

Presentation 2.

OPEN ACCESS RESOURCES

This material is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) © 2024 by Lúdia 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

Presentation 2.

+
•

OPEN ACCESS RESOURCES

Training seminars Primary and Secondary Teachers. TeachXEvidence (Ref. 101096234 CERV-2022-DAPHNE) © 2024 is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/)



Funded by
the European Union

UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 27

RIGHT TO PARTICIPATE IN
CULTURAL, ARTISTIC, AND
SCIENTIFIC LIFE



WOVEN TEACHING

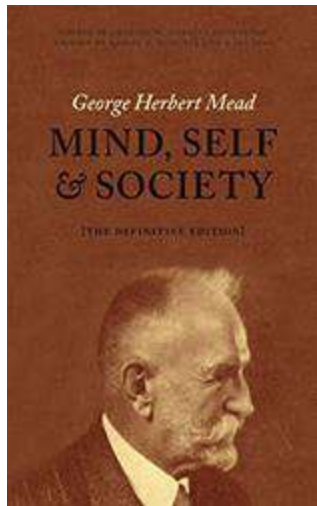


Funded by
the European Union

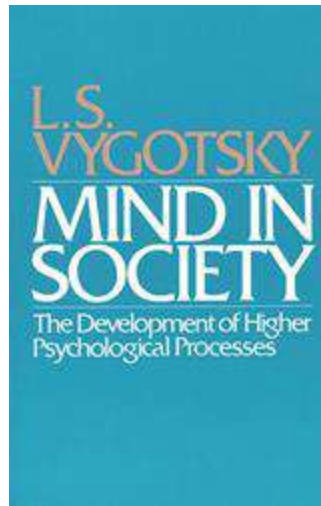
INDEX

- **Evidence vs. Occurrences**
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus

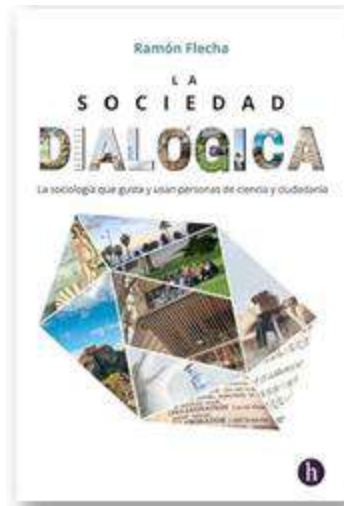
Mead



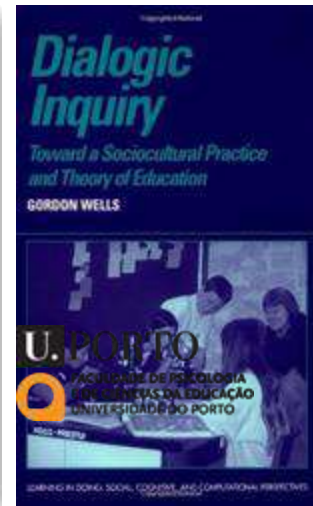
Vygotsky



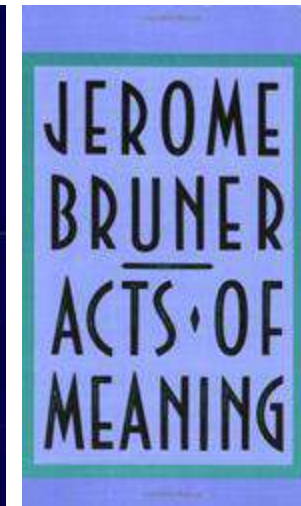
Flecha



Wells



Bruner



Freire



Habermas



From superstition to science
"On the shoulders of giants"



From superstition to science. Teacher training

TEACHER TRAINING

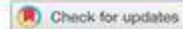
	Key	Social Impact	Example of action
Edumyth	Results improve with teacher training	Results do not improve because most teacher training is based on edumyths and evaluated by teacher satisfaction surveys.	Training aimed at teacher satisfaction (and not at improving student performance) which can be very costly.
Scientific Evidence	Results depend on teacher training being based on scientific evidence (not on edumyths).	Improved results and evaluation of teacher training in terms of improved student outcomes	Teacher training based on scientific sources Finland: Training integrated with scientific research - "Research-based thinking": reading scientific literature, writing essays, and being familiar with research methods.



