Report of the 2nd Learning, Teaching, Training Activity in the frame of Erasmus+ Strategic Partnerships Project
" No Cyberbullying At The School "

2016-1-TR-01-KA201-034233
23rd -27th October, 2017
Ankara, Turkey

The 2nd Learning, Teaching, Training Activity " No Cyberbullying At The School "Erasmus+ project had the following objectives:

- To inform what the rate of cyberbullying in Turkey is
- To inform attidutes against social media in Turkey and Europe
- To present and give examples about exposed cyberbullying exposed in their schools and countries
- To inform other partners about what the solutions about cyberbullying can be
- To present studies of school counselor about Cyberbullying at school
- To recover and evaluate project website designed by Italy

Preparations

Preparations for the 2nd Learning, Teaching, Training Activity " No Cyberbullying At The School "Erasmus+ project took place in October 2017, the host country made practical arrangements, such as booking the hotel, preparing the programme, providing transfers etc. Participants made travel arrangements: booking flights, buying insurance, prepared all the necessary information for the meeting.

Organization

The 2nd Learning, Teaching, Training Activity of" No Cyberbullying At The School " Erasmus+ project took place over five days.
-Day One, taking the form of meetings combined with Welcome Meeting, Introduction to school, city and Turkey, Presentation of the project and activities done in previous TPMs and LTTAs, Evaluation of dissemination activities and Cultural Activities (visit to Anıtkabir)
-Day Two , Meeting with a police officer , presentation of cyberbullying and the rate of in Turkey, presentation and examples of cyberbullying in schools and Turkey, Evaluation of project website , Cultural Activities,(visit to State Art and Sculpture Museum)

-Day Three, Meeting with a police officer, Informing the psychological effects of cyberbullying on students and bulliers, Presentation of what can be done legally about Cyberbullying, Presentation of attitudes against social media in Turkey and Europe Cultural Activities (visit to Golden Village Open Air Museum)

-Day Four, What the solutions can be about Cyberbullying, Presentation of studies about cyberbullying by Portuguese school counselor, Presentation of cyberbullying questionnaire results, Cultural Activities (Visit to METU Science and Technology Museum)

-Day Five, Presentation of activities done for raising awareness among students and parents, Students' drama performance about Cyberbullying, A visit to Faik Erbağı Secondary School, Certificates to participants, A visit to Keçiören Municipality and Keçiören District National Education Directorate.

DAY 1, Monday 23rd October, 2017

The 2nd Learning, Teaching, Training Activity of**" No Cyberbullying At The School "** Erasmus+ project took place in Ankara in Turkey. All participants were welcomed by school staff and Halit GÜRSAL, the director of Faik Erbağı Secondary School warmly welcomed the participants from Poland, Italy and Portugal and expressed his gratitude to be the host country.

The first day of training started with presentations about their school, city and country done by Turkish students .

In the second part of the 1st day training, the coordinator organization- Faik Erbağı Secondary School made a presentation about the project and activities done in previous TPMs and LTTAs so far in order to see the current situation.

It went on with the presentation and valuation of dissemination activities done by all partners so far. All partners agreed on doing their best to disseminate the results of our project.

WHAT WE HAVE DONE FOR STUDENTS' AND PARENTS'

Badges with the logo of our project on for the students and parents.

WHAT WE HAVE DONE FOR STUDENTS' AND PARENTS'

An informative seminar about safety use of internet for our students and parents by a police officer.

http://www.eba.gov.tr/haber/1508268057
http://www.eba.gov.tr/haber/1508269849

Local Newspaper "O Vilaverdense" – August 2017

Cinco Projectos "Erasmus + aprovados

O Agrupamento tem já cinco projectos aprovados em 2017, que abrangem todos os ciclos de ensino, desde a Educação Pré-Escolar à Educação de Adultos. Envolvem crianças, alunos, pessoal docente e não docente, pais e comunidade envolvente.

Cyberbullying
Quatro professores do Agrupamento participaram, num evento de formação em Rzeszów (Polónia), com o objectivo de desenvolver competências sobre a prevenção do cyberbullying.

