An Educative Program to cope with Cyberbullying in Spain: CONRED

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Introduction

Nowadays, the way we relate to others is changing due to technological progress. Communication and information technologies, ICTs and so on, have become one of the means par excellence to communicate, live with all those around us and, to put it briefly, our personal development (Livingstone & Haddon, 2009). The possibilities it offers and the use being made of them, are raising new demands to be addressed immediately because of its importance and the speed at which these changes are taking place.

The fact that younger people make a safe and healthy use of ICTs is, therefore, a challenge we ought to tackle as one of the mainstays of adolescent education and development (Rubio, 2009). It's needed that the digital and technological competence (OECD, 2005), as well as the necessary skills to be strengthened so that they socialize positively in the new developmental context that the social networks are (Bringué & Sádaba, 2011; Del Rey et al., 2010; Ortega , Del Rey & Sánchez, 2011).

In this sense, it is important for schools a policy that favors the implementation of plans and programs for lifelong learning and use of ICTs to be taken into account. This would help to know many of the concepts related to the benefits and risks in the net, its consequences and the plan of action to face them.

In Spain there are many initiatives and resources assigned to promote the safe use of ICTs and the prevention of some of the risks (i.e. Defensor del Menor, 2011; Del Rey, Sánchez y Ortega, in press; Mora-Merchán, Del Rey & Jäger, 2010; Mora-Merchán, Del Rey, Ortega & Maldonado, 2009).

However, there is still a lack of a developed and assessed psych educative program whose quality traces can be obtained and serve as a guarantee for the public administrations and the legitimacy of their generalization.

In this poster, a psych educative research carried out is presented in order to evaluate the impact of a program of prevention of Cyberbullying and promotion of a safe use of ICTs. This program is called ConRed and we proceed to describe it.

Aims

ConRed: Psychoeducational program on the use of Information, Technology, Communication and Social Networks. It tries to develop in students, teachers and families:

✓ the acknowledgement of social networks and its safety
✓ the healthy and safety use of the communication on the social networks
✓ the prevention of the risks of social networks
✓ the coping with cyberbullying.

Beneficiaries

3 Secondary Schools
✓ 590 Students
✓ 110 Teachers
✓ 150 Families

ConRed
http://conredlaecovi.blogspot.com/

Dissemination Materials

Sessions

Students	• What does ICT mean for you? And the social networks? • Are you still out of social networks? • Our plan of action • How can the internet help me? • Do you help? Do you get help? Do they understand you? Do you understand them? • What do we do in the internet and why it may damage us? • Risks and advantages • The webquest: http://www.webquest.es/wq/webquest-conred-programa-psicoeducativo-sobre-el-uso-de-las-tecnologias-de-la-informacion-y-la-co
Families	• Social Networks: A new environment of relationships
Teachers	• Living together with young people, living in social networks

## Instruments

|	α pretest	α postest
- European Bullying Questionnaire	0,828	0,820
- European Cyberbullying Questionnaire	0,864	0,902
- Perceived Information Control (Dinev, Xu & Smith, 2009)	0,896	0,851
- CERI, Internet-Related Experience Questionnaire) (Beranuy, Chamarro, Graner & Carbonell-Sánchez, 2009)	0,840	0,868

Participants

TIME	EXPERIMENTAL GROUP	CONTROL GROUP
PRE TEST	N= 595 (45% girls)	N= 298 (47,6% girls)
POST TEST	N= 504 (43,7% girls)	N= 274 (47,8% girls)

