

Confronting Partner Violence: An Educational Program Using the Moodle Platform

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Abstract

The consequences of violent attitudes are worrying for society, the educational system in its task of training new generations must have as its main objective to reduce gender violence, for this reason this research arises that attempts to reduce violent attitudes among peers. This work presents the results after due analysis, whose objective is to demonstrate that the Moodle educational platform improves attitudes about intimate partner violence in students of Educational Institutions, generating changes through the page if it hurts is not love For the students of the First year of parallel Baccalaureate A of the Clemencia Rodríguez de Mora Educational Unit of the City of Santo Domingo, Ecuador, an investigation was carried out on the current state of violence committed and violence suffered, and their relationship in the gap that exists in the management of the inclusive Education System Model. Regarding the methodology, a quantitative approach is used, quasi-experimental design, the technique used was the questionnaire, the type of research is descriptive. Finally, in conclusion, it was evident that it is feasible to create didactic activities through the Moodle educational platform with the name Si Duele no es Amor, where students are nourished and express the desire to learn about different types of violence, as well as also detect and avoid attacks produced by the social environment, for this reason both teachers and authorities are ready to collaborate and provide timely help to correctly develop the proposal.

Keywords: *violence, gender, platform, Moodle, attitudes.*

Introduction

Intimate partner violence, a serious problem affecting global society, has led to serious crimes such as murders and femicides, according to the WHO, one in three women in 161 countries has experienced physical, psychological or sexual violence by their partner. In Latin America and the Caribbean region, 4000 victims have been reported raped and murdered in 33 countries, in Ecuador, 24.8% of women over 15 years of age have suffered from this disease, with psychological violence being the most common type, jealousy and infidelity and other factors are main markers of this violence. (Quispe, 2023; ECLAC, 2019; INEC, 2023; Pardo, 2022).

Aggression against women is a global problem that occurs in different forms, such as

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sexual violence, domestic violence, labor discrimination and denial of legal support, such a situation violates women's rights and leaves the aggressors unpunished, according to the Pan American Health Organization, the aggression increases every day in an alarming way, affecting 736 million women daily, equivalent to one in three women, and the main aggressor used to be their intimate partner. Gender-based aggression in affective relationships is composed of cognitions, attitudes, and behavior patterns that normalize prejudices and social roles according to gender, creating a climate of violence against women primarily by their partners. These conditions correspond to the negative attitude by which women are threatened and the aggressor tries to control and dominate his victim. (Mujica, 2020; PAHO, 2021; Tueros, et al., 2022; Peralta, 2023; Diaz, 2021; Agadullina et al., 2022).

In Ecuador, violence against women has become a social problem that affects the dignity, health, freedom and rights of victims, according to the National Institute of Statistics and Census of the Ecuadorian region, revealing alarming figures on gender violence against women, reaching 64.9% of women who are abused at some stage of their lives. In its different forms and areas, affecting the psychological part with 56.9%, followed by the physical 35.4% and the sexual 32.7% These data show the need to take emergent measures to prevent and eradicate gender violence against Ecuadorian women (INEC, 2023).

Lack of awareness and understanding of peer aggression hinders prevention, making the development of effective educational strategies essential (Zurita Cruz et al., 2020). Moodle is an online teaching-learning platform that allows you to create personalized and flexible courses, based on solid pedagogical principles. Its purpose is to facilitate effective and efficient learning, focused on the students and their direct relationship with the teacher. Moodle offers various tools to incorporate pedagogical innovation, such as blogs, documents, books, audios, videos, etc. However, a low participation of administrators and teachers in the use of Moodle in educational institutions has been detected, which generates the need for changes in educational policies. These changes should include training and fostering a culture of respect and empathy among learners, which prevents peer violence in education, promoting positive attitudes and behaviors among peers. (Martinez, et al., 2019; Vigo, 2022).

Aggression between peers affects and generates problems in society to a large extent, which are manifested in the relationships between students in schools, and these conflicts occur daily in educational institutions. It is crucial to address them in time to prevent negative consequences in the school, family and community environment (Amézquita & Trimiño, 2020).

