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ORIENTATIONS FOR TEACHER TRAINERS

SESSION 1.

Presentation 1

The **objective of Presentation 1** is to present the different hoaxes on gender violence that will be dismantled based on scientific evidence during the development of the 3 sessions. For this reason, only the “brushstrokes” of each topic are presented, without going into them in depth.

An important first question (**slide 4**) prompts reflection on the idea of the social and educational nature of gender violence, because if gender violence was biological, there would be no point in developing educational prevention or action. This quotation from the book “Radical love” (Gómez, 2015)¹ will defend the rights of children. The purpose of **slide 5** is to announce the forthcoming discussion on the social nature of love.

Slide 6 shows some research stating the evidence on gender violence being present at any age, social class, or educational level.

Slide 7 dismantles the hoax that gender-based violence only occurs in stable relationships and **slide 8** is the example of some articles on the subject.

Slide 9 is to announce that the hoax about romantic love will be also treated.

Slide 10 will serve to announce that in session 2, masculinity models and their connection to gender violence will be presented. It will also serve to emphasize that general statements such as “all men...”, “all women...”, “all people from X ethnic minorities...” can never be considered a scientific affirmation.

Presentation 2. Open Access Resources

¹ Gómez, J. *Radical Love: A Revolution for the 21st Century*

The **objective of Presentation 2** is to show and to promote the ability for teachers to look for scientific evidence, where this evidence can be found, and how these resources work.

Slide 3 is to highlight the right to access scientific evidence.

Slide 5 comments that there are theoretical bases of reference in education, and that in order to move forward they must be taken into account.

Slide 6 stresses that teacher training has social impact when it is based on scientific evidence. **Slides 7 and 8** show the existence of scientific papers on evidence-based teacher training.

Slide 10 shows the importance of scientific evidence in the social sciences and **Slide 11** shows the definition of Scientific Evidence of Social impact, i.e. it has produced improvements in society.

Slides 13 to 17 differentiate dissemination, transfer and social impact, and it defines co-creation.

Slide 18.Open-access resources for teachers beginning.

Slides 19-21 explain the existence of two platforms SAPPHO and ADHYAYANA as examples of cocreation. **Slide 22** the video (audio in Spanish, subtitles in English) on how Roma girls and women use the SAPPHO and ADHYAYANA platforms is projected.

Slides 23-43 All open access databases: SAPPHO and ADHYAYANA platforms (23 to 30), ERIC (32), Google Scholar (34 and 35), Scimago scientific journals (37), Plos One (39), Hipatia journals (40), scientific articles with scientific basis such as Diario Feminista (44) and Periódico Educación (43).

THESE SLIDES ARE FOR REFERENCE FOR THE TRAINER. THEY ARE NOT TO BE PROJECTED BUT TO ENTER DIRECTLY INTO THE DATABASES AND START THE EXERCISE. THE PRESENTATION SHOULD TAKE A MAXIMUM OF 30 MINUTES UNTIL THIS POINT SO THAT THERE IS TIME TO PRACTICE.

Slides 45-71. Focuses on the databases in the *Initial training of teachers*, such as university students. It is very important to teach them how to access the different databases, as they have free access to them through their universities, as they are developing different academic works at universities that may heavily rely on information sourced from these databases. **They are only for trainee teachers who have access to these databases through their universities.**

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Slides 50-62. Contain many screenshots of the database Web of Science and Journal Citation Report. **Slides 63-71.** Same situation with Scopus

Presentation 3. Dialogic Learning. Dialogic Gatherings.

The **objective of Presentation 3** is to present that through dialogic methods these issues can be addressed with the educational community and that one of the examples is the Dialogic Gatherings based on the 7 principles of Dialogic Learning and its implications. The presentation includes brief information on each principle. It is recommended to previously read the Document: Unit2. Dialogic Learning.

The **objective of Presentation 3** is to present the Dialogic Gatherings, especially the Literary Dialogic Gatherings, Feminist Dialogic Gatherings, Intellectual Dialogic Gathering, Dialogic Gatherings of Films, and Pedagogical Dialogical Gatherings. These will be used in this training or in the training with primary and secondary students. The presentation includes brief information on each kind of Dialogic Gathering. It is recommended to previously read the document: Unit 7. Dialogic Gatherings, Unit 9. Family and Teacher training and the articles cited inside the Presentation.

GENERAL RECOMMENDATIONS

To prepare the teaching training, going more in depth to the **scientific basis** of these materials is recommended. For that purpose, the following resources can be consulted.