Estágios internacionais Eras- mus+
Os nove alunos que participaram «nesta experiência inesquecível» já concluíram com sucesso os seus estágios internacionais em Jerez de La Frontera (Espanha), tendo também concluído com bom aproveitamento o Curso Vocacional. «Estes estágios, à semelhança do ano lectivo anterior, continuam a proporcionar oportunidades únicas de desenvolvimento de competências técnicas e relacionais aos nossos jovens, com impacto directo na sua vida futura», referiram os professores responsáveis.

Here are the links for dissemination activities done by all partners:

https://twitter.com/project_Ankara/status/887756492081950720
https://m.facebook.com/story.php?story_fbid=789182424589204&id=718983081609139
https://m.facebook.com/story.php?story_fbid=789179164589530&id=718983081609139
https://clubeuropeuaemrn.wordpress.com/
https://www.facebook.com/agrupamento.escolasdemoure/posts/1499157126772605
https://www.facebook.com/agrupamento.escolasdemoure/photos/a.791517870869871.1073741828.791483917539933/1482907435064241/?type=3

The first day of meeting continued with a visit to Anıtkabir the mausoleum of Mustafa Kemal Atatürk, the leader of the Turkish War of Independece and the founder and the first president of Republic of Turkey. Halit Gürsal, the director of Faik Erbağı Secondary School placed a wreath on and wrote for visitor's book behalf of all partner countries.

DAY 2, Tuesday 24th October, 2017

On the second day of training a police officer from the department of investment monitoring and coordination of Ankara Governership ,Valit ASLANKOL made a presentation about Cyberbullying, safety use of internet and the rate of in Turkey, and informed the participants by giving examples of cyberbullying in schools and Turkey.

WHAT THE FIGURES TELL

- 1 billion->numbers of users
- 55 people->number of employees
- 42 billion->text messages sent daily
- 250 million->daily videos
- 1,6 billion->daily photo sharing

WHAT THE FIGURES TELL

- 2017 statistics
- 71million->mobile users
- 48 million->internet users(increase about 2 million)
- 48 million->social media account(increase about 6 million)
- 42 million->mobile social media users
- 81 million fake accounts in the world

Safe ınternet use

4- Why a safe internet ?

- Personal rights
- personal and institutional data
- Financial rights
- exploitation, abuse, blackmail and
- cyber bullying
- Internet addiction
- transfer of internet environment to real life

Safe Internet use

6- General Safety Rules

- E-mails and attachments you don't know about the sources
- Personal information on the sites where membership is required
- Use of search engine
- Clarity in secret questions
- Fake virus and police warnings
- Your registered phone lines
- 100% security-maximum security

He made suggestions for using Internet safely and mentioned about 4 principles.

4 Basic principles:

- Think before sharing
- "STRANGE FRIEND"on the social media
- Even if the environment is on the Net, the crime is real.
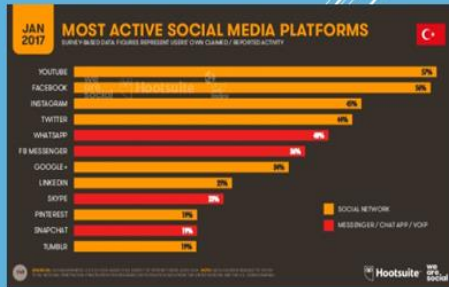- The tracks are not deleted in the digital World.

Safe Internet use

3- WHAT THE FIGURES TELL

Social media 2017 statistics
1 → Youtube
2 → Facebook
3 → İnstagram
4 → Twitter
5 → WhatsApp
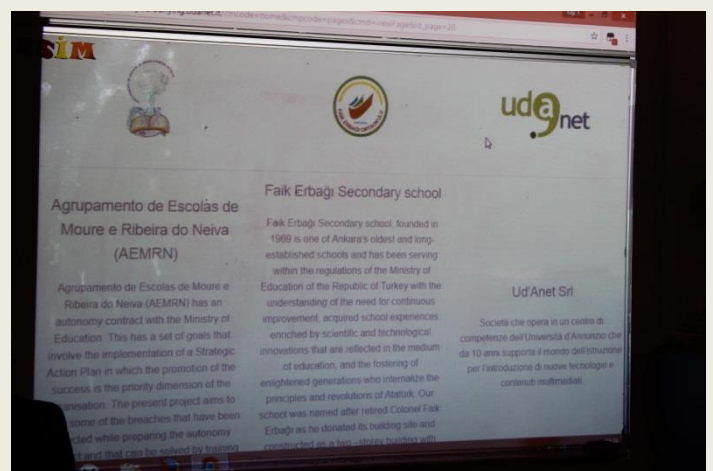6 → Facebook Messenger