Beyene et al. (2021), revealed serious consequences of violence against young women and their physical, mental and sexual health, affecting school performance and permanence, the research indicates that more than half of the people have experienced some type of violence in their lives and the aggressors were mainly family members, colleagues, husbands, boyfriends or neighbors. Reaching the conclusion that it is necessary to implement prevention and protection measures for victims of violence in the educational environment, whose protection should be for students and teachers of the female conglomerate, since in particular they are victims of different forms of gender violence.

Holt & Birchall (2023), the research revealed that both students and teachers, especially female teachers, suffered different forms of gender-based violence in educational institutions in London, United Kingdom, it was found that aggressions affect not only female students, but also female educators, based on interviews conducted. The sensitive nature of the issue often led to these cases being ignored, the resulting violence causing significant personal and social harm. In addition, organizational responses were found to be insufficient to protect students and teachers from gender-based violence in developed

countries.

Decombel et al. (2022), in the investigation of routes and protocols against violence in the educational environment, it was discovered that there was negligence in the treatment of the problem, despite this, the personal and social impact that this violence has on the victims was recognized. To unravel and address this complex phenomenon, numerous investigations were carried out from various perspectives, these efforts provided valuable elements for the implementation of measures and policies that protect students and teachers, thus promoting safe and equitable educational environments for all, this research underscores the importance of addressing the different forms of violence that existed in the educational field with seriousness and diligence, acknowledging its impact on victims and taking steps to prevent future incidents.

Ginestra et al., (2023) mentions that violent gender-based aggressions in the field of education was a palpable reality that disproportionately affected girls in many countries, including Africa, where cases of sexual abuse, harassment and discrimination by educators and students towards female students were recorded, in addition to violent practices that violated the human rights of girls and limited their personal and academic development. It became essential to implement educational actions that promoted gender equality and the prevention of violence from an intercultural perspective, in this context some research carried out in previous years provided evidence and proposals to improve the situation of African girls in the school environment.

With regard to digital violence, Camargo (2022), focused on the use of social networks and their relationship with digital violence directed against women in Colombia, the study made it possible to evaluate the responsibility of digital platforms in the violation of women's rights in the virtual environment, information was obtained from various sources such as books, doctoral theses, articles and legal documents, The results show that this problem violates women's rights through the use of social networks, which includes the use of fake accounts, in conclusion, several authors have shown that the female population is directly affected by digital violence compared to men, thus supporting the different existing theories.

In the study conducted by Vera (2021), highlighted the crucial role of digital divides in the education system, ICTs were implemented in a repository that housed most of the doctoral theses presented by students of the University of Guayaquil in Ecuador's Faculty of Philosophy. However, a limited participation was identified between educational innovation and the topics of doctoral production in the sector. To address this challenge, the university repository was strengthened, allowing access to and use of the internet to generate information for the academic community. It was concluded that students showed a notable interest in using technological tools to facilitate the teaching-learning process, learning synchronously and asynchronously through technology.

In the same way, the study of Sjöberg (2018), focuses on social media activism to combat violence against women in Latin America, with a particular focus on the feminist movement "Ni Una Menos", the main objective of the research was to analyze the changes that have occurred in recent times thanks to the implementation of information and communication technologies (ICTs). These tools have made it possible to spread activism on social media and put an end to violence against women. The results of the study indicate that the "Ni Una Menos" movement has played a crucial role in the public agenda of Argentina and Chile, generating greater awareness of the issue of gender-based violence

However, Ramiro & López (2023), the study analysed the perceptions of 738 young women about violence and hate speech in online games, the aim was to understand to what extent the problem manifests itself and how it affects young people, the results revealed that young women who play video games tend to experience gender-conditioned violent attitudes and that violence manifests itself in a sexist way when directed at

women. These attitudes are seen as the product of deep-seated structural beliefs in society. In response to these findings, the implementation of educational actions and measures on video game platforms to counteract sexist attitudes was proposed.

From the point of view of Casal et al. (2022), in the research on gender equality and ICTs in formal educational contexts, a systematic review was carried out, which allowed equality between peers through the use of technology in the education system, the focus was to combat gender stereotypes and violence in educational environments from an early age. The study was based on a sample of students from different educational levels, from early childhood education to higher education, the results showed that, by using good educational practices and technology from the earliest levels, interest in emerging pedagogies is fostered and thus gender-based violence in education is reduced.

