PAPER](#)

Sage Open is a peer-reviewed, "Gold" open access journal from Sage that publishes original research and review articles in an interactive, open access format. Articles may span the full spectrum of the social and behavioral sciences and the humanities. [View full journal description](#)

This journal is a member of the [Committee on Publication Ethics \(COPE\)](#).

Browse journal

[All articles](#)[Browse by year](#)[Section index](#)[Special collections index](#)

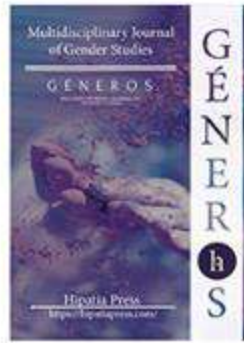
Funded by the European Union

<https://journals.sagepub.com/home/sgo>



BRAC

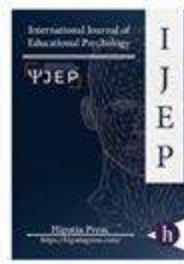
Barcelona, Research, founded with the intention where the words, imag young researchers, teach working in the theor contemporary art could be



GÉNEROS

Multidisciplinary Journal of Gender Studies is a quarterly electronic journal from the Editorial Hipatia that publishes articles both from the results of multidisciplinary research, as well as from essays and theoretical discussions on different aspects of gender and feminism.

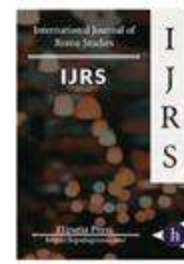
[View Journal](#)



IJEP

International Journal of Education Psychology has as its main objective the publication of top research in the area of educational psychology which seeks to be applied in a variety of educational contexts, formal and informal, involving different education levels, individuals and groups of all ages.

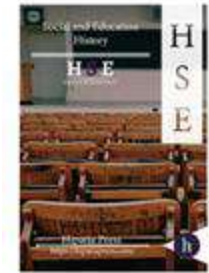
[View Journal](#)



IJRS

International Journal of Roma Studies aims to publish research results which advance theoretical and empirical knowledge about the Roma people, as well as in improving living conditions and overcoming anti-Gypsism and inequalities in Roma communities of all the world.

[View Journal](#)



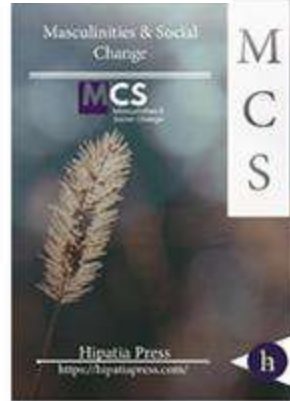
HSE

Social and Education History aims to closely connect these two fields of study. The journal publishes relevant articles focused on the analysis of societies, the socialization processes, and cultural and educational transmission. Furthermore, it focuses on the study of social change and transformation periods. It includes the analysis of social and pedagogical thought, as well as the teaching of history. It is open to all historical periods and contexts.

[View Journal](#)



International Leadership and Management is a quarterly electronic journal from the Editorial Hipatia that publishes articles both from the results of multidisciplinary research, as well as from essays and theoretical discussions on different aspects of leadership and management.



MCS

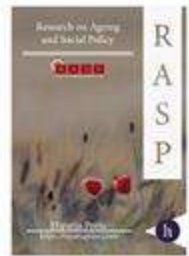
Masculinities and Social Change publishes articles about international research on masculinity. In this framework, its contributions relate this subject to social change in different aspects: men's socialization, children and adolescents' education, the overcoming of gender-based violence, attractiveness models, sexual and affective relationships, sexuality, among others.



QRE

Qualitative Research in Education gathers the outcomes from the educational researches carried out in different fields, disciplines and qualitative methodological approaches. These investigations have as a final purpose to improve the educational processes or contexts.

[View Journal](#)



RASP

Research on Ageing and Social Policy publishes research outcomes with significant contributions to the understanding and improvement of the social policies related to ageing and the life course.

[View Journal](#)



REDIMAT

Journal of Research Education is a quarterly electronic journal from the Editorial Hipatia, publishing articles in the field of mathematics education, which makes a significant contribution to the understanding and improvement of the teaching and learning of mathematics.

[View Journal](#)



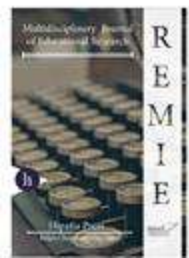
Sociology of Education publishes original research results developed from the sociology of education with different methodological approaches with the aim of offering significant scientific improvements in the socioeducational field.

[View Journal](#)



SIR

Social Impact of Research is an Open Access journal which has as its main objective the publication of top research about the social impact of the research in all sciences. The social impact of sciences has been extraordinary throughout human history, from reduction of child mortality or the understanding of the Universe, to the current citizenship awareness on climate change or clarifying the successful social actions. It would not have been possible without scientists dedicating their lives to the progress of knowledge.



REMIE

Multidisciplinary Journal of Educational Research is an open access four-monthly journal of Hipatia Press that publishes research outcomes with significant contributions to the understanding and improvement of the educational processes.

[View Journal](#)



RIMCIS

International and Multidisciplinary Journal in Social Sciences is to disseminate scientific knowledge and generate debate in an interdisciplinary context, linking the different areas of social sciences such as anthropology, political science, history, geography, sociology, philosophy.

