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Teacher Training Seminars

Guidelines



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Teacher Training Seminars. Guidelines

Introduction

This document presents the fundamental framework for three Training Seminars addressed to teachers, each spanning three immersive hours. The core focus of one of these sessions encompasses the project's main objectives and overarching subject matter to be explored, as meticulously derived from the comprehensive literature review undertaken as part of the project in D1.2 *Literature review of effective practices report*. This document will be part of the Deliverables: D2.2 *Pilot seminars*, D2.3 *Training Material for Seminars*, and D2.4 *Training Seminars*.

The specific objectives to achieve:

1. To create and validate, in initial and continuous training environments, a set of seminars for teachers that will enable them to distinguish between educational actions based on opinions or hoaxes and educational actions based on scientific evidence.
2. To mainstream the use of scientific evidence-based resources at national and international levels, promoting a professionalisation of the teaching profession promoting a constant update of the latest research on which to base pedagogical decisions.
3. To produce quality training and educational resources.

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SESSION 1. Access to scientific evidence with social impact to eradicate gender-based violence

Time: 3 hours

Objectives

1. To distinguish, as the international scientific community does, between educational actions based on opinions or hoaxes and educational actions based on scientific evidence
2. To access Open access resources: scientific evidence-based with social impact resources at the national and international level
3. To approach the use of dialogic methods of intervention in the classroom

Contents:

- ❖ Identifying and distinguishing between hoaxes and scientific evidence with social impact.
 - Existing hoaxes related to gender violence that persist in educational contexts.
 - Social Impact Evidences

- ❖ Open access resources:
 - Web of Science and Scopus
 - Databases: ERIC, Google Scholar, among others.
 - Open Access Journals
 - SAPPHO platform on scientific evidence of social impact on gender
 - ADHYAYANA platform on scientific evidence of social impact on education
 - Scientifically based dissemination databases

- ❖ Implementing Dialogic Methods in the Classroom.
 - Introduction to Dialogic Methods
 - Practical Application of Dialogic Methods in Educational Settings

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Development of the session

Time: 20 min	Existing hoaxes about gender violence
Structure and resources	<p>Based on Presentation 1. Existing hoaxes about gender violence. The trainer will briefly present the existing hoaxes about gender violence that will be more in depth treated in the different sessions.</p> <ul style="list-style-type: none"> - GV is biological. - GV is associated with social class, age, educational level, culture and/or religion. - GV is only present in stable relationships. - All men are potential aggressors. - Romantic love is one of the main causes of gender violence
Time: 60 minutes	Open access resources for scientific evidence
Structure and resources	<p>First, based on Presentation 2. Open Access resources the trainer will introduce what is considered scientific evidence, what is the Open Access trend, the idea of co-creation and citizen science.</p> <p>Second, the trainer will teach how to enter in the following resources and make a practical exercise.</p> <p>Exercise 1. Searching scientific evidence on gender violence</p> <ul style="list-style-type: none"> -
Time: 10 min	BREAK
Time: 90 minutes	Dialogic methods in the classroom

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Structure and resources	<p>Based on Presentation 3. Dialogic Learning and Dialogic Gatherings the trainer will present the Dialogic Gatherings based on the Dialogic Learning:</p> <ul style="list-style-type: none"> - Literary Dialogic Gatherings - Dialogic Gatherings of Films - Pedagogical Dialogic Gatherings - Feminist Dialogic Gatherings - Other Dialogic Gatherings <p>Exercise 2. Dialogic Gatherings.</p> <p>The trainer has different options</p> <p>A) Dialogic Feminist Gathering with a informative article based in a scientific research</p> <p>B) Dialogic gathering of films with the conference summary of Jesus Gómez.</p> <p>C) Intellectual Dialogic Gathering with the chapter of Radical Love: Socialization, Attraction and Relationships.</p>
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<p>Necessary resources for developing Session 1</p> <ul style="list-style-type: none"> ● Presentation 1. Hoaxes in gender violence ● Presentation 2. Open access resources ● Sappho platform and Adhyayana platform ● Open science outreach media and resources: Scopus and others ● Open Access scientific journals: Plos One, Hipatia press and others ● Exercise 1. <i>Searching scientific evidence</i> ● Presentation 3. Dialogic Learning and Dialogic Gatherings ● Instructions of Exercise 2. <i>Dialogic Gatherings</i>
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SESSION 2. Socialization, Masculinities and Consent.

Time: 3 hours

Objectives

1. To identify and understand the socialization processes and their links with the dominant coercive discourse.
2. To understand and analyze the diversity of masculinity models and their connection to violence
3. To approach scientific research on communicative acts that promote coercion and consent in relationships.
- 4.