sources: We Are Social

safe Internet use

8- Advice

You shouldn't punish or give a prize for getting rid of the problem (sincere love)
-Control starts in the family (having general information)
-keep the computer in common aeras at home.
-Limit the Internet usage and be stable.
-Is empathy for only kids?
-be sensitive about downloaded software,gams,movies and music.
-options of family and children profile

In the second part of the day , we evaluated our project website with all partners. It is agreed to add some new sections for TPMs and LTTAs on the page and have a revised and enriched one.
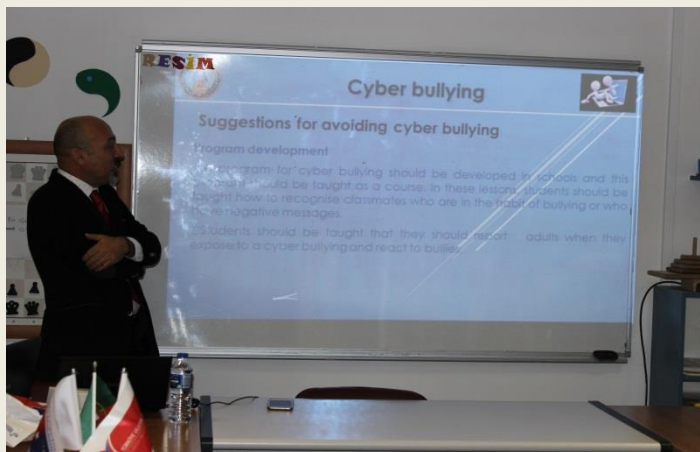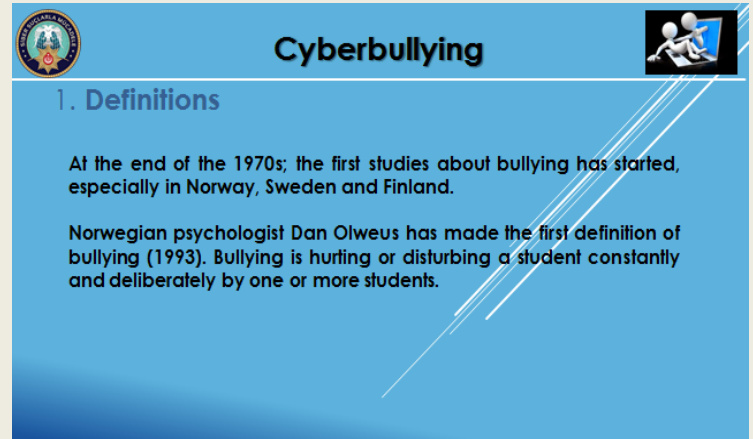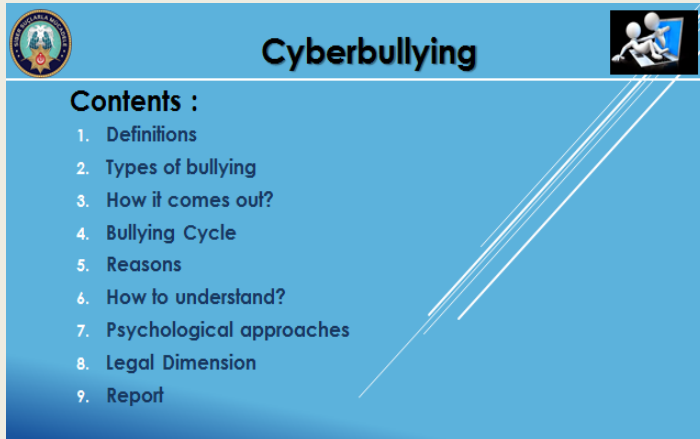

After the training on the second day, participants had a visit to State Art and Sculpture Museum as a cultural activity.

