

Connecticut Debate Association

Novice Scrimmage, September 29, 2012

St. Luke's School

Resolved: Schools should adopt a “bring your own device” (byod) policy to technology.

Should Schools Embrace “Bring Your Own Device”?

NEA Today, July 19, 2012 by Emma Chadband

5 Comments

Ushering classrooms into the 21st century is an expensive undertaking, but painful budget cuts have made purchasing tablet computers, iPod Touches, Kindles and other devices unfeasible, say district officials. So schools are asking students to “BYOD,” or Bring Your Own Device. Over the past year, BYOD or BYOT (Bring Your Own Technology) programs have been piloted in Ohio, Minnesota, Texas and Georgia, with more states possibly on the way.

Although some BYOD programs have been successful and district officials insist that they are the best and only available option, many teachers and public education advocates are left wondering, where will BYOD lead? As schools across the country lose potentially more funding, are students and their families now supposed to make up the difference? How will the prevalence of these devices affect the classroom?

Shelly Gould Burgess, a physics teacher in Avon Lake, Ohio, says the BYOD program at her school has been very successful.

“Until that point, educators said ‘you can’t use your phones, you can’t use these things,’ she said. “But now we’re using them for education.”

Gould Burgess said the administration was very open to comments from teachers about how BYOD would work in their classrooms, and they were happy to work with them. The technology director trained teachers on using the devices and installed wireless networks, and teachers who had expertise with a particular device or technology hosted workshops to show other teachers how to use the device.

Gould Burgess teaches in a “flipped classroom,” so students do what she calls their “lower-level thinking” for homework, and come to school prepared to start problem solving. She records her lectures as podcasts, and students listen to them as homework. When they come to class, they’re ready to start working on their physics exercises. Gould Burgess helps them with their assignments, and if one group of students needs her help but she’s busy with another group, she can tell them to pull up the lecture on their iPad or other device until she’s available.

“There’s never an excuse to be idle,” Gould Burgess said, “because there’s always information available.”

In most BYOD pilot programs, students have to sign some sort of agreement to only use the device during class time for specific projects. Students can sometimes log on to “guest” wireless networks to get around website blocks, and teachers still need to be present in the classroom to help students learn from the new technology.

“Kids can watch my podcast online, but they’ll still have questions,” Gould Burgess said. “If I’m not there to answer them, then learning stops.”

In the Avon Lake district, Gould Burgess said their technology director helped teachers learn how to use the devices. Then, teachers who had expertise in certain devices, websites or technologies would host workshops for other teachers. Not every school has these resources, and Gould Burgess said she is extremely lucky to work in an environment where there is so much collaboration between teachers and administrators.

Not every district has the resources to properly train teachers to use the devices students will bring in, especially those that have already faced large budget cuts. A BYOD program could save money if implemented properly, but tossing teachers into a BYOD environment without any training wouldn’t be very effective.

“Without proper planning, implementation and professional development,” explained Andrea Prejean, associate director of the National Education Association’s education policy and practice department, “BYOD may not work as people had hoped. And guess what? The teacher will probably get blamed. It’s not fair that schools invite students to bring these devices and expect student achievement to improve just because these technologies are in the classroom.”

In addition, BYOD programs could increase the digital divide that earlier one-to-one initiatives were meant to narrow. Students who need to borrow a device from the school should be able to do so without facing any kind of stigma.

“Forget being teased for clothing choices, now, perhaps it is because the child cannot afford the next-gen iPad, or the phone they have is only an old Nokia,” **said Charlie Osborne, a writer for iGeneration and ZDNet.**

BYOD could present other hazards as well. When students bring their own devices, cyberbullying and other problems associated with social media may come with them. Many students, for example, don’t understand how much they should share online, and they could end up posting information that could jeopardize their academic, or even professional, futures.