From the Perspective of Social Networks and Violence in the 21st Century", Martinez et al. (2022), the analysis was to describe the pattern of sexist behavior through virtual platforms, specifically social networks, in the university context, it was evidenced that male students of this university tend to manifest sexist behaviors, sexual harassment through social networks, some women surveyed hide their gender by hiding their names in social networks, In order to avoid becoming victims of aggressors, they are afraid, afraid of receiving insults, humiliation, threats and intimidation, among other types of violence, Women said they have been insulted on some occasion through social networks, which causes great suffering, the aggressions come from men who hide behind the anonymity that digital technology gives them.

In the opinion of Lion (2023), mentions that, Martin Dougiamas in 2002 created the Moodle platform, a learning management system designed to help the teacher in the free teaching-learning process, offers a personalized online educational environment, allows trainers to create personalized educational content, and develop a variety of activities, its modern and easy-to-use design facilitates the organization of files and materials, as well as monitoring school performance. In the context of higher education, Moodle has proven to be an effective tool for the development of professional competencies, including metacognitive intervention and the promotion of English language learning in university students, a positive impact on the reading and writing narrative was observed through the implementation of activities on the platform, with results measured through online tests. A highlight was the implementation of Moodle to facilitate the asynchronous teaching process and address the challenges of language and writing in a foreign language among university students.

Regarding online learning according to Maliza et al., (2020), mentions that the Moodle platform is recognized for its extensive functionality and flexibility is an open-source learning management system, with the purpose of generating a student-centered learning environment based on collaboration and learning on flipped classroom and distance education. It was demonstrated that Moodle strengthens the virtual learning environment in third-year high school students, improving their academic performance with the support of technological tools. A participatory and collaborative environment was generated through analytical and inductive-deductive methods. The results showed favorable changes as a result of autonomous learning through the platform. In contrast, students who did not use such a virtual environment performed inferiorly. In conclusion, an improvement in performance was observed with the use of the tools offered by the platform, allowing students to build knowledge on their own.

Finally we have (Garcia, 2022), whose research was to eradicate or reduce widespread machismo in the population of the Santander region, using Moodle as a teaching-learning platform to promote coexistence and the prevention of school violence in eighth-year students. Through technology, students become aware of the role of empathy they should have among their peers and with the community in general, regardless of gender. The format of tolerance and the search for new civic awareness that is developing in the

modern world were highlighted. Through the activities shared by the teachers, it was possible to raise awareness among the students about harmonious coexistence, involving the student and his family in general. It was shown that the use of the platform successfully improved and raised awareness of the way students live together in general, highlighting the respect for other people without discrimination or machismo that previously existed in the social environment.

The hypothesis of the research is the use of the Moodle Platform improves attitudes about violence in intimate relationships, Ecuador 2023. Therefore, the present research poses the following question: What effect does Moodle, an online educational platform, have on the attitudes of students in Educational Institutions of Ecuador, regarding intimate partner violence, in the year 2023?

Depending on the problem detected, the objective is: To demonstrate that the Moodle Educational Platform improves attitudes about intimate partner violence in students of Educational Institutions, Ecuador 2023.

METHODS

Research is applied; It seeks to find technological innovations that aim to solve specific difficulties through products or services in order to solve practical problems through the use of the knowledge that is acquired, through a theoretical framework, the importance of applied research is not developed in theoretical and basic knowledge, which means that it is based as evidenced in the results obtained (Romero et al., 2021).

Operationalization of variables: Independent variable: Moodle Educational Platform, Dependent variable: Intimate Partner Violence

The population is the group of people to be investigated, according to the analysis that is required to be studied, allows us to obtain the results according to the (Hernández Sampieri & Mendoza, 2018). The population, object of study, is made up of students of the 1st parallel year "A-B-C" of the I. E. Clemencia Rodríguez de Mora

For the study, given the limitations, the sample was made up of 25 first-year high school students, who met the inclusion criteria belonging to the first parallel year "A" of the morning section of the Clemencia Rodríguez de Mora Educational Unit of District 23H002.

