

Brief curriculum vitae of
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Vicente J. Llorent, is an Associate Professor at the University of Cordoba (Spain) and Visiting Scholar at the University of Cambridge (UK). Doctor of Pedagogy (University of Seville). Degree in Education with the First National Award conceded by the Ministry of Education (Spain). Chair of the Teaching Group about Didactics, diversity and society, with more than 10 teaching projects. Director of the Education Research Laboratory (SEJ-664). He teaches and researches about Didactics, key competencies, school social relationships, bullying, and diversity. He has supervised 15 Doctoral Theses. He has worked on more than 20 national (with different universities, and public and private institutions) and international (Brazil, Ecuador, Mexico, Portugal, Switzerland, United Kingdom, United States...) research projects. He is the director of a research project titled “The role of teachers as a protective factor against cyberhate, cyberbullying and cyber dating-violence in students”. He has more than 100 publications (Normalized impact = 4.08), and he has been a speaker at more than 50 conferences at numerous universities in dozens of countries. Affiliated member of the Violence Research Centre (University of Cambridge) and Consultant in Cambridge Assessment-International Education (University of Cambridge).

RESEARCH DATA

- More than 140 Publications (papers, chapters, and books).
- Articles on impact journals, more than 50: 38 articles in JCR (12 at Q1).
- WOS: > 500 cites (average of 6.4 cites per paper) h-index of 12.
- Scopus: > 500 cites and h-index de 13.
- Google Scholar: > 1800 cites, h-index of 23 and i10-index of 50.
- Member of more than 20 research projects
- 2 Sexennial (2/2). Special research merit by the Spanish Ministry of Education.
- Normalized impact: **4.08**

ACADEMIC TRAINING

Ph D in Pedagogy at the University of Seville, with the mark *Excellent Cum Laude* by unanimous decision (A+).

Grade of Educational Sciences/Pedagogy at the University of Seville, the average mark of 9'76 over 10 (3'72 over 4). First National Award of Pedagogy by Ministry of Education of Spain.

- >80 Contributions in Congress
- >110 Attended Congress
- 23 Training teacher courses
- 9 Teaching stays at universities in other countries (Italy, Portugal, Denmark...)

CURRENT ACADEMIC POSITION

- Associate Professor of University of Córdoba (Spain)
- Visiting Scholar at the University of Cambridge (UK).
- Affiliated member of the Violence Research Center of the University of Cambridge.

- Director of Teaching Group about Education, Interculturality and Society and member of researching group “Education, Diversity and Society” from 2010.
- Director of more than 10 Teaching Projects at the University of Cordoba about the innovative teaching in Primary Education from 2011-12.
- Evaluation “Docentia”. Global assessment of teaching at the University of Córdoba: Excellent (93 over 100).
- Teaching about Curricular Planning and Diversity in Schools in Degree of Primary Education Teacher, Master of Teachers for Secondary Education, and Master of Inclusive Education (University of Córdoba).
- Researching in fields such as Curricular Planning, Diversity in Schools, Social and Emotional Competencies, and School Bullying, in the framework of different projects with public and private support, with various universities of Spain, Ecuador, Portugal, Brazil, Turkey, Mexico, Switzerland, United Kingdom, and the US, among other countries, with their related publications.