These and other pitfalls highlight the importance of a careful and thorough review of schools’ acceptable use policies – one of the critical steps districts must take if they are to open their school doors to mobile devices and social media. Jim Bosco and Keith Krueger of the **Consortium for School Networking (CoSN)** recommend schools devise a “responsible use policy” that treats the student as a person responsible for ethical and healthy use of online content. “Included in this education process is gaining a disposition to avoid inappropriate and malicious sites,” Bosco and Krueger recently wrote in *Education Week*, “as well as the skill to assess the validity of information found on the Internet or passed along by others via social networking.”

But that is just one step. **A 2012 CoSN report** (which included contributions by NEA) urged schools to take the opportunity presented by greater access to mobile devices to educate students about online safety and security. This can succeed when partnered with robust professional development for teachers that extends beyond technical skills to encompass critical thinking and digital literacy.

With the proper policies and ground rules in place – and the program doesn’t exist merely to cut costs and corners – BYOD can work for educators and students. If banning mobile devices increasingly becomes an outdated option, districts must ensure that schools have the tools and resources to create safe and constructive learning environments.

Comments

1. *Bill Tarbi* says:

July 19, 2012 at 3:26 pm

With the posting of 422 images of CST (California State Test) and HS (High School) exit exam questions for California on Facebook, BYOD may not be a good idea unless a way could be figured out to monitor usage....

2. *Jon-Paul Roden* says:

July 20, 2012 at 10:04 am

Just think what this will mean in terms of the poverty gap

3. *Tom Nedreberg* says:

July 20, 2012 at 10:58 pm

BYOD still requires the school district to invest some money in WiFi for many devices. If students then connect to that WiFi, there is potential for the district to be held liable for content delivered. So if BYOD is part of a districts plan for technology use, it’s still important to get students to sign an Acceptable Use Policy which outlines the policys and procedures of a district.

4. *McGuffey* says:

July 25, 2012 at 1:34 pm

So what else is new? I bring my own markers, folders, pens, pencils, paper etc....for myself & my students....this is the next logical step. I bought my iPad through the school & will be happy to use in the classroom. But, if I supply 90% of the things I use in school, maybe they should hire me as an independent contractor. I could reap some of the benefits & tax breaks.

5. *Joseph Baptist* says:

August 24, 2012 at 2:07 am

“Students who need to borrow a device from the school should be able to do so without facing any kind of stigma.”

At that point, it is not really a BYOD policy, but a “school provides device, but you can use your own if you prefer” policy – and it quickly becomes easier (and more efficient) for students to simply be required to use the school provided devices – meaning that the school has to find funding for all those high-tech toys – and thus has to cut funding for art, music, libraries, instructional support staff, and even teachers.

Great call.

Bring Your Own Device To School

Posted By Justin W. Patchin On July 7, 2011 @ 4:07 pm

Cyberbullying Research Center Blog - <http://cyberbullying.us/blog> -

Many educators have struggled to confront the challenges associated with high-tech devices in the classrooms (especially cell phones). Cyberbullying. Cheating. Distractions. Inappropriate digital material. There is no shortage of possible issues. The seemingly easy way to respond to these concerns has been to ban all personal electronic devices from the classroom (or the entire school). I have heard about penalties that include students being fined or surrendering the device until the end of the day or even until the end of the school year! This is just crazy. First of all, short of strip-searching students as they enter the school, it is practically impossible to enforce a complete ban on technology in the school. Most administrators have largely conceded this point and therefore enacted policies which say something to the effect of: "If I see it, you lose it." A colleague of ours recently quipped that schools approach cell phones the same way they do underwear: "We know you have them, we just don't want to see them in class." It is really unfortunate that these powerful devices have been excluded from learning environments where they could actually be put to positive uses.