[View Journal](#)

<https://hipatiapress.com/index/en/home-en/>

Hipatia Press
www.hipatiapress.com



ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - **Artigos informativos e baseados em evidências**
- Bases de dados de acesso livre de universidades
 - Web of Science
 - Scopus



☰ Look for

DF DIARIO FEMINISTA

log in or register 🔍

<https://eldiariofeminista.info/>



Subscription

> Donation

PE

Periódico Educación

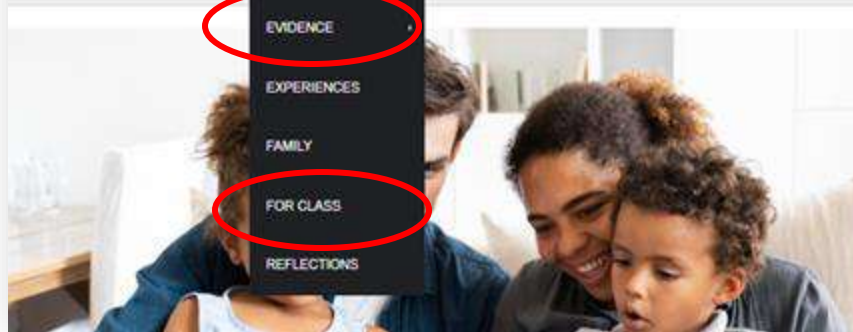


ABOUT SECTIONS SUBSCRIPTION CONTACT IN ENGLISH

Main tags: prevention, successful, ability, for class, training, reading, inclusion

Last entry: Schools without violence that improve health, (big dreams to overcome trauma, Friendship and learning the school language

- TO DEBATE
- INTERVIEWS
- EVIDENCE
- EXPERIENCES
- FAMILY
- FOR CLASS
- REFLECTIONS



FORUM | FAMILY | RESOURCES | REFLECTIONS

Yes to innovations, no to "innovations"

MAR 13, 2024 RAMON FLECHA



Exercícios Práticos

Os diapositivos seguintes contêm capturas de ecrã do funcionamento das bases de dados de registo institucionais. Por conseguinte, esta secção destina-se principalmente a estudantes universitários.

ÍNDICE

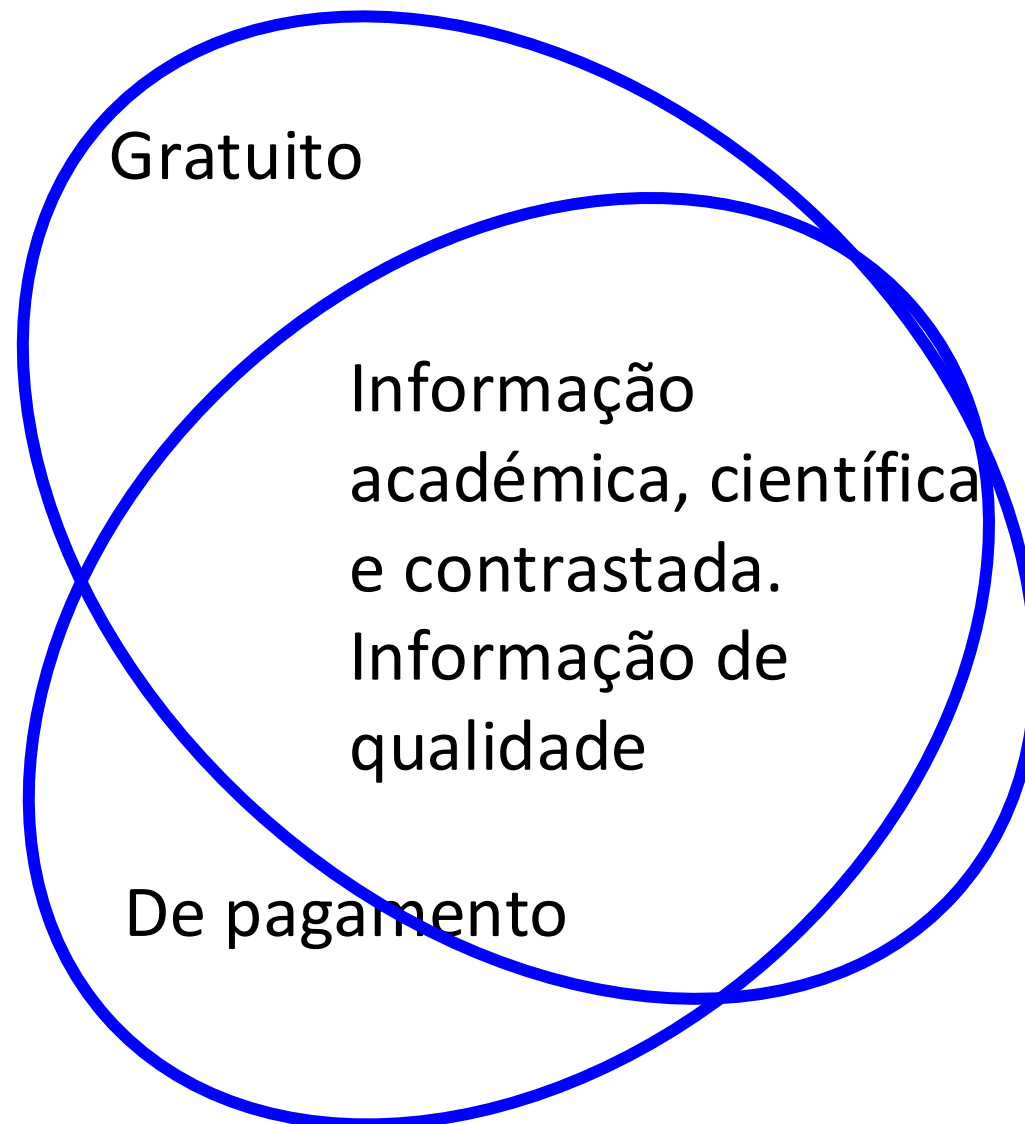
- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - **Web of Science**
 - Scopus



