

SPANISH COMMUNICATION RESEARCH: UNIVERSITY RESEARCH INSTITUTES, RESEARCHERS AND THEIR PRESENCE IN NETWORKS.

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LUCÍA BALLESTEROS-AGUAYO

luciballesteros@uma.es

Universidad de Málaga (España)

<https://orcid.org/0000-0003-1191-4070>

EGLEE ORTEGA-FERNÁNDEZ

eortegafe@nebrija.es

Universidad Complutense de Madrid (España)

<https://orcid.org/0000-0001-7103-2403>

GRACIELA PADILLA CASTILLO

gracielp@ucm.es

Universidad Complutense de Madrid (España)

<https://orcid.org/0000-0003-1393-4817>

Summary

This paper lists and analyzes the academic visibility tools used, or that can be used, by women researchers in Communication, starting from the case of Spain but with an international vocation. This main purpose contains several complementary objectives: to detect and list the institutes and university organizations of feminist studies and women's studies; to discover and specify, from the previous organizations, those that offer academic publications for their researchers and for researchers from all over the world; to reveal and refer to the most cited Spanish researchers in Communication according to Google Scholar; and to investigate and consider, from the most cited researchers, which academic, social and professional networks they use to share their research and improve their visibility. In doing so, it aims to help address the invisibility of women scientists in general, and of Social Science specialists in particular. It employs a triangular method: 1) gender studies institutes of Spanish universities; 2) positioning of the 20 most cited Spanish female communication researchers in Google Scholar; and 3) the professional and social networks they use. It is an original but replicable method to study a larger number of women or other areas. The results reveal that 25 Spanish universities have



institutes and centers aimed at making the work of women researchers visible and 22 of them have academic journals. It is concluded that women researchers must enhance their visibility in all networks, but institutions must also recognize their work.

Keywords: Communication, social networks, university, university professors, academic visibility, gender studies.

Abstract

This paper lists and analyzes the academic visibility tools used, or that can be used, by women researchers in Communication, starting from the case of Spain but with an international vocation. This main purpose contains several complementary objectives: to detect and list the institutes and university organizations of feminist studies and women's studies; to discover and specify, from the previous organizations, those that offer academic publications for their researchers and for researchers from all over the world; to reveal and refer to the most cited Spanish researchers in Communication according to Google Scholar; and to investigate and consider, from the most cited researchers, which academic, social and professional networks they use to share their research and improve their visibility. With this, it aims to help solve the invisibility of women scientists, in general, and of Social Science specialists, in particular. It employs a triangular method: 1) gender studies institutes of Spanish universities; 2) positioning of the 20 most cited Spanish female communication researchers in Google Scholar; and 3) the professional and social networks they use. It is an original but replicable method to study a larger number of women or other areas. The results reveal that 25 Spanish universities have institutes and centers aimed at making the work of women researchers visible and 22 of them have academic journals. It is concluded that women researchers must enhance their visibility in all networks, but institutions must also recognize their work.

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1. Introduction

This research, original and unpublished in its field, lists and analyzes the academic visibility tools used, or that can be used, by women researchers in Communication, starting from the case of Spain but with a fully international vocation. This main purpose contains several complementary objectives: to detect and list the institutes and university organizations of feminist studies and women's studies; to discover and specify, of the above organizations, those that offer academic publications for their researchers and for researchers around the world; to reveal and refer to the most cited Spanish researchers in Communication according to Google Scholar; and to investigate and consider, of the most cited researchers, which academic, social and professional networks they use to share their research and improve their visibility.

The importance of the proposal lies in three pillars: it is an original study, as no other work has yet used this triangular methodology (institutes-citations-networks); it delves into several academic, social and professional networks at the same time; and it shows that these networks exist and can be the subject of excellent practices that help any other communication researcher to promote, disseminate and make visible their work, careers and profiles. To validate the originality of the work in these three pillars, relevant and recent contributions have been studied and analyzed, in order to search for the originality of this research.

Notable among these papers are those focused on: research networks and collaboration (García-Jiménez & Simonson, 2019; Aloui, Hamani, Derrouiche & Delahoche, 2021; Areljung, Leden & Wiblom, 2021; van Rooyen & van Doorslaer, 2021; Reagan, Ahn, Roegman & Vernikoff, 2021), researcher engagement (Aladro, Jivkova & Bailey, 2018; Brennan, Mayes & Zipin, 2021; Scott & Savage, 2021; Smit & Millett, 2021; Taka, 2021), inclusion (García-Jiménez, 2015; García-Jiménez, Rodrigo-Alsina & Pineda, 2017; Craig, Gardiner, Eaton, Pang & Kourgiantakis, 2021; Cook & Ogden, 2021; Lucena, López, Domingo & Cruz, 2021; Tveit, 2021) and updating methodologies (Rodrigo-Alsina & García-Jiménez, 2010; Baillie, 2021; Hess, 2021; Fang, Vong & Fang, 2021; García-Jiménez & Sánchez-Soriano, 2021; Gonzales & Tejero Hughes, 2021; Krom & van den Hoven, 2021; Philipa & Gavrilova, 2021; Vedejová & Čavojová, 2021).