Official Documents:

[European States must respond to school violence based on sexual orientation. New COE-UNESCO report.](#) Council of Europe, 2018

[Facts and figures: Ending violence against women.](#) UN Women, 2022.

Research reports:

- [Achieving student well-being for all: educational contexts free of violence.](#) European Commission. Luxembourg: Publications Office of the European Union, 2023
- [Aprendizaje dialógico y convivencia escolar. Guía para las escuelas.](#) Ministerio de Educación, Formación Profesional y Deportes, 2022.
- Unit 2. Dialogic Learning
- Unit 3. Dialogic Gatherings

Books:

In Spanish:

- Aubert, A., Flecha, A., García, C., Flecha, R., Racionero, S. (2010). *Aprendizaje dialógico en la Sociedad de la Información.* Hipatia.
- Racionero, S., Ortega, S., García, R., Flecha, R. (2012). *Aprendiendo Contigo.* Hipatia.

In English:

- Flecha, R. (1997). *Sharing Words: Theory and Practice of Dialogic Learning*. Rowman & Littlefield Publishers.
- Gómez, J. (2014) *Radical Love: A Revolution for the 21 st Century*. Springer

Scientific Articles:

- Buslón, N., Gairal, R., León, S., Padrós, M., & Reale, E. (2020). The Scientific Self-Literacy of Ordinary People: Scientific Dialogic Gatherings. *Qualitative Inquiry*, 26(8-9), 977-982. <https://doi.org/10.1177/1077800420938725>
- de Mello, R. R., Soler-Gallart, M., Braga, F. M., & Natividad-Sancho, L. (2021). Dialogic Feminist Gathering and the Prevention of Gender Violence in Girls With Intellectual Disabilities. *Frontiers in psychology*, 12, 662241. <https://doi.org/10.3389/fpsyg.2021.662241>
- Díez-Palomar, J., Font Palomar, M., Aubert, A., & Garcia-Yeste, C. (2022). Dialogic Scientific Gatherings: The Promotion of Scientific Literacy Among Children. *Sage Open*, 12(4). <https://doi.org/10.1177/21582440221121783>
- López de Aguilera, A., Salceda, M., Girbés-Peco, S., Peña-Axt, J. C., & Soler-Gallart, M. (2023). Democratizing Taste on Classical Music for All. *Qualitative Research in Education*, 12(3), 236–251. <https://doi.org/10.17583/qre.13395>
- Padrós-Cuxart, M., Rodrigues de Mello, R., Ramis-Salas, M., & Duque, E. (2021). Dialogic gathering of films. Promoting meaningful online interactions during COVID-19 confinement. *PLOS ONE*, 16(7), e0254132. <https://doi.org/10.1371/journal.pone.0254132>
- Puigvert, L. (2016). Female University Students Respond to Gender Violence through Dialogic Feminist Gatherings. *International and Multidisciplinary Journal of Social Sciences*, 5(2), 183–203. <https://doi.org/10.17583/rimcis.2016.2118>
- Racionero-Plaza, S., Ugalde-Lujambio, L., Puigvert, L., & Aiello, E. (2018). Reconstruction of Autobiographical Memories of Violent Sexual-Affective Relationships Through Scientific Reading on Love: A Psycho-Educational Intervention to Prevent Gender Violence. *Frontiers in psychology*, 9, 1996. <https://doi.org/10.3389/fpsyg.2018.01996>
- Roca-Campos, E., Renta-Davids, A. I., Marhuenda-Fluixá, F., & Flecha, R. (2021). Educational Impact Evaluation of Professional Development of In-Service Teachers: The Case of the Dialogic Pedagogical Gatherings at Valencia “On Giants’ Shoulders”. *Sustainability*, 13(8),4275. <https://doi.org/10.3390/su13084275>
- Salceda, M., Vidu, A., Aubert, A., & Roca, E. (2020). *Dialogic Feminist Gatherings: Impact of the Preventive Socialization of Gender-Based Violence on Adolescent Girls in Out-of-Home Care*. *Social Sciences*, 9(8),138. <https://doi.org/10.3390/socsci9080138>

Videos:

- [Sappho and Adhyayana Scientific Evidence Platforms. Young Roma Women’s Narratives](#). (Spanish with English subtitles)
- [Una escuela de la vida. Adult school of La Verneda](#). (Spanish with English subtitles)