Conceito e acesso a informações eletrónicas



Toda a informação que aparece no Google...



Quando iniciamos uma pesquisa, temos de estar conscientes das nossas necessidades:

- **Tempo** para encontrar as fontes de informação mais adequadas
- **Ser crítico** na decisão de as utilizar ou não
- **Critérios** a seguir para decidir se uma fonte é útil ou não
- **Fiabilidade**
- **Relevância**
- **Atualidade**



Funded by
the European Union



Web of Science (WoS)

**WEB OF
SCIENCE**

Índice de citação científica
Índice de Citação de Ciências Sociais
Índice de Citação de Artes e Humanidades



WEB OF SCIENCE

Âmbito temático: multidisciplinar

Âmbito temporal: A partir de 1900 (ver as especificações de cada base de dados)

Âmbito geográfico: Mundo anglo-saxónico

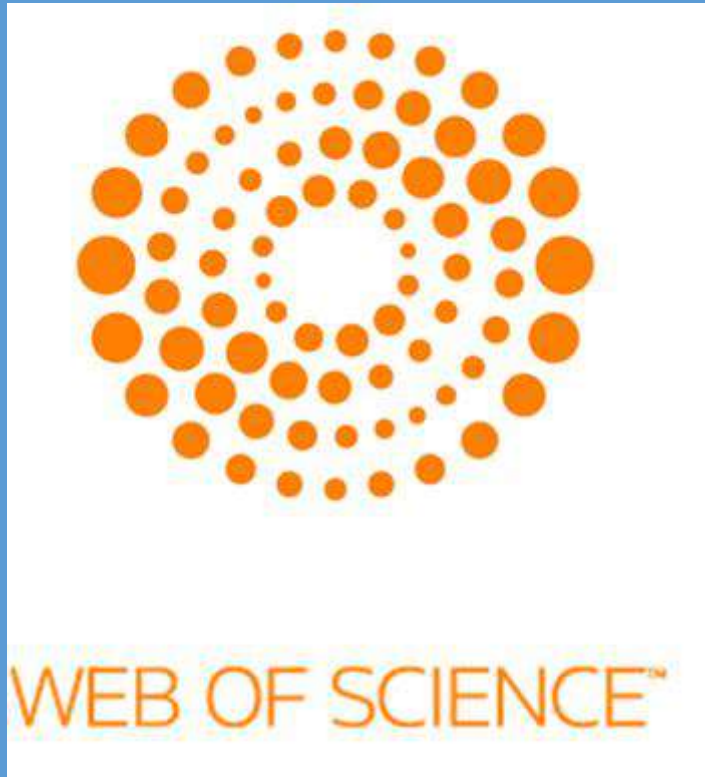
Língua: Inglês, sem vocabulário controlado



Exercícios Práticos

Os diapositivos seguintes contêm capturas de ecrã de como utilizar o WoS. Recomenda-se que a navegação dos alunos seja feita diretamente nas bases de dados e não através dos diapositivos.





www.webofscience.com.sabidury.cat/vot/wotsc/basic-search

20 años
COMPROMETIDOS
CON LA CIENCIA
2003-2023

FECYT
INNOVACIÓN

Clarivate English Product

Web of Science™ Search Marked List History Alerts Sign In Register

Discover multidisciplinary content
from the world's most trusted global citation database.

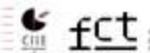
Search in: Web of Science Core Collection Editions: All

DOCUMENTS AUTHORS CITED REFERENCES STRUCTURE

All Fields Example: liver disease india singh

+ Add row + Add date range Advanced Search

X Clear Search



Funded by
the European Union

A ferramenta de seleção ajuda-nos a restringir a pesquisa.



WEB OF SCIENCE™

Search: Search

Quick add keywords: [+ VIOLENCE PREVENTION](#) [+ INTIMATE PARTNER VIOLENCE](#) [+ VIOLENCE](#) [+ DOMESTIC VIOLENCE](#) [+ DATING VIOLENCE](#) [+ SEXUAL VIOLENCE](#)

Publications You may also like... [Copy query link](#)

Refine results

Search within topic...