Funded by the European Union

From superstition to science. Teacher training

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>



Funded by
the European Union

From superstition to science. Teacher training

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 (Grospietzsch & Mayer, 2019; Howard-Jones, Franey, Mashmouhi, & Liao, 2009; MacDonald, Germaine, Anderson, Christodoulou, & McGrath, 2017; Papadatos-Pastou, Halion, & Vlachos, 2017; Pasquinelli, 2012; Tardif, Dossin, & 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>



Funded by the European Union

INDEX

- Evidence vs. Occurrences
- **Evidence of Social Impact**
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus



NINE ORIENTATIONS FOR SOCIOLOGIES THAT SCIENTISTS AND CITIZENS LIKE AND USE:

- Dialogue
- Improvement
- **Truth: All sciences have been created to find truths. Dialogic sociologies clarify, publicly and democratically, which statements are grounded in scientific evidence, and which are hoaxes.**
- Goodness
- Beauty
- Gender
- Cultures
- Universal
- Forward-looking

Evidence of Social Impact

Evidence of social impact is the scientifically supported proofs that have been obtained when a given research knowledge has informed policies or actions and these have generated improvements in society in relation to the objectives that enjoy a broad consensus (e.g. SDGs) and/or that have been set by democratically elected people.

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



Funded by
the European Union



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- **Co-creation**
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus

Dissemination

Takes place when institutions, companies, NGOs and citizens in general get to know our work (often through dissemination activities).





Transfer

It occurs when policy makers, companies, NGOs or citizens use our research results to plan and carry out their interventions.

Political impact. This is a subgroup of transfer



Social Impact

It happens when there are **evidence-based improvements experienced by individuals and societies** (in line with social objectives), resulting from the transfer of research results.

Social Creation

Defines the process when new successful social realities emerge from the social research itself that improve society in a way that did not exist until now.





Co-creation

2 Factors → Plurality of voices + science

Social sciences (like other sciences) have been created **through dialogue** and are developed through dialogue.

This is how social improvements take place.



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - **Sappho and Adhyayana platforms**
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus

Co-creation



- Co-creation overcomes the existing opposition between top-down and bottom-up approaches, in which the former leads to researchers making decisions without citizens' voices, and the latter can lead to populism, as it lacks the basis of scientific evidence.
- **SAPHO** (Scientific evidence platform gender: <https://socialimpactscience.org/gender/>) and **ADHAYANA** (Scientific evidence platform education: <https://socialimpactscience.org/education/>) overcome this dichotomy by promoting co-creation, an egalitarian dialogue between science and citizens, in which any citizen can participate based on validity claims based on scientific evidence, not on power interactions (i.e. imposition, status, etc.).