Results

Bullying Control Group
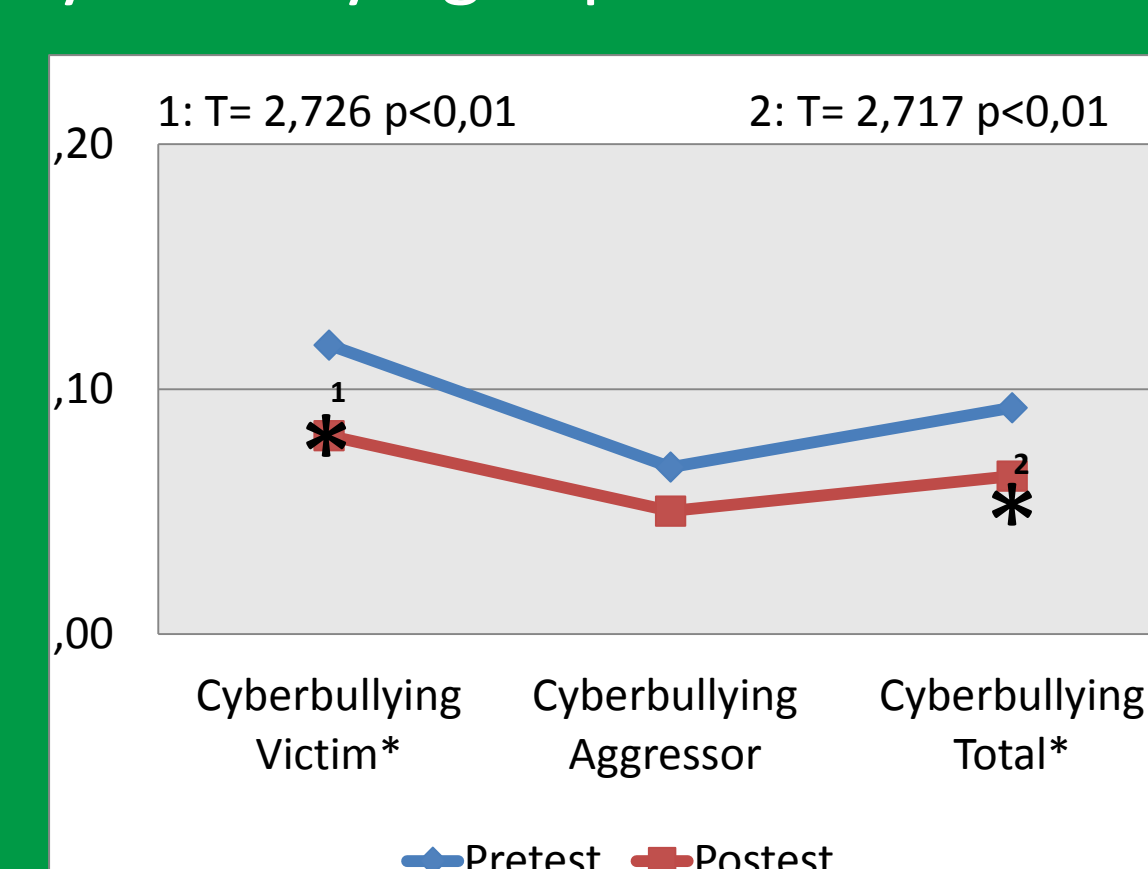