The Teens and Tech Curriculum Increases Cyberbullying Knowledge
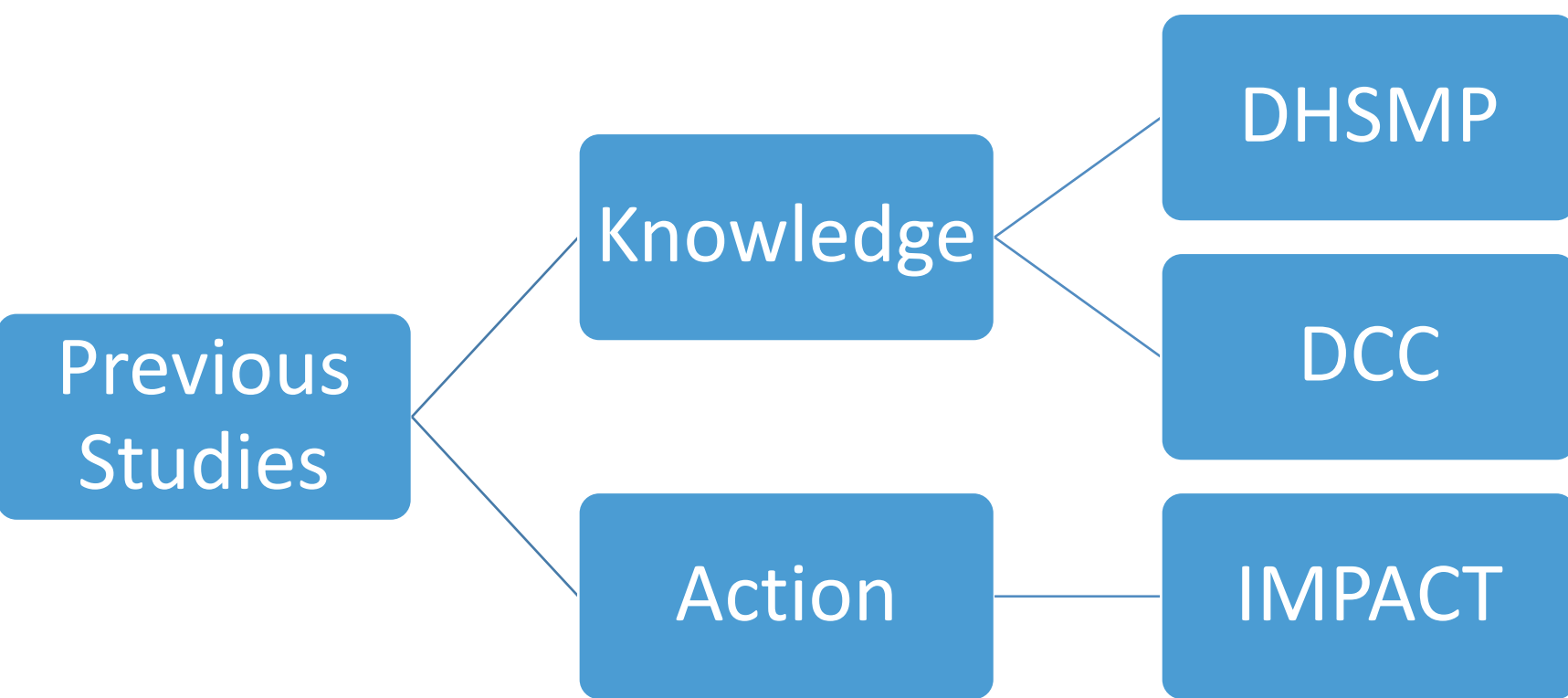## Claire Pringle

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Introduction

Cyberbullying: specific, online form of bullying, where bullying has been established as a form of repeated and intentional aggression backed by a power imbalance (Hymel & Swearer, 2015).

