

## Bullying Research Network (BRNET)



Brief curriculum vitae of  
**VICENTE J. LLORENT**

[vjllorent@uco.es](mailto:vjllorent@uco.es)

[https://www.researchgate.net/profile/Vicente\\_J\\_Llorent/](https://www.researchgate.net/profile/Vicente_J_Llorent/)

ORCID: 0000-0002-6795-2933

**Vicente J. Llorent**, is Associate Professor in the University of Cordoba (Spain) and Visiting Scholar at the University of Cambridge (UK). Doctor of Pedagogy (University of Seville). Degree in Sciences of Education with the First National Award conceded by the Ministry of Education. Chair of Teaching Group about Education and Intercultural Society, conducting more than 10 teaching projects. He teaches and research about Didactics, key competencies, school social relationships, as bullying, and diversity. He has supervised 12 Doctoral Theses and more than 30 MPhil Theses. He is working in national (with different universities, and public and private institutions) and international (Brazil, Ecuador, France, Mexico, Morocco, Portugal, Turkey, Switzerland, United Kingdom, United States, Venezuela...). He has been member of more than 30 research projects, and he has more than 100 publications, giving 55 conferences at numerous universities in dozens of countries. Affiliated member of the Violence Research Centre (University of Cambridge) and Counsellor in Cambridge Assessment (University of Cambridge).

### RESEARCH DATA

- More than 140 Publications (papers, chapters and books).
- Articles on impact journals, more than 50: 32 articles in JCR (10 at Q1).
- WOS: 211 cites (average of 3.34 cites per paper) h-index of 8.
- Scopus: 123 cites and h-index de 8.
- Google Scholar: >1000 cites, h-index of 17 and i10-index of 33.
- Member in more than 20 research projects
- Supervisor of 12 Doctoral & more than 33 MPhil Thesis (done), plus 4 Doctoral Thesis & 3 MPhil (in process).
- 58 Conferences as a guest lecturer.
- 2 Sexennial (2/2). Special research merit by Spanish Ministry of Education.

### ACADEMIC TRAINING

Ph D in Pedagogy in 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 of other countries (Italy, Portugal, Denmark...)

### CURRENT ACADEMIC POSITION

- Associate Professor of University of Córdoba (Spain)

- Visiting Scholar in the University of Cambridge (UK).
- Affiliated member of Violence Research Center of 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 Project 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 as Curricular Planning, Diversity in Schools, Social Emotional Competencies and School Bullying, in the framework of different projects with public and private support, with different universities of Spain, Ecuador, Portugal, Brazil, Turkey, Mexico, Switzerland, United Kingdom and US, among other countries, with their related publications.

#### RECENT ARTICLES

- 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* (online first) <https://doi.org/10.1016/j.psicoe.2020.11.002> **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(15), 145-151. <https://doi.org/10.1016/j.jad.2020.03.071> **JCR (2019): 50/204 - 3.892 -Q1**
- MARIN-LOPEZ, I., ZYCH, I., ORTEGA-RUIZ, R., MONKS, C. P., & LLORENT, V. J.** (2020). Empathy online and moral disengagement through technology as longitudinal predictors of cyberbullying victimization and perpetration. *Children and Youth Services Review*, 116, 105-144. <https://doi.org/10.1016/j.childyouth.2020.105144> **JCR (2019): 19/47 - 1.521-Q1**
- ZYCH, I., TTOFI, M. M., LLORENT, V. J., FARRINGTON, D. P., RIBEAUD, D., & EISNER, M. P.** (2020). A longitudinal study on stability and transitions among bullying roles. *Child Development* 91(2) 527-545. ISSN: 1467-8624. <http://doi.org/10.1111/cdev.13195> **JCR (2019): 3/60 - 4.891 - Q1-Primer Decil-D1**
- 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*, 108(104647), 1-30. <https://doi.org/10.1016/j.childyouth.2019.104647> **JCR (2019): 19/47 - 1.521 - Q1**
- ZYCH, I., FARRINGTON, D. P., LLORENT, V. J., RIBEAU, D., & EISNER, M.** (2020). Childhood Risk and Protective Factors as Predictors of Adolescent Bullying Roles. *International Journal of Bullying Prevention*, First online, 1-11. <https://doi.org/10.1007/s42380-020-00068-1>
- LLORENT, V.J. VARO-MILLÁN, J. C. & ZYCH, I.** (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-Q3).
- 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(1), 47-53. <https://doi.org/10.7334/psicothema2019.106> (JCR-Q2).
- 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)
- LLORENT, V.J., VARO-MILLÁN, J. C. & ZYCH, I. (2020). Las competencias socioemocionales en el profesorado universitario en España. *Educación XXI*. <https://doi.org/10.5944/educxx1.23687> (JCR-Q2).
- MARÍN-LÓPEZ, I., ZYCH, I., ORTEGA-RUIZ, R., HUNTER, S. C., & LLORENT, V. J. (2019). Relations among online emotional content use, social and emotional competencies and cyberbullying. *Children and Youth Services Review*, 104647. (JCR social work-Q1, 7/43, 1.684).
- ZYCH, I., GÓMEZ-ORTIZ, O., TOUCEDA, L. F., NASAESCU, E., & LLORENT, V. J. (2019). Parental Moral Disengagement Induction as a Predictor of Bullying and Cyberbullying: Mediation by Children's Moral Disengagement, Moral Emotions, and Validation of a Questionnaire. *Child Indicators Research*, 1-19. <https://doi.org/10.1007/s12187-019-09670-2> (JCR Social Sciences-Q1, 39/102 1.656).
- ZYCH, I., & LLORENT, V. J. (2019). Affective Empathy and Moral Disengagement Related to Late Adolescent Bullying Perpetration. *Ethics & Behavior*, 29(7), 547-556. <https://doi.org/10.1080/10508422.2018.1521282> (JCR psychology/multidisciplinarity-Q3, 101/137, 0.94).
- 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(99),187-208. <http://doi.org/10.22185/24487147.2019.99.08> (JCR-Q4, 29/29 0.167).
- 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 psychology/multidisciplinarity-Q2, 44/137, 1.983).
- ZYCH, I., TTOFI, M.M., LLORENT, V. J., FARRINGTON, D.P., RIBEAUD, D., & EISNER, M.P. (2018). A longitudinal study on stability and transitions among bullying roles. *Child Development*. In press (JCR-D1).
- ZYCH, I., BALDRY, A.C., FARRINGTON, D.P., & LLORENT, V. J. (2018). 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-Q1).
- NASAESCU, E., MARÍN-LÓPEZ, I., LLORENT, V. J., ORTEGA-RUIZ, R. & ZYCH, I. (2018). Abuse of technology in adolescence and its relation to social and emotional competencies, emotions in online communication, and bullying. *Computers in Human Behavior* 88, 114–120. (JRC-Q1) <https://doi.org/10.1016/j.chb.2018.06.036>.
- LLORENT, V. J. & ÁLAMO, M. (2018). Utrecht-Management of Identity Commitments Scale: Validation in Spanish University Students. *Frontiers Psychology* 9:1364. <https://doi.org/10.3389/fpsyg.2018.01364> (JCR-Q2).
- HONG, J.S., SONG, E., LLORENT, V. J., PATEL, S., VOISIN, D.R (2018). Can Adult Care Diminish the Effects of Friends' Assaultive Behaviors on Bullying