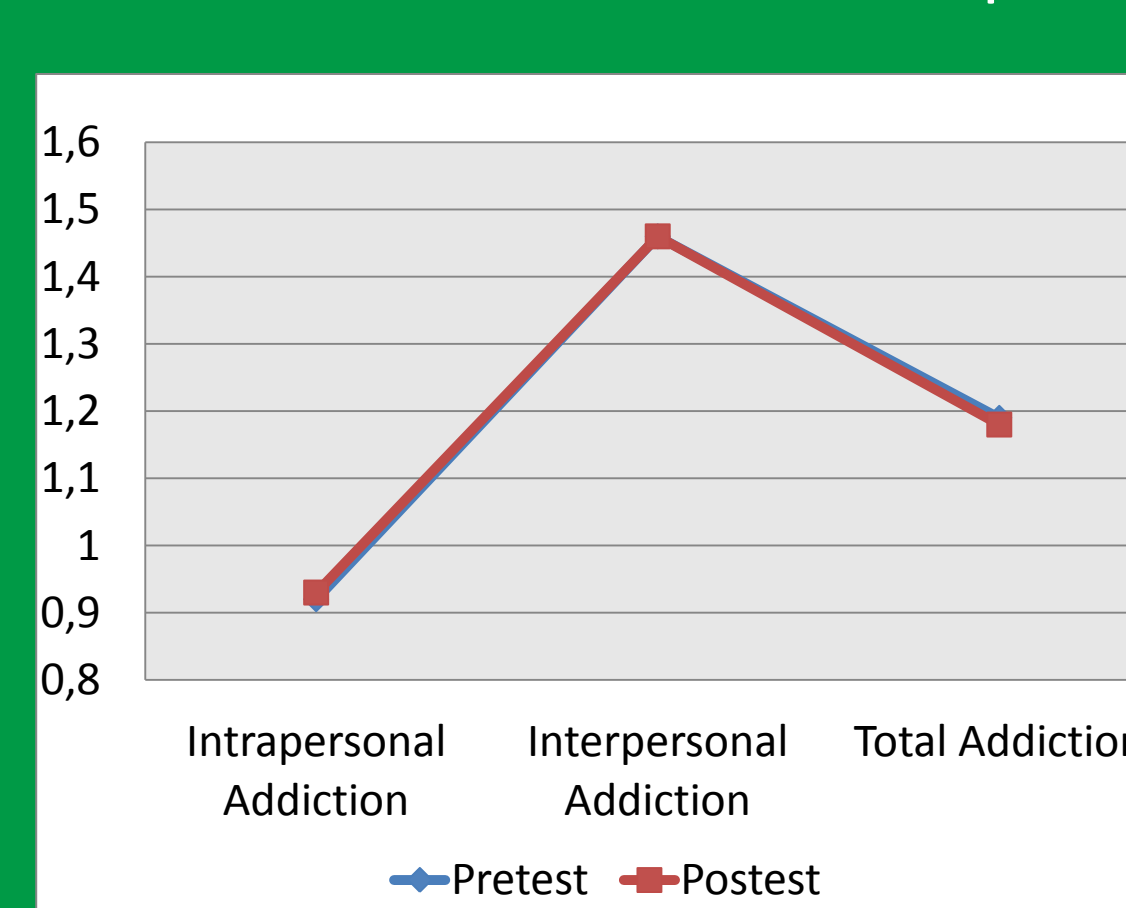