ADHYAYANA

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

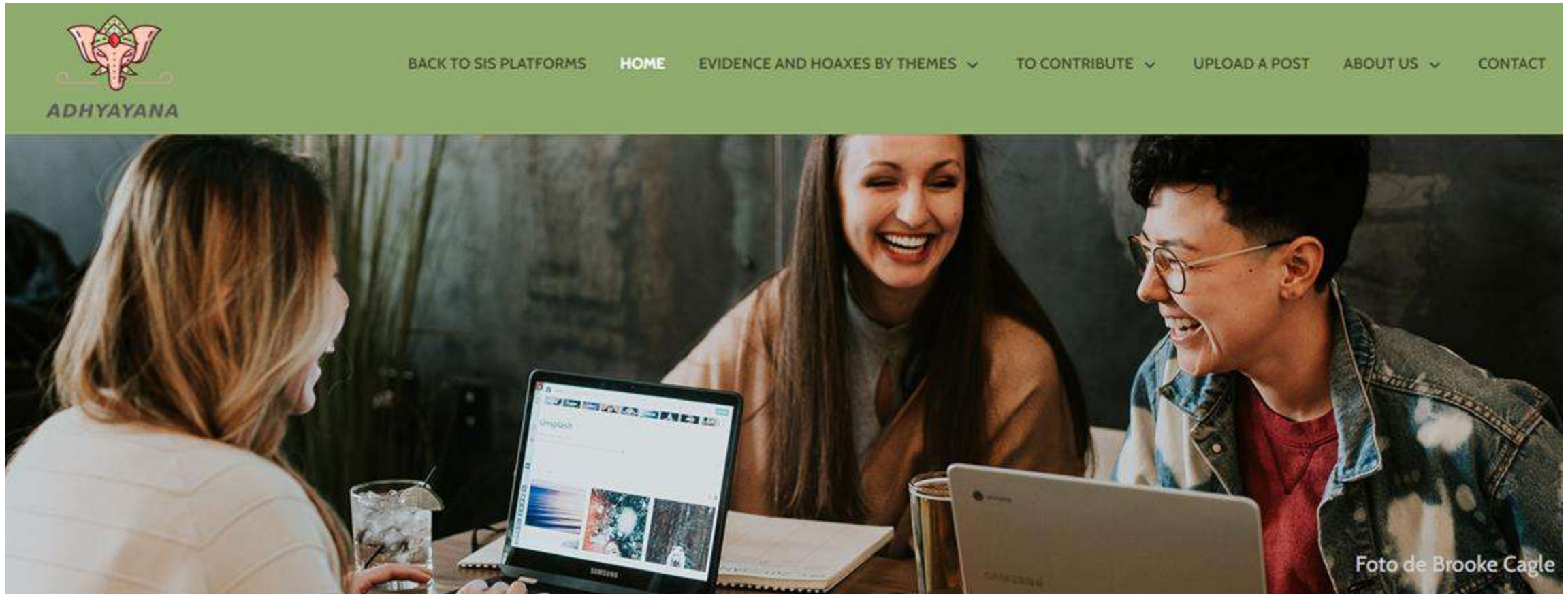


Funded by
the European Union

Scientific Evidence Platforms ADHYAYANA (Education)



ADHYAYANA



Funded by
the European Union

Scientific Evidence Platforms

SAPPHO (Gender)



IT'S HERE

**THE WORLD'S FIRST
PLATFORM FOR DIALOGUE
ON GENDER**



SAPPHO PLATFORM

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

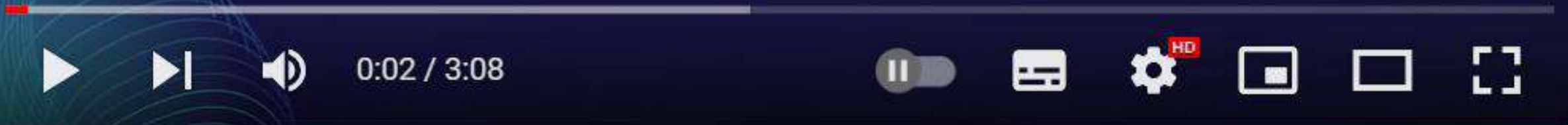


Funded by
the European Union

<https://youtu.be/y7u5KJhahkU>

Roma Women using Sappho & Adhyayana Platforms

Roma women



Practical exercises

The following slides contain screenshots of how the platforms work. The presentation of these slides can be replaced by browsing and practising directly on the websites of each platform.

How do they work?



Scientific evidence

Posts should have at least 3 articles (from Web of Science or Scopus databases) supporting the claim to be classified as **Scientific Evidence**

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

Hoax

Posts should have at least 3 articles (from Web of Science or Scopus databases) supporting the claim to be classified as **Hoax**

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

Posts that lack of these 3 references are classified as **Needs more evidence**. Every user can add scientific references to validate or refute the claim