Quick Filters

- Review Article 4,469
- Open Access 13,043

Publication Years

- 2023 1,801
- 2022 2,581
- 2021 2,750
- 2020 2,666
- 2019 2,363

[See all >](#)

Document Types

- Article 33,398
- Other 10,706
- Review Article 4,469
- Dissertation Thesis 2,848

0/39,489 [Add To Marked List](#) [Export](#) Sort by: Relevance [1](#) of 790 [>](#)

1 **Crime prevention system has video camera for photographing crime activity which is presented to public through internet**

JP2002117471-A
Assignee : SAOTOME M
Derwent Primary Accession Number :
2002-400711
...

2 **A study about School Violence Prevention Program**
청소년의 폭력 중독과 학교폭력 감소를 위한 학교폭력예방프로그램에 관한 연구

[Kim, Mi-Suk](#) and [Shin, Hyun-Joo](#)
2013 | Korean Association of Addiction Crime Review 한국중독범죄학회보 3 (1) , pp.49-72

The School violence is a serious problem, such as sexual violence and group violence beyond bullying. The violence seems to be addiction. So, the government, police and school develops measures to deal with school violence. But there are concerns about whether a measure offers viable solutions or creates more problems. The study is suggest that to evaluate the effectiveness of School Violence P

0 References

[Full Text from KCI](#) ...

Preventing sexual violence among high school students through norms correction and bystander intervention: A school-based cluster trial of Your Voice Your View

By Orchowski, LM (Orchowski, Lindsay M.) [1] , [9] ; Malone, S (Malone, Sandra) [2] ; Sokolovsky, AW (Sokolovsky, Alexander W.) [3] ; Pearlman, DN (Pearlman, Deborah N.) [4] ; Rizzo, C (Rizzo, Christie) [5] ; Zlotnick, C (Zlotnick, Caron) [6] , [7] ; Berkowitz, A (Berkowitz, Alan) ; Fortson, BL (Fortson, Beverly L.) [8]

[View Web of Science ResearcherID and ORCID](#) (provided by Clarivate)

Source: JOURNAL OF COMMUNITY PSYCHOLOGY

Volume: 51 Issue: 7 Page: 2861-2886
DOI: 10.1002/jcop.23047

Published: SEP 2023

Early Access: APR 2023

Indexed: 2023-04-28

Document Type: Article

Abstract

Risk for sexual violence begins early in the lifespan; thus, interventions are needed to decrease the risk for sexual violence among high school youth. The current study evaluates the Your Voice Your View (YVV) sexual violence prevention program using a school-based cluster trial among 26 high schools in the Northeastern United States. YVV, includes: 1) a series of four classroom workshops designed to engage students as allies in violence prevention through bystander intervention skills training, address risks for sexual aggression, and reduce risk for victimization; 2) a Lunch and Learn teacher training workshop; and 3) a 4-week social norms poster campaign based on normative data from the school. Schools were matched based on size and demographics and randomly assigned to the intervention group or a wait-list control group. A sample of 2685 10th grade students enrolled in the research and completed assessments at baseline, 2-month and 6-month follow-up periods. The magnitude of the difference in sexual aggression did not vary by condition at either follow-up period. The magnitude of 6-month differences in experiencing unwanted sexual intercourse varied significantly by condition (IRR = 0.33 [0.14-0.76]), demonstrating a small protective effect favoring intervention schools (Cohen's $f(2) = 0.012$). These findings highlight the promise of multicomponent interventions grounded in bystander intervention skills training, risk reduction, and social norms theory as a promising, comprehensive approach for sexual violence prevention among youth.

Keywords Author Keywords: adolescents; bystander intervention; prevention; sexual violence

Keywords Plus: UNITED-STATES; SAFE DATES; PROGRAM; VICTIMIZATION; AGGRESSION; RESISTANCE; EDUCATION; ASSAULT; MDDPI · MFN

Citation Network

In All Databases

1 Citation

[Create citation alert](#)

1 Times Cited in All Databases

[+ See more times cited](#)

59 Cited References

[View Related Records ->](#)

Citing items by classification **New**

Breakdown of how this article has been mentioned, based on available citation context data and snippets from 1 citing item(s).



Most Recently Cited by

Orchowski, LM; Paszek, C; Fortson, BL; et al. School partner perspectives on the implementation of the Your Voice Your View sexual assault prevention program for high



WEB OF SCIENCE

Informações completas sobre o artigo. O resumo fornece informações muito úteis

Neste mesmo registo, podemos ver se o artigo está indexado no JCR

Preventing sexual violence among high school students through norms correction and bystander intervention: A school-based cluster trial of Your Voice Your View

By

Orchowski, LM (Orchowski, Lindsay M.) [1] - [9]; Malone, S (Malone, Sandra) [2]; Sokolovsky, AW (Sokolovsky, Alexander W.) [3]; Pearlman, DN (Pearlman, Deborah N.) [4]; Rizzo, C (Rizzo, Christie) [5]; Zlotnick, C (Zlotnick, Caron) [6] - [7]; Berkowitz, A (Berkowitz, Alan); Fortson, BL (Fortson, Beverly L.) [8]

(provided by Clarivate)

Journal information

JOURNAL OF COMMUNITY PSYCHOLOGY

ISSN 0090-4392

eISSN 1520-6629

Current Publisher WILEY, 111 RIVER ST, HOBOKEN 07030-5774, NJ

Table of Contents [Current Contents Connect](#)

Journal Impact Factor [Journal Citation Reports™](#)

Research Areas Public, Environmental & Occupational Health; Psychology; Social Work