Bullying Experimental Group

1: T= 8,146 p=0,00; 2: T= 4,694 p=0,00; 3: T= 7,968 p = 0,00
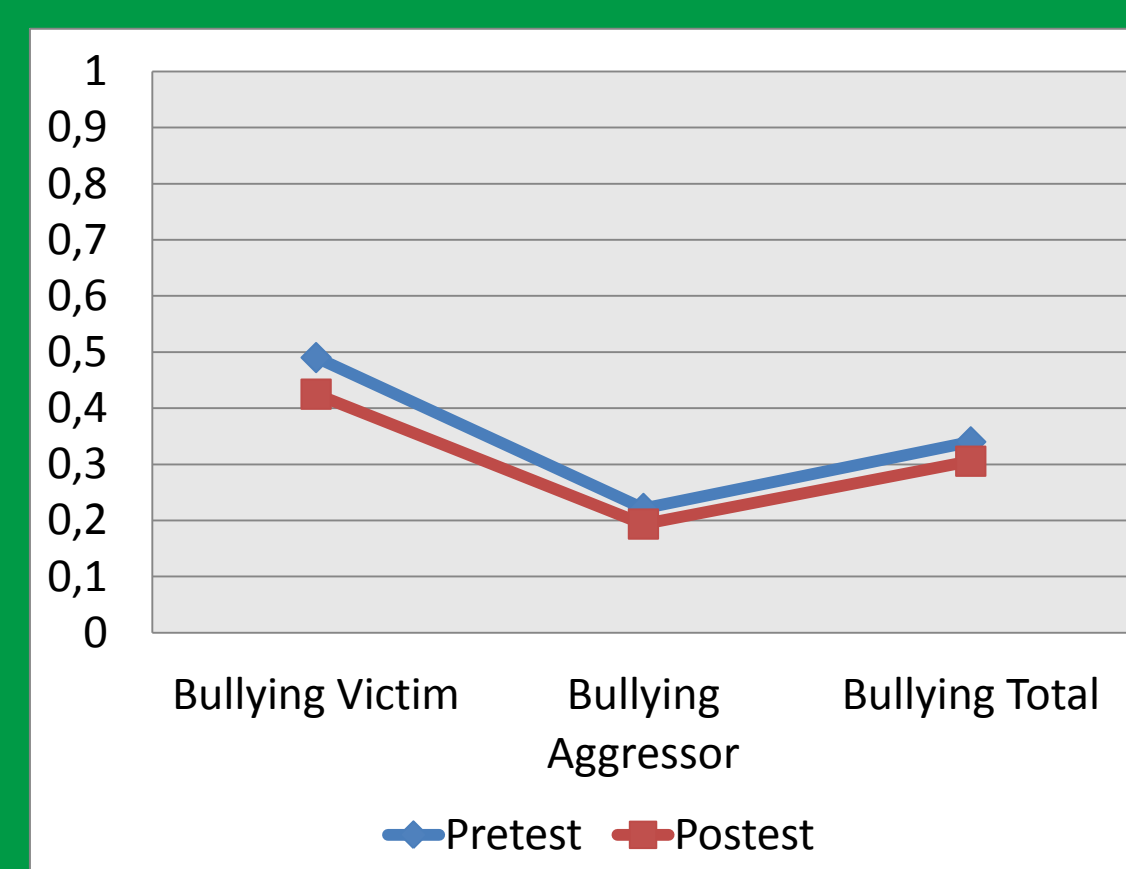