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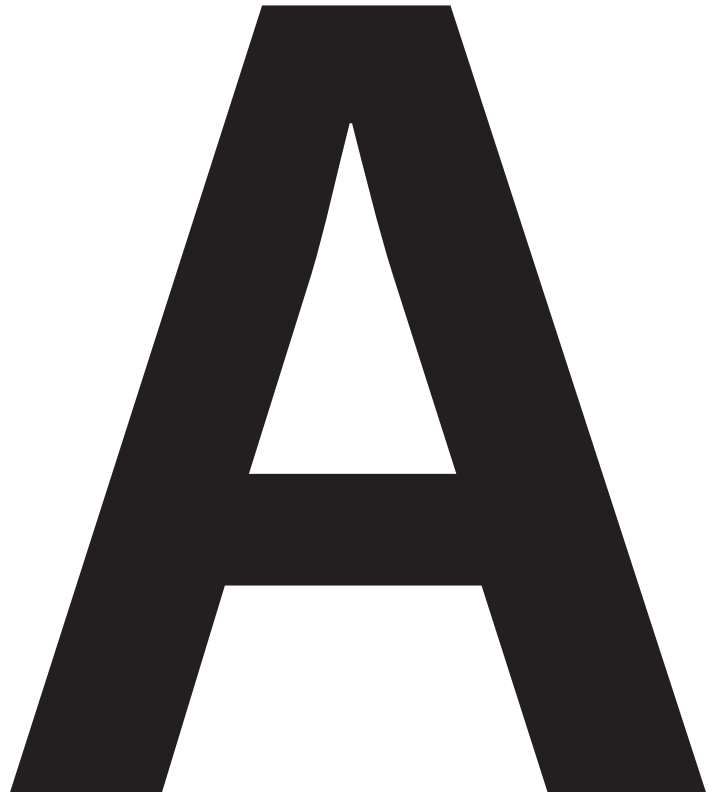
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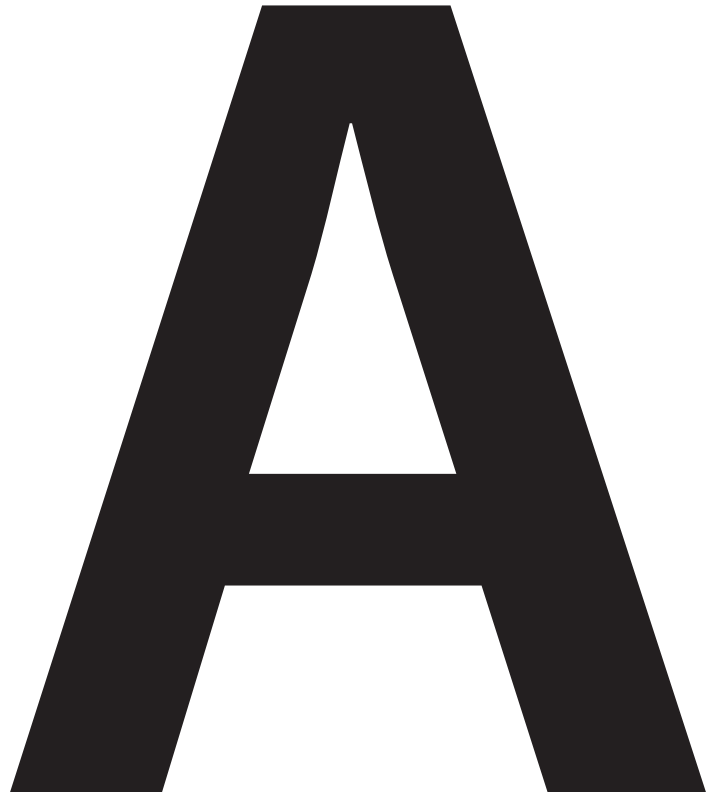
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About the author



About the Author

Diego Palacios Fariás was born in Santiago, Chile, on September 16, 1986. In 2010 he obtained his bachelor's degree in Sociology at the Pontificia Universidad Católica de Chile, after which he earned a Research Master's degree in Educational Psychology in the same university. His master thesis resulted in a first-authored scientific article in an international peer-reviewed journal. After that, Diego worked for three years as a research assistant at the MIDE UC Measurement Center at the Pontificia Universidad Católica de Chile. In September 2016, he started a PhD position at the Interuniversity Center for Social Science Theory and Methodology (ICS) at the Sociology Department of the University of Groningen, funded by a scholarship from the Chilean government. During his PhD, he visited the Psychology department at the Pontificia Universidad Católica de Chile to collaborate in various publications on the effect of a prosocial intervention on adolescents' peer relationships in Chilean schools. His research interests include the interplay of several positive and negative peer relationships such as friendships, aggression, helping behavior, studying together and rejection, and how these networks might unfold differently depending on classroom or school characteristics (e.g., social norms, students' composition), as well as the application of social network analysis to school networks.



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