Web of Science Categories Public, Environmental & Occupational Health; Psychology, Multidisciplinary; Social Work

2.3

Journal Impact Factor™
(2022)

0.82

New Journal Citation Indicator™ (2022)

thus, interventions are needed to decrease the risk for sexual violence among Your Voice Your View (YVV) sexual violence prevention program using a school-based, northeastern United States. YVV, includes: 1) a series of four classroom workshops; 2) a school-based bystander intervention through bystander intervention skills training, address risks for sexual violence; and 3) a 4-week social norms poster campaign. Schools were matched based on size and demographics and randomly assigned to intervention or control group. A sample of 2685 10th grade students enrolled in the research and 6-month follow-up periods. The magnitude of the difference in sexual aggression

did not vary by condition at either follow-up period. The magnitude of 6-month differences in experiencing unwanted sexual intercourse varied significantly by condition (IRR = 0.33 [0.14-0.76]), demonstrating a small protective effect favoring intervention schools (Cohen's $f(2) = 0.012$). These findings highlight the promise of multicomponent interventions grounded in bystander intervention skills training, risk reduction, and social norms theory as a promising, comprehensive approach for sexual violence prevention among youth.

Keywords

Author Keywords: adolescents; bystander intervention; prevention; sexual violence

Keywords Plus: UNITED STATES; SAFE DATES; PROGRAM; VICTIMIZATION; AGGRESSION; RESISTANCE; EDUCATION; ASSAULT; MENTAL HEALTH

Citation Network

In All Databases

1 Citation

[Create citation alert](#)

1 Times Cited in All Databases

[See more times cited](#)

59 Cited References

[View Related Records](#)

Citing items by classification **New**

Breakdown of how this article has been mentioned, based on available citation context data and snippets from 1 citing item(s).



Most Recently Cited by

Orchowski, LM; Paszek, C; Fortson, BL; et al. School partner perspectives on the implementation of the Your Voice Your View sexual assault prevention program for high



Funded by the European Union

Informação completa sobre artigos



WEB OF SCIENCE

Consulta1 Full text at publisher Full Text Links Export Add

Not so Random Acts of Violence: Shared Social-Ecological Features of Violence Against Women and School Shootings

By Johnson, NL (Johnson, Nicole L.) [1]; Lipp, NS (Lipp, Natania S.) [1]; Corbett-Hone, M (Corbett-Hone, Marli) [1]; Langman, P (Langman, Peter) [2]

View Web of Science ResearcherID and ORCID (provided by Clarivate)

Source PSYCHOLOGY OF MEN & MASCULINITIES
DOI: 10.1037/men0000445

Early Access JUN 2023

Indexed 2023-07-30

Document Type Article; Early Access

Abstract The present study examines an understudied potential warning sign of school shootings: violence against women (VAW). Utilizing the social-ecological model of violence prevention, we employed directed content analysis to determine the prevalence of acts and social-ecological features of VAW among profiles of 59 boys/men who perpetrated school shootings between 1966 and 2018. The majority of shootings profiled occurred in the United States (47, 79.7%), followed by Canada (five, 8.5%), Finland (two, 3.4%), Germany (two, 3.4%), Brazil (one, 1.7%), Scotland (one, 1.7%), and Ukraine (one, 1.7%). Results demonstrated a strong presence of



Relatórios de Citação de Jornais (RCJ): Fator de impacto



O que é? O fator de impacto de uma revista é o número médio de vezes que, num determinado ano, os artigos publicados por essa revista nos dois anos anteriores foram citados.

Citações em 2021 em documentos publicados em 2019 e 2020

Fator de impacto (2021) = -----

-

Artigos citáveis publicados em 2019 e 2020



WEB OF SCIENCE™



Funded by the European Union

FRONTIERS IN EDUCATION

Publisher name: FRONTIERS MEDIA SA

Journal Impact Factor™

2.3

2022

JCR Category

Category Rank

Category Quartile

Source: Journal Citation Reports 2022. [Learn more](#)

Journal Citation Indicator™

1.11

2022

0.89

2021

JCI Category

Category Rank

Category Quartile

EDUCATION & EDUCATIONAL RESEARCH
in ESCI edition

200/759

Q2

The Journal Citation Indicator is a measure of the average Category Normalized Citation Impact (CNCI) of citable items (articles and reviews) published by a journal over a recent three year period. It is used to help you evaluate journals based on other metrics besides the Journal Impact Factor (JIF).

[Learn more](#)

Journal Citation Reports= JCR

The screenshot displays the Web of Science homepage. At the top left, there is a '20 años' anniversary logo for 'COMPROMETIDOS CON LA CIENCIA 2001-2021'. The main header features the 'FECYT INNOVACIÓN' logo. Below this is a navigation bar with 'Clarivate', 'English', and 'Products'. The 'Products' dropdown menu is open, listing various services: 'Web of Science', 'Web of Science (Classic)', 'Master Journal List', 'Publons', 'InCites Benchmarking & Analytics', 'Journal Citation Reports™', 'Essential Science Indicators', 'Reference Manager', 'EndNote', and 'EndNote Click'. A red arrow points from the 'Products' button to the 'Journal Citation Reports™' option. The main content area has a purple background with the text 'Discover multidisciplinary content from the world's most trusted global citation database.' Below this is a search bar with 'Search in: Web of Science Core Collection' and 'Editions: All'. The search results section shows tabs for 'DOCUMENTS', 'AUTHORS', 'CITED REFERENCES', and 'STRUCTURE'. A search filter is set to 'Title' with the value 'BULLYING'. There are buttons for '+ Add row', '+ Add date range', 'Advanced Search', 'Clear', and 'Search'.



