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Training in comprehensive sexuality education received by pre-service teachers in teacher training institutions: a scoping review protocol

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ADMINISTRATIVE INFORMATION

Support - None.

Review Stage at time of this submission - Completed but not published.

Conflicts of interest - None declared.

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Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 16 May 2024 and was last updated on 16 May 2024.

INTRODUCTION

Review question / Objective The aim of this scoping review is to examine how pre-service education in teacher training institutions prepares future teachers to impart Comprehensive Sexuality Education (CSE) in primary and secondary education. As a result, our research question stands for: What training in CSE do pre-service teachers receive in teacher training institutions? This research question follows the PCC mnemonic (Population, Concept and Context).

Rationale Ever since the update of UNESCO's International Technical Guidance on Sexuality Education (2018), there has been an effort to improve CSE around the world. However, for teachers to impart quality CSE, it is mandatory for teacher training organisations to provide suitable training in this matter. It is known that very few countries require tertiary education institutions to offer CSE for pre-service teacher programmes (UNESCO, 2023). By looking at current examples

of training in CSE, and how they are including international guidance on the matter, it is possible to set a benchmark to encourage other teacher training institutions to prepare their students in this subject. Similar reviews have already been published (O'Brien et al., 2020; Costello et al., 2022). Nevertheless, this review aims to include both English and Spanish language publications to avoid language bias, as well as grey literature.

Condition being studied Not applicable.

METHODS

Search strategy The search was conducted for articles published from 2010 to the date of the search, which was late-July 2023. Articles were searched in seven international databases accessed via the Libraries and Documentation Service of the University of Valencia: ERIC, PsycInfo, Medline, CINAHL, Web of Science (WoS), SCOPUS and Scielo.

The search keywords were taken from the research question. From these key concepts, we will select

concepts of controlled vocabulary for each database, and free text or natural language terms. The keywords are as follows: “Preservice Teachers” AND “Sex Education” AND (“Teacher Training” OR “Higher Education”). Natural language terms used with truncations and variations are the following: (“Pre*service teacher*” OR “training teacher*” OR “initial teacher training” OR “teacher student*” OR “pre*service training” OR “pre*service teacher education” OR “teacher education” OR “education student*”) AND (“sex* education” OR “comprehensive sex* education” OR “sex* and reproductive education” OR “reproductive and sex* education” OR “sex* and relationship* education” OR “relationship* and sex* education” OR “sex* health education” OR “health education” OR “wellbeing education”) AND (“teacher training” OR “teacher training faculty” OR “teacher training college” OR “education college” OR “tertiary education” OR “university education” OR “college education” OR “higher education institution” OR “college” OR “university” OR “undergraduate” OR “graduate”).

On the other hand, grey literature was also searched in APA Theses/Dissertations (UV) and IGO Search databases using the same keywords as previously stated. Reference lists of included articles were examined manually as well to retrieve relevant information.

Participant or population Not applicable.

Intervention Not applicable.

Comparator Not applicable.

Study designs to be included Qualitative, quantitative or mixed-methods studies.

Eligibility criteria Eligible studies should have previously passed the inclusion criteria for the search (date of publication, languages, peer-reviewed articles). Eligibility criteria was based on the PCC research question. Therefore, references should include some kind of training in a tertiary education centre aimed to pre-service teachers.

Information sources Articles were searched in international databases: ERIC, PsycInfo, Medline, CINAHL, Web of Science (WoS), SCOPUS, Scielo. On the other hand, grey literature was also searched: APA Theses/Dissertations (UV) and IGO Search. Reference list of included studies were examined as well.

Main outcome(s) Not applicable.

Additional outcome(s) Not applicable.

Data management All retrieved references were imported into Mendeley Reference Manager software. Duplicate references were removed using the specific tool. References were organised and assessed using the programme.

Quality assessment / Risk of bias analysis CASP (Critical Appraisal Skills Programme) and University of Glasgow’s EBP (Evidence-based practice) checklists will be used to assess the methodological quality of the included studies. These checklists cover a wide range of different study types. Even though they were thought for medical research, some of these checklists can be used in educational research as well. When it comes to grey literature, AACODS (Authority, Accuracy, Coverage, Objectivity, Date, Significance) checklist will be used.

Strategy of data synthesis For each study, collected data will consist of author, year of publication, type of source (primary or secondary), location of tertiary education institution, sample, study design and methods, unit type, lecture time and delivery mode, teaching qualification, and 8 CSE indicators. These 8 CSE indicators are UNESCO’s International Technical Guidance on Sexuality Education (2018) key concepts.

Subgroup analysis Not applicable.

Sensitivity analysis Not applicable.

Language restriction Only references published in English, Spanish or French will be considered for inclusion.

Country(ies) involved Spain.

Other relevant information None.

Keywords Pre-service teacher; teacher trainee; comprehensive sexuality education; sex education; teacher training institutions; tertiary education.

Dissemination plans Results will be disseminated through publication in a peer-reviewed journal.

Contributions of each author

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