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



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



Funded by the European Union



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

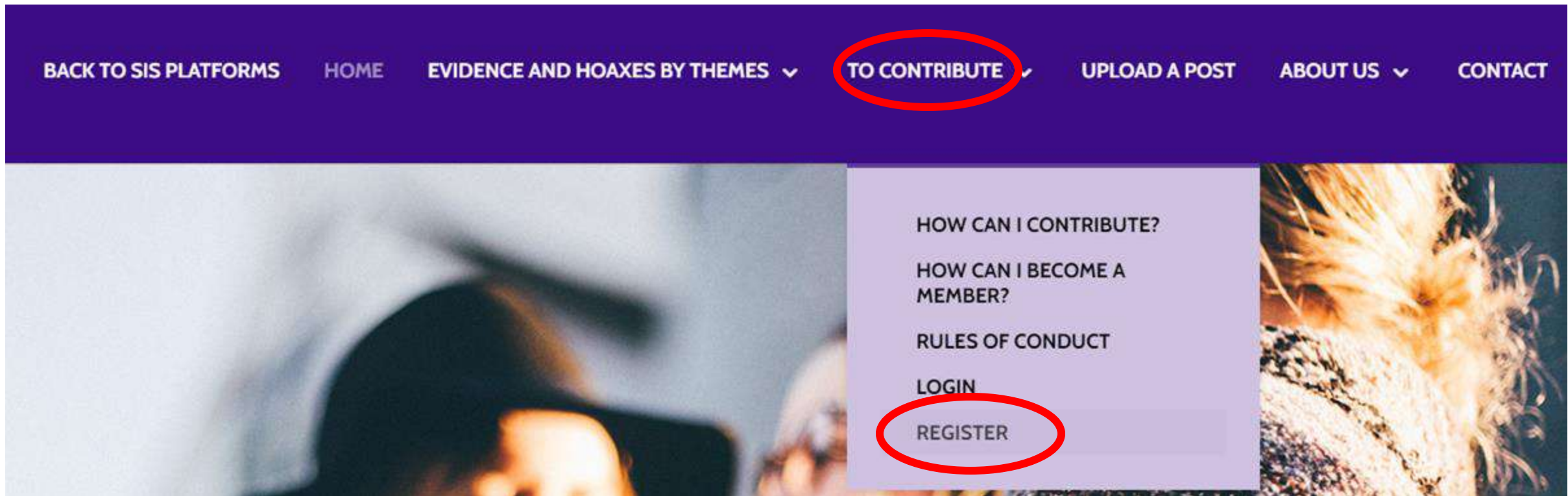
Thinking about every romantic experience I have had throughout my teenage years, I have also come to the conclusion that "Love does not kill". Due to a lack of maturity or experience, teenagers (and specially girls) tend to choose romantic partners who are also immature, uncaring and even aggressive. 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 😊



Funded by the European Union

How to register as a user in order to contribute?





How can I contribute?

Contributions can be made as new posts or added to existing ones in the form of comments or editing the previous post, and they can be based on scientific evidence or everyday life stories.



Ask the community or contribute with your post:

Create a post with a question or statement about a specific topic. This new post will be reviewed by the collaborators and will be shown as “Under Review” until published in any of the categories. Anyone can modify an existing post or add a comment to it.



Modify a post already created by providing new scientific evidence. The post will keep a public record of the edits it goes through and who has contributed to its modification.



Answer and provide information to other members:

You can share your experiences or scientific information by adding them to the posts written by other community members. When a post is modified, the usernames of those who made the changes will be displayed.



Spread the results generated by the platform community: Help spread the word about the outcomes generated by the SIS Platforms through social networks, friends’ networks, and other channels.

INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - **ERIC**
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus

ERIC - Education Resources Information Center

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



Collection **Thesaurus**

Search education resources [Advanced Search Tips](#)

Peer reviewed only Full text available on ERIC



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - **Google Scholar**
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus

Google Scholar

Articles Case law

- To search articles

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

Google Scholar

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 - endava.co

... 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. ...
☆ Guardar Citar Citado por 63 Artículos relacionados Las 5 versiones Importar al BibTeX 06

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

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

... This paper provides an overview of the extent and nature of **gender-based violence** and its health consequences, particularly on sexual and reproductive health ... Intimate partner ...
☆ Guardar Citar Citado por 919 Artículos relacionados Las 29 versiones Importar al BibTeX

Violence, gender, and subjectivity

Y, 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 ...
☆ Guardar Citar Citado por 409 Artículos relacionados Las 10 versiones Importar al BibTeX

Gender-based violence: concepts, methods, and findings

NF Russo, A, Pridot - 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. ...
☆ Guardar Citar Citado por 373 Artículos relacionados Las 13 versiones Importar al BibTeX

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 Meertens, 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 ...
☆ Guardar Citar Citado por 60 Artículos relacionados Las 2 versiones Importar al BibTeX

Gender-based violence

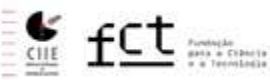
G Terry - 2007 - osfamlibrary.openrepository.com