Likewise, this research aims to help solve an important problem: the invisibility of women scientists in general, and of women scientists in the Social Sciences in particular. On December 17, 2020, the Association of Women Researchers and Technologists (AMIT, 2020) presented its *Useful Guide to increase the participation of women researchers in Science Communication*, with the collaboration of the Ministry of Science and Innovation of the Government of Spain and the Spanish Foundation for Science and Technology (FECYT). It listed five necessary steps, which can be summarized as: 1) that the institutions where female researchers work

promote their presence as experts in the media and in equal visibility with male experts; 2) that the institutions raise free courses for their female employees, which empower them in their dissemination and visibility, avoiding “the impostor syndrome”; 3) that institutions create and disseminate lists of female experts; 4) that the communication and dissemination of science also be valued in the professional career; and 5) that all agents of the science system promote initiatives in channels other than the traditional media (AMIT, 2020).

A month later, on January 13, 2021, the Association of Women Researchers and Technologists launched the #NoMoreMatildas initiative, to recover in textbooks women scientists who have been made invisible by history and to name them as references so that girls and young women are encouraged to study STEM (*Science, Technology, Engineering and Mathematics*) careers. Finally, on February 11, 2022, the International Day of Women and Girls in Science was celebrated for the seventh consecutive year, based on the initiative of the United Nations. This celebration ties in with the 17 Sustainable Development Goals (United Nations, 2021) and more specifically, with goals number 4 (Quality Education), 5 (Gender Equality) and 10 (Reducing Inequalities). According to UNESCO (2019), only 30% of female students choose STEM careers and of these, 3% choose to study in the field of information and communications technology (ICT); 5% opt for natural sciences, mathematics and statistics; and 8% choose engineering, manufacturing and construction.

As indicated, the invisibility of women scientists is a tangible problem and within this, women scientists in the social sciences are the forgotten among the invisible ones, since the studies usually refer to STEM careers and not to careers such as Communication, Journalism, Advertising, Philosophy, Law, Commerce, Social Work, Sociology or Political Science, among others. The origin of this inequality can be found in elements associated with gender (Apps, Beckman and Cronin, 2022; Kumar and Choudhury, 2022; Maloshonok, 2022). The concept of ‘gender’ has its origin in the theoretical analysis of feminism, although its social character in direct contact with referential social frameworks suggests a hybridization with other areas of knowledge of the Social Sciences (Hartmann, Marcos and Apaolaza, 2022; Iwamoto, 2022; Robinson, 2022). Thanks to this, it becomes part of the transversal study of disciplines such as Sociology, Philosophy or Communication Sciences.

Gender can be approached from two perspectives: from human relations between individuals of the same species, or from a metalinguistic perspective of the hermeneutic analysis of the historical, cultural or phenomenological context from which it emanates. The connection and interweaving of both perspectives provides an essential referential framework for research, due to its historical, social, anthropological and cultural repercussions.

The hermeneutics of gender refers to the historical categorical classification of feminism through its evolution in three waves, which can be summarized as follows: during the first wave claims, among others, civil rights and the elimination of the alleged natural male superiority; the second wave claims political rights through the right to higher education and universal suffrage; and the third wave is vindictive of the analysis of the elements that have allowed the historical development of inequality (or patriarchy), while striving to eliminate its social implications derived from the sex-gender binomial.

The germ of feminism is usually placed in the appearance of the first volume of Simone de Beauvoir's work, *The Second Sex*. In this work, the author, from an existentialist perspective, tries to demonstrate that historically, there are relations of subordination of women to men, based on myths, and devoid of any biological basis: "One is not born a woman: one becomes one. No biological, psychological or economic destiny defines the image of the human female within society" (Beauvoir, 1998, pp. 13-14). Since then, the feminist movement pointed out that gender is made up of learned social norms that regulate relationships according to biological sex, the latter being of natural and genetic origin, while the former is learned.

Gender is constituted by a series of characteristics of sociocultural origin. It is not equivalent to sex, which is biological. The social construction of a person's gender is made up of three fundamental determinants: sex (biological characteristics: male and female), gender identity (what the person feels he or she is: male, female or other) and sexual orientation (attraction to other people of a certain gender) (Chaparro et al., 2020, p. 246). From this definition it is possible to differentiate, following Lagarde (1996) what is "gender theory" from what is "gender perspective". The former comprises the worldview derived from the interpretation of the world from a feminist perspective. The second refers to the critical, ethical and philosophical aspects associated with the analysis of gender from hegemonic masculinities. According to this researcher, a reconstruction of history is urgently needed in the search for a social redefinition of the roles assigned to men and women that is capable of showing the "domination" and "oppression experienced", the acceptance of a diverse reality and the demonstration of unjustified asymmetrical relations, in order to finally eliminate them (Lagarde, 1996, p. 17).

This is equivalent to saying that the differentiated, hegemonic or discriminatory social roles and functions of men and women associated with their gender (sexism) constitute identity traits that are learned in each society and are transmitted in facts, prejudices, words and actions from generation to generation in the form of stereotypes or myths that, being social products, can be changed. On the other hand, the biological differences present in individuals of the same species are genetic, are not learned with the passage of time and on them a social construct is built with everything that is called gender and that, in relation to the female sex, constitutes a negative value prejudice with respect to the predominant male model. This has repercussions on the formation of symbolic, psychological and psychic asymmetrical relationships to the detriment of the sex, which is considered marginal.

