COURSE UNIT INFORMATION SHEET (*SYLLABUS*)
Cycle of Studies: Degree in Psychology

2023/2024

Title: Violence among peers: from *bullying* to *cyberbullying*

Teaching staff

Ana Margarida Veiga Simão (Professor in charge); Paula Ferreira e Nádia Pereira (Researcher)

ECTS

6 - ECTS

Functioning

Degree in Psychology. Optional curricular unit.

3rd year / 1st semester.

Theoretical and practical lessons (4 hours per week)

Curricular tutoring.

Learning goals

To provide knowledge of essential conceptual frameworks to identify the phenomena of conflict, indiscipline and violence among peers;

To promote the identification of variables and current research methods in the context of bullying and cyberbullying phenomena;

To foster reasoned analyses of the predictors and consequences surrounding the incidents of bullying and cyberbullying in different contexts;

To promote an understanding of socio-emotional aspects and coping strategies related to the stakeholders of bullying and cyberbullying incidents;

To provide an understanding of the functions of professionals in bullying and cyberbullying situations;

To articulate knowledge of diverse professional practices in the context of incidents of bullying and cyberbullying.

Promote understanding of the self-regulatory process in promoting pro-social behavior.

To involve students in research projects.

Skills to be developed

At the end of the course students will be able to:

Demonstrate an understanding of the conceptualization of the phenomena of bullying and cyberbullying;

Enunciate variables and related research methodologies related to and used to analyze the phenomena of bullying and

cyberbullying, respectively;

Enunciate functions and professional practices in different services and contexts of bullying and cyberbullying;

Reflect critically on previous ideas regarding the phenomena of bullying and cyberbullying;

Critically reflect on previous ideas regarding the functions and practices of professionals and authorities in situations of bullying and cyberbullying;

Recognize the need for a scientific approach to bullying and cyberbullying incidents;

Select appropriate working and information collection methods in the context of bullying and cyberbullying;

Analyze and interpret different cases and exemplary situations of bullying and cyberbullying incidents.

Prerequisites (precedences) *

Not applicable

Content

1. Conflict, indiscipline and violence: clarification of concepts.

2. Conflict: theoretical approaches, conceptions, types, structure, conflict management styles; management and conflict mediation; fields of application; Educating for Peace.

3. Climate, violence and aggression among peers (bullying and cyberbullying).

4. Bullying: Bullying definition and conceptualization - the nature and different forms of bullying; contexts and means favorable to the practice of bullying; roles and characteristics of the parties - victim, offender and observers; reasons behind the practice of bullying; socio-emotional and behavioral consequences; coping strategies / avoidance of victims and observers; diagnostic bullying situation in Portugal; bullying in an international perspective; intervention in professional contexts and in schools.

5. From bullying to cyberbullying: definition and conceptualization of cyberbullying - the nature and various forms of cyberbullying; differentiation between bullying and cyberbullying; contexts and means favorable to the practice of cyberbullying; roles and characteristics of the parties - victim, offender and observers; reasons behind the practice of cyberbullying; socio-emotional and behavioral consequences; coping strategies / avoidance of victims and observers; diagnostic situation of cyberbullying in Portugal; cyberbullying in an international perspective; intervention in professional contexts and in schools.

6. Case studies and research (e.g., socio-economic aspects, culture, gender and age).

Bibliography

D'cruz, P., & Noronha, E. (2013). Navigating the extended reach: Target experiences of cyberbullying at work. *Information and Organization*, *23*(4), 324-343.

Dooley, J., Pyzalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Zeitschrift für Psychologie/Journal of Psychology*, *217*(4), 182–188. doi:10.1027/0044-3409.217.4.182

Ferreira, A. S., Veiga Simão, A. M., Ferreira, A. I., Souza, S. B., & Francisco, S. M. (2016). Student bystander behavior and cultural issues in cyberbullying: When actions speak louder than words. *Computers in Human Behavior*, *60*. , 301-311. doi: 10.1016/j.chb.2016.02.059

Hinduja, S., & Patchin, J. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying.*

Thousand Oaks, CA: Sage Publications. ISBN:978141296689.

Völlink, T., Dehue, F., & Mc Guckin, C. (2015). *Cyberbullying: From theory to intervention*. Routledge.

Teaching methods

The classes are theoretical and practical and function as a seminar system where the following activities are done:

• case analysis for information and questioning of concepts;

• exhibitions and debate; dialogic exposure; presentation of work by students; work in small groups, followed by debate;

• critical essays about research and scientific articles;

• self and peer evaluation of learning activities;

• individual work, group and plenary analysis / reflection cases, projects / situations in the context of peer violence; opportunities for participation in ongoing research projects.

Some sessions of the course are devoted: to monitoring the implementation of the work supporting students in planning, implementation and evaluation of activities to be undertaken; as well as to proposing oriented readings of scientific texts and writing of various documents that support the construction of tools for collecting and processing data; to supervising the use of various sources of information; to providing moments of hetero-evaluation with work sharing among students. Regular use of the Moodle platform to support the development of the curricular unit.

Evaluation Regimes (General and/or Alternative)

General Assessment System:

I –

(a) Completion of an individual written exercise face-to-face during the class period (35%);

(b) Execution of a group work (45%) including an oral presentation moment and a written component;

(c) Participation in class activities (i.e., research and writing assignments, practical activities, case analysis, participation and collaboration in events) (20%).

II - Students with less than 9.5 marks in the individual face-to-face written exercise may retake the exercise in the evaluation period, retaining the marks of the other components (b and c).

Alternative Assessment System for Student-workers (and other students considered in exceptional circumstances).

Final evaluation by written theoretical and practical examination, carried out in any of the assessment periods (100%).

Evaluation Elements

In the General Assessment Regime, the weighting of the individual written exercise in class (face-to-face) is 35%, group work is 45% and participation in activities is 20%.

Students under the General Assessment Regime cannot have less than 9.5 points in any of the assessment elements.

Both in the General Assessment Scheme and in the Alternative Final Scheme students will pass with a classification equal to or greater than 10 points.

Rules for grade improvement

To improve the grade students can perform a written theoretical and practical exam on all of the content in the syllabus

during any of the assessment periods.

Requirements on attendance and punctuality

As in the form of the General Assessment System, evaluation is viewed as an integral part of the teaching / learning process. An attendance to 2/3 of the theoretical and practical lectures is required. Without this attendance, students can not have access to any of the forms evaluation. Only students demonstrably considered in exceptional conditions will be exempt from this requirement.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

For students considered in exceptional situation there is the possibility of a final assessment by written theoretical and practical examination, held during the assessments times (100%).

Language of instruction

 Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
b) To help or try to help a colleague in committing a disciplinary offense;

c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;

d) To present someone else's work as one's own;

e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable

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