Funded by the European Union



WEB OF SCIENCE™



Sign in to continue with Journal Citation Reports



Email address

Password

[Forgot Password?](#)

Sign in

OR

Institutional Sign In

Sign In with your institution's group or regional affiliation

Select institution

Federation of Spain by FECYT

Go to institution

By signing in, you acknowledge and agree to our [Terms of Use](#) and [Privacy Statement](#).



Funded by the European Union

The world's leading journals and publisher-neutral data



WEB OF SCIENCE™

Ferramenta de pesquisa

Type journal name, ISSN, eISSN, category or a keyword



Already have a manuscript?

Find relevant, reputable journals for potential publication of your research using Manuscript matcher.

Match my manuscript

Ferramenta de pesquisa de revistas por categoria

See full listings and refine your search



Browse journals



Browse categories



Browse publishers

COMING SOON



Browse countries

COMING SOON

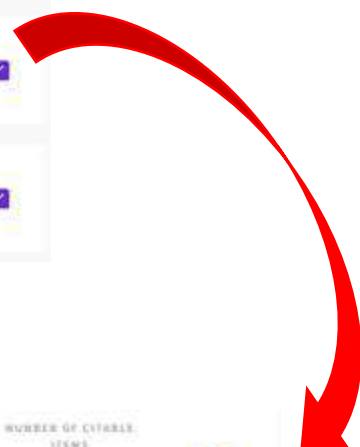


Funded by the European Union



WEB OF SCIENCE™

	NUMBER OF CATEGORIES	NUMBER OF JOURNALS	NUMBER OF CITABLE ITEMS	
Plant & Animal Science	17	1,555	194,071	
Psychiatry/Psychology	16	1,466	147,476	
Social Sciences, General	41	6,076	373,344	
Visual & Performing Arts	10	876	47,334	



Expandir para ver todas as revistas pertencentes a essa categoria

Social Sciences, General

Covers a broad range of social sciences, including anthropology, education, law, language & linguistics, sociology, women's studies, and ethics.

NUMBER OF CATEGORIES	NUMBER OF JOURNALS	NUMBER OF CITABLE ITEMS	
41	6,076	373,344	

- ANTHROPOLOGY
- ARCHAEOLOGY
- AREA STUDIES
- COMMUNICATION
- CRIMINOLOGY & PENOLOGY
- DEMOGRAPHY
- ECONOMICS
- EDUCATION & EDUCATIONAL RESEARCH
- EDUCATION, SCIENTIFIC DISCIPLINES
- EDUCATION, SPECIAL
- ENVIRONMENTAL STUDIES
- ETHICS
- ETHNIC STUDIES
- GEOGRAPHY

Journal's title

Impact Factor (IF)



WEB OF SCIENCE

Journal name	ISSN	eISSN	Category	Total Citations	2022 JIF	JIF Quartile	2022 JCI	% of OA Gold
<input type="checkbox"/> COMPUTERS & EDUCATION	0360-1315	1873-782X	EDUCATION & EDUCATIONAL RESEARCH - SSCI	28,806	12.0	Q1	3.75	19.36 %
<input type="checkbox"/> Educational Research Review	1747-938X	1878-0385	EDUCATION & EDUCATIONAL RESEARCH - SSCI	5,480	11.7	Q1	2.57	36.43 %
<input type="checkbox"/> REVIEW OF EDUCATIONAL RESEARCH	0034-6543	1935-1046	EDUCATION & EDUCATIONAL RESEARCH - SSCI	13,274	11.2	Q1	4.06	18.68 %
<input type="checkbox"/> EDUCATIONAL PSYCHOLOGIST	0046-1520	1532-6985	EDUCATION & EDUCATIONAL RESEARCH - SSCI	8,167	8.8	Q1	2.00	7.94 %
<input type="checkbox"/> Internet and Higher Education	1096-7516	1873-5525	EDUCATION & EDUCATIONAL RESEARCH - SSCI	5,548	8.6	Q1	4.91	13.41 %
<input type="checkbox"/> International Journal of Educational Technology in Higher Education	2365-9440	2365-9440	EDUCATION & EDUCATIONAL RESEARCH - SSCI	2,660	8.6	Q1	3.63	99.44 %
<input type="checkbox"/> Educational Researcher	0013-189X	1935-102X	EDUCATION & EDUCATIONAL RESEARCH - SSCI	8,702	8.2	Q1	3.15	7.54 %



REVIEW OF EDUCATIONAL RESEARCH

ISSN

0034-6543

EISSN

1935-1046

JCR ABBREVIATION

REV EDUC RES

ISO ABBREVIATION

Rev. Educ. Res.