In line with marginality, different analyses associated with gender (Lagarde, 2012) consider that the forms linked to sexism are machismo, misogyny and homophobia. The first, "patriarchal sexism is based on *androcentrism*", evidences the primacy and centrality of masculinity in social organization. Misogyny is based on the assumption that "the inferiority of women in comparison with men and by itself is natural". And homophobia happens "when heterosexuality is considered natural, superior and positive, and by antagonism, homosexuality is assumed to be inferior and negative" (Lagarde, 2012, pp. 22-23). All three forms translate into hostile actions based on their illegitimate, inferior and secondary character.

This prejudice turns into discrimination, into unequal control and access of men and women to goods, services and opportunities, and into a limitation of women's ability to intervene

in decision-making, with the lower visibility and social presence that this entails. This unequal access to control over an asset (e.g., money) has been the subject of study in numerous studies, especially from the perspective of violence against women. This is the example of some works, such as those of Corujo-Martín (2020), on the female character in the work of Benito Pérez Galdós, which allows extrapolating conclusions about women's access to money through fashion as a privileged place and, to a certain extent, outside male censorship. Thus, it can be considered a "feminine transgressive activity that, therefore, needs to be monitored by patriarchal authority" (Corujo-Martín, 2020). In short, by means of clothing, she reinvents her identity and her personality are enriched through a certain nonconformism, by not abiding by the established norms, neither in her home, nor in society. Immersed in the urban core, she enjoys, even if only for a brief period of time, relative financial power, rubbing shoulders with the aristocracy (Corujo-Martín, 2020, p. 79).

These stereotypes and historical myths are not universalizable. They are specific to each society and are spatial, since they occur in a specific time and can evolve. We can recall, for example, the revolution that Coco Chanel's work meant for fashion. These stereotypes are not innate, but acquired, hence the need to resort to the analysis of socially shared cultural models in order to reach conclusions in relation to the study of gender. This contextual and stereotyped character of the myth highlights the hegemony of masculinities. From Sociology, authors such as Subirats (2014) argue that while living in androcentric societies, cultural models create genders to shape the sexes according to the characteristics of the time.

Stereotypes stand as differentiated forms of behavior for men and women, which in turn translate into differentiated values and actions. Traditionally, the female stereotype has been linked to passivity, submission, tenderness, protection, among others; but also to the lack of trajectory, leadership, authority, aspirations and visibility, while the male responds to the opposite stereotype, hence the social presence and validation of masculinity as a prototype of authority, solidity and leadership. The gender stereotype is embedded in a normative character of heteronomous sexual behavior, which is often imposed on the individual even in a manner contrary to his natural inclinations, which can lead to frustrations and conflicts. Considering it as a social construct allows the elimination of its contradictions and discriminations (Bernárdez and Padilla, 2018; Bernárdez, Padilla and Sosa, 2019; Chaparro et al., 2020).

Social learning of stereotyped behavioral patterns leads each individual to do what he or she *should* do. In other words, they behave in accordance with the internalized social identity pattern. Throughout the course of history, this has led to the invisibilization in women of what by nature *should* not correspond to them. This invisibilization is the product of a massive cultural phenomenon: the denial and annulment of that which patriarchal culture does not include as an attribute of women or the feminine, despite the fact that they possess it and that the denied facts occur (Lagarde, 2012, p. 22). Derived from the gender stereotype that, historically, has produced in women a tendency not to occupy leadership, there are several patriarchal layers in the social structures that are superimposed and that have been favoring, precisely, this invisibilization of women's culture. Among them, the *linguistic* heritage transmitted in tradition through education, the media and the family.

Multiple studies have dealt with the relationship between language and reality (Austin, 1989; Wittgenstein, 1994; Parra and Serafini, 2021; Pearse and Keane, 2022), and although their development would take much longer than this study allows, it is necessary to underline the lack of some words homologous to the masculine ones that evidence a reality. Terms such as 'genius' lack a feminine referent and this absence denotes the invisibility of women in select and leadership positions.

This is what Valcárcel (2009, p. 26) points out, establishing a first step of competent people, a second step of scholars, a third step of sages and a fourth step of geniuses, "each one of them, logically, more scarce and select than the previous one". In the last step, that of the geniuses, there are few figures and they are "scientific, artistic, political references that form the canon that is transferred from one generation to another" (Valcárcel, 2009, p. 26). These are the names to remember, but there is no linguistic occurrence to name the 'geniuses' (Valcárcel, 2009). And he adds: "There is no record -and certainly less linguistic- of the past or present existence of female geniuses, of geniuses [...]" (Valcárcel, 2009, p. 26).

Another important source in the transmission of models is education, and this is so for two reasons: because of the imprint of the socializing function it exercises, and because it acts as a source of feedback to the other socializing factors such as the family and the media. This is highlighted by sociologist Subirats (2018, p. 85): "We need an educational system capable of integrating the fragments of women's culture, which was always swept out of the classroom because it was considered a minor subject or not even existing." The weak visibility of women in scientific, philosophical or literary production is derived, among other things, from their scarce presence in the canons established in education. The elaboration of a canon is based on the interest aroused by the text because of its historical resonance, the scope of its conclusions or, in the case of art, the ability to introduce it among critics. In general, it is the scientific community that establishes its value, but the scholars or art critics who traditionally make it up are men, and they are the ones who have held the authority when it comes to shaping the educational canon.