The sampling technique used is non-probabilistic for convenience: it is a non-probabilistic and non-random technique since it is used to generate samples according to the ease and access of the researcher (Hernández Sampieri & Mendoza, 2018)

The unit of analysis of the study according to Hernández Sampieri & Mendoza, (2018), consisted of students generating information. These students were selected from 1st year A and 1st year B, who met the inclusion criteria.

For the study, the survey technique is used, it allows to obtain and process data quickly and efficiently from people to obtain real and current information, it allows to obtain direct information from people through a questionnaire, the survey seeks to obtain answers or statements in order to test the hypothesis. (Romero et al., 2021; Hernández Sampieri & Mendoza, 2018). This technique aims to reduce intimate partner violence through the use of the Moodle educational platform in students.

The instrument used in this study was an adapted version of the CADRI questionnaire, focused on two dimensions "violence committed and violence suffered", with 20 items. The Likert scale was used for the responses ranging from "Never", "Rarely", "Sometimes", "Frequently", "Always". Which allowed the level of knowledge to be classified as high, medium and low, this tool proved to be coherent and consistent in all phases of the research, including the pre-test and post-test (López et al., 2022; Fernandez

et al., 2006). The instrument was effective in quantifying the information obtained, on the empirical evidence, focused on the variables, transforming abstract concepts into quantitative terms to capture reality (Hernández Sampieri & Mendoza, 2018).

This research is based on a previous exploration that established a foundation focused on intimate partner violence, identifying the need to transform human groups due to the background presented. As part of a classroom project, innovative strategies have been planned that will make it possible to positively influence people. Therefore, the teacher creates new teaching-learning strategies, whose purpose is for students to have access to workshops, activities, allowing motivation and active stimulation, the purpose is to reduce aggressions related to intimate partner violence in students in Santo Domingo, Ecuador, in the year 2023.

Calculation and sample size, the Clemencia Rodríguez de Mora educational institution participated, which has a large number of students belonging to the different courses of the first years of the Unified General Baccalaureate of the following parallels "A" "B" "C"

Regarding the selection of the sample, the quasi-experimental method was used, therefore the first parallel "A" was chosen, which has 25 students which are, 13 female and 12 male, who belong to the educational community, it is common to observe acts of violence, so the intervention is timely and precise. Therefore, compliance with the evaluation criteria is guaranteed in the groups of adolescents of the educational institution.

The reliability of the instrument will be established by means of Cronbach's alpha, in the analysis of the instrument in each of the coefficients and variance the result obtained is 0.86%, this means that the instrument is excellently reliable.

For the analysis of the results, the SPSS "Statistical Package for the Social Sciences" was used, where the 30th/70th percentile test, analysis of scales and ranges, Levene's test, normality test were used to determine if the results are parametric or non-parametric

The technique used has a quantitative approach, quasi-experimental design, since a deliberate manipulation is carried out on one of the variables to observe its effect on others. Hernández Sampieri & Mendoza (2018), in quasi-experimental designs, subjects are not randomly assigned or paired, but these groups are already formed before the experiment, they are intact groups. The sample is directed through the use of a post-test and a pre-test.

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RESULTS

Objective 1. To measure attitudes about intimate partner violence in students of an educational institution of Santo Domingo 2023, before applying the Moodle Educational Platform, the following is observed:

Table 3. General Analysis of Attitudes of Violence in Intimate Partner Relationships

INTIMATE PARTNER VIOLENCE PRE TEST				
Levels	Control Group		Experimental Group	
	f	%	f	%
Low	7	28,0%	0	0,0%
Middle	18	72,0%	22	88,0%
High	0	0,0%	3	12,0%
Total	25	100,0%	25	100,0%

Source: Data obtained from the information collection instrument.

Table shows that in the control group, 28% have low levels of violence, 72% show medium levels, and no individual has high levels, on the other hand, in the Experimental Group, before the intervention, there is no presence of violence at the low level, 88% have medium levels, and 12% show high levels.

