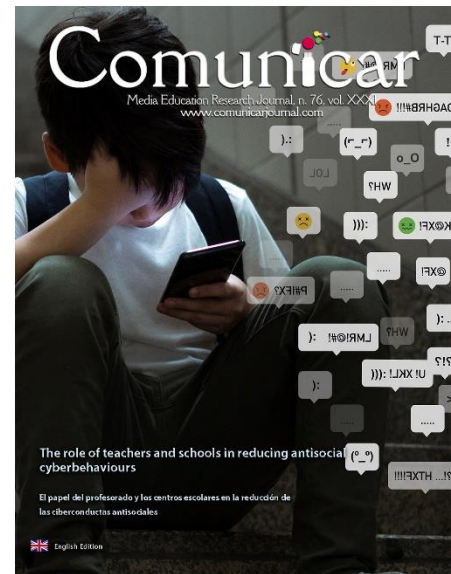## CALL FOR PAPERS, 81

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The role of teachers and schools in reducing antisocial cyberbehaviours

El papel del profesorado y los centros escolares en la reducción de las ciberconductas antisociales

Thematic Editors

Dr. Vicente J. Llorent, University of Cordoba (Spain)

Dr. Anabel Moriña, University of Seville (Spain)

Dr. Łukasz Tomczyk, Jagiellonian University (Poland)

Scope

The increase in Information and Communication Technologies (ICT) use in adolescence implies great challenges at school, at home, and in social relationships. The inappropriate use of ICT can lead to alarming and harmful antisocial cyberbehaviours among students, such as cyberhate, cyberbullying, and cyber-dating violence, among others, whose consequences are devastating during school and later in adulthood. Prevention of these antisocial cyberbehaviours in adolescence is usually developed with educational measures from different perspectives, where teachers and schools are present and have a key role. Scientific knowledge on the role of teachers and schools has been studied in the impact of student learning in different areas, although more is needed in the virtual field.

The added value of this research line lies in providing empirical evidence on the relevance of teachers and schools on students in this new and yet unexplored context. It is intended to reach substantial improvements in education and society, studying the relationship between the two main school agents.

In this special issue, the general objective is to identify key characteristics of teachers and of school guidelines at any stage that could prevent antisocial cyberbehaviours in their students. It is expected to provide scientific evidence to make the prevention more precise and effective, facilitating curriculum innovations that enhance digital safety while considering new and traditional risks and antisocial behaviours. We are open to manuscripts focused on basic or applied research in the field of reducing antisocial cyberbehaviours. All this knowledge will help better understand the pedagogical dynamics with direct benefits in preventing face-to-face and virtual violence and, at the same time, promoting a positive school climate, respect for diversity and more comprehensive education.

Descriptors

- Relation between teachers' characteristics and students´ antisocial cyberbehaviours (cyberbullying, cyberhate and cyber-dating violence, among others)
- Teacher-student relationship and cyberbehaviours.
- Digital competence of teachers and cyberbehaviours.
- Education for management of social relationships through the Internet.
- Innovations in the teaching to face antisocial cyberbehaviours.
- School preventive plans for antisocial cyberbehaviours.
- School interventions for antisocial cyberbehaviours.
- Diversity and inclusion in a global and digitalized world.
- Curriculum planning and development for desirable cyberbehaviours.
- Teacher training on the adequate use of the internet among students

Questions

- Are teachers promoting learning to avoid or cope with antisocial cyberbehaviours (i.e. cyberbullying, cyberhate and cyber-dating violence, among others)?
- Do teachers offer the development of competencies (i.e. social, emotional and moral competencies) in their students to have a healthy digital life?
- Does the curriculum develop competencies (i.e. social, emotional and moral competencies) to facilitate students' day-to-day and future adulthood healthy life in the digital world?
- Which characteristics of teachers are didactically connected with students' learning to prevent or intervene in antisocial cyberbehaviours?
- What dynamics of educational innovation of teachers and schools are being effective against antisocial cyberbehaviours among their students?
- Which plans of schools are empirically related to the prevention or intervention in antisocial cyberbehaviours of its students?
- Are the limitations of using ICT at schools effective against the antisocial cyberbehaviours among students?
- Are schools, as an organization with its cultures, policies, and practices, preventing or reducing antisocial cyberbehaviours in students?
- Which kind of teacher training has contributed to coping with cyberantisocial behaviours among students?

Editors

Vicente J. Llorent (University of Cordoba, Spain)

Associate Professor at the University of Cordoba (Spain). Doctor of Pedagogy (University of Seville). He teaches and researches about Didactics, key competencies, school interpersonal relationships, and diversity. PI of research projects about the role of teachers in reducing antisocial cyberbehaviours among students. A team member of more than 20 national and international (Brazil, Ecuador, Mexico, Portugal, Switzerland, United Kingdom, and the United States) research projects. He has more than 100 publications and has been a speaker at more than 50 conferences in dozens of countries. Affiliated member of the Violence Research Centre (University of Cambridge) and Consultant of Cambridge Assessment-International Education (University of Cambridge).

Anabel Moriña (University of Seville, Spain)

Full professor at the University of Seville (Spain). She teaches about diversity, inclusive education and methodological strategies. Her research focuses on inclusive education and exclusion at different educational stages, diversity, innovative teaching and learning methodologies, and in-service teacher training. She is leading national and European projects. She has numerous publications in high-impact journals. In addition, she is the author and editor of books in prestigious publishing houses. She has been a speaker at national and international conferences. She is an evaluator of national and international agencies, and an international examiner in the doctorate and academic promotion of prestigious international universities.

Łukasz Tomczyk (Jagiellonian University, Poland)

Associate Professor at the Institute of Pedagogy Jagiellonian University, Poland). He received his doctorate in philosophy (PhD) from Charles University in Prague - Czech Republic, and his doctorate (PhD) in pedagogy (media education, social pedagogy) from the Pedagogical University in Krakow. He is also a computer science engineer. Author of 7 monographs and over 200 scientific articles, editor of 13 collective monographs. Researcher and manager in several international projects financed from sources: NCBiR, NCN, Erasmus+, NAWA, Visegrad Fund, Mundus Penta. Fellow of the Ministry of Science and Higher Education (outstanding young researchers). Member of the research network: EU KIDS Online and COST Action CA16207 European Network for Problematic Usage of the Internet. Associate Editor in the journal Education and Information Technologies (Springer, IF=3.666). He works as a reviewer for several foreign research agencies, including the European Commission.

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