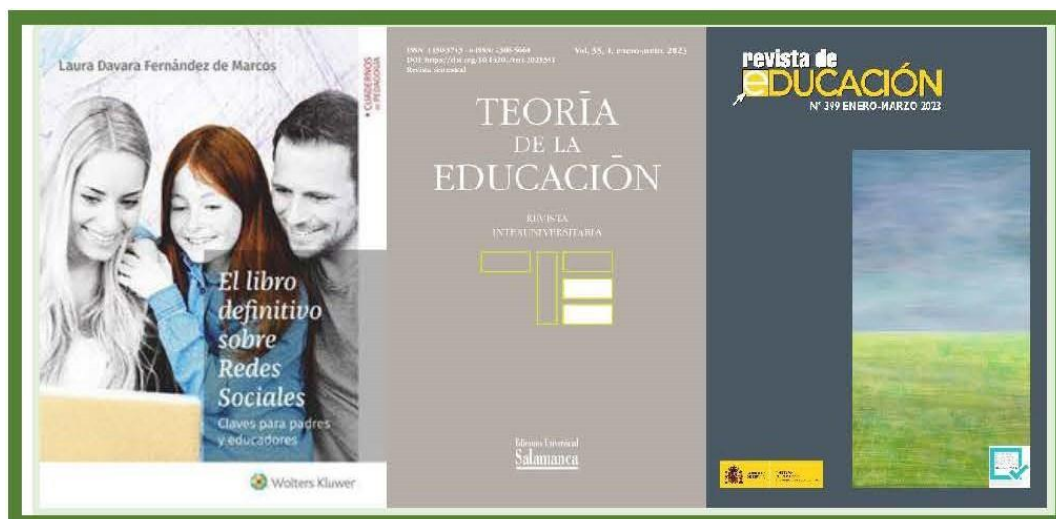


Featured articles from the OVJ documentation centre. May 2023



DAVARA FERNÁNDEZ DE MARCOS, L., 2021. [The definitive book on Social Media. Guidelines for parents and educators](#). 1st Edition. Las Rozas (Madrid), Wolters Kluwer. ISBN 978-84-9987-217-9

This book aims to understand the use of the Internet and Social Media and for those who educate young people to be able to apply its content. Starting from the basics, such as terminology, uses and types of social networks, and continuing with the problems a minor may experience and how to solve them. At the same time, it teaches how to educate and help minors make the most of their time on the Internet. The book contains practical advice and specific ideas (figures, real cases, fines...) and a step-by-step guide to configuring the privacy and security of the three most widely used social networks: Instagram, Tit Tok and WhatsApp.

MORENO, A.G. and JURADO, M. del M.M., 2023. [Prosocial behaviour and school violence in adolescence: A systematic review with a qualitative approach](#). Teoría de la Educación. Revista Interuniversitaria, vol. 35, no. 1, pp. 143-166. ISSN 2386-5660. DOI 10.14201/teri.28629.

School violence is one of the major social problems within the educational context due to the increase in cases of bullying among young people in recent years. This paper aims to analyse the relationship between school violence and pro-social behaviours to determine whether pro-social behaviours are a moderating factor of school violence. On the other hand, a qualitative analysis of the results obtained will be conducted to determine the relationship between the variables under study.

The results indicate that certain factors, such as emotions, satisfaction with life, empathy, family support or appropriate educational strategies, reduce violent behaviour. It can be noted, therefore, that adolescents who engage in pro-social behaviour tend to experience fewer violent situations with their peers. The qualitative analysis examined the relationships and co-occurrences between the various variables, adding a series of quotations from the selected articles. The discussion is that it is essential to establish strategies for action with adolescent students to encourage their pro-social behaviour.

PÉREZ-ALBÉNIZ, A., LUCAS-MOLINA, B., GUTIÉRREZ, A., ELVIRA-REY, C., ORTUÑO-SIERRA, J., DíEZ-GÓMEZ, A. and FONSECA-PEDRERO, E., 2023. [Sexual orientation, self-esteem and academic performance in adolescence](#). *Revista de Educación*, vol. 399, pp. 79-103. ISSN 0034-8082. DOI 10.4438/1988-592X-RE-2023-399-562.

Despite the social changes that have taken place in recent years, evidence shows that belonging to sexual minority groups is associated with inequalities, discrimination and a stigma that places these people in a situation of vulnerability. This psychological and social vulnerability can have a particularly negative impact during adolescence. In particular, scientific evidence has shown a clear relationship between non-heterosexual orientation and the presence of mental health issues. In addition, some studies have also indicated the impact of belonging to sexual minorities on academic performance. However, studies to date are scarce, especially during adolescence, when the educational environment is crucial. This paper aims to examine, using a representative sample of adolescents, whether belonging to a minority sexual orientation group (homosexual, bisexual or questioning) is associated with poorer academic performance. In addition, due to the importance of self-esteem on academic performance, the aim was to analyse whether an adequate level of self-esteem could moderate the relationship between the two variables. Sexual orientation was assessed by the attraction felt towards other people. As indicators of academic performance, we used the average marks of the previous year and the number of failed subjects from the previous assessment. The results showed no significant effect of sexual orientation or its interaction with self-esteem on the academic performance indicators used. The results contrast with those obtained in previous studies and indicate that belonging to sexual minorities in terms of sexual orientation is not associated with difficulties at the academic level.