- Perpetration Among African American Youth? *Journal of Aggression, Maltreatment & Trauma*. DOI: <https://doi.org/10.1080/10926771.2018.1552223> (JCR-Q4).
- ZYCH, I., ORTEGA-RUIZ, R., MUÑOZ-MORALES, R., & LLORENT, V. J. (2018). Dimensions and Psychometric Properties of the Social and Emotional Competencies Questionnaire (SEC-Q) in youth and adolescents. *Revista Latinoamericana de Psicología*, 50 (2), 98-106. <http://dx.doi.org/10.14349/rlp.2018.v50.n2.3> (JCR-Q3).
- ZYCH, I., BELTRÁN-CATALÁN, M., ORTEGA-RUIZ, R., & LLORENT, V. J. (2018). Social and Emotional Competencies in Adolescents Involved in Different Bullying and Cyberbullying Roles. *Revista de Psicodidáctica* 23 (2), 86-93. <https://doi.org/10.1016/j.psicod.2017.12.00> (JCR-Q2).
- BELTRÁN-CATALÁN, M., ZYCH, I., ORTEGA-RUIZ, R., & LLORENT, V. J. (2018). Victimization through bullying, cyberbullying and both: Emotional intelligence, victimisation severity and technology use in different types of victims. *Psicothema* 30, (2), 183-188. <https://doi.org/10.7334/psicothema2017.313> (JCR-Q2)
- ZYCH, I. & LLORENT, V. J. (2018). Affective Empathy and Moral Disengagement Related to Late Adolescent Bullying Perpetration. *Ethics & Behavior*. <https://doi.org/10.1080/10508422.2018.1521282> (JCR-Q3).

## PARTICIPATION IN RESEARCH PROJECTS

### Current projects

- Bullying escolar como determinante del consumo de drogas: Un estudio longitudinal de factores de riesgo y de protección.** Entidad financiadora: Ministerio de Sanidad, Consumo y Bienestar Social (Plan Nacional sobre Drogas). Duración:2020-2023. Ref. 2019I016. N° investigadores: 4. Cuantía 57.452 euros
- Factores de riesgo y de protección contra el ciberodio en la escuela secundaria andaluza: un estudio longitudinal-PRY171.** Entidad financiadora: Fundación Centro de Estudios Andaluces. Duración: 01-04-2020/01-04-2022. N° investigadores: 4 miembros del equipo investigador. Cuantía: 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. N° 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. N° de investigadores 5.

#### VISITING SCHOLAR IN FOREIGN UNIVERSITIES

- **University of Cambridge** (UK) from November 1 of 2017 to 28 of February of 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 of April of 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**.
- LLORENT, V.J., ZYCH, I., y RODRÍGUEZ-HIDALGO, A. J. (2017). Planificación e innovación para una educación inclusiva: afrontando la diversidad. En A. J. Rodríguez-Hidalgo y R. Ortega-Ruiz (Eds.) *Acoso escolar, ciberacoso y discriminación. Educar en diversidad y convivencia* (pp. 118-127). Los Libros de la Catarata: Madrid.

#### 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*. 2<sup>nd</sup> 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 6<sup>th</sup> of 2015.

- *Inclusión educativa, currículum y maltrato en la escuela*. 9ª Conferencia Internacional Latino-americana-ISPCAN sobre Maltrato y Abandono Infantil. Sistema de protección de nuestra infancia. Toluca (México). April 29<sup>th</sup> of 2015.

#### **SUPERVISOR OF RECENT DOCTORAL THESIS. 12 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.**

**Êxito 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, the Faculty of Educational Sciences and 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