... 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 ...
☆ Guardar Citar Citado por 68 Artículos relacionados Las 3 versiones Importar al BibTeX 06

Researching gender violence

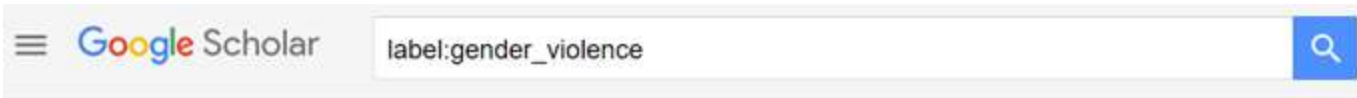
T Skirrow, M Hester, E Malos - 2013 - books.google.com

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



Google Scholar

- To search researchers



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

A vertical list of researcher profiles from Google Scholar. Each profile includes a circular profile picture, the researcher's name, their affiliation, a verified email address, and a list of research interests. The following names are circled in red: Ramon Flecha, M. Rosa Valls-Carol, Marta Soler-Gallart, Puigvert Mallart, Lidia, and Sandra Racionero-Plaza. The list also includes M. Brinton Lykes, Lynn Stephen, Yandisa Sikweyiya, Sarah Gervais, and Gussy Barbara. The number of citations for each researcher is listed to the right of their profile.

Researcher Name	Citations
Ramon Flecha	25327
M. Brinton Lykes	6224
M. Rosa Valls-Carol	5957
Lynn Stephen	5549
Yandisa Sikweyiya	5443
Marta Soler-Gallart	5201
Puigvert Mallart, Lidia	4830
Sarah Gervais	4147
Gussy Barbara	4102
Sandra Racionero-Plaza	3890



Funded by the European Union



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - **Scientific journals in Scimago**
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - 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	



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - **Some Open Access scientific journals**
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - Scopus

[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 (1,221)**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: 5

The Structure of Co-Occurring Bullying Experiences and Associations with Suicidal Behaviors in Korean Adolescents

Beop-Rae Roh, Yoewon 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](#)

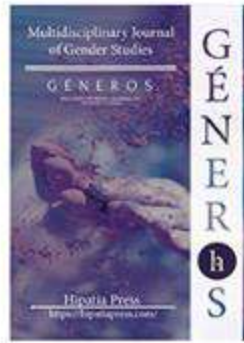
Funded by the European Union

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



BRAC

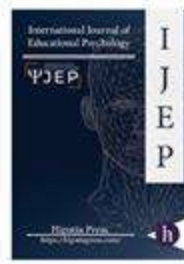
Barcelona, Research, founded with the intention where the words, imag young researchers, teach working in the theor contemporary art could be



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.

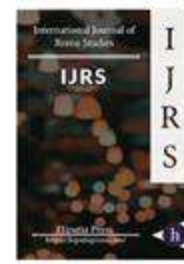
[View Journal](#)



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.

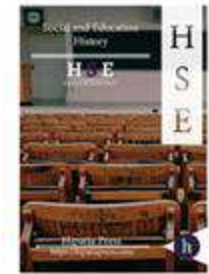
[View Journal](#)



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](#)



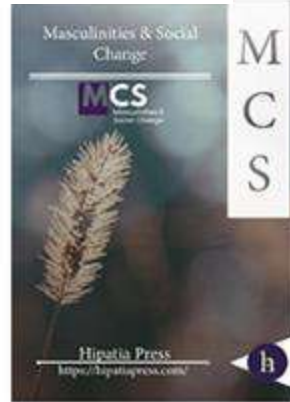
HSE

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

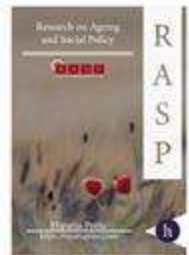
Masculinities and Social Change publishes articles about international research on masculinity. In this framework, its contributions relate this subject to social change in different aspects: men's socialization, children and adolescents' education, the overcoming of gender-based violence, attractiveness 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 edited by Hipatia Press, 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](#)