Previous Studies
- Knowledge
  - DHSMP
  - DCC
- Action
  - IMPACT

Methods

94 7th/8th graders: survey → Curriculum → 78 7th/8th graders: survey

Results

Been Cyberbullied

Pre-Curriculum: 72.9, 14.3, 12.9
Post-Curriculum: 57.1, 20, 22.9
No / I'm not sure / Yes
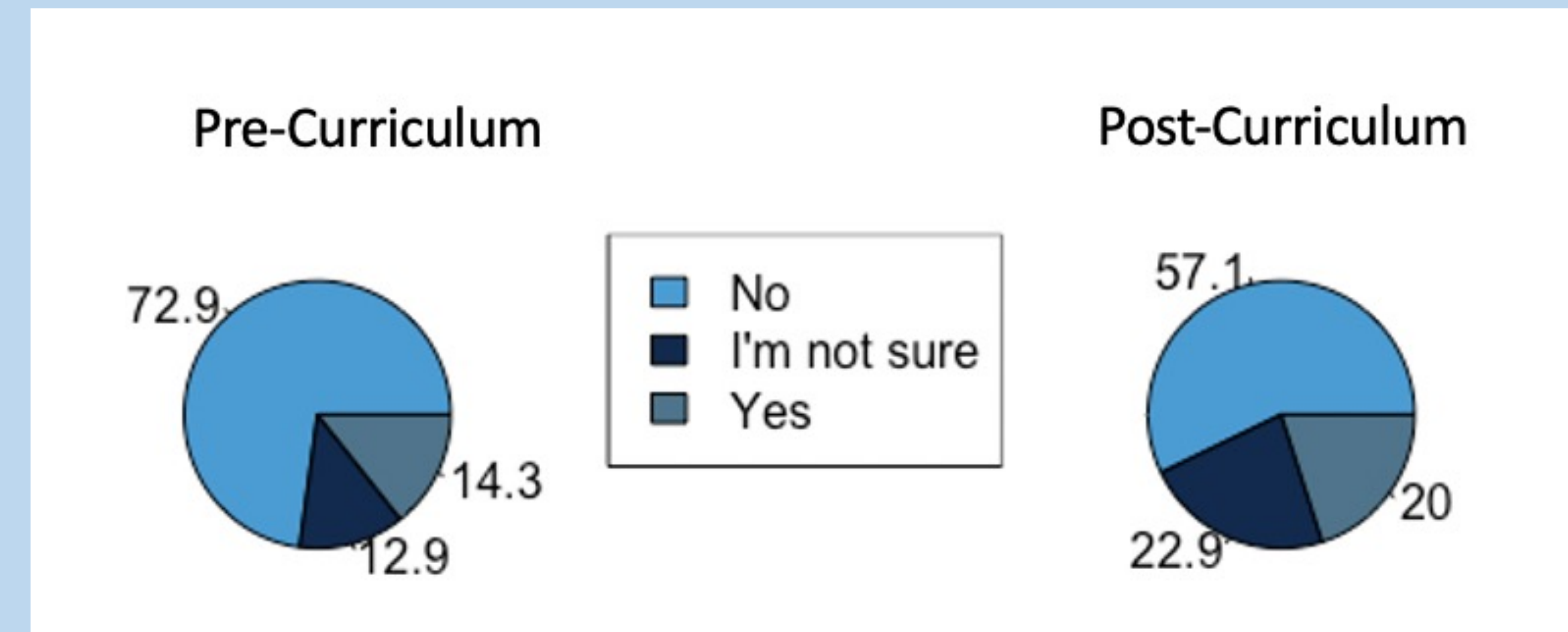
marginally significant increase from pre- to post-: *p* = 0.0524

Witnessed Cyberbullying

Pre-Curriculum: 51.4, 34.3, 14.3
Post-Curriculum: 35.7, 52.9, 11.4
No / I'm not sure / Yes
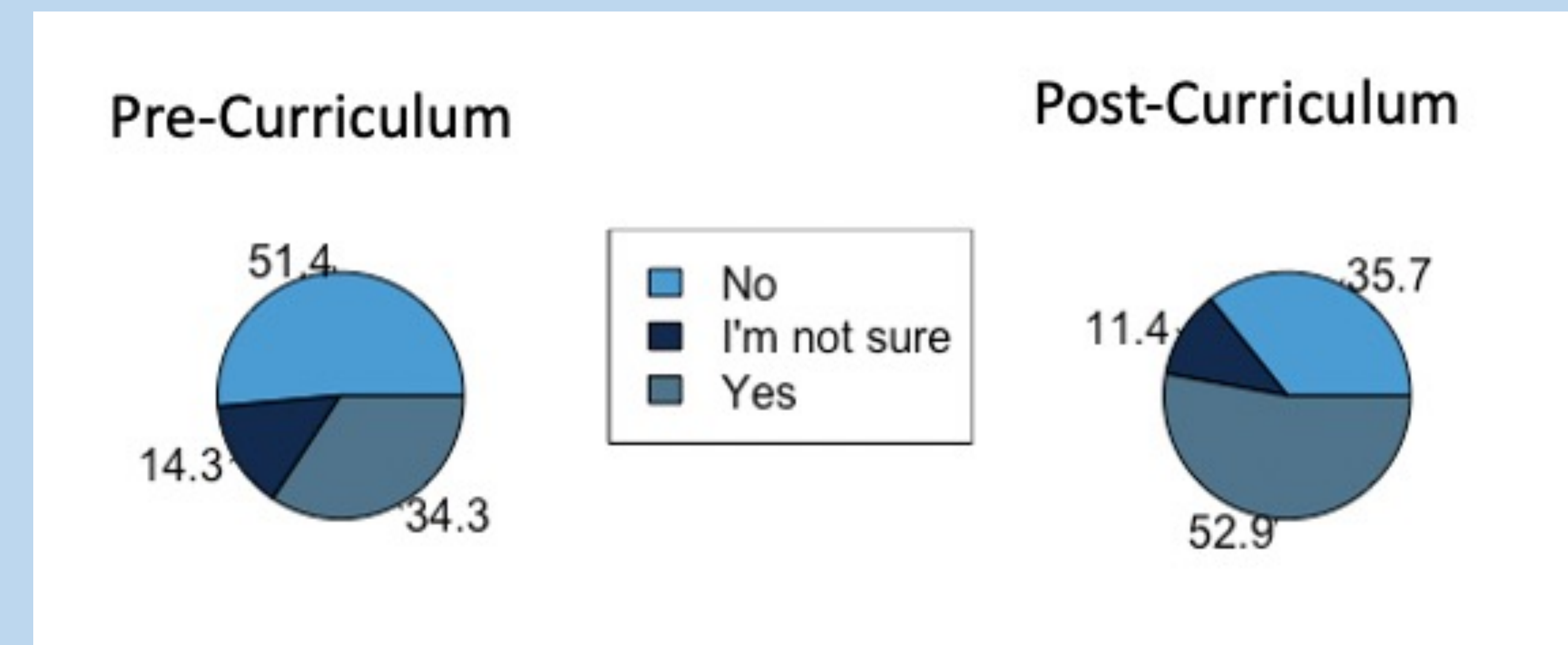
significant increase from pre- to post-: *p* = 0.0161