Some recent research works recall the courage, perseverance and determination of certain women who only became part of the canon specifically in the Spanish production, either by fantasizing a simulacrum around their sexuality, or by the influence of their male companions. As an example, it should be noted the rescue that Pellegrini (2020) makes of the speech delivered by Bernardina Dabat in the homage to Concepción Arenal, who referring to the words of Pardo Bazán, pronounced: "To ponder this eminent woman contemporary of hers, Doña Emilia Pardo Bazán, she found this expression: It is very manly this woman, when courage and talent were virtues still counted as the male monopoly (...)" (Pellegrini, 2020, p. 617).

Similarly, Thion (2021) stresses that: "The restricted use of the twentieth century in the literary field responds to male schemes and rhythms that exclude women like Emilia Pardo Bazán. From a microhistorical perspective, we will observe how the strategies of the writer, as a modern intellectual, are testimony to the vicissitudes that women encountered to break out of the traditional paradigms and conquer their own space among the cultural and artistic elites" (Thion, 2021, p. 53).

Other data show the absence of women in the field of research. This is the case, for example, of the report on the current situation of women working in the service of the General State Administration, published in the BOE of January 1, 2021, in its Resolution of December 29, 2020, on the occasion of the approval of the III Plan for gender equality in the General State Administration and in the Public Bodies linked to or dependent on it. This study highlights the scarce presence of female scientific researchers and research professors in public research organizations. The disaggregated data show that out of 908 scientific researchers in public research organizations, only 34.91% are women. Only 34.91% are women. Similarly, of the total of 665 research professors in public research organizations, the percentage of women is 26.32%.

Added to this is the fact that the presence of women as specialists in the media frequently takes the form of a newsworthy fact, paradoxically, due to their invisibility or the lack of presence of women in events dedicated to specialists such as congresses, forums or debates. The lack of provision of female role models and the scarce presence of women in cultural frames of reference of shared significance have generated a cultural heritage that claims the interest of researchers.

Education should also be directed to research on the media due to the preponderant role they play as agents of socialization, enculturation, and frames of reference for action (McQuail, 2000; Sousa, 2022). In this way, technologies transmit ways of life and cultural patterns. It is therefore urgent to design specific actions from research and education to provide models in accordance with the contribution that women make to culture, to rescue them and, finally, to disseminate them for their knowledge, as this work intends to do.

Based on the above, this work proposes the following hypotheses and questions:

- **H1.** Spanish universities promote the visibility of their female researchers through institutes, chairs and seminars that deal with feminist studies or women's studies. Questions: Which Spanish universities are the most active, which autonomous communities have more universities that give visibility to their female researchers, which autonomous communities lack initiatives, and do these institutes have good visibility?
- **H2.** Women researchers in communication can make their work visible in the actions or publications of these feminist or women's studies institutes. Questions: Are these institutes known by university professors who are not yet part of them, how can their visibility be improved, what tools and benefits should the institutes make visible or implement?
- **H3.** Google Scholar is an interesting quantitative tool, which orders the citations of the researchers, according to the 5 research tags that are chosen. However, citations are not enough to achieve visibility or disseminate research in Communication. Questions: Are 5 tags enough to summarize the research profile, do researchers know, in depth, the uses of these tags in the profiles, does the 'Communication' tag include

researchers from other fields, are the most cited researchers deservedly rewarded by the number of citations they get, are the most cited researchers rewarded by the number of citations they get?

- **H4.** Researchers have to make their work visible in various professional academic networks. These networks allow the exchange of ideas, synergies and texts with researchers from all over the world, but being present in each of them requires hard work and updating. Questions: Which are the most widely used academic professional networks; has one replaced another; are they used for different purposes; do their automatic job search tools help to keep profiles up to date?
- **H5.** Social networks constitute another viable and serious area for making communication research visible. They should not be underestimated, since their reach and penetration power may be greater than that of Google Scholar or professional networks. Questions: Which are the most used social networks; which are the least chosen social networks; what are the reasons behind their use or non-use; can social networks constitute a serious and formal field for the dissemination of communication research?

2. Method

This research proposes an original triangular method, which is based on three points: 1) feminist studies institutes of Spanish universities; 2) citations of the 20 most cited women researchers of the label 'Communication' (in Spanish) according to Google Scholar; and 3) professional networks and social networks used by these researchers. It is an original and replicable method to study a larger number of women or to study women researchers in other areas of knowledge. First, all the feminist studies institutes in Spanish universities have been traced. For this purpose, the names of public and private universities were collected from the Registry of Universities, Centers and Degrees (RUCT, 2022) of the Ministry of Science, Innovation and Universities. With all the names of institutions, their web page was traced one by one and if no results were found, a Google search was carried out: "name of the university" + institute + women's research center. This research resulted in a sample of 25 universities, in alphabetical order: Universidad Autónoma de Madrid, Universitat Autònoma de Barcelona, Universidad Carlos III de Madrid, Universidad Complutense de Madrid, Universidad de Almería, Universidad de Cantabria, Universidad de Cantabria, Universidad de Córdoba, Universidad de Granada, Universidad de Jaén, Universidad de La Laguna, Universidad de Málaga, Universidad de Murcia, Universidad de Oviedo, Universidad de Salamanca, Universidad de Valladolid, Universidad de Zaragoza, Universidad Miguel Hernández (Elche), Universidad Nacional de Educación a Distancia, Universidade da Coruña, Universidade de Santiago de Compostela, Universitat d'Alacant, Universitat de Barcelona, Universitat de Vic, Universitat Jaume I and Universitat de València.