Table 4. Analysis of the Dimensions of Intimate Partner Violence

PRE TEST DIMENSIONS INTIMATE PARTNER VIOLENCE								
Levels	Violence Committed				Violence Suffered			
	Control Group		Experimental Group		Control Group		Experimental Group	
	f	%	f	%	f	%	f	%
Low	8	32,0%	0	0,0%	6	24,0%	0	0,0%
Middle	17	68,0%	20	80,0%	19	76,0%	24	96,0%
High	0	0,0%	5	20,0%	0	0,0%	1	4,0%
Total	25	100,0%	25	100,0%	25	100,0%	25	100,0%

Source: Results obtained by entering the database into the SPSS program.

Table four indicates the dimensions of intimate partner violence, in the Control Group, 32% exhibit low levels of violence committed, 68% show medium levels, and no individual has high levels. In the Experimental Group, there is no presence of violence committed at the low level, 80% have medium levels, and 20% show high levels. Regarding the violence suffered in the Control Group, 24% experienced low levels, 76% medium levels, and no individual had high levels. In the Experimental Group, there is no presence of violence suffered at the low level, 96% have medium levels, and 4% show high levels.

Objective 3: To measure attitudes towards intimate partner violence, after applying a program based on the Moodle Educational Platform

Table 5. Analysis of the experimental group

EXPERIMENTAL GROUP				
Levels	Pre Test		Post Test	
	f	%	f	%
Low	0	0,0%	25	100,0%
Middle	22	88,0%	0	0,0%
High	3	12,0%	0	0,0%

Total	25	100,0%	25	100,0%
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Source: Results obtained from the experimental group

In the Experimental Group, the pre-test shows that 88% have medium levels of violence, 12% have high levels, and there is no presence of violence at the low level. After the intervention (post-test), 100% of the group has reduced violence to low levels, completely eliminating medium and high levels. This change indicates a positive impact of the intervention, achieving the total elimination of violence at the low level and significantly improving the overall situation of the group compared to the pre-test.

Table 6. Analysis of the experimental group

EXPERIMENTAL GROUP DIMENSIONS INTIMATE PARTNER VIOLENCE								
Levels	Violence Committed				Violence Suffered			
	Pre Test		Post Test		Pre Test		Post Test	
	f	%	f	%	f	%	f	%
Low	0	0,0%	25	100,0%	0	0,0%	25	100,0%
Middle	20	80,0%	0	0,0%	24	96,0%	0	0,0%
High	5	20,0%	0	0,0%	1	4,0%	0	0,0%
Total	25	100,0%	25	100,0%	25	100,0%	25	100,0%

Source: Results obtained from the dimensions

In the Experimental Group, in the dimensions of intimate partner violence, the pre-test shows that 80% have medium levels of violence committed, 20% have high levels, and there is no presence of violence at the low level. After the intervention (post-test), 100% of the group has completely eliminated the violence committed at all levels, achieving the total reduction of the medium and high levels. Regarding the violence suffered, the pre-test reveals that 96% experience medium levels and 4% high levels. After the intervention, 100% of the group has eliminated the violence suffered at all levels. These results indicate a significant positive impact of the intervention on the reduction and elimination of violence in the Experimental Group.

Objective 4: To compare attitudes about intimate partner violence Ecuador, 2023, before and after implementing a program based on the Moodle Educational Platform.

Table 7. Comparison of violent attitudes

INTIMATE PARTNER VIOLENCE						
Levels			Low	Middle	High	Total
		f	7	18	0	25
	Pre Test	%	28,0%	72,0%	0,0%	100,0%
Control Group		f	5	17	3	25
	Post Test	%	20,0%	68,0%	12,0%	100,0%
Experimental Group		f	0	22	3	25
	Pre Test	%	0,0%	88,0%	12,0%	100,0%
		f	25	0	0	25
	Post Test	%	100,0%	0,0%	0,0%	100,0%

Source: Results obtained from the comparison of violent attitudes

In the Control Group, before the intervention (pre-test), 28% had low levels of violence, 72% had medium levels, and there were no high levels. After the intervention (post-test), 20% show low levels, 68% have medium levels, and 12% experience high levels, on the other hand, in the Experimental Group, before the intervention, there is no presence of violence at the low level, 88% have medium levels, and 12% show high levels. After the intervention, 100% of the group has completely eliminated violence, with 100% showing low levels and none at medium or high levels. In summary, the results suggest that the intervention was effective in the Experimental Group, where violence was completely eliminated, compared to the Control Group, where a decrease, but not a total elimination of violence was observed after the intervention.