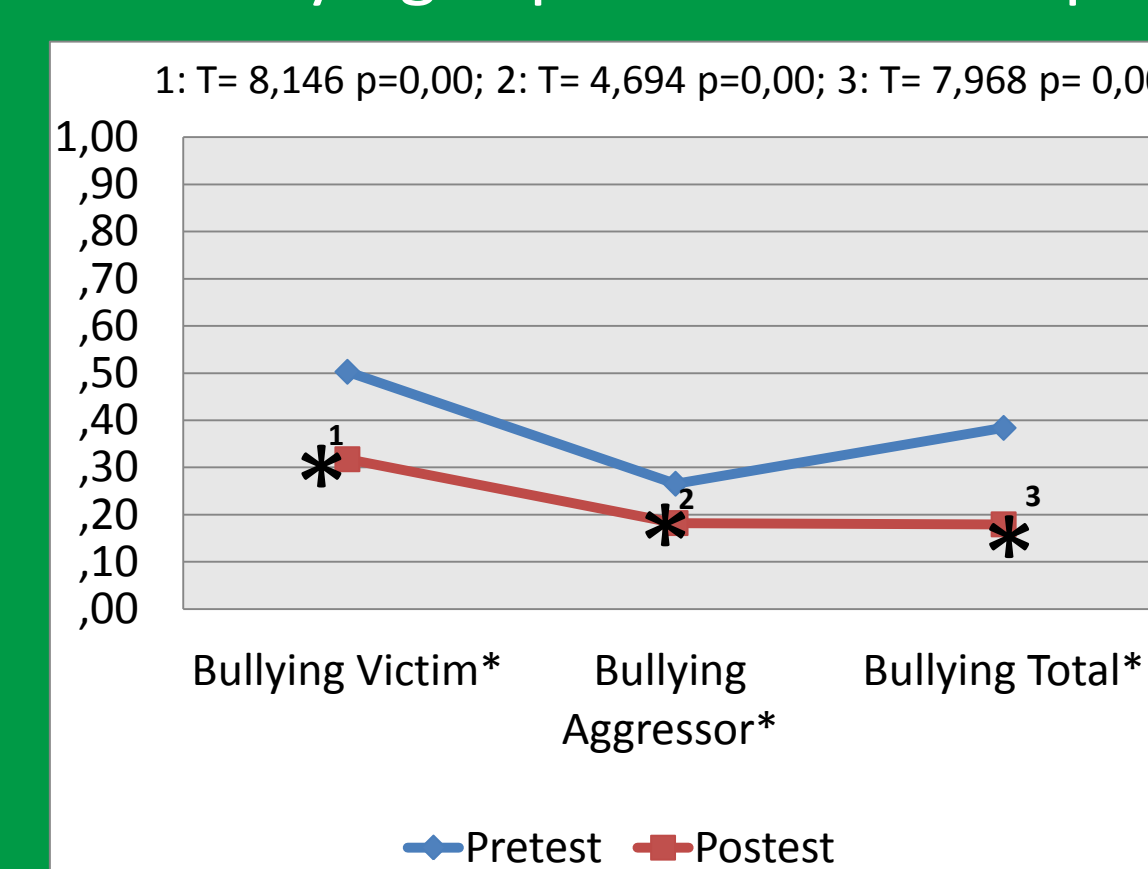
Cyberbullying Control Group
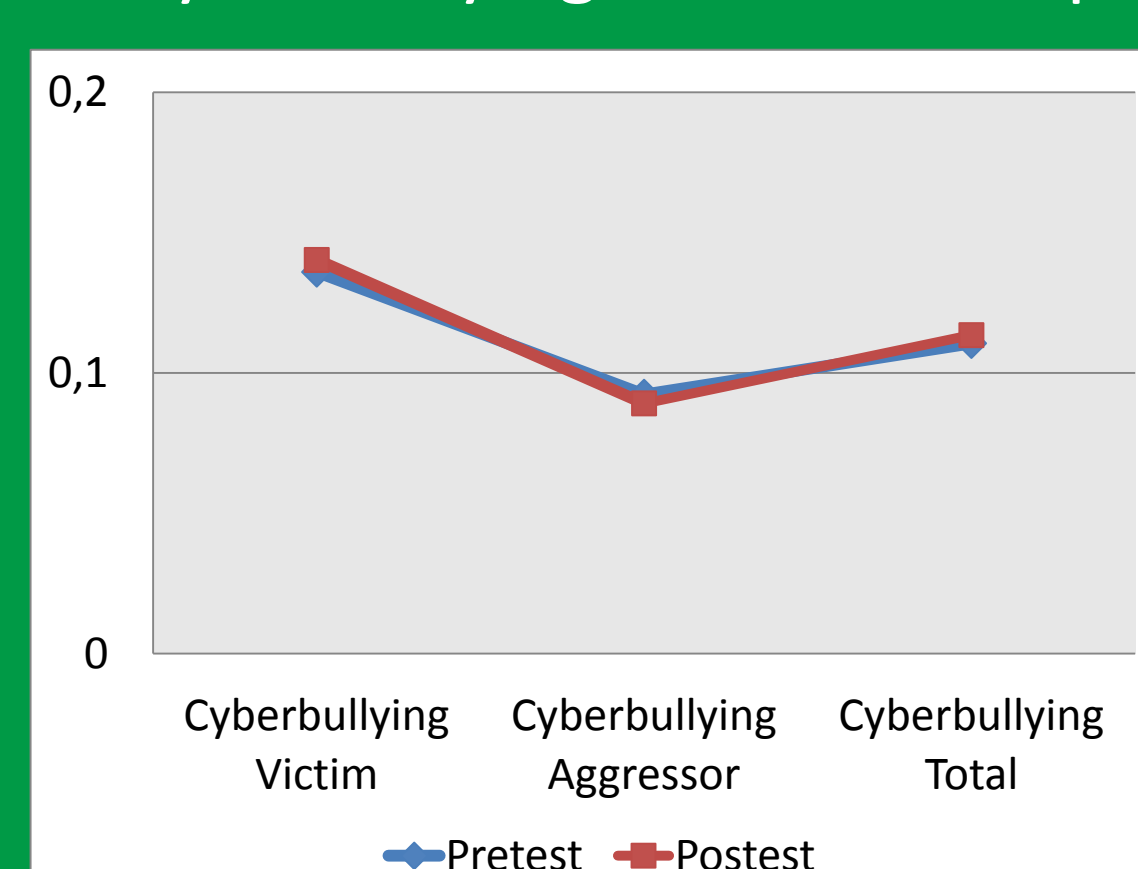
Cyberbullying Experimental Group