Contents:

- ❖ Key factors from the international scientific community: gender violence socialization processes, social interactions, coercive discourse
- ❖ Socialization, social agents, and social interactions towards violence or towards rejection of violence:
 - Family interactions
 - Educational centre interactions
 - Social media interactions
 - Peer interactions
- ❖ Masculinity models identified from the scientific literature. Distinguish between:
 - Masculinities acting against violence.
 - Masculinities promoting violence.
- ❖ Identification and promotion of plurality educational settings free of violence. Taking a stand. Rejecting any violent behaviour
- ❖ Consent versus Coercion in relationships.
 - Communicative acts
 - Power interactions: physical, institutional, and interactive

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Development of the session

Time: 80 min	Gender Violence socialization process
Structure and resources	<p>Based on Presentation 4 . Socialization process, interactions and coercive discourse the trainer will present the key factors</p> <ul style="list-style-type: none"> - Love, attractiveness, and relationship models are result of the social interactions - The existing coercive dominant discourse - Agents of socialization: family, peers, media, among others. First relationships have a crucial impact on future relationships. - GV in all type of relationships <p>Exercise 3. Intellectual Dialogic Gathering.</p> <p>Book: The Dialogic Society. The sociology scientists and citizens like and use (2022) p.33-38 Dialogic person</p> <p>Exercise 4. Identification of coercive discourse in social media</p>
Time: 10 minutes	BREAK
Time: 45 minutes	Masculinities
Structure and resources	<p>Based on Presentation 5 . Masculinity models the trainer will present the scientific evidence about masculinity models</p> <ul style="list-style-type: none"> - Masculinity studies - Masculinities promoting violence vs Masculinities acting against violence - The key element of attractiveness <p>Exercise 5. Identification of masculinity models in social media or case study</p>

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Time: 45 minutes	Consent vs Coercion
Structure and resources	<p>Based on Presentation 6 . Consent versus Coercion in relationships the trainer will present the key elements:</p> <ul style="list-style-type: none"> • Communicative acts • Power interactions: physical, institutional, and interactive.

Resources for Session 2	
	<ul style="list-style-type: none"> • Presentation 4 . Socialization process, interactions, and coercive discourse • Instructions for Exercise 3. Intellectual Dialogic Gathering. • Flecha, R. (2022)- The Dialogic Society. The sociology scientists and citizens like and use p.33-38 Dialogic person • Instructions for Exercise 4. Identification of coercive discourse in social media • Presentation 5 . Masculinity models • Instructions for Exercise 5. Identification of masculinity models in social media • Presentation 6 . Consent versus Coercion in relationships

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SESSION 3. Gender-based violence prevention

Time: 3 hours

Objectives
<ol style="list-style-type: none"> 1. To identify the protective factors as love, friendship and bystander intervention. 2. To know and understand the causes and consequences of Isolating Gender Violence. 3. To comprehend the bases of the community involvement as prevention and intervention against gender violence. 4. To identify ways in which schools and communities are internationally eradicating this reality.

Contents:

- ❖ Protective factors:
 - Ideal love
 - Friendship
- ❖ Community involvement prevention and intervention in educational settings:
 - Solidarity networks
 - Bystander intervention
 - Isolating Gender Violence
 - The Brave’s Club Zero Violence

Development of the session

Time: 45 minutes	Protective factors
Structure and resources	<p>Based on Presentation 7 Protective factors the trainer will introduce the protective factors:</p> <ul style="list-style-type: none"> - Ideal Love - Friendship - Bystander intervention <p>Reading: Love is the most revolutionary act we can choose (Periódico Educación 2023)</p>

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Time: 35 minutes	Zero Violence Brave Club
Structure and resources	<p>Based on Presentation 8 . Zero violence Brave Club the trainer will present the Brave Club experience.</p> <p>Watch the video: Breaking the Silence - How to be an active bystander. Cambridge University</p> <p>Reading and Debate: Brave’s Club: Zero Violence from age zero. European Toolkit for Schools. School Educational Gateway.</p>
Time: 10 minutes	BREAK
Time: 90 minutes	Community involvement prevention
Structure and resources	<p>Based on Presentation 9 . Isolating Gender Violence the trainer will introduce the issues: Definition and origin of the concept, Legislation, IGv in society and Overcoming IGv</p> <p>Based on Presentation 10 . Community involvement the trainer will introduce the following issues</p> <ul style="list-style-type: none"> - Dialogic society: Dialogue or violence - Solidarity networks and bystander intervention - Dialogic model of conflict resolution

Resources for Session 3
<ul style="list-style-type: none"> ● Presentation 7 . Protective factors ● Crespo, A (2023) Love is the most revolutionary act we can choose . Periódico Educación ● Presentation 8 . Brave’s club ● Video Breaking the Silence - How to be an active bystander. Cambridge University ● Reading:Brave’s Club: Zero Violence from age zero. European Toolkit for Schools. School Educational Gateway

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- **Presentation 9** . Isolating Gender Violence
- **Presentation 10** . Community involvement
- The Oxford Handbook of Criminology, 2023
<https://global.oup.com/ukhe/product/the-oxford-handbook-of-criminology-9780198860914?cc=es&lang=en> Chapter 16: Where is “victimology” in an era of #MeToo?

