


## Chapter 22

# Cyber Bullying: Global and Local Practices on Awareness Raising

**Emine Nilufer Pembecioğlu**

 <https://orcid.org/0000-0001-7510-6529>

*Istanbul University, Turkey*

**Hatice Irmaklı**

*Istanbul University, Turkey*

### **ABSTRACT**

*Cyber bullying is a serious and newly arising problem of today's world due to the negative intentions in using the recent technological improvements. However, despite its being a relatively new area, a significant number of studies conducted on this issue can be found. This chapter provides a general overview of the current literature with exemplary research to present some insight into the global and local practices in relation to any possible solution of prevention/intervention program for the cyber bullying problem. The global scale involves many studies of various scholars from several countries with different focuses while the local scale concentrates on the case of Turkey and the same of Turkish students or teachers.*

### **INTRODUCTION<sup>1</sup>**

Technological improvements, and new communication tools rising to the surface alongside them have introduced new ways of connection and interaction among individuals. Communication has been mostly moved to a digital, electronic and computer based platform. The recent generations who were born into a period of rapid technological advancement and the ubiquitous use of electronic devices and the Internet, adapt to these tools quickly and include them in their daily routines and lives. And as expected, this situation also had positive effects on individuals and societies and life styles. Additionally, as Mishna, Cook, Gadalla, Daciuk and Solomon (2010) suggests, the exponential growth of electronic and computer-based communication and information sharing during the last decade has radically changed individuals' social interactions, learning strategies, and choice of entertainment. (p. 362)

DOI: 10.4018/978-1-5225-9261-7.ch022

Figure 1. The root of the word “bully” (<http://wordvis.com/>)



However, the Internet and computer-based communication and interaction also created an online environment that can be used for negative purposes -and even malcontent- by everyone and more specifically, within the context of this study, mostly adolescents and teenagers. When entering the Web, a teenager moves in a space where usual barriers in physical life seem to disappear, and the connection with peers becomes easier (Mura, Topcu, Erdur-Baker & Diamantini, 2011, p. 3805). This enables the traditional form of bullying being performed at schools by the youth to be moved onto a digital platform and therefore it takes a new shape that is called “cyber bullying”. This new form of bullying may have a stronger impact on children, teenagers and adolescents, moreso than the traditional one. The reason why is explained clearly by Kowalski, Limber and Agatston (2008):

*Because of the nature of cyber space, a child who might wield little power over a victim face-to face may wield a great deal of power (and fear) in cyber space. More specifically, there is power in being anonymous, in assuming a false identity, in having the ability to spread rumors and lies to a wide audience, and in being able to harass a victim anywhere and anytime. (p.62)*

Literacy is known to be a term mainly related to the ability to read and write, an ability that has been acquired by training. That’s why most of the educational institutions prioritize media literacy as the main component of their curriculum. However, media literacy also means some kind of accomplishment, a mastership area of acquirement, attainment, a set of skills and specific forms of acquisition. Due to the

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/cyber-bullying/232072](http://www.igi-global.com/chapter/cyber-bullying/232072)

## Related Content

---

### Borderline Fields of Information Architecture: Information Overload, the Literacies, and Personal Information Management

Tibor Koltay (2018). *Information and Technology Literacy: Concepts, Methodologies, Tools, and Applications* (pp. 1983-2002).

[www.irma-international.org/chapter/borderline-fields-of-information-architecture/189034](http://www.irma-international.org/chapter/borderline-fields-of-information-architecture/189034)

### Authentic and Situated Learning with the Use of an Adaptive Search Engine and a QR-Code in Mobile Mode

Orlando De Pietro (2013). *International Journal of Digital Literacy and Digital Competence* (pp. 19-30).

[www.irma-international.org/article/authentic-and-situated-learning-with-the-use-of-an-adaptive-search-engine-and-a-qr-code-in-mobile-mode/96953](http://www.irma-international.org/article/authentic-and-situated-learning-with-the-use-of-an-adaptive-search-engine-and-a-qr-code-in-mobile-mode/96953)

### Developing Graduate Qualities Through Information Systems and Information Technology Literacy Skills

Ann Monday and Sandra Barker (2005). *Technology Literacy Applications in Learning Environments* (pp. 95-105).

[www.irma-international.org/chapter/developing-graduate-qualities-through-information/30208](http://www.irma-international.org/chapter/developing-graduate-qualities-through-information/30208)

### I33tsp33k: How Gamers Speak with Impenetrable Efficiency

R. Kelly Aune, Matthew Sharritt and Daniel D. Suthers (2014). *International Journal of Digital Literacy and Digital Competence* (pp. 45-65).

[www.irma-international.org/article/I33tsp33k/111088](http://www.irma-international.org/article/I33tsp33k/111088)

### The Assessment of Learning Mediated through an IWB

R. Tamaro, A. D'Alessio, A. Petolicchio and S. Solco (2013). *International Journal of Digital Literacy and Digital Competence* (pp. 35-47).

[www.irma-international.org/article/the-assessment-of-learning-mediated-through-an-iwb/87367](http://www.irma-international.org/article/the-assessment-of-learning-mediated-through-an-iwb/87367)