Title:	**Cyberbullying in Pedagogical Context**
Lecture hours:	15
Study period: (summer/winter)	Summer/winter
Number of credits:	3
Assessment methods:	- Regular attendance - Active participation in the sessions - The end-of-course presentation (preceded by a draft proposal) demonstrating the practical application of prevention of cyberbullying in pedagogical context (preventing and copying with cyberbullying relevant to students, parents and teachers)
Language of instruction:	English
Prerequisites:	knowledge of English (B1+/B2), Interest in pedagogy/ teaching welcome,
Course content:	1. Cyberbullying – underlining the problem and recognizing its scale 2. Comparison roles of perpetrator and victim of cyberbullying 3. Bystander effect – an analysis of the problem 4. Determination and conditions of cyberbullying - pedagogical analysis 5. International research on cyberbullying - an analysis of the problem 6. Parents' ignorance in context of cyberbullying – how to prepare parents to cope with the problem of cyberbullying 7. Preventive mechanism – how to help teachers create strategies in their own pedagogical context

Learning outcomes:	During the course students:
	  1. will be presented the theoretical background of the cyberbullying phenomenon
	  2. will be given opportunities to outline strategies for dealing with cyberbullying in an educational context
	  3. will be expected to cooperate in solving the problems presented by the lecturer
	By the end of the course students:
	  1. will have prepared their own proposal of strategies of preventing and copying with cyberbullying relevant to students, parents and teachers
	  2. will have demonstrated examples of good practices (preventing and copying with cyberbullying relevant to students, parents and teachers)

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Literature:	Bibliography: Kowalski, R., Limber, S. (2007). Electronic bullying among middle school students. Journal of Adolescent Health, 41(6), s. 822-830. Kowalski, R., Limber, S. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. Journal of Adolescent Health, 53, s. 813-820. Li, Q., (2006). Cyberbullying in schools. A research of gender differences. School Psychology International, 27, s. 157-170. Ponari, C., Wood, J. (2010). Peer and cyberbullying in secondary school students: The role of moral disengagement, hostile attribution bias, and outcome, expectancies. Aggressive Behavior, 36, s. 81-94. Sourander, A., Klomek, A., Ikonen, M., Lindroos, J., Luntamo, T., Koskelainen, M., Henenius, H. (2010). Psychosocial risk factors associated with cyberbullying among adolescents. Archives of General Psychiatry, 67, s. 720- 728. Steffgen, G., Koning, A., Pfetsch, J., Melzer, A. (2011). Are cyberbullies less empathic? Adolescents' cyberbullying behavior and empathic responsiveness. Cyberpsychology, Behavior, and Social Networking, 14, s. 643-648. Wade, A., Beran, T. (2011). Cyberbullying: The new era of bullying. Canadian Journal of School Psychology, 26, s. 44-61. Walrave, M., Heirman, W. (2011). Cyberbullying: Predicting victimization and preparation. Children & Society, 25, s. 59-72. Wang, J., Iannotti, R., Nansel, T. (2009). School bullying among adolescents in the United States: Physcial, verbal, relational, and cyber. Journal of Adolescent Health, 45, s. 368-375. Willard, N. (2007). Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats, and distress. Champaign: Research Press. Williams, K., Guerra, N. (2007). Prevalence, and predictors of Internet bullying. Journal of Adolescent Health, 41 (6), s. 814-821.