With the 25 universities, a data collection table was created that included: University (in alphabetical order); Name of the institute or organization; Year of foundation; Address; Academic journal. The data were collected manually, without any automatism and directly by

the signatories of the study. To validate the sample and avoid errors, the first data dump was then double-checked. The academic journal item arose from the first explorations, when it was found to be an effective and prestigious tool to achieve visibility.

Secondly, an exploration has been made in Google Scholar, using the “Communication” tag, exclusively in Spanish. These tags are incorporated by the researchers, of their own accord, in their profiles and are not automatically assigned by the web page. This fact is of special relevance as it implies that the researchers have self-included themselves as specialists in Communication, taking into account that Google Scholar only allows up to a maximum of 5 tags. The closing date for the sampling was September 30, 2022, according to the existing citations up to that moment and in order to be representative of the academic year 2022-2023. Google Scholar collects the results in descending order, from most to least citations and H-index, and the first 50 pages of results were consulted. Among them, the following were eliminated: male researchers, researchers from outside Spain (checking individually the institutional email address of registration), retired researchers, and researchers who do not teach in university degrees in Communication (Journalism, Advertising and Public Relations, Audiovisual Communication, Communication and Protocol).

Thirdly, and based on the 20 most cited names of women researchers in communication, a table was drawn up to show, or not, their presence in professional networks and social networks. The professional networks chosen are: Google Scholar, Publons, ResearchGate, Academia and Mendeley. The social networks chosen are: Twitter, Facebook, LinkedIn and YouTube. With this choice of 9 networks, we have tried to cover a wider range that responds to different tastes, profiles, areas and ages, so that no researcher was discriminated against. The search in each social network was again carried out manually, without any automatism and directly by the authors of the study. To validate the sample and avoid errors, once again, the first data dump was then double-checked.

3. Results

A review of the Spanish universities that have organizations that support the research and dissemination of studies of their female researchers and gender studies shows that 25 universities located in different communities group together Institutes, Study Centers, Associations, Research Centers, Seminars and Chairs aimed at promoting the work dedicated to the visibility of women researchers in the field of communication, among others. Bearing in mind that these organizations were founded in 1982, it can be said that a tangible and solid platform for women researchers has been growing. This platform has evolved over the last 40 years to include a total of 22 academic journals, which make visible the work of Spanish and international women researchers, both inside and outside Spain (see Table 1).

Table 1. Spanish universities, public or private, with institutes or organizations for women researchers and/or feminist research.

University (in alphabetical order)	Name of institute or organization	Year founded	Address	Academic journal
Autonomous University of Madrid (UAM)	University Institute of Women's Studies (IUEM)	1993	Pilar Toboso Sánchez	<i>Journal of Feminist, Gender and Women Studies</i> (ISSN: 2444-1198)
Universitat de Barcelona, Universitat Autònoma de Barcelona, Universitat de Girona, Universitat Politècnica de Catalunya, Universitat Rovira i Virgili, Universitat de Vic, Universitat de Lleida	Inter-University Institute for Women's and Gender Studies (iiEDG)	2000	Susanna Tavera García	<i>iiEDG Research Notebooks</i>
Carlos III University of Madrid (UC3M)	University Institute of Gender Studies	2012	Clara Sáinz de Baranda Andújar	<i>Femeris Magazine</i> (ISSN: 2530-2442)
Complutense University of Madrid (UCM)	Feminist Research Institute (IIF UCM)	1988	Carmen Mejía Ruiz	<i>Feminist Research</i> (ISSN: 2171-6080)
University of Almeria (UAL)	Gender Equality Unit (igUALdad)	2015	Maribel Ramirez Alvarez	<i>igUALdad Magazine</i> (ISSN: 2444-8362)
University of Cantabria (UC)	Isabel Torres Interdisciplinary Classroom	2004	Rebeca Saavedra Arias	No record
University of Cordoba (UCO)	Leonor de Guzman" Chair of Women's Studies	2005	Celia Prados García	No record
University of Granada (UGR)	Institute of Women's Studies	1984	Victoria Robles Sanjuán	<i>Arena. Journal of Women's History</i> (ISSN: 1134-6396)

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University of Jaén (UJA)	Research Group "Gender, Dependency and Social Exclusion" (GEDEX)	2018	Yolanda María de La Fuente Robles	No record
University of La Laguna (ULL)	University Institute for Women's Studies (IUEM)	2007	Carina Soledad González González	<i>Clepsydra: International Journal of Feminist Studies and Gender Theory</i> (ISSN: 1579-7902)
University of Malaga (UMA)	Association for Women's Historical Studies (AEHM/UMA)	1985	M ^a Blanca Gómez García de Sola	No record
University of Murcia (UM)	Center for Women's and Gender Studies (CEMUGE)	2007	Gloria Alarcón García	<i>Equal. Gender and Equality Journal</i> (ISSN: 2603-851X)
University of Oviedo (UOV)	University Institute on Gender and Diversity (IUGENDIV)	2003	Rosa Maria Cid Lopez	No record
University of Salamanca (USAL)	Center for Women's Studies (CEMUSA)	2002	Marta del Pozo Pérez	No record
University of Valladolid (UVA)	Gender Studies Chair (Iguales UVA)	2000	M ^a Teresa Alario Trigueros	No record
University of Valladolid (UVA)	Teaching Innovation Group on Gender Equality and Inclusion Teaching (GID-ENIG)	2013	Virginia Martín Jiménez and Dunia Etura	No record
University of Zaragoza (UNIZAR)	Interdisciplinary Seminar on Women's Studies	1994	Palmira Velez Jimenez	<i>Filanderas. Interdisciplinary Journal of Feminist Studies</i> (ISSN: 2530-6022)
Miguel Hernández University (Elche) (UMH)	Gender Studies Research Center	2001	M ^a Jesús Navarro Ríos	No record