Table 8. Comparison by level

		Intimate Partner Violence					
		Levels	Low	Middle	High	Total	
Control Group	V. Committed		f	8	17	0	25
		Pre Test	%	32,0%	68,0%	0,0%	100,0%
			f				25
		Post Test	%				100,0%
Experimental Group	V. Committed		f	0	20	5	25
		Pre Test	%	0,0%	80,0%	20,0%	100,0%
			f	25	0	0	25
		Post Test	%	100,0%	0,0%	0,0%	100,0%
Control Group	V. Suffered		f				25
		Pre Test	%				100,0%
			f				25
		Post Test	%				100,0%
Experimental Group	V. Suffered		f	0	24	1	25
		Pre Test	%	0,0%	96,0%	4,0%	100,0%
			f	25	0	0	25
		Post Test	%	100,0%	0,0%	0,0%	100,0%

Source: Comparative Results

Inferential results

Table 9. Normality Test

GROUPS	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistical	Gl	Gis.	Statistical	Gl	Gis.
Control	,217	30	,001	,858	30	,002
Pre-test						
Experimental	,179	30	,016	,962	30	,346
Control	,128	30	,200*	,969	30	,520
Post-test						
Experimental	,219	30	,001	,890	30	,005

Source: Normality Results

DISCUSSION

This study addressed the problem of intimate partner violence in the educational field, in order to explore the relationships between both phenomena and propose prevention and eradication strategies, based on a theoretical framework that contextualized peer violence as a global problem, affecting society in general and women in particular. and that it underpins behaviors and attitudes that normalize prejudices and social roles according to gender.

Statistical data from international and national organizations that prove the magnitude and severity of this type of violence were reviewed, at the same time the consequences that harm the physical and mental health of the victims, peer violence was analyzed as a form of aggression that manifests itself in romantic relationships between students of educational institutions. generating conflicts and problems in the school, family and community spheres. It was proposed the need to address this problem from an educational perspective, promoting a culture of respect and empathy among students and incorporating pedagogical innovation as an effective and efficient learning resource.

For this, the use of Moodle was proposed as an online educational platform for teaching-learning that allows the creation of personalized and flexible courses based on pedagogical principles, in addition Moodle allows the incorporation of innovative educational content such as blogs, documents, books, audios, videos, etc., which contribute to sensitizing and raising awareness among students about intimate partner violence, developing skills and competencies to prevent and eradicate these phenomena. Direct communication between the teacher and the student is highlighted, which allows the monitoring and evaluation of the learning process.

The objective of this research was to measure attitudes about intimate partner violence in students of an educational institution in Santo Domingo, Ecuador, in the year 2023, the results of table three show that, in the control group, 28% of the students had low levels of violence, 72% showed medium levels and no participants had high levels, On the other hand, in the experimental group before the intervention, there was no presence of violence at a low level, 88% had medium levels and 12% showed high levels.

The results are consistent with Nancy Cott's feminist theories from 1910-1930, which holds that violence is a form of oppression and is based on gender inequality, driven by power discrimination between men and women (Chamorro, 2019). These results also indicate that violent gender-based aggressions in the educational field are a palpable reality that directly affects women in different countries, in this context it is important to implement educational actions that promote equality among peers with regard to the prevention of violence, harassment, sexual abuse, discrimination by students towards female students (Ginestra et al. 2023).

Contreras & Trujillo (2023) The authors highlight the intersectional approach, which considers the multiple dimensions of oppression suffered by these women, such as gender, ethnicity, social classes, social classes, etc. emotionally, psychologically or sexually, social marginalization was the greatest margin of aggression, it is necessary to implement education programs on gender equality, in addition to training teachers and other people in matters of equality, create safe spaces for women in schools that are free of violence and discrimination.

In the results of table four on the analysis of the dimensions of violence in intimate partner relationships, it was found that, in the control group, 32% of the students exhibited low levels of violence committed, 68% showed medium levels, and no student had high levels, in the experimental group, there was no presence of Violence committed at the low level. 80% had medium levels, and 20% showed high levels. Regarding Violence Suffered, in the control group, 24% experienced low levels, 76% medium levels, and no students had high levels. In the experimental group, there was no presence of violence suffered at the low level, 96% had medium levels, and 4% showed high levels.