Other general resources to expand

Documents
<ul style="list-style-type: none"> ● Documents in English <ul style="list-style-type: none"> ○ Achieving student well-being for all: educational contexts free of violence. European Commission. Luxembourg: Publications Office of the European Union, 2023 ● Documents in Portuguese https://comunidades-aprendizagem.dge.mec.pt/pt/formacao-em-comunidades-de-aprendizagem <ul style="list-style-type: none"> ○ 2. Dialogic Learning ○ 3. Dialogic Gatherings ○ 7. Dialogic Gatherings ○ 10. Dialogic model of conflict resolution ● Documents in Spanish <ul style="list-style-type: none"> ○ Aprendizaje dialógico y convivencia escolar. Guía para las escuelas. Ministerio de Educación y Formación Profesional, 2022.
Videos
<ul style="list-style-type: none"> ● <u>Documentary (In Spanish with English subtitles): ALLINTERACT Be Brave Videogame. Children’s Narratives.</u> ● <u>Documentary: Breaking the Silence - How to be an active bystander. Cambridge University.</u> ● <u>Documentary TVE (In Spanish with English subtitles): Una escuela de vida - Adult School of La Verneda</u> ● <u>Didactic Unit</u> : Dialogic training for teachers. Learning to discuss scientific evidence. ● <u>Didactic Unit</u> : Dialogic model of prevention and conflict resolution ● <u>Didactic Unit</u> : Dialogic Literary Gatherings. Reading the classics

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<ul style="list-style-type: none"> ● Conference: Successful Upstander Educational Experiences - Up4Diversity Final Conference - Roundtable 2
<p>Informative articles</p> <p>Power or love, violence or beauty https://periodicoeducacion.info/2023/09/25/power-or-love-violence-or-beauty/</p> <p>Bullyng can be stopped with scientific evidence https://periodicoeducacion.info/2023/03/07/bullying-can-be-stopped-with-scientific-evidence/</p> <p>Love is the most revolucionary act we can choose https://periodicoeducacion.info/2023/02/14/love-is-the-most-revolutionary-act-we-can-choose/</p> <p>Bystander intervention to stop violence in schools https://periodicoeducacion.info/2023/01/19/bystander-intervention-to-stop-violence-in-schools/</p> <p>Disdainful hookups a powerful social determinant of health https://eldiariofeminista.info/2024/03/19/disdainful-hookups-a-powerful-social-determinant-of-health/</p> <p>The imposition of disdainful hookups https://eldiariofeminista.info/2021/05/28/the-imposition-of-disdainful-hook-ups/</p> <p>Publication in Nature group on violence in hook ups https://eldiariofeminista.info/2019/05/28/publication-in-nature-group-on-violence-in-hook-ups/</p> <p>One-night stand and health https://eldiariofeminista.info/2023/08/13/one-night-stand-and-health/</p>
<p>Books</p> <ul style="list-style-type: none"> ● Flecha, R. (2000). <i>Sharing Words: Theory and Practice of Dialogic Learning</i>. Rowman & Littlefield Publishers. ● Flecha, R. (2022). <i>Dialogic Society</i>. Hipatia ● Gómez, J. (2014). <i>Radical Love: A Revolution for the 21st Century</i>. Peter Lang
<p>Websites Research Projects</p> <ul style="list-style-type: none"> ● Sciearly Project. Reducing Early School Leaving and Underachievement ● Up4Diversity Project. Empowering Young People and Youth Workers to Become Active Upstanders in the Prevention of Violence Towards LGBTIQ+ People in the Digital Era

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- [ALLINTERACT. Widening and diversifying citizen engagement in science.](#)

Scientific Articles (English)

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- Iñiguez- Berrozpe, T.; Orejudo-Hernández, S.; Ruiz-Eugenio, L. & Elboj-Saso, C. (2021). School Networks of Positive Relationships, Attitudes against Violence, and Prevention of Relational Bullying in Victim, Bystander, and Aggressor Agents. *Journal of School Violence*, <https://doi.org/10.1080/15388220.2021.1875842>
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