Recently, however, it seems that increasing numbers of schools are looking to loosen their overly restrictive cell phone policies. We have received a number of queries over the last couple of months from districts that would like to allow students to bring their own devices, to be used for educational purposes. It is easy to see how cell phones, iPads, or laptops could augment curriculum delivery in the classroom: flash-polling; looking up multi-media definitions of difficult concepts; pulling up a map of a far-off place; viewing a video of an endangered species... The possibilities are literally endless. And we also know that the vast majority of teens already have, and regularly use, these devices (e.g., 75% of 12 to 17 year-olds have their own cell phones, according to Pew [1]). So there is enormous upside here.

But we do need to recognize the potential problems that may accompany the positives when students "bring their own devices" to school. It is important to stress, though, that the problem isn't cell phones or other particular devices. The problem is how these devices are being (mis)used by some. Most schools already have a bullying/harassment policy. These documents should be reviewed to make sure they explicitly cover cyberbullying. Students, staff, parents, and others need to understand that inappropriate behaviors will not be tolerated and are subject to discipline. And be specific—talk about harassment and cheating and disrupting the class environment by texting or Facebooking, etc. Clearly outline the consequences for such behaviors. Get students and parents in on this discussion. Schools will have problems as the school community gets used to these changes, but hopefully the problems will be few and far between and will get better with time. Students will learn appropriate behaviors and it should – in time – become the norm if done right. For example, ten years ago cell phones were much more of a problem in my college classrooms than they are now. University students, at least in my experience, have gotten better at cell phone etiquette and are not letting the devices distract the learning that is occurring. Sure, occasionally a phone will go off in class, but usually the student is apologetic and immediately realizes the faux pas. Of course middle and high school students are different than those in a university, but I am optimistic that we can work through the same challenges at the secondary school level.

There should also be some discussion in school policy that administrators can conduct a reasonable "search" of the contents of these devices when there is "reasonable suspicion" that evidence of a violation of school policy is on the device. Schools can't search these devices whenever they feel like it, but if the search is reasonable and supported by a justifiable need, it could be allowed. There is some debate about this, so be sure to run it by your legal counsel (you can read more about this here [2]). We also discuss it in great detail in our new book [3].) Either way, the circumstances under which school officials can search student-owned devices need to be made explicit. This will definitely come up, so make sure you are ready. And again, students, parents, and others need to know the standards. If you are an educator in a school that recently opened up to electronic devices, please let us know [4] how it is going (the good and the bad!). If you are a student, we would appreciate hearing your experiences as well.

Article printed from Cyberbullying Research Center Blog: <http://cyberbullying.us/blog>

URL to article: <http://cyberbullying.us/blog/bring-your-own-device-to-school.html>

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'Bring Your Own Device' Catching On in Schools

By Jason Ohler,

May 19, 2011

21st Century Fluency Project

Mobile devices are now found in the hands of most children, and school leaders are using that to their advantage by incorporating devices that students already own into classroom lessons and projects.

Concerns remain about students who are unable to purchase or borrow a device for use in the classroom, but districts might find creative ways—such as asking local businesses or community organizations for help—to provide devices in such instances, advocates of the trend say.

With access issues in mind, allowing students to bring their own devices from home can offer educational benefits, as well as some surprisingly positive results when it comes to creative thinking and classroom behavior.

While there has not been a large amount of research on mobile learning devices in the classroom, research on one-to-one computing is a type of presage to some of the current research on mobile technology, said Richard Hezel of Hezel Associates, during an International Association for K-12 Online Learning (iNACOL) webinar that focused on mobile learning.

Studies of Maine’s one-to-one laptop program, for instance, revealed that laptops were used for math and science, organizing and sharing information, and playing educational games.

“In Maine, findings indicate that teacher knowledge and practices and use of technology increased,” Hezel said. Math and reading scores increased, and all involved learned lessons about technology, learning, and assessment.

“The studies give a sense of what happened when students had a device that they controlled in the classroom and could carry around with them. . . . We’re beginning to get some understanding of how students use technology,” Hezel said.

It is especially important to understand how students use mobile devices for learning, and how educators can encourage that use, so that technology is not incorporated without a positive impact.