RECENT ARTICLES

- LLORENT, V.J., GONZÁLEZ-GÓMEZ, A.L., FARRINGTON, D.P., & ZYCH, I. (2022).** Improving Literacy Competence and Social and Emotional Competencies in Primary Education Through Cooperative Project-Based Learning. *Psicothema*, 34(1) <https://doi.org/10.7334/psicothema2020.372> (**JCR-Q1**).
- LLORENT, V. J., FARRINGTON, D. P. & ZYCH, I. (2021).** School climate policy and its relations with social and emotional competencies, bullying and cyberbullying in secondary education. *Revista de Psicodidáctica* 26, 35-44. <https://doi.org/10.1016/j.psicoe.2020.11.002> (**JCR-Q1**).
- LLORENT, V.J., ZYCH, I. & VARO-MILLÁN, J. C. (2020).** Las competencias socioemocionales en el profesorado universitario en España. *Educación XXI*, 23, 297-318. <https://doi.org/10.5944/educxx1.23687> (**JCR-Q1**).
- LLORENT, V. J., GONZÁLEZ-GÓMEZ, A., FARRINGTON, D. P. & ZYCH, I. (2020).** Social and emotional competencies and empathy as predictors of literacy competence. *Psicothema* 32, 47-53. doi: <https://doi.org/10.7334/psicothema2019.106> (**JCR-Q1**).
- LLORENT, V. J., CABALLERO-COBOS, M., & GARCÍA-CABRERA, M. M. (2021).** Relations among social, emotional and moral competencies, reading and mathematical competence in students of secondary education. *Revista Espacios*, 42(8), 1-15. <https://doi.org/g8qmq> (**SJR-Q3**).
- LLORENT, V. J., DÍAZ-CHAVES, A., ZYCH, I., TWARDOWSKA-STASZEK, E., & MARÍN-LÓPEZ, I. (2021).** Bullying and Cyberbullying in Spain and Poland, and Their Relation to Social, Emotional and Moral Competencies. *School Mental Health*, 13, 535-547 <https://doi.org/10.1007/s12310-021-09473-3>(**JCR-Q2**).
- GONZÁLEZ-GÓMEZ, A. L., FARRINGTON, D. P., & LLORENT, V. J. (2021).** Descriptive and quasi-experimental studies about moral emotions, online empathy, anger management, and their relations with key competencies in Primary Education. *International Journal of Environmental Research and Public Health*, 18(21), 1-16. <https://doi.org/g6cw> (**JCR-Q1**).
- LLORENT, V.J., ZYCH, I. & VARO-MILLÁN, J. C. (2020).** University academic personnel’s vision of inclusive education in Spanish universities (La visión del profesorado sobre la Educación Inclusiva en la Universidad en España). *Culture and Education* 1, 1-14. <https://doi.org/10.1080/11356405.2019.1705593> (**JCR-Q4**).
- ZYCH, I., & LLORENT, V. J. (2021).** Bias-Based Cyberbullying in Spanish Adolescents and Its Relation to Social and Emotional Competencies and

- Technology Abuse. *The Journal of Early Adolescence*, Special Issue, 1-22. <https://doi.org/10.1177/02724316211020365> (JCR-Q1)
- MARÍN-LÓPEZ, I., ZYCH, I., ORTEGA-RUIZ, R., HUNTER, S. C., & LLORENT, V. J. (2020). Relations among online emotional content use, social and emotional competencies and cyberbullying. *Children and Youth Services Review*, 104647. <https://doi.org/10.1016/j.chilyouth.2020.105144> (JCR-Q1).
- ESPEJO-SILES, R., ZYCH, I. & LLORENT, V.J. (2020). Empathy, social and emotional competencies, bullying perpetration and victimization as longitudinal predictors of somatic symptoms in adolescence. *Journal of Affective Disorders*, 271, 145-151 <https://doi.org/10.1016/j.jad.2020.03.071> (JCR-Q1-D1).
- ESPEJO-SILES, R., ZYCH, I., FARRINGTON, D. P., & LLORENT V. J. (2020). Moral disengagement, Victimization, Empathy, Social and Emotional Competencies as predictors of Violence in Children and Adolescents. *Children and Youth Services Review*, 118, 1-32. <https://doi.org/10.1016/j.chilyouth.2020.105337> (JCR-Q1)
- LLORENT, V. J. & GONZÁLEZ-GÓMEZ, A.L. (2020). Literacy competence and social and emotional competencies in Primary Education. Individual and ethnic-cultural factors. *Revista Espacios*, 41(6), <https://www.revistaespacios.com/a20v41n06/20410608.html> (SJR-Q3)
- ZYCH, I., & LLORENT, V. J. (2019). Affective Empathy and Moral Disengagement Related to Late Adolescent Bullying Perpetration. *Ethics & Behavior*, 29, 547-556. (JCR-Q3).
- ZYCH, I., BALDRY, A.C., FARRINGTON, D.P., & LLORENT, V.J. (2019). Are children involved in cyberbullying low on empathy? A systematic review and meta-analysis of research on empathy versus different cyberbullying roles. *Aggression and Violent Behavior* 45, 83-97. <https://doi.org/10.1016/j.avb.2018.03.004> (JCR-Q2).
- LLORENT, V.J. & ÁLAMO, M. (2019). La formación inicial del profesorado en las actitudes hacia la diversidad cultural. Validación de una escala. *Papeles de población*, 25,187-208. <http://dx.doi.org/10.22185/24487147.2019.99.08> (JCR-Q4).
- LLORENT, V. J., ORTEGA-RUIZ, R., Y ZYCH, I. (2016). Bullying and cyberbullying in minorities: are they more vulnerable than the majority group? *Frontiers in Psychology*. 7, 1507. <http://doi.org/10.3389/fpsyg.2016.01507> (JCR-Q1)