1: T= 2,726 p<0,01   2: T= 2,717 p<0,01

CERI Control Group

CERI Experimental Group

T= 2,300 p<0,05

Perceived Control Information

T= 3,762 p=0,00
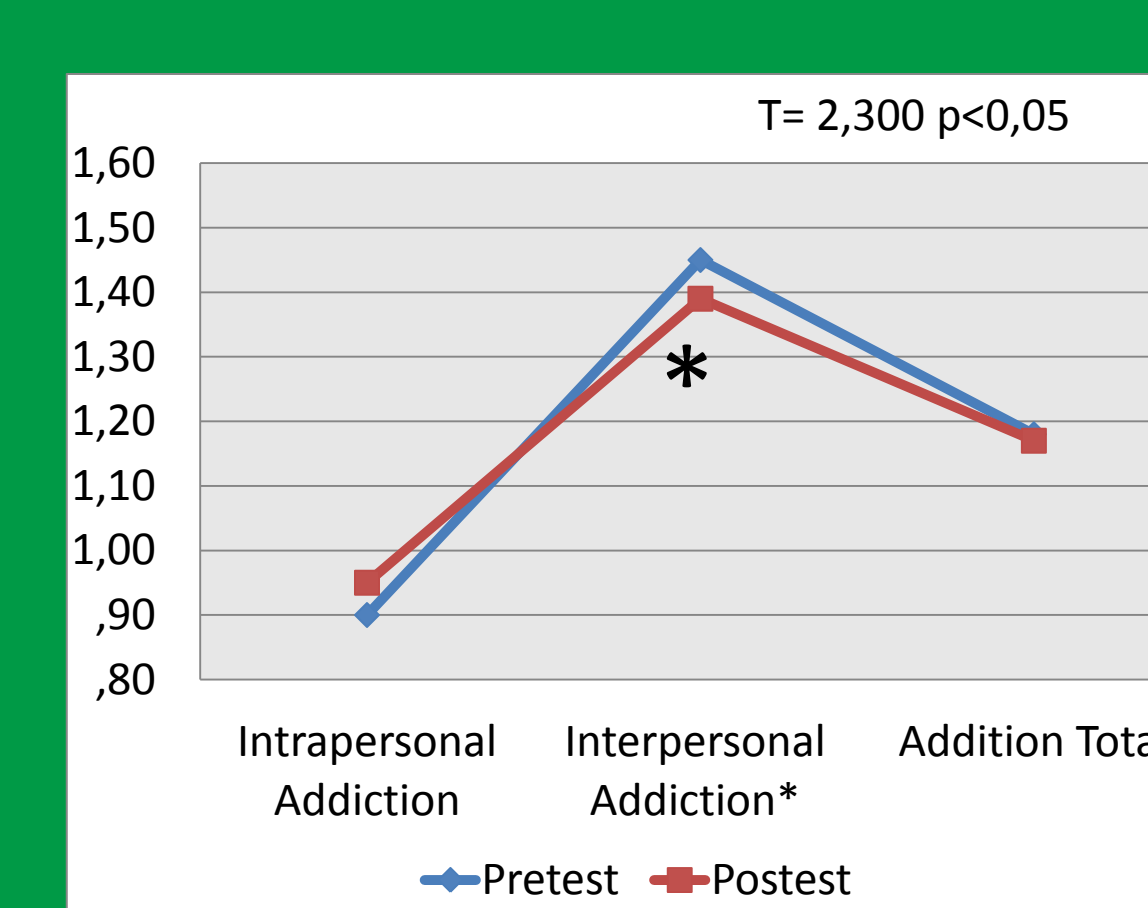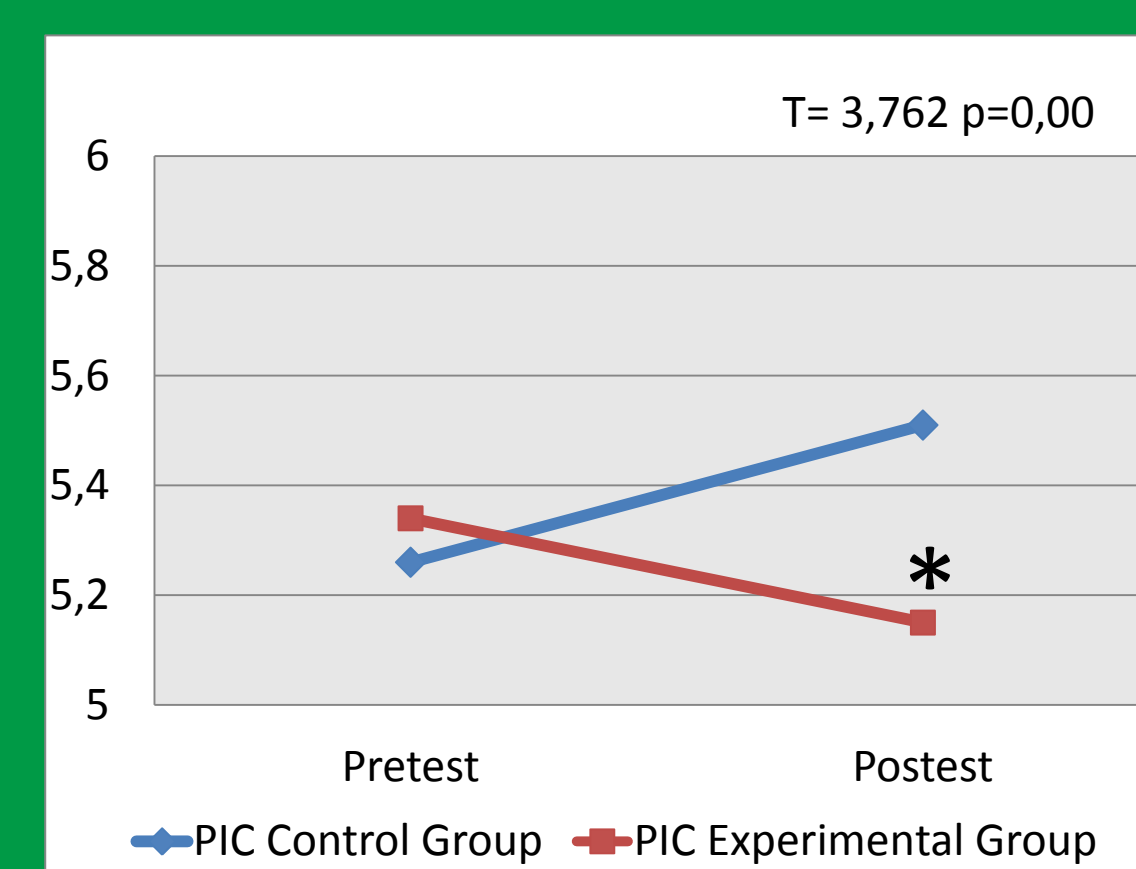
Conclusions

• The implementation of the ConRed program has implicated a decreasing of Bullying and Cyberbullying level and the Cyberbullying prevalence as well as the Interpersonal addiction to Internet. This results shed light on the direction the future work to cope with the cyberbullying should be addressed in schools. In the next future, the Education Department will present ConRed as a good practice to cope with cyberbullying in schools and to improve the quality of educational coexistence, which is one of the priority of the European Commission until 2020 (Ortega, Del Rey & Sánchez, 2011).

• The increased Perceived Control Information is also interpreted as a positive results, as we know that students usually think their control using Internet is higher than it actually is (Bringé and Sábada, 2011). So, working with students, one important point is to help them to become highly aware of the consequences of their behaviors on the web in order to change them as the theory of normative social behavior has point out (Rimal and Real, 2005).

• To do in the next future:
    • Go deeply to the analysis and explore possible related variables, i.e. duration of the intervention.
    • Try to do the implementation by teachers instead of the researchers.
    • Develop the ConRed program in more schools.

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