

Featured articles from the OVJ documentation centre. October 2021



LÓPEZ ALARCÓN, D., 2021. ***Suicide, a Preventable Social Problem***. Aula de secundaria, no. 43, pp. 23-27. ISSN 2014-8615

Addressing suicide in an educational setting has become essential because it is the leading cause of unnatural death among adolescent students. Teachers need basic information-training to prevent, detect and intervene in suicidal behaviour. This article is intended to begin this process.



ROSSI, T., TREVISOL, A., SANTOS-NUNES, D., DAPIEVE PATIAS, N. and HOHENDORFF, J.V., 2020. [Perceived general self-efficacy and motivation to learn among secondary school adolescents](#). Acta Colombiana de Psicología, vol. 23, no. 1, pp. 264-271. ISSN 1909-9711, 0123-9155

Self-efficacy refers to the beliefs that each individual has about his or her abilities to perform a task, while motivation to learn is considered a notoriously important construct because it stimulates the individual to perform his or her tasks. With these two concepts in mind, the purpose of this study was to identify the correlation between self-efficacy and intrinsic and extrinsic motivation in adolescents by analysing possible differences in means by gender and age group. The findings showed a positive correlation between self-efficacy and intrinsic motivation, a negative correlation between self-efficacy and extrinsic motivation, higher means for intrinsic motivation in females and for extrinsic motivation in males, and higher means for self-efficacy in males. No statistically significant differences were found between the age groups. It is therefore essential to establish strategies whereby schools take into account that self-efficacy and motivation can interfere with the learning process of adolescents.



SÁNCHEZ LÓPEZ, I., BONILLA DEL RÍO, M. and OLIVEIRA SOARES, I. de, 2021. [Digital creativity to transform learning: Empowerment from a com-educational approach](#). *Comunicar: Revista científica iberoamericana de comunicación y educación*, no. 69, pp. 113-123. ISSN 1134-3478

The daily use of the media by a whole generation shows the distance that exists between the reality experienced by young people and the institutions responsible for their education. Formal education is still closely linked to the passive role of literary recipients, ignoring the potential of connected communication and digital narratives for the empowerment of students. Simultaneously, there is a growing interest in education from the professional media. We have called this trend line the com-educational vector. In this research, we propose to describe opportunities for the empowerment of young people from a com-educational perspective. The implemented methodology combines, in an interlinked approach, the analysis of the multimodal discourse of com-educational platforms with interviews with privileged viewers. The results show that the implementation of digital creation can be used as a way of building the identity, interaction and socialisation of students through emotion, empathy and the capacity for transformation. It allows the establishment of nodes between concepts, relational understanding, meaningful reconstruction and appropriation. The conclusion is that, under this proposal, formal education institutions could move from a reactive model to a prospective model, reviewing transmission and reception codes, and proposing meanings from creative action and feedback with the community.