PARTICIPATION IN RESEARCH PROJECTS

Current projects

- PI. I+D+i Project PID2021-124180OB-100 "Key competencies of teachers for the prevention of antisocial cyber behaviors of students in Secondary Education"** supported by the Ministry of Science with 31,097 euros.
- PI. Research project: The role of teachers as a protective factor against cyberhate, cyberbullying and cyberviolence in dating in secondary school students**, with Ref: P20_00526 and 44,000 euros.
- Member. School bullying as a determinant of drug use: A longitudinal study of risk and protective factors. Financing entity: Ministry of Health, Consumption and Social Welfare (National Plan on Drugs).** Duration:2020-2023. Referee. 2019I016. No. of researchers: 4. Amount 57,452 euros
- Member. Risk and protective factors against cyberhate in Andalusian secondary schools: a longitudinal study-PRY171.** Funding entity:

Andalusian Studies Center Foundation. Duration: 04-01-2020/04-01-2022. No. of researchers: 4 members of the research team. Amount: 30,000 euros

Last projects

E-inteligencia: Riesgos y oportunidades de las competencias emocionales expresadas en la red. Ref. PSI2015-64114-R. I+D. Entidad financiadora: Ministerio de Economía y Competitividad. Duración: 1 de enero de 2016 hasta 30 de junio de 2019. Nº investigadores: 2 miembros del equipo investigador. Cuantía: 28.677 euros.

Online extremism in a cross-national setting. Entidad financiadora: Institute for Society, Culture and Environment (ISCE) 2017-2018. Scholars Program, Investigador principal: James Hawdon. Cuantía de la subvención: \$29,654. **Virginia Tech (USA).**

Z-proso: The Zurich Project on the Social Development from Childhood to Adulthood. Referencia: 10FI14_170409. Entidad financiadora: National Research Infrastructure funded by the Swiss National Science Foundation, Investigadora principal: Manuel P. Eisner, Entidad afiliación: Universidad de Cambridge Cuantía de la subvención: 1.1 Millones de Francos Suizos (aproximadamente 9.200.000€) Fecha de Inicio y de finalización: 2017-2019.

Beca-estancia de investigación “José Castillejo” (2017-2018) en la Universidad de Cambridge (4 meses) para desarrollar el proyecto “**Los Planes de Convivencia y su relación con el bullying y el ciberbullying**” (14.010 euros). Entidad financiadora: **Ministerio de Educación.**

La Educación Inclusiva en el Profesorado Universitario. Universidad de Azuay (Ecuador). 1 de abril de 2018 a 1 de abril de 2019. Nº de investigadores 5.

VISITING SCHOLARS IN FOREIGN UNIVERSITIES

- **University of Cambridge** (UK) from November 1 of 2017 to 28 February 2018.
- **University of Cambridge** (UK) from October 15 to November 30 of 2016.
- **University of Cambridge** (UK) from June 16 to July 31 of 2016.
- **Universidad de Concepción** (Chile) from October 25 to November 16 de 2015.
- **University of Cambridge** (UK) from May 4 to June 18 of 2015
- **Universidad Autónoma del Estado de México**, from 9th to 30th April 2015