DAY 3, Wednesday 25th October, 2017

On the third day of training participants had a workshop with the parts about Informing the psychological effects of cyberbullying on students and bulliers, Presentation of what can be done legally about cyberbullying, presentation of attitudes against social media in Turkey and Europe with a police officer.

The presentation had the topics consisting of:

-Definitions:

Aggression is the tendency of acting out

Violence is applying pressure that causes physical or mental harm, it can be individual or collective movement.

Bullying: Aggressive behavior that disruptive or damaging. Bullying is distinguished from aggression by three basic feature; intentionality, imbalance of power and continuity.

Peer Bullying: Bullying that occurs between people at the same age or co levels. The Bully is more powerful than the victim.

-Where does bullying occur at school at most?

In school

Gym

Dressing room

Backyard

School road

School toilets

-Kinds of bullying

Physical Bullying	➜ Kicking, etc.. .
VerbalBullying	➜ mock, gossip
Social Bullying	➜ Exclude, ignore, isolation
Cyber Bullying	➜ Bullying through information technologies

-How cyberbullying occurs

•Although cyberbullying is defined as intentional behavior, a significant portion is made as a semi-unintentional or even intentional behavior, as it seems.

• Some of this behaviors can begin in order to have fun or humorous

-Bullying Cycle

Bully	➜ %10 - %25
Victim	➜ %5 - %10
Bully - Victim	➜ %6 – %20
Viewer	

-Reasons

- The risk of being known is low.
- Not having a face to face conversation with the victim
- Being exposed to cyberbullying as a victim before
- Acting with the idea that "being unidentified".
- Lack of self confidence.
- Tendency to gain prestige by the means of frightening.
- Having the possibility to realise his/her aggression through virtual platform which s/he cannot do in real life.

-The social and psychological effects on victims

• The change of identity(being introvert, fear, feeling ashamed, aggression, stress, lack of self confidence),

• The feeling of aggression and sadness after using the Net,

• Psychological and physical diseases such as getting sick very often and hypersomnia

• Self-mutilative behaviours

• The fluctations in academic success,

• Tendency in skipping school

• Deterioration in family relations

- Decrease in their performance at school, lack of continuity to school,
- Decrease in school success
- Becoming isolated from peers and social relations
- Stress, aggression ,anxiety,
- Deterioration in physical and psychological health

-The effects on bulliers

The tendecy in having a net of friendship with the ones who have tendency to use violence. The bond of friendship increases the risk of getting involved in crime and having academic problems among the bulliers.

While the bulliers abusing their victims , the others can a part of cyberbullying by making fun of them or just watching and witnessing

-Findings in Cyberbullying Research

(EU Kids Online, 2010) Survey

While 56% of children who do cyberbullying online admit doing it face to face as well all across the Europe, 55% of online victims indicate they are also exposed to face to face cybeybullying,too. These results show that there is an interrelation between online and offline cyberbullying.

(EU Kids Online) 2014 Survey:

12% of teenagers are victims of cyberbullying

*15% Girls

*8% Boys

In England, a survey conducted by an organization called Ditch the Label among 1843 teenagers aged between13-19 and it was found that 21% of children were exposed to cyberbullying frequently. The same survey was done again in 2014 and it is seen that the number increased 22%.

-The fieldwork studies in Turkey

Prof. Dr. Emel Baştürk Akca, Doç. Dr. Jale Balaban Sal

"Raising awareness about cyberbullying in the education of teenagers in Turkey :

The fieldwork about " teenagers' perception, spread and awareness of cyberbullying"

The findings in the frame of TÜBİTAK project. The students who answered the questionnaire were equally the 7th and 8th grade. The 87% of students who answered the questionnaire had a computer with the internet connection at home. It was determined that the level of cyberbullying was increasing by the grade, the frequency of entering the internet and social networks and the rise of social-economic situation.