National University of Distance Education (UNED)	Center for Gender Studies	2017	Teresa San Segundo Manuel	No record
University of A Coruña (UDC)	Center for Gender and Feminist Studies (CEXEF)	2012	M ^a Teresa Piñeiro Otero	No record
University of Santiago de Compostela (USC)	Interdisciplinary Center for Feminist Research and Gender Studies (CIFEX)	2016	Rita Radl Philipp	No record
University of Alacant (UA)	University Institute for Research in Gender Studies (IUIG)	No record	Helena Establier Perez	<i>Feminismos Journal</i> (ISSN: 1989-9998)
University of Barcelona (UB)	Duoda. Women's Research Center	1982	Laura Mercader Amigó	<i>Duoda. Studies of Sexual Difference</i> (ISSN: 1132-6751)
University of Vic (UVic)	Center for Interdisciplinary Gender Studies (CEIG)	1999	Gerard Coll-Planas	No record
Universitat Jaume I (UJI)	Institut Universitari d'Estudis Feministes i de Gènere Purificación Escribano (IUEFGPE)	2009	Sonia Reverter Bañón	<i>Asparkia. Investigación Feminista</i> (ISSN: 1132-8231)
University of Valencia (UV)	University Institute for Women's Studies (IUED)	1986	Gabriela Moriana Mateu	<i>Quaderns feministes</i> (books in Tirant Lo Blanch)

Source: Own elaboration

It is found that the first organism was Duoda. Centro de Investigación de Mujeres, of the Universitat de Barcelona, founded in 1982; and the most recent, GEDEX of the Universidad de Jaén, founded in 2018. Similarly, Catalonia, Community of Madrid and Community of Valencia would be the three Spanish communities with the most feminist studies organizations in all of Spain. And Gerard Coll-Planas would be, at the close of this paper, the only male director, at the Center for Interdisciplinary Gender Studies at the University of Vic.

In the review of the main Spanish women researchers in the field of Communication, according to the number of citations in Google Scholar, the first 20 names were collected, as explained in the Method section. The closing date for taking the sample was September 30, 2022. The first 50 pages of results were consulted and the following were eliminated: male researchers, researchers from outside Spain (checking individually the institutional registration email), retired researchers, and researchers who do not teach in university degrees in Communication (Journalism, Advertising and Public Relations, Audiovisual Communication, Communication and Protocol). The results are shown in Table 2.

Table 2. List of the 20 most cited active Spanish women researchers in Communication according to Google Scholar.

Researcher	University	Number of appointments	Index h
María García García	University of Extremadura	2.689	24
Araceli Castelló-Martínez	University of Alicante	2.409	25
Cristina del Pino-Romero	Carlos III University of Madrid	1.590	21
María Concepción Parra Meroño	Catholic University of Murcia	1.246	19
Gema Martínez-Navarro	Complutense University of Madrid	1.232	14
Amparo Huertas-Bailén	Autonomous University of Barcelona	1.223	19
Eloísa Nos Aldás	Jaume I University	1.126	17
Nuria Simelio Sola	Autonomous University of Barcelona	1079	16
María José González Río	University of Alicante	1.026	12
Concha Pérez Curiel	University of Seville	1.026	15
Inmaculada Gordillo	University of Seville	980	13
Montse Quesada	Pompeu Fabra University	940	14
Irene Ramos-Soler	University of Alicante	937	17
Natalia Quintas Froufe	University of A Coruña	922	16
Sonia Núñez Puente	King Juan Carlos University	916	17

Graciela Padilla Castillo	Complutense University of Madrid	897	16
Carmen Peñafiel	University of the Basque Country/ Euskal Herriko Unibertsitatea	896	15
María Antonia Paz Rebollo	Complutense University of Madrid	890	16
Carme Ferré Pavia	Autonomous University of Barcelona	859	14

Source: Own elaboration

The most prominent female researchers are distributed among 12 Spanish universities, with the University of Alicante (3 researchers), the Complutense University of Madrid (3) and the Autonomous University of Barcelona (3) having the largest number of female researchers in their institution. The Valencian Community, Catalonia and the Community of Madrid would be the three Spanish communities with the most cited female researchers in Communication. But the excellent examples in other communities should also be highlighted: Extremadura, Murcia, Andalusia, the Basque Country and Galicia. The most cited researcher is María García García, from the University of Extremadura, with 2,689 citations at the close of this research, and an h-index of 24. This item is also considered necessary and representative, since it does not always coincide with the number of citations and a high h-index can be obtained with fewer citations.

Thirdly, we explored and analyzed the professional and social networks of the 20 most cited Spanish and active women researchers in communication according to Google Scholar. The results are shown in Table 3.