“One thing that we’re always going to come back to is that technology is just a tool—it may help to amplify learning, but it’s not the panacea, and we’re always making statements about the appropriateness of technology,” Hezel said.

“A few teachers get mobile phones, and very few schools actually give those mobile devices to the students ...”

Research-based benefits of one-to-one mobile learning initiatives might include:

- Improvements in attendance and discipline
- Broader array of learning resources and experiences
- Increased frequency and quality of supportive individual and group interactions
- Improvements in student and parent attitudes toward the school
- Increases in student achievement

U.S. Department of Education (ED) data from May 2010 indicate that about half of all public schools in the U.S. are giving handheld devices to administrators, teachers, or students.

But most of those handheld devices go to administrators, Hezel said. “A few teachers get mobile phones, and very few schools actually give those mobile devices to the students,” he added.

Still, a growing percentage of students with cell phones or smart phones makes it possible for teachers to incorporate mobile devices in their classrooms without targeted device donations or distributions. April 2010 data from the Pew Research Center indicated that 75 percent of students ages 12-17 own a cell phone or a smart phone.

“How do mobile devices change the scene for all of us?” asked Rick Angelone, a board member with the Catholic Schools K12 Virtual. “We’re looking to the students to drive that process, because they have the tools, and it will cost districts less if parents are buying the hardware.”

Angelone said some challenges that surround incorporating mobile devices into classrooms include the speed with which technology changes and ways in which educators might differentiate between what is good for teaching and learning and what is simply technology for technology’s sake.

And while some are concerned about how much time students spend on task with internet-enabled devices that offer potential distractions, Angelone said it is not a huge issue.

Virtual learning and the availability of digital content have changed to offer more methods of student engagement, increased customization of learning objects, open resources, and personalized education.

“The novelty wears off and they move from using Facebook” to using the device for academic purposes, he said.

“Smartphones really are becoming the resource tool and the communication tool of the future,” and networks such as Facebook have grown because more students have access to social learning, collaboration, and immediate gratification.

Virtual learning and the availability of digital content have changed to offer more methods of student engagement, increased customization of learning objects, open resources, and personalized education, Angelone said.

Forsyth County Schools in Georgia embarked on a “Bring Your Own Technology” (BYOT) initiative that includes seven schools and 40 teachers. Teachers received face-to-face and web-based professional development that included modeled examples of what BYOT activities might look like in a classroom.

Managing a classroom when students bring different devices can be a challenge, said Jill Hobson, the district’s instructional technology director. The district’s IT team boosted its wireless access points to support the pilot, and it maintains a separate wireless network for students to avoid placing students on the same network as administrators accessing sensitive student information, such as that contained in a student information system.

No one was required to adopt BYOT for their schools, said instructional technology specialist Tim Clark, but as word spread “it took off in a viral fashion among our school leadership and among our community.”

Clark said anecdotal evidence indicates that theft and discipline issues regarding technology have gone down. Devices include iPads, netbooks, laptops, and gaming devices.

“BYOT isn’t about the devices themselves—kids bring in a variety of technology—it’s about creating constructive change in teaching practices,” Clark said. “Just like kids bring pencils to school ... they bring their technology to help them whenever it’s appropriate.”

“Students become information producers rather than information consumers,” Hobson said. “They’re engaged in higher-order thinking.”

Instead of wondering what students can do with their devices, Hobson said district educators ask students to create or brainstorm ways they might use their devices for learning purposes.

IT operations aren’t burdened with a BYOT initiative because students handle maintenance and updates for their own devices, Clark said.

The district started a small iPod Touch initiative with 10 devices in three classrooms. “Although they’re great, and the kids love them, it’s very difficult for us to manage synching and all the technical aspects,” he said. “It’s easier when kids bring their own devices.”

Virtual Virginia, the Virginia Department of Education’s official online course provider, is running an iPad pilot through its “Beyond Textbooks” initiative. Students use a custom app to learn about the historic Jamestown settlement and supplement that digital content with face-to-face instruction.