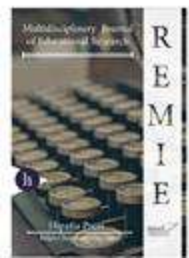
Sociology of Education is a quarterly electronic journal from the Editorial Hipatia that publishes articles both from the results of multidisciplinary research, as well as from essays and theoretical discussions on different aspects of sociology of education with different methodological approaches with 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





INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - **Evidence-based, informative articles**
- Open access databases from universities
 - Web of Science
 - Scopus

☰ Look for

DF

DIARIO FEMINISTA

log in or register 🔍

<https://eldiariofeminista.info/>



Subscription

> Donation



Funded by the European Union

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

A red padlock is attached to a metal gate. The shackle of the padlock has the word "UNOPENED" embossed on it. The background is a blurred metal gate.

Practical exercises

The following slides contain screenshots of how institutional registration databases work.

Therefore, this section is intended primarily for university students.



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - **Web of Science**
 - Scopus

Concept and access to electronic information



Any information that appears on Google...

Free of charge

Academic, scientific, contrasted information. Quality information

Of payment

When we start a search we must be aware of what we need:

- **Time** to find the most appropriate sources of information
- **Being critical** in deciding whether to use them or not

Criteria to follow to decide whether a source is useful or not

- **Reliability**
- **Relevance**
- **Up-to-dateness**



KEEP
CALM
AND
SEARCH
ON

Web of Science (WoS)

**WEB OF
SCIENCE**

Science Citation Index
Social Science Citation Index
Arts & Humanities Citation Index



WEB OF SCIENCE™

Thematic scope: multidisciplinary

Temporal scope: From 1900 (see the specifications of each database)

Geographical scope: Anglo-Saxon World

Language: English, no controlled vocabulary



Funded by
the European Union

Practical Exercises

The following slides contain screenshots of how to use WoS. It is recommended to guide the students' navigation directly into the databases as opposed to through the slides.





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

20 años
COMPROMETIDOS
CON LA CIENCIA
2007-2027

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

+ Add row + Add date range Advanced Search

X Clear Search



Funded by
the European Union

The refining tool helps us to narrow down the search



WEB OF SCIENCE™

Q **violence prevention** (Topic) Search

[+ Add Keywords](#) Quick add keywords: [+ VIOLENCE PREVENTION](#) [+ INTIMATE PARTNER VIOLENCE](#) [+ VIOLENCE](#) [+ DOMESTIC VIOLENCE](#) [+ DATING VIOLENCE](#) [+ SEXUAL VIOLENCE](#) [Copy query link](#)

Publications You may also like...

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](#) ...



Funded by the European Union

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 (YVVV) sexual violence prevention program using a school-based cluster trial among 26 high schools in the Northeastern United States. YVVV, 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

Complete information about the article. The **abstract** provides very useful information

In this same register we can see if the article is indexed in 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)^[8]; Fortson, BL (Fortson, Beverly L.)^[8]

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 cluster trial in the Northeastern United States. YVV, includes: 1) a series of four classroom workshops on bystander intervention skills training, address risks for sexual violence through bystander intervention skills training, address risks for sexual violence through bystander intervention skills training, address risks for sexual violence through bystander intervention skills training, 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 f² = 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



WEB OF SCIENCE

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 school students



Funded by the European Union

Complete information about the article



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



Funded by the European Union

Journal Citation Reports (JCR): Impact Factor



What is? The impact factor of a journal is the average number of times in a given year that articles published by this journal in the previous two years were cited.

$$\text{Impact factor (2021)} = \frac{\text{Cites in 2021 at published documents in 2019 and 2020}}{\text{Citable items published in 2019 and 2020}}$$



Funded by the European Union



WEB OF SCIENCE™

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

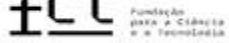
Q2

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 shows the Web of Science website interface. At the top left, there is a banner for '20 años COMPROMETIDOS CON LA CIENCIA 2001-2021' and the 'FECYT INNOVACIÓN' logo. Below this is a navigation bar with 'Clarivate', 'English', and 'Products'. The main navigation menu includes 'Web of Science™', 'Search', 'Marked List', 'History', and 'Alerts'. A dropdown menu is open under 'Products', 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' menu to the 'Journal Citation Reports™' option. Below the navigation, a purple banner reads 'Discover multidisciplinary content from the world's most trusted global citation database.' The search bar is set to 'Web of Science Core Collection' with 'Editions: All'. The search results section shows 'DOCUMENTS' selected, with a search box containing 'BULLYING' and a 'Search' button.