Table 3. Researchers' Professional and Social Networks

Researcher	Google Scholar	Publons	Research Gate	Academy	Mendeley	Twitter	Facebook	Linkedin	YouTube
María García García				X		X	X		X
Araceli Castelló-Martínez							X		X
Cristina del Pino-Romero								X	X
María Concepción Parra Meroño		X					X		X

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RESEARCHERS AND THEIR PRESENCE IN NETWORKS.

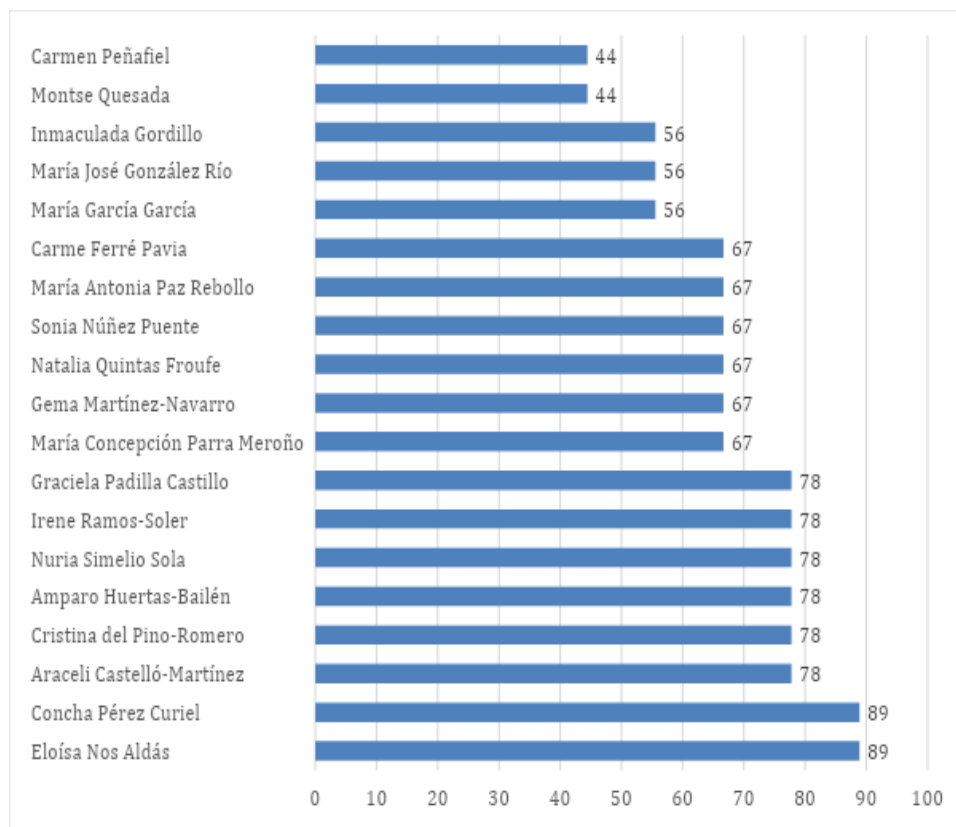
Gema Martínez-Navarro				X		X			X
Amparo Huertas-Bailén					X				X
Eloísa Nos Aldás									X
Nuria Simelio Sola						X			X
María José González Río							X	X	X
Concha Pérez Curiel									X
Inmaculada Gordillo			X			X	X		X
Montse Quesada					X	X	X	X	X
Irene Ramos-Soler							X		X
Natalia Quintas Froufe		X					X		X
Sonia Núñez Puente						X		X	X
Graciela Padilla Castillo						X			X
Carmen Peñafiel		X	X			X		X	X
María Antonia Paz Rebollo						X	X		X
Carme Ferré Pavia				X			X		X

Source: Own elaboration

In verifying which and how many professional and social networks the 20 Spanish communication researchers have, as shown in Tables 2 and 3, the work focused on an in-depth review of Google Scholar, Publons, ResearchGate, Academia and Mendeley in the category of professional networks; and Twitter, Facebook, LinkedIn and YouTube, as mass or generalist social networks. Within the professional networks, all of them have a profile created in Google Scholar (20), followed by ResearchGate (18 profiles), Mendeley (18 profiles), Publons (17 profiles) and Academia (17 profiles). In social networks, the situation varies, finding that 15 of the 20 researchers have LinkedIn profiles, 10 have Facebook accounts, 11 have Twitter profiles and none of them has a YouTube channel.

When these data are converted into percentages (Table 4), only two of the 20 researchers fall below 50%, with 44% of profiles in the detailed networks, and the other 18 exceed this figure. Three researchers have 56% and another six reach 67%. Another seven academics reach 78% participation in professional and social networks, and two reach 89% participation (Figure 1).