Virtual Virginia also operates a pilot in which an Advanced Placement (AP) biology textbook is delivered entirely through student-owned iPads.

Tara Farr, an AP biology and environmental science instructor with Virtual Virginia, said one-fourth to one-third of her AP biology students enrolled in the iPad program, which is in a pilot phase this year. Students who registered for a full year of AP biology chose whether they wanted to use a textbook, or whether they wanted to buy the app for their iPads.

Farr said the app offers portability in addition to note-taking and social sharing features, and that students “don’t want to carry those backpacks with 50 pounds of books in them.”

As an instructor, Farr is able to see what her iPad students highlight and focus on, and is better able to communicate with them through the social sharing feature.

A final assessment comparing the iPad biology app with students who used the traditional textbook will be conducted at the end of the school year.

Moms Talk: Is BYO Technology Working For Your Student?

The Bernards School District's Bring Your Own Technology initiative is well underway. How's it going?

By [Linda Sadlouskos](#), May 2, 2012

The idea may fall under the category of, "If you can't beat them, join them."

It wasn't that long ago that turning on your cell phone in Bernards schools could earn you a detention. Or at least temporary confiscation.

But that was before school officials in multiple towns and states — from Kansas to Hunterdon Central Regional High School — apparently hit upon the idea of having those Smart phones and other cool technology devices used for

educational purposes. That lets parents pay for providing their kids' technology rather than having local school budgets absorb the cost of equipping classes and libraries with the latest gadgets. And then paying for them again when new technologies came on the market.

Last fall, the curriculum and science and technology supervisors for all township schools advised the Board of Education to launch a "Bring Your Own Technology" initiative in 2012.

The new policy was rolled out in January, and in February parents were asked to sign an Acceptable Use agreement. Soon afterward, a survey of school staff showed that about 60 percent at Ridge High School and about 40 percent at the William Annin Middle School had used the technology in some way, Brian Heineman, the district's supervisor of science and technology, said this week in response to questions about how the program is going.

According to Heineman, it's been going pretty well — the students have their own technology, anyway, mostly Smart phones — and those that have seem fairly willing to share with those that don't. (Plus the district of course is equipped with technology, although not enough to go around for every student.)

Heineman says there have been few issues with students using the devices in an unacceptable manner that has caused problems in the schools.

Yet some parents told the school board in March that there have been instances of the devices being used for what might be considered "fun" or mischief rather than education.

Students taking pictures of each other. Students using phones to cheat. Students downloading YouTube videos in class. (Although Heineman says that sometimes the YouTube videos are part of the class assignment. He said the most frequent use so far has been to facilitate research.)

One of the moms speaking to the board in March said that her main issue with the policy is that it overrides parental discretion over whether their children should have Internet-enabled personal technology. She said she specifically doesn't support the use of such technology for middle school students.

My own (high school) son said that the devices had been used on a limited basis even before the new policy went into place, and he doesn't see a major increase. I wonder if other classes are using them more.

What do you hear from your student, or other parents?

Are kids abusing the new freedom? Now that the policy has been in place for a few months, are any potential bugs being worked out?

Do you think BYOT is a good idea? Is it inevitable given the cost of purchasing (and training staff to use) constantly updated technology?

Or should students just use what the district provides?

If you do like the idea, at what age/grade level do you think BYOT should start?

Bernards Township jumped fully into BYOT — but Randolph Township schools in Morris County, according to that school's website, data is being collected in a series of pilot programs in most of the district's schools during the balance of the remaining school year while planning a "Bring Your Own Device" initiative.

Would you have preferred that approach?

And as a final note — what about the observation by one parent that a district that is strongly trying to discourage alcohol use shouldn't have a "BYO" anything as a name?