Funded by the European Union



WEB OF SCIENCE™



Sign in to continue with Journal Citation Reports



Email address

Password

[Forgot Password?](#)

OR

Institutional Sign In

Sign In with your institution's group or regional affiliation

Select institution
Federation of Spain by FECYT

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™

Search Tool

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

Tool to search magazines by category

See full listings and refine your search



Browse journals



Browse categories



Browse publishers

COMING SOON





Browse countries

COMING SOON




Funded by the European Union

	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	



WEB OF SCIENCE™


Expand to view all magazines belonging to that category




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





Funded by the European Union

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 %

15 ?



Funded by the European Union

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 data

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

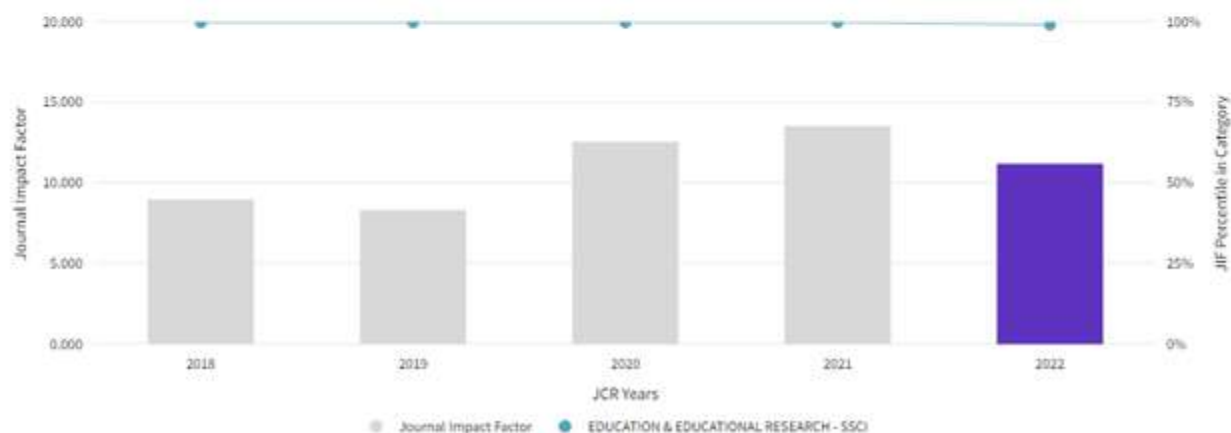
[View calculation](#)

JOURNAL IMPACT FACTOR WITHOUT SELF CITATIONS

10.9

[View calculation](#)

Journal Impact Factor Trend 2022

[Export](#)



INDEX

- Evidence vs. Occurrences
- Evidence of Social Impact
- Co-creation
- Open Access Resources
 - Sappho and Adhyayana platforms
 - ERIC
 - Google Scholar
 - Scientific journals in Scimago
 - Some Open Access scientific journals
 - Evidence-based, informative articles
- Open access databases from universities
 - Web of Science
 - **Scopus**

Practical Exercises

The following slides contain screenshots of how to use Scopus. It is recommended to guide the students' navigation directly into the databases as opposed to through the slides.

Scopus®

Scopus

- **Thematic Scope:** Multidisciplinary
- **Update:** Weekly
- **Document types:** journal articles, conferences, patents, scientific websites
- **Temporal scope**
 - From 1996 with bibliographical references
 - Since 1966 with abstracts
- **Geographical scope:** 48% of the articles are from publications non edited the USA.
- **Language:** English, without controlled vocabulary

<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](#)



Search screen

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

You can search by document, by authorship, or by affiliation.



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](#)



Funded by the European Union

Tools to filter the search

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](#)

Documents Preprints Patents Secondary documents Research data

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, 92(9), pp. 882-887	2022	0
<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
<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
<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
<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. 220-223	2018	0

Article's title


Complete information about the article. The abstract provides very useful information

Scopus®

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

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



Funded by the European Union

Presentation 2.

OPEN ACCESS RESOURCES

This material is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) © 2024 by Lúdia 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