-The effects on people who are exposed to cyberbullying

      84% anger

      61% anxiety

      49% sadness

      45% disappointment

      34% feeling physically bad

acting differently to friends (31%),

acting differently at home (29%),

feeling alone (25%),

loss of appetite (21%),

lack of concentration at school (20%),

the desire to escape from the school (18%)

-Suggestions for avoiding cyber bullying

- **supervision phase**

—Some training that strengthen parents' knowledge and skills in using technology should be given in schools.

—Parents will help their children as much as they need with the help of these training.

- **Program development**

—A program for cyber bullying should be developed in schools and this program should be taught as a course. In these lessons, students should be taught how to recognise classmates who are in the habit of bullying or who have negative messages.

—Students should be taught that they should report   adults when they expose to a cyber bullying and react to bullies,

When the presentation was completed, Halit Gürsal, the director of Faik Erbağı Secondary School expressed his gratitude to Valit ASLANKOL for his participation and cooperation in that project and awarded his certificate.

After training on the third day, participants had a visit to Golden Village Open Air Museum and tasted Turkish delicious dishes.

DAY 4, Thursday 26th October, 2017
On the fourth day of training participants had a round table about what the solutions can be about cyberbullying.

QUESTIONS ON CYBERBULLYING

- What is Cyberbullying?
- How are people cyberbullied?
- Why do people cyberbully others?
- Do cyberbullying victims and perpetrators fit any stereotypical profile?
- How do people react to cyber bullying?
- How do I respond to cyberbullying?
- If a parent suspects their child is a cyberbully, what should they do?

HOW DO PEOPLE REACT TO CYBER BULLYING?

There are two types of reactions - positively or negatively.

-Positive victim reaction involves blocking communication with the cyberbully, deleting messages without reading them, talking to a friend about the bullying, or reporting the problem to an internet service provider or website monitor.

-Negative victim reaction involves seeking revenge on the bully, avoiding friends and activities, and even cyberbullying others.

HOW DO I RESPOND TO CYBERBULLYING?

- can be ignored if the case is an unthreatening act, a prank, or a mild tease.
- strongly urge you to take preventive measures against cyberbullying, which can be done by restricting
- warn the sender by reporting the cyberbullying case to an Internet monitor service or a website monitor.

IF A PARENT SUSPECTS THEIR CHILD IS A CYBERBULLY, WHAT SHOULD THEY DO?

- start by teaching the child about social responsibility.
- Have the child imagine the situation in reverse.
- It is also important to teach this same lesson to cyberbullying victims, because many victims in turn can become cyberbullies themselves.

ENGAGE PARENTS AND YOUTH

- Establish a school safety committee that will control and discuss the problems of online bullying.
- You can create policies and rules, including cyberbullying reporting system. It is important to make the main objectives known to parents, school and children.
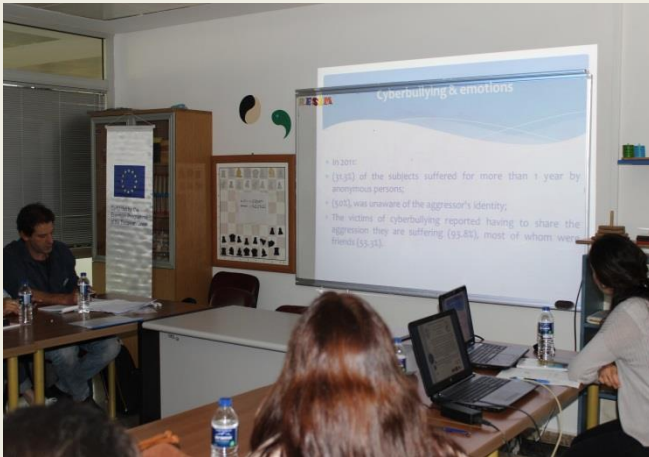
BUILD A POSITIVE CLIMATE

- School staff can do a big deal to prevent cyberbullying. As a teacher you can use staff and parents meetings and even send newsletters.
- Use your school website to create a page and forum, where parents can discuss the problem.
- You can also engage bullies and victims by giving them mutual tasks, so they can try to see each other from a different perspective.