Dealing with Technology in the Classroom

TeacherVision

by Dana Quigley

Cell Phones & Sexting | Social Networking & Cheating | Cyber-Bullying & Cyber-Bashing

As the latest technology makes its way into the classroom, teachers and students alike are often confronted with sensitive problems and social issues that arise with the use and exploitation of such tools. Below are the most pressing problems that technology presents, warning signs for teachers, and ways for them to deal with the issues.

Cell Phones

Teachers regularly cite cell phones as one of the most menacing distractions in the classroom. According to the CTIA - The Wireless Association, teen cell phone use has risen 35% since 2005; today, 79% of teenagers use a cell phone.

Why are they a problem? The latest technology provides many opportunities for students to cheat on exams by sharing pictures of tests, text messaging answers to other students, and listening to wireless ear-devices for answers. The presence of cell phones in the classroom both undermines the ultimate goal of education and detracts from the learning experience. In addition, cell phones are the most commonly stolen item among students, which creates unwanted frustrations for teachers, administrators, and parents. Other problems concerning cell phone usage are described below.

How to spot the problem: Cell phones are pretty obvious, so they are not too hard to spot. If a student appears distracted and seems to be fidgeting with something in a bag or under a desk, the student is likely using a cell phone.

What to do: A general ban on cell phones is practiced in most schools. Give offenders a two- or three-strike policy with different levels of punishment for repeat offenders. For instance, a first-time offender may lose his or her cell phone for the day, but a third-time offender may lose it for a month. This type of punishment can be problematic since parents generally pay for cell phones and rely on them to stay in contact with their children, so you may want to have parents sign a form that details your policy on cell phones. To ease the resistance against an outright ban, it may be beneficial to allow cell phone use during lunch periods, which provides students with a monitored and regulated outlet.

Sexting

What is it? Sexting, a contraction of "sex" and "text messaging," is the transmission of sexually provocative pictures via cell phone. Most cell phones are capable of sending video, pictures, and connecting to the Internet. An increasing number of hormonally charged teens send suggestive pictures of themselves to others. In fact, nearly 20% of teens have sent, forwarded, or received sexts, according to Cox Communications.

Why is it a problem? Though it is not new for teenagers to explore their sexuality, the harm of sexting comes from the ability of pictures to be shared and viewed by any number of people. A sexted picture can also be used in cyber-bully attacks (see cyber-bullying below). Sexters can face legal charges. An act that was originally meant to be flirtatious can result in a sexter being charged as a sex offender or child pornographer.

How to spot the problem: Since most sexting takes place between two individuals, there will be few obvious signs, but pay attention to hallway and lunchroom chatter.

What to do: Warn your students of the dangers of sexting and immediately report any sexting activity to a school administrator. Reporting the alleged activity is sufficient. Taking steps to preserve sexted images could result in your own legal battle, so do not attempt to take possession of any images.

Social Networking Sites

What are they? Social networking sites, such as Facebook and MySpace, were originally intended for young adults and college-aged students. As the popularity of such sites grew, age restrictions loosened and adolescents have become adept at working around the often lax security measures implemented to block youngsters from joining such sites.

Why are they a problem? Students who join these sites can come into contact with a seemingly infinite list of strangers. Cox Communications has estimated that 75% of teenagers have a profile on a social networking site; some have profiles on multiple sites. Recent media reports have also suggested that constant attention to such sites leads to poor academic performance. Some students use social networking sites to spread vicious rumors about other students and to bully them.

How to spot the problem: Unless students access the sites from school computers, usage will be difficult to spot.

What to do: Students should be warned of the dangers that these sites pose, and access to these sites should be blocked on school computers. Though the sites may be blocked on school equipment, students who have Internet-capable cell phones may still gain access to the sites during school hours. Encourage parents and guardians to monitor Internet use at home to ensure that their children are not coming into contact with people they would not invite into their home.

Cheating

What is it? While cheating is not as new as the problems discussed above, students today use technology to cheat more effectively than they have in the past. Cheating no longer consists of passing notes or whispering answers; instead, it is nearly silent and invisible due to the technology at students' disposal. Cell phones are the most obvious tool for cheating, but calculators, PDAs, iPods, and food wrappers are also used by cheaters.

