

Syllabus

Course: Cyberbullying: Addressing Digital Aggression, Abuse, and Exploitation

Presenter: Nancy Willard

Overview

In more and more states, the law prohibits digital aggression, abuse, and exploitation. Educators have a responsibility to uphold those laws; they also have a responsibility to protect the students in their care. This course prepares educators (including principals, counselors, school resource officers, and technology experts) to promote students' safe and responsible use of digital technologies, refuting a few myths along the way. Presenter Nancy Willard and her guest experts outline a comprehensive approach—multidisciplinary and research-based—to teaching students strategies that help them avoid risky behavior and empower them to make the most of the vigorous digital environments where they live out important aspects of their 21st century lives.

Objectives

After completing this course, educators will know:

- The reality and myths about digital aggression, abuse, and exploitation
- Positive and negative factors that affect students' behavior in digital environments
- Tools to help keep students safe

Student Learning Outcomes

After completing this course, educators will be able to:

- Establish multidisciplinary approaches to empowering students against digital aggression, abuse, and exploitation
- Promote safe and responsible use of digital technologies
- Mitigate negative factors and exploit positive ones that influence students' behavior
- Use surveys, involve law enforcement, teach positive norms and social skills, and develop clear policies that keep students safe

Units

Unit 1: Introduction

In this unit, presenter Nancy Willard sets the stage for a clear-headed exploration of the issues surrounding the use, and potential misuse, of digital technology. She begins with four goals for “cyber savvy” youth and explains how stakeholders can collaborate to reach those goals. Finally, she describes specific features of the digital environment, and the behaviors - both positive and negative - that occur in this environment.

Experts share personal observations that reinforce the idea that students don’t distinguish between online and offline behavior; they are digital citizens that easily inhabit both worlds.

Objectives

After completing this unit, participants will know:

- The core components of a comprehensive approach to address areas of high risk in digital environments
- How digital technology can be both productive and destructive

Student Learning Outcomes

After completing this unit, participants will be able to:

- Describe students' safe and responsible use of digital technologies

Unit 2: Digital Aggression

Here, Willard presents research insights regarding digital aggression, including frequency of occurrence, connection with face-to-face altercations, correlations between bullying and other psychosocial concerns, likelihood that incidents are reported to adults, and protective factors.

Middle-school principal Peter Tromba gives a detailed account of an incident of digital aggression at his school, how it came to his attention, and how it was resolved. Justin Patchin, Co-Director of the Cyberbullying Research Center, provides perspective on research studies to date. And youth advocates Karen Siris and Stan Davis describe the role of the bystander in supporting kids who are bullied.

Objectives

After completing this unit, participants will know:

- Research findings associated with digital aggression

Student Learning Outcomes

After completing this unit, participants will be able to:

- Apply research findings to risk prevention efforts

Unit 3: Digital Abuse and Exploitation

In this unit, Nancy Willard considers abusive partners, sexual exploitation, and sexting, and separates fact from misinformation. Contrary to frequently-cited statistics, 1 in 7 youth have not been solicited by an adult predator; most “unwanted sexual communications” come from peers and are easily dismissed by the recipients. Still, digital technology provides a means for abusive partners to exert control, and the Internet provides an opportunity for adults to develop relationships with underage teens. Willard clarifies some of the legal issues and discusses strategies for helping young people make smart, safe decisions.

Sameer Hinduja, Co-Director of the Cyberbullying Research Center, reviews the statistics on relationship abuse.

Objectives

After completing this unit, participants will know:

- Research findings associated with digital abuse and exploitation

Student Learning Outcomes

After completing this unit, participants will be able to:

- Apply research findings to risk prevention efforts

Unit 4: Influences on Digital Behavior

What causes teens to make poor choices? In this unit, Nancy Willard examines developmental influences on digital behavior, which she calls “Didn’t Think,” “Who am I?” and “Am I Hot?” -- categories that won’t surprise anyone who works with young people. Willard explores specific influences of the digital environment as well, and provides strategies for intervention.

Youth advocates Alison Trachtman Hill and Stan Davis discuss the powerful influences of youth leadership and peer norming.

Objectives

After completing this unit, participants will know:

- Factors that influence digital behavior -- both positive and negative

Student Learning Outcomes

After completing this unit, participants will be able to:

- Develop strategies to address the harmful impact of negative factors and exploit the productive impact of positive factors

Unit 5: Legal Issues

In this unit, Nancy Willard surveys the legal precedents that school districts should consider in establishing policies regarding the prevention of, investigation of, and intervention in cyberbullying. Considerations include search and seizure issues, free speech rights, and a school district's obligation to provide a safe learning environment. Willard also describes the need to update existing policies to include digital technologies.