Portuguese partner made a presentation about the studies on Cyberbullying.

Subjects

- Summary of the results obtained in the questionnaire;
- Studies about cyberbullying;
- The practical implications;
- Strategies on Cyberbullying;
- What impact does it have on the Emotions of children and adolescents;
- Final considerations

SOME STUDIES THAT WERE ANALYZED

1. Ferreira, F. A., Martins, P. M., & Gonçalves, R. A. (2012). Preventing cyberbullying: critical analysis of overlapping victims and perpetrators.

2. Cristina C., V., Armanda, M., João, A., Isabel, F., & Ana Margarida Veiga, S. (2016). Boys' and girls' cyberbullying behaviours in Portugal: exploring sex differences in adolescence using gender lenses.

3.. Caetano, A. P., Freire, I., Veiga Simão, A. M., Martins, M. D., & Pessoa, M. T. (2016). Emotions in Cyberbullying: A study with Portuguese teenagers

4. Ferreira, P. Costa, A.M. Veiga Simão, A. Ferreira, S. Souza, and S. Francisco (2016). Student bystander behavior and cultural issues in cyberbullying: When actions speak louder than words.

5. Ana Paula, C., João, A., Maria José D., M., Ana Margarida Veiga, S., Isabel, F., & Maria Teresa Ribeiro, P. (2017). Cyberbullying: motives of aggression from the perspective of young Portuguese.

6. Some Masters dissertations

Teacher Strategies

* **Primary strategies:** Observing, dialoguing and interacting with students, Alerting to the dangers of technology and doing training actions;

* **Secondary strategies:** Provide support to the victim, discourage risk behavior, seek to understand the fact, encourage reporting;

* **Tertiary strategies:** Contact parents; contact professional support;

Cyberbullying & emotions *Caetano et al, 2016*

Emotions of Victims	Referred by the victims	Referred by aggressors
Feel sadness	44,9%	18,7%
Feel Angry	39,5%	27,6%
Feel like revenge	35,8%	32,1%
Feel Fear	28,9%	24,6%
Feeling Humiliated	23,6%	33,6%
Feeling Indifferent	20,7%	19,4%
Feel like escaping	19,9%	10,4%
Feeling insecurity	19,9%	13,4%
Feeling confused and lost	17%	9,7%
Feel like not seeing no one	16,6%	5,2%
Feeling lonely and helpless	14,4%	9%
Feeling injustice	11,8%	9,7%
Feel terror	10,3%	5,2%
Feel desperation	9,6%	6,0%
Feel guilty	2,2%	25,4%

In the second part of fourth day's training Turkish team presented the results of cyberbullying questionnaire that they applied to their students.

Here are the results:

At the end of the analizes that were made in SPSS such as t-test, F test, Scheffe test, Anova analyze, Mann Whitney U test, these results were reached;

1.There is no statistically significant relationship between the rate of being cyberbullied and _the gender_.

2.There is no statistically significant relationship between the rate of being cyberbullied and _the grade_.

3.There is statistically significant relationship between the rate of being cyberbullied and _social-economic situation of parents_.

4.There is statistically significant relationship between the rate of being cyberbullied and _the education level of mothers_.

5.There is no statistically significant relationship between the rate of being cyberbullied and _the education level of fathers_.

6.There is statistically significant relationship between the rate of being cyberbullied and _the frequency of entering the internet_.

7.There is no statistically significant relationship between the rate of being cyberbullied and _the frequency of the pages visited on the internet_.

After training, a visit was done to METU Science and Technology Museum.

DAY 5, Friday 27th October, 2017
The training started with a presentation of activities done for raising awareness among students and parents and continued with students' drama performance about Cyberbullying.

All participants were welcomed by school staff and students' at Faik Erbağı Secondary School. They had some time to meet and talk to Turkish students and teachers by school orientation. At teachers' room Halit Gürsal awarded certificates to all partners. All participants expressed their gratitude and thanked to Portuguese team for their great work and sincere hospitality.

A visit to Keçiören Municipality and Keçiören District National Education Directorate was done on the fifth day of training.