Why is it a problem? Calculators, PDAs, and iPods allow students to load notes and chat with other students to share answers. Food wrappers are used to conceal information; some websites offer templates and tips to print out labels for such purposes. With increasing access to the Internet on cell phones, students no longer need to sit in front of a computer to hunt for answers, never mind take the time to write a cheat-sheet.

How to spot the problem: The most obvious warning sign is a marked improvement in the test scores of normally poor- or average-performing students.

What to do: Technology has made it easier than ever to cheat, so the most effective step is to remove the technology. Do not allow cell phones, PDAs, iPods, or other such devices in the classroom. Tell your students they can bring only a pen or pencil and other required materials to class during examinations. Have students deposit their backpacks or other books away from their desks; this removes any hiding places for electronic devices. Since these methods do not work for all disciplines, the best method to combat cheating may come from an academic honesty pact. Research suggests that students who pledge academic honesty tend not to cheat.

Cyber-Bullying

What is it? Cell phone images and texts, social networking sites, email, and instant messaging have armed bullies with new means to torment their prey. The technology also allows bullies to harass their victims after school hours. Cyber-bullies often send insults and threats to their peers and spread rumors about them.

Why is it a problem? With current technology, rumors and harmful insults can be spread instantly-and sometimes anonymously-to any number of students and strangers. Cox Communications reports that current trends in cyber-bullying suggest that female adolescents (59%) are more likely to bully and be bullied than their male counterparts (41%).

How to spot the problem: Since most bullying occurs from home computers or on cell phones, it will be hard to spot in the classroom. Since cyber-bullying is quickly replacing old-fashioned bullying, chronic absenteeism and behavioral changes in the victim may be the most obvious symptoms.

What to do: Though there is no foolproof way to stop cyber-bullying, encourage your students to report when they are victimized rather than attempt to retaliate. Tell your students to save as much information as they can when they are bullied by copying and saving insulting text into a word-processing document. If the bullying results in an image appearing on a website, tell them to print an image of the screen. Encourage students to talk to their parents, and conversely, encourage parents to talk to students about cyber-bullying. Matters of cyber-bullying should be handled similarly to regular bullying, but stricter consequences may be required.

Cyber-Bashing

What is it? Cyber-bashing is an even more serious problem than cyber-bullying. Cyber-bashing involves inflicting physical harm on an individual, capturing the abuse on camera, and uploading it to a video-hosting website, such as YouTube.

Why is it a problem? This trend is far more damaging than cyber-bullying because the assault can be shared with millions of others. Cyber-bashers, typically middle-school students, usually do not consider the wider ramifications of their actions. Many cyber-bashers leave behind irrefutable evidence of their assaults, in the form of video, and can face legal consequences. Cyber-bashing leaves victims, who also tend to be middle-school aged students, emotionally scarred. In addition, victims often live with the fear that most of their peers have seen their attack. The trend started in the UK and is growing in popularity in the United States.

How to spot the problem: This type of activity is easier to spot than the others. If students are meeting in a small or large gathering with phones, digital cameras, or other electronics, they could be preparing to record a cyber-bashing. Students viewing cyber-bashes on school computers is another warning sign that cyber-bashing may occur or has occurred within a school.

What to do: Take a zero-tolerance stance on cyber-bashing. Warn students of the consequences of engaging in cyber-bashing. Specifically, stress that perpetrators are almost guaranteed to be caught and punished since they broadcast their delinquency for the world to see. Since cyber-bashing does not always take place on school grounds, local law enforcement may need to handle cases, a fact that should also be impressed upon students. If you know of a victim of cyber-bashing, refer the student to a guidance counselor and follow the same procedures as if the conflict happened in your classroom.

Original URL: <http://www.teachervision.fen.com/internet-safety/teacher-tips/63634.html>

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