To understand the results, Montgomery's (1843-1904) theory of social learning can be appreciated, which states that people are more willing to accept and practice behaviors that they consider relevant to their lives, which are divided into four stages such as: close contact, imitation of superiors, understanding of concepts and behavior or the role model (Góngora, 2021). In relation to the theory of developmental ecology according to Bronfenbrenner 1987, he points out that this theory posits human development, is influenced by a series of environmental factors, including the family, school, and community, is the closest relationship to the individual, and has a significant influence on his or her development. The program provides youth with opportunities to learn about intimate partner violence, develop conflict resolution skills, and build positive relationships in their environment (Chala, 2022).

The results are consistent with the findings of previous research on the prevention of intimate partner violence in adolescents, the study conducted in Manizales, Colombia, demonstrates that the intervention program based on peaceful conflict resolution reduced the levels of intimate partner violence in the participating adolescents (Montes & Vasco, 2019). Another study conducted in Baja California, Mexico, found that an intervention program based on sex education and violence prevention reduced levels of physical, sexual, and psychological violence in participating adolescents (Fernandez et al., 2023). The results of the studies suggest intervention programs for the prevention of intimate partner violence in adolescents may be an effective strategy to reduce the prevalence of intimate partner violence.

In relation to the third objective, it focused on measuring attitudes of intimate partner violence, after applying a program based on the Moodle educational platform, it showed that the program had a significant positive impact on the reduction of violence in the experimental group, in the pre-test, 88% of the experimental group had medium levels, 12% had high levels, and there was no presence of violence at low levels, after applying the post-test, 100% of the group had reduced violence to low levels, completely eliminating medium and high levels. This change indicates a positive impact of the

intervention, achieving the total reduction of violence at low levels and significantly improving the overall situation of the group compared to the pre-test.

The results are consistent with Albert Bandura's 1959 theory of social learning, which holds that individuals opt for a model of learning based on observation and imitation established in behavior, learn new behaviors by observing others, consequently social learning suggests that people can learn to be violent by observing their parents, Couples or Pairs (Chamorro, 2019). The intervention program used in the research was based on social learning theory, the program included a series of activities designed to understand the causes and consequences of violence, allowed the development of assertive communication and conflict resolution skills, and learning to identify and reject the beliefs and attitudes that support violence.

The results of the research are ongoing with the findings of other research that has made use of the Moodle platform to promote violence prevention. For example Garcia (2022), found that the use of the Moodle platform fostered coexistence in eighth-grade students in the Santander region of Colombia, resulting in a significant decrease in attitudes of violence among students. Other research conducted by Maliza et al., (2020), found that the use of Moodle to improve the academic performance of third-year high school students in Ecuador, also resulted in a decrease in violent activities among students belonging to the institution. The results demonstrate that the Moodle platform can be an effective tool to promote violence prevention in different contexts.

Conclusions

A questionnaire of pre-test questions was applied to a sample of first-year students of the Unified General Baccalaureate of Ecuador to measure their attitudes towards violence in intimate relationships before starting an educational program based on the Moodle Platform, whose specific purpose was to diagnose the attitudes of the students

Based on the knowledge acquired in the literature review, didactic activities were designed based on the use of the Moodle educational platform to reduce attitudes of violence in couple relationships in students of the First Year of Unified General Baccalaureate.

Didactic activities were applied through the Moodle educational platform to reduce attitudes of violence in couple relationships in the first year of Unified General Baccalaureate, resulting in innovative results for teachers and students.

It was possible to evaluate the state of knowledge and attitudes about violence in intimate partner relationships after applying the didactic activities in the students of the First Year of Unified General Baccalaureate with positive results.

Recommendations

Based on the conclusions obtained in the research work, the following recommendations are proposed:

Socialize with other groups of students the proposal of didactic activities based on the use of the Moodle educational platform.

Raise awareness among the directors of the Educational Units so that they facilitate the implementation of ICT-related proposals, taking into account the spaces, the necessary equipment and the support of specialized personnel.

To deepen the research on the types of violence for the development of didactic activities based on attitudes and exchange with the educational community.

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