This unit is intended for background information only; school districts are advised to consult with their own attorneys regarding all legal matters.

Objectives

After completing this unit, participants will know:

- Legal standards that may be applied to situations involving students engaging in, or at risk from, digital aggression, abuse, or exploitation

Student Learning Outcomes

After completing this unit, participants will be able to:

- In consultation with an attorney, use legal standards to guide school responses to digital aggression, abuse, or exploitation

Unit 6: A Comprehensive Approach

In this unit, Nancy Willard describes a comprehensive approach to cyberbullying, highlighting social norms prevention and the use of local student surveys to support planning, instruction,

and evaluation. Willard identifies critical policies and practices – from extending “substantial disruption” language to cover extracurricular activities – to insuring there’s a mechanism in place to immediately override Internet filters when a cyberbullying incident requires quick investigation.

This unit includes a potpourri of practical resources, including an introduction to the Committee for Children’s *Second Step* program (empathy, emotion-management, and problem-solving skills), Common Sense Media’s tips for parents, and Nancy Willard’s own Cyber Savvy Survey.

Objectives

After completing this unit, participants will know:

- The components of a comprehensive prevention and intervention approach

Student Learning Outcomes

After completing this unit, participants will be able to:

- Participate in the creation of a comprehensive prevention and intervention approach

Unit 7: Investigations and Intervention

In this unit, Willard focuses on what happens after a cyberbullying incident has occurred. She provides strategies on how to investigate, and what to do afterward for targets, aggressors, and the parents of both. She also touches on special circumstances requiring collaborative intervention: threat of violence, threat of suicide, and exploitation or sexting.

Objectives

After completing this unit, participants will know:

- The fundamentals of effective investigation and restorative intervention

Student Learning Outcomes

After completing this unit, participants will be able to:

- Investigate incidents of digital aggression, abuse, and exploitation, and follow up with restorative intervention

Unit 8: Student Education

Finally, Willard describes instructional strategies for capitalizing on positive norms, building skills, and creating a community of helpful allies. She briefly reviews nine essential skills for cyber savvy youth, a topic that's fully explored in KDS's companion "Cyber Savvy" course.

Objectives

After completing this unit, participants will know:

- The fundamentals of effective instruction that promotes safe and responsible use of digital technology

Student Learning Outcomes

After completing this unit, participants will be able to:

- Provide effective instruction that focuses on positive norms, effective skills, and helpful allies

Presenter's Bio

Nancy Willard, the director of the Center for Safe and Responsible Internet Use, is the author of two books critical to the developing study around cyber use and abuse: *Safe and Responsible Use of the Internet: A Guide for Educators and Computer Ethics, Etiquette, and Safety for the 21st Century Student*, both primary resources in the field. Willard has testified before the Children's Online Protection Act Commission, as well as before a National Research Council Committee. She has a Bachelor of Science degree in elementary and early childhood education, a Master's of Science in special education, and is a Doctor of Jurisprudence. She has taught children with emotional and behavior difficulties, practiced law, and provided consulting services to schools on the implementation of educational technology. Willard specializes in issues of youth behavior when using information communication technologies and safety, legal, and ethical issues related to the use of the Internet in schools. She is an in-demand presenter on these issues across the globe.

Methods of Instruction

- Videos with Power Point presentations (presentations consisting of lecture, interviews, and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quiz (selected-response 20-question quiz to assess understanding of the course content)

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Pass/Fail Option: CEU

Passing Requirements:

- 70 points or more
- No “unsatisfactory” in either category

Quizzes	40% of total grade
Reflection questions	60% of total grade

COMPO- NENT	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	(16 points) <u>Quizzes:</u> 0 - 40% correct	(24 points) <u>Quizzes:</u> 60% correct	(32 points) <u>Quizzes:</u> 80% correct	(40 points) <u>Quizzes:</u> 100% correct
Reflection questions	(30 points) <u>Reflection</u>	(40 points) <u>Reflection</u>	(50 points) <u>Reflection questions:</u>	(60 points) <u>Reflection questions:</u>

	<p><u>questions:</u></p> <ul style="list-style-type: none"> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed 	<p><u>questions:</u></p> <ul style="list-style-type: none"> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully 	<ul style="list-style-type: none"> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions 	<ul style="list-style-type: none"> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
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