Journal information

EDITION

Social Sciences Citation Index (SSCI)

CATEGORY

EDUCATION & EDUCATIONAL RESEARCH - SSCI

LANGUAGES

English

Publisher information

PUBLISHER

SAGE PUBLICATIONS INC

Journal's performance

Journal Impact Factor

The Journal Impact Factor (JIF) is a journal-level metric calculated from data indexed in the Web of Science Core Collection. It should be used with careful attention to the many factors that can influence the JIF. The Journal Impact Factor can complement expert opinion and informed peer review. In the case of academic evaluation for tenure, it is inappropriate to use a journal-level metric as the sole basis for evaluation.

2022 JOURNAL IMPACT FACTOR

11.2

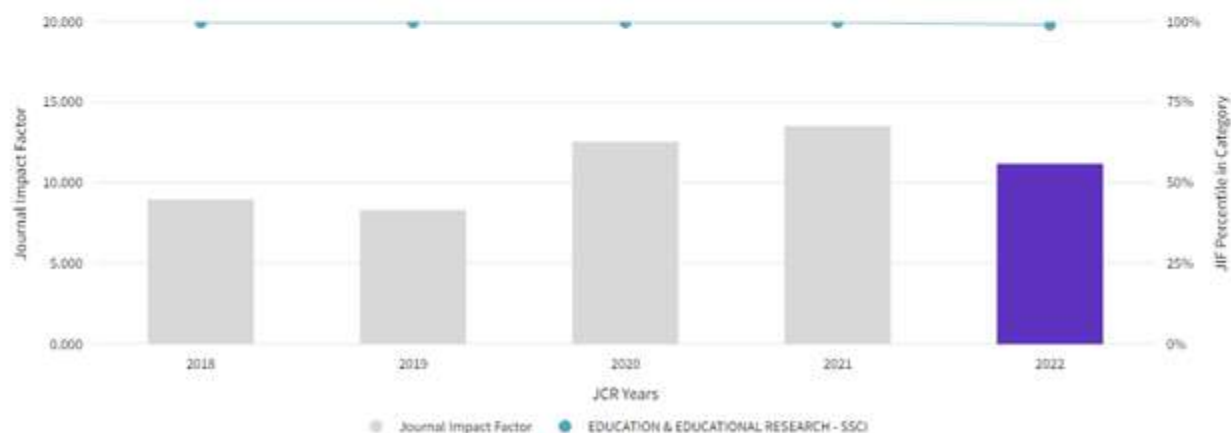
[View calculation](#)

JOURNAL IMPACT FACTOR WITHOUT SELF CITATIONS

10.9

[View calculation](#)

Journal Impact Factor Trend 2022

[Export](#)

Journal data



ÍNDICE

- Evidências vs. Ocorrências
- Provas de impacto social
- Co-criação
- Recursos de acesso livre
 - Plataformas Sappho e Adhyayana
 - ERIC
 - Google Académico
 - Revistas científicas em Scimago
 - Algumas revistas científicas de acesso livre
 - Artigos informativos e baseados em evidências
- Bases de dados de acesso livre de universidades
 - Web of Science
 - **Scopus**



Funded by
the European Union

Exercícios Práticos

TOs diapositivos seguintes contêm capturas de ecrã de como utilizar o Scopus. Recomenda-se que a navegação dos alunos seja feita diretamente nas bases de dados e não através dos diapositivos.

Scopus®

Âmbito temático: Multidisciplinar

Atualização: Semanal

Tipos de documentos: artigos de revistas, conferências, patentes, sítios Web científicos

Âmbito temporal

Desde 1996 com referências bibliográficas

Desde 1966 com resumos

Âmbito geográfico: 48% dos artigos são de publicações não editadas nos EUA.

Língua: Inglês, sem vocabulário controlado

<https://www.scopus.com/home.uri>



Scopus Preview

Author Search

Sources



Create account

Sign in

Welcome to Scopus Preview

[What is Scopus](#) ↗ [Blog](#) ↗



Check access

Check if you have access through your sign in credentials or via your institution.

[Check Scopus access](#)

Check out your free author profile!

Did you know Scopus offers free profiles to all indexed authors? Review yours, claim it, and update it — all for free!

[View your author profile](#) >



Scopus content

[Content coverage guide](#) 📖

[Scopus source list](#) 📄

[Book title list](#) 📄

Looking for free journal rankings and metrics?

Scopus offers free metrics to non-subscribers.

[View journal rankings](#) >



Ecrã de Pesquisa

Scopus®



Scopus

Search

Lists

Sources

SciVal



Create account

Sign In

Start exploring

Discover the most reliable, relevant, up-to-date research. All in one place.

Documents

Authors

Affiliations

Search tips

Search within
Article title, Abstract, Keywords

Search documents *

No search terms entered. Enter one or more search terms and click search.

+ Add search field Add date range Advanced document search >

Search

Search History

Saved Searches

Filter to search by documents



Funded by the European Union

Pode pesquisar por documento, por autoria ou por afiliação.



Start exploring

Discover the most reliable, relevant, up-to-date research. All in one place.

