

Featured articles from the OVJ documentation centre. February 2023



AHEDO GURRUTXAGA, I., 2023. [First day of class: starting on the path to cooperation, politicisation and the awareness of gender inequalities.](#) Márgenes: Revista de Educación de la Universidad de Málaga, vol. 4, no. 1, pp. 135-153. ISSN 2695-2769

This paper aims to address two challenges in higher education: student-centred and gender-sensitive learning frameworks. Situated at the intersection of these two ambitions, the goal is to provide students with tools that will shed light on the rationale behind cooperative learning that addresses gender inequalities in the classroom. To this end, the first contact with students when presenting a subject is crucial because studies show how the first hours of teaching a subject can affect the motivation to learn throughout the course. From this vantage point, and after defining the core elements of student-centred learning and the gender perspective applied to higher education, we describe an experience implemented during the first two hours of a first-year Sociology and Political Science course which, based on a series of active techniques in which emotion, symbolism and trust are essential, makes it possible from the first contact to highlight inequalities in the classroom, to establish the methodology and some of the core content of the course, and to experience the meaning of politics from a practical point of view. Understanding learning as a political process in which cooperation is essential, this text presents a model in which the focus is on a student body that we strive to motivate to become the protagonist of their learning experience on an equal footing.

BLÁZQUEZ VILAPLANA, B., 2022. [Sexual violence at university: from silence to youth activism in social media](#). Revista internacional de pensamiento político, no. 17, pp. 51-74. ISSN 1885-589X

Women, young people and students have begun to break the silence that prevailed as the norm in universities concerning sexual violence on their campuses. Through feminist cyber-activism and the use of non-conventional media to voice their complaints, they have designed networks aimed at creating spaces of support and solidarity with the victims as a collective response strategy. The goal is to raise awareness of the most prominent example of this type of network in Spanish universities, the "MeToo University" network. Publicising their existence is tantamount to giving survivors a voice.

SALINAS BOLDO, C., 2022. [Against the "privilege" of remaining silent: bisexual women resisting](#). RELIES: Revista del Laboratorio Iberoamericano para el Estudio Sociohistórico de las Sexualidades, no. 8, pp. 15-35. ISSN 2659-8620

This paper aims to reflect on how the acknowledgement and experience of bisexuality permeate the identity of young Latin American and feminist women through the analysis of videos from four virtual forums, in which these women talk about their experience as "bisexuals", which is how they have decided to identify. To achieve this goal, we qualitatively analysed the discourse of sixteen bisexual women who participated in these virtual forums dedicated to sharing experiences and artistic collaborations on the topic of their bisexuality. From the discourses of these women, it was possible to identify how biphobia has made it difficult for them to identify as bisexual; what it has meant for them to talk about their sexual orientation with others; and how they have chosen to resist rejection and be rendered invisible. These young women also mentioned the need to have their own spaces to tell their stories, find common ground and speak out politically, to fight against the biphobia that still exists in society.