MAIN BOOKS AND CHAPTERS

LLORENT, V. J. (2019). *Planificación e innovación en Educación Primaria. Fundamentos para la elaboración de programaciones y unidades didácticas.* Madrid. **Pirámide. L**

LLORENT, V. J. y TORRES, J. (Coord.) (2018). *Innovación docente en el Grado de Educación Primaria. Acercando la realidad escolar a las aulas universitarias.* Madrid. **Octaedro. L**

ZYCH, I., FARRINGTON, D., LLORENT, V. J., y TTOFI, M. M. (2017). *Protecting children against bullying and its consequences.* New York: **Springer.**

LAST MAIN CONFERENCES

- *Educación Inclusiva y Profesorado. Formación hacia la diversidad y competencias socioemocionales.* III Congreso Internacional de Neurociencias: “Perspectivas de la Educación sostenible de cara al modelo de los países desarrollados. Universidad Estatal de Milagro. Milagro (**Ecuador**) (de forma virtual), December 4 of 2020.
- *La formación del profesorado y su actitud hacia la diversidad cultural y las minorías.* Congreso Internacional Ética, Universidad y Sociedad. Universidad de Cuenca. Cuenca, **Ecuador** (de forma virtual), November 27 of 2020.
- *Childhood risk and protective factors as predictors of adolescents bullying roles.* 2nd International Seminar of The Zurich Project on the Social Development from Childhood to Adulthood (z-proso). Córdoba (**España**), February 8 of 2020.

- *Policies to promote positive school climate and their relationship with social and emotional competencies and bullying.* Conference invited by University of **Cambridge** (UK). 28 de febrero de 2018.
- *La Educación Inclusiva en la Universidad. Necesidades y oportunidades.* Conference invited by Universidad de Azuay (**Ecuador**), October 18 of 2018.
- *Riesgos y oportunidades de la diversidad cultural en España. Las minorías étnico-culturales en las escuelas.* Congreso Internacional “Capacitar e promover o imigrantes na turma. Universidade de Évora (**Portugal**). September 9 of 2017.
- *Ethnic-cultural and sexual minorities and majorities in schools and their involvement in bullying and cyberbullying.* Niza (**Francia**). 23rd January of 2017.
- *Currículum y atención educativa a la diversidad. Planificación de la Educación Inclusiva desde la perspectiva internacional en Talca* (**Chile**). November 6th of 2015.

SUPERVISOR OF RECENT DOCTORAL THESIS. 14 in total

Competencias socioemocionales, bullying, cyberbullying y desarrollo humano en jóvenes de bachillerato de la Universidad Autónoma del Estado de México. 2020. Student: Karen Jiménez Arriaga. Supervisors: David Miranda and Vicente J. Llorent. Universidad Autónoma del Estado de México.

Las actitudes hacia la diversidad cultural y la identidad en la formación inicial del profesorado. 2018. Student: Mercedes Álamo. Director: Dr. Vicente J. Llorent. *Excellent Cum Laude* by unanimous decision (A+). **Special Mention.**

Éxito escolar nas Escolas Secundárias e Profissionais dos filhos dos imigrantes en Faro e Setúbal. Um estudo comparado. 2016. Student: José Manuel Mata Justo. Supervisors: Dr. Vicente J. Llorent y Dr. Vicente Llorent Bedmar. 2016. *Excellent Cum Laude* by unanimous decision (A+), **International Mention.**

Los profesionales que trabajan con personas con discapacidad en Córdoba (España). Burnout y características sociolaborales. 2016. Student: Inmaculada Ruiz Calzada. Supervisor: Dr. Vicente J. Llorent. *Excellent Cum Laude* by unanimous decision (A+). **Special Mention.**

MAIN OTHER ACADEMIC POSITIONS

CONGRESS AND SIMILAR

President of Executive Committee (10 events)

Member del Executive Committee (12 events)

Collaborator del Executive Committee (15 events)

Member of Scientific Committee (16 events)

Academic Director of courses (10 events)

Member of different committees in my department, in the Faculty of Educational Sciences and the Rectorate of the University of Córdoba

Vice-chancellor of Department of Education (4 years). University of Córdoba

Director of Master of Inclusive Education (2 years). University of Córdoba