[📄 Documents](#) [👤 Authors](#) [🏠 Affiliations](#)

[Search tips](#) ⓘ

Search within
Article title, Abstract, Keywords

Search documents *

[+ Add search field](#) [📅 Add date range](#) [Advanced document search >](#)

[Search](#) 🔍

Ferramenta para filtrar a pesquisa

Refine search

Search within results

Filters [Clear all](#)

Year [^](#)

Range Individual

from — to

Author name [v](#)

Subject area [^](#)

- Medicine 2,111
- Social Sciences 1,394
- Psychology 1,185
- Arts and Humanities 221
- Nursing 144

[Show all](#)

Document type [Clear \(1\)](#) [^](#)

- Limited to Article 3,603

Source title [v](#)

Publication stage [v](#)

3,603 documents found

[Analyze results](#)

All [Export](#) [Download](#) [Citation overview](#) [More](#) [Show all abstracts](#) Sort by [Relevance](#) [Grid](#) [List](#)

	Document title	Authors	Source	Year	Citations
<input type="checkbox"/> 1	Article • Open access Trends in Secondary School Practices Related to Violence Prevention, 2012-2018	Adhia, A., Schleimer, J.P., Mazza, J.	Journal of School Health, 2022 92(9), pp. 882-887	2022	0
	Show abstract View at Publisher Related documents				
<input type="checkbox"/> 2	Article Violence prevention in special education schools – an integrated practice?	Pihl, P., Grytnes, R., Andersen, L.P.S.	Research in Developmental Disabilities, 77, pp. 87-97	2018	4
	Show abstract View at Publisher Related documents				
<input type="checkbox"/> 3	Article Learning from Error in Violence Prevention: A School Shooting as an Organizational Accident	Goodrum, S., Slepicka, J., Woodward, W., Kingston, B.	Sociology of Education, 95(4), pp. 257-275	2022	1
	Show abstract View at Publisher Related documents				
<p>Discover early research ideas View preprints published by authors to have an early idea of upcoming research documents.</p> <p>View 35 preprints</p>					
<input type="checkbox"/> 4	Article Examining the utility of a train-the-trainer model for dissemination of sexual violence prevention in schools	Weingarten, C., Rabago, J., Reynolds, J., ...Yanagida, E., Baker, C.	Child Abuse and Neglect, 80, pp. 70-79	2018	11
	Show abstract View at Publisher Related documents				
<input type="checkbox"/> 5	Article The role of music education for the prevention of school violence	Park, J.	Indian Journal of Public Health Research and Development, 9(9), pp. 200-203	2018	0
	Show abstract View at Publisher Related documents				


Article's title

Informações completas sobre o artigo. O resumo fornece informações muito úteis

Research in Developmental Disabilities Volume 77, Pages 87 - 97 • June 2018

Violence prevention in special education schools – an integrated practice?

Pihl, Patricia  ; Grytnes, Regine  ; Andersen, Lars Peter S. 

 Save all to author list

^a Danish Ramazzini Centre, Department of Occupational Medicine, Regional Hospital West Jutland, Herning, Denmark

4 45th percentile Citations in Scopus	0,36 FWCI 	18 Views count  ↗	View all metrics >
--	--	---	---------------------------------------

[Full text options](#)  [Export](#) 

Abstract

Research has shown that employees in special education settings are at high risk for work-related threats and violence. Previous research has not yet been able to identify the essential components of training programs that offer protection from work-related threats and violence. Therefore, the aim of this study was to explore how employees in special education schools deal with prevention of work-related threats and violence. Group interviews were conducted with 14 employees working at 5 special education schools. Results show that employees use a wide range of prevention strategies drawing on specific violence prevention techniques as well as professional pedagogical approaches. We propose that the prevention of threats and violence in special education schools can be understood as an integrated pedagogical practice operating on three interrelated levels. © 2018 Elsevier Ltd

Author keywords

Challenging behaviour; Qualitative study; Special needs education; Violence prevention; Work environment; Work-related threats and violence

Journal's name

Research in Developmental Disabilities
 Formerly known as: Applied Research in Mental Retardation
 Scopus coverage years: from 1987 to Present
 Publisher: Elsevier
 ISSN: 0891-4222 E-ISSN: 1873-3379
 Subject area: Psychology: Developmental and Educational Psychology Psychology: Clinical Psychology
 Source type: Journal

[View all documents >](#) [Set document alert](#) [Save to source list](#) [Source Homepage](#)

CiteScore CiteScore rank & trend Scopus content coverage

i Improved CiteScore methodology
 CiteScore 2022 counts the citations received in 2019-2022 to articles, reviews, conference papers, book chapters and data papers published in 2019-2022, and divides this by the number of publications published in 2019-2022. [Learn more >](#)

CiteScore 2022

4.6 = $\frac{3197 \text{ Citations 2019 - 2022}}{692 \text{ Documents 2019 - 2022}}$

Calculated on 05 May, 2023

CiteScoreTracker 2023

5.0 = $\frac{3547 \text{ Citations to date}}{708 \text{ Documents to date}}$

Last updated on 08 November, 2023 - Updated monthly

CiteScore rank 2022

Category	Rank	Percentile
Psychology Developmental and Educational Psychology	#90/343	73rd
Psychology Clinical Psychology	#80/292	72nd

Apresentação 2.

RECURSOS DE ACESSO LIVRE

This material is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) © 2024 by Lídia Puigvert, Elena Duque, Marta Soler & Ramon Flecha and is part of the Pre-existing Knowledge on which the results of the research project TeachXEvidence (Ref. 101096234 CERV-2022-DAPHNE)



Funded by
the European Union