Figure 1. Percentage of participation in Professional and Social Networks of Women Researchers



Source: Own elaboration

4. Discussion

The results of the research have helped to validate the hypotheses and answer some of the questions raised:

- **H1.** Spanish universities promote the visibility of their female researchers through institutes, chairs and seminars that address feminist studies or women's studies. This hypothesis is validated, thanks to the fact that the research has revealed the work of 25 Spanish universities, with a tradition of more than 3 decades in several cases, and academic publications of impact. In response to the questions posed, we could say that 22 of these 25 universities are particularly active, with publications that disseminate the work of their researchers and that of other national and international researchers. In terms of communities, Catalonia, the Community of Madrid and the Community of Valencia stand out. The institutes have very good visibility in Google, as verified from the manual search. However, their visibility on the general page of the university is uneven and worthy of another detailed analysis, depending on each case.
- **H2.** Women researchers in communication can make their work visible in the actions or publications of these feminist or women's studies institutes. This hypothesis is validated when we find the 22 scientific publications of the 25 Spanish universities that have institutes of gender studies or women researchers. Similarly, these organizations offer other interesting tools such as: workshops, seminars, webinars, teaching (Masters, PhD, Masters), conferences and profiles on social networks. For future research, we propose a more detailed study that combines the impact of publications with the investigation of the social network accounts of each institute. It has not been possible to answer the question of whether these institutes are known by the female professors of the universities that are not yet part of them, but it is proposed as another interesting perspective, the conclusions of which will serve to propose practices that improve their visibility.
- **H3.** Google Scholar is an interesting quantitative tool, which orders the citations of the researchers, according to the 5 research tags that are chosen, although the citations are not enough to achieve visibility or disseminate the research in Communication. This hypothesis has been validated because Google Scholar has proved to be a powerful, international and well-known tool. However, it has been detected that the 5 tags that it allows for each researcher are not enough and that eliminating certain tags can worsen the visibility of the researcher, having to choose and narrow her fields. Likewise, it has been revealed that some researchers do not use these labels to their full potential, since they use only 3 or 4 of the 5 possible labels. This situation means that the label 'Communication' shows the breadth and variety of results, with researchers doing commendable work but who are far from the Social Sciences, with researchers appearing in Medicine, Nursing, Biology and Veterinary Medicine. It is not possible to know whether the researchers are deservedly rewarded by the number

of citations they obtain and, therefore, another prospective research is proposed to delve into their profiles, with questionnaires or in-depth interviews.

- **H4.** Researchers have to make their work visible in various professional academic networks. These networks allow the exchange of ideas, synergies and texts with researchers from all over the world, but being present in each of them requires hard work and updating. This hypothesis has been validated, since the works that appeared in the professional networks for the same researcher were not always exactly the same. These differences may be due to the fact that the academic networks do not automatically take the works from the same repositories; that there are works that are not in any repository; that there are works that are included in repositories but the researchers have to include the complete texts in their profiles; or that some academic networks require a great deal of updating work on the part of the researchers, including each new article, chapter, book or proceedings. As future research, it is proposed to study in depth the similarities and differences of the academic networks, and to interview researchers about their different experiences in them.
- **H5.** Social networks constitute another viable and serious area for making communication research visible. They should not be underestimated, since their reach and penetration power may be greater than that of Google Scholar or professional networks. This hypothesis has been validated by the data on the penetration of social networks worldwide and in Spain. YouTube is the first in social networks, although no researcher has opened a personal account on it. LinkedIn is the sixth social network, the first professional network in the world, and it has shown a high penetration among female researchers in Communication. It has not been possible to answer what reasons are behind the use or non-use, but it could be known in future research. On the other hand, it has been revealed that social networks are a serious, formal and viral field for the dissemination of communication research.

In accordance with the main objective, we have listed and analyzed the academic visibility tools used, or that can be used, by Spanish women researchers in Communication, with a fully international vocation. And the complementary objectives have been met: we have detected and listed the institutes and university organizations of feminist studies and women's studies; we have discovered and specified, from the previous organizations, those that offer academic publications for their researchers and for researchers from all over the world; we have revealed and referred to the most cited Spanish communication researchers according to Google Scholar; and we have investigated and considered, from the most cited researchers, which academic, social and professional networks they use to share their research and improve their visibility.

5. Conclusions

The outstanding and arduous work of Spanish women researchers in communication, reflected in this original and unpublished work, through their reach in terms of the number of citations, can be enhanced through professional and social networks. It is especially important for each researcher to keep her own profiles updated and to be able to create communities around her work, using the interaction tools of the platforms and grouping her publications through the use of *keywords*, tags or *labels* of interest to the general public.

It is concluded then, that research can and should leave the academy to give visibility to their own work and with it, to other women researchers, forming massive and horizontal networks on Twitter, Facebook, LinkedIn or YouTube. Those who develop their careers in the academic world may underestimate the power of these social networks, forgetting that they can serve as an impetus for their work to have an impact on the media and the general population. As mentioned, it is striking that only one of the researchers has her own channel on YouTube, since according to data from the study of the *Social Networking Study 2022* (IAB Spain, 2022), this social network has an average time of use of 1 hour and 22 minutes per day and 61% of users consider it as the social network they used most in the last month (only after WhatsApp and Facebook). However, several of the researchers do appear as references in papers, congresses, seminars or talks they have given and which are uploaded to the video platform by the organizers of these events; but always without having their own channel. For these reasons, YouTube has great potential for disseminating audiovisual content on the academic studies carried out at the university and which, of course, can and should have an impact on society.

It should be noted that the profiles analyzed are profiles that each of the researchers must create, update and maintain. They must take individual responsibility for the visibility of their published work and, as there are so many day-to-day tasks, institutions and organizations should value and reward this task. An essential part of the researcher's work is to ensure that his or her studies cross academic boundaries and reach society to contribute to the construction and evolution of critical and academic thought. Of course, researchers can work to achieve this, although seeing their work rewarded, in terms of visibility and dissemination, would certainly help to ensure that this added responsibility is not a burden.

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