

## Featured articles from the OVJ documentation centre. September 2021



DE MIGUEL ÁLVAREZ, A., 2021. *On pornography and sex education: Can "sex" justify humiliation and violence?* Gaceta sanitaria: Official journal of the Spanish Society of Public Health and Health Administration, vol. 35, no. 4, pp. 379-382. ISSN 0213-9111

The purpose of this paper is to advocate the necessity and urgency of opening an interdisciplinary discussion on the aims of crucial sexuality education. From a philosophical and gender perspective, we analyse the consequences of widespread access to pornography on the net, a lucrative business, as a school of sexuality for young people. The article addresses the violence and misogyny of much of the most popular content and puts forward two hypotheses for discussion: first, that pornography is subject to a process that eroticises violence and may become the new space for justifying inequality between girls and boys; and second, that there is a mismatch between girls' and boys' expectations of what constitutes a good sex life. Movements such as Me too and Cuéntalo (Tell Your Story), and the social polarisation in trials such as that of "la manada" ("the pack"), would confirm such a mismatch. The conclusions reflect the contradictions between a society that is committed to the value of equality and which tolerates less harassment and sexual abuse and aggression, and a society that tolerates pornographic content freely accessible to minors, which is a school of misogyny and violence. Three current examples illustrate some of the serious consequences of these contradictions.

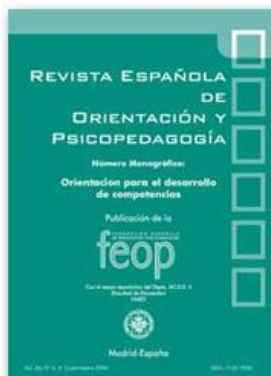
## RELATEC



LÓPEZ-FLAMARIQUE, M. and PLANILLO ARTOLA, S., 2021. *Secondary school students confronted with fake news: results of a didactic intervention.* RELATEC: Revista Latinoamericana de Tecnología Educativa, vol. 20, no. 1, pp. 39-56. ISSN 1695-288X

Social media has become one of the main sources of information, especially among young people. At the same time, there has been an increase in the production and circulation of false information or fake news across the Internet. In this context, it is crucial that young people acquire strategies and skills to read the information they consume critically. This study aims to examine the behaviour of secondary school students when faced with false information and the effect of a didactic intervention, carried out online during the covid-19 pandemic, which was designed to help students develop skills in detecting false news. This is participatory research using a pre-test/post-test design. The results show that students increased their ability to identify some types of falsehoods, such as unsubstantiated information and misrepresented information, although they

had problems recognising decontextualised information or the use of discriminatory language. The most common strategies used were confirming data online and the use of fact-checking websites. Differences in behaviour were observed between students who identified false information and those who did not. The conclusions point to the need to work comprehensively, extensively, and transversally in the classroom on the assessment of information based on the skills that students already possess.



SERRANO GARCÍA, C., ROYO GARCÍA, P., LAORDEN GUTIÉRREZ, C. and GIMÉNEZ, M., 2021. [Cyberbullying in a Spanish university sample](#). Revista Española de Orientación y Psicopedagogía, vol. 32, no. 2, pp. 132-149. ISSN 1139-7853, 1989-7448

The study of cyberbullying has focused on pre-university education, particularly secondary education. The study aims to provide data on the prevalence and most frequent forms of cyberbullying in the university context. The sample consists of 776 students from 4 university degrees. The ECIP-Q questionnaire was used, which identifies victim, perpetrator, bully-victim, and non-involved roles. A quantitative methodology was used. The results show that 4% of the participants identify themselves as victims, 7.9% as perpetrators, and 1.4% as bully-victims. The roles of involvement are found in all four courses, with a higher percentage of victims and perpetrators in the last course. The most frequent forms of victimisation are insults via mobile phone or the internet and being excluded from a social network, followed at some distance by threats, spreading rumours or posting personal information. It was concluded that cyberbullying is present in universities in all roles and university counselling services need to implement intervention programmes to prevent and reduce cyberbullying and promote good practices on social networks, as cyberbullying does not seem to abate with the increasing maturity of young people.