Number of Endorsed Cyberbullying Behaviors
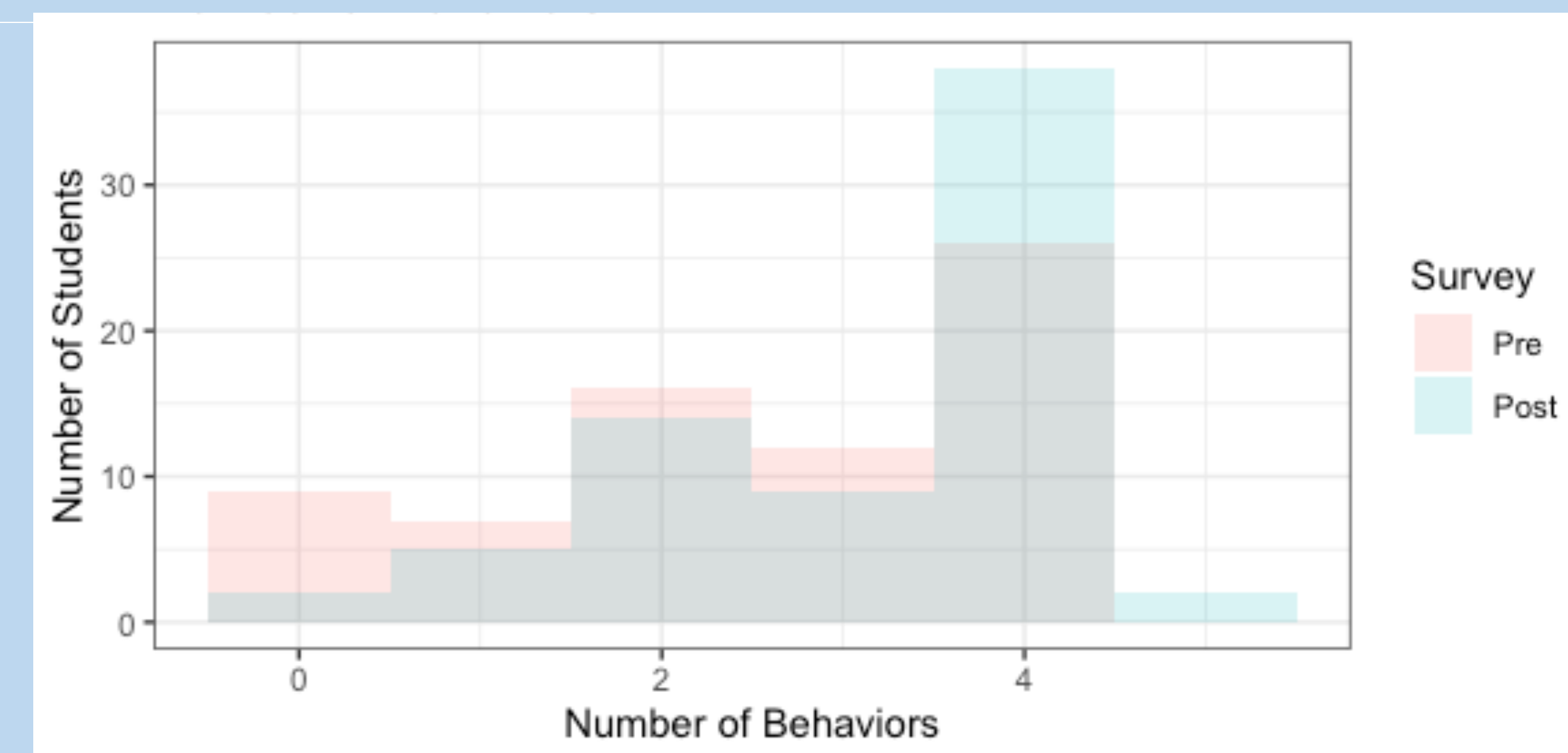
significant increase from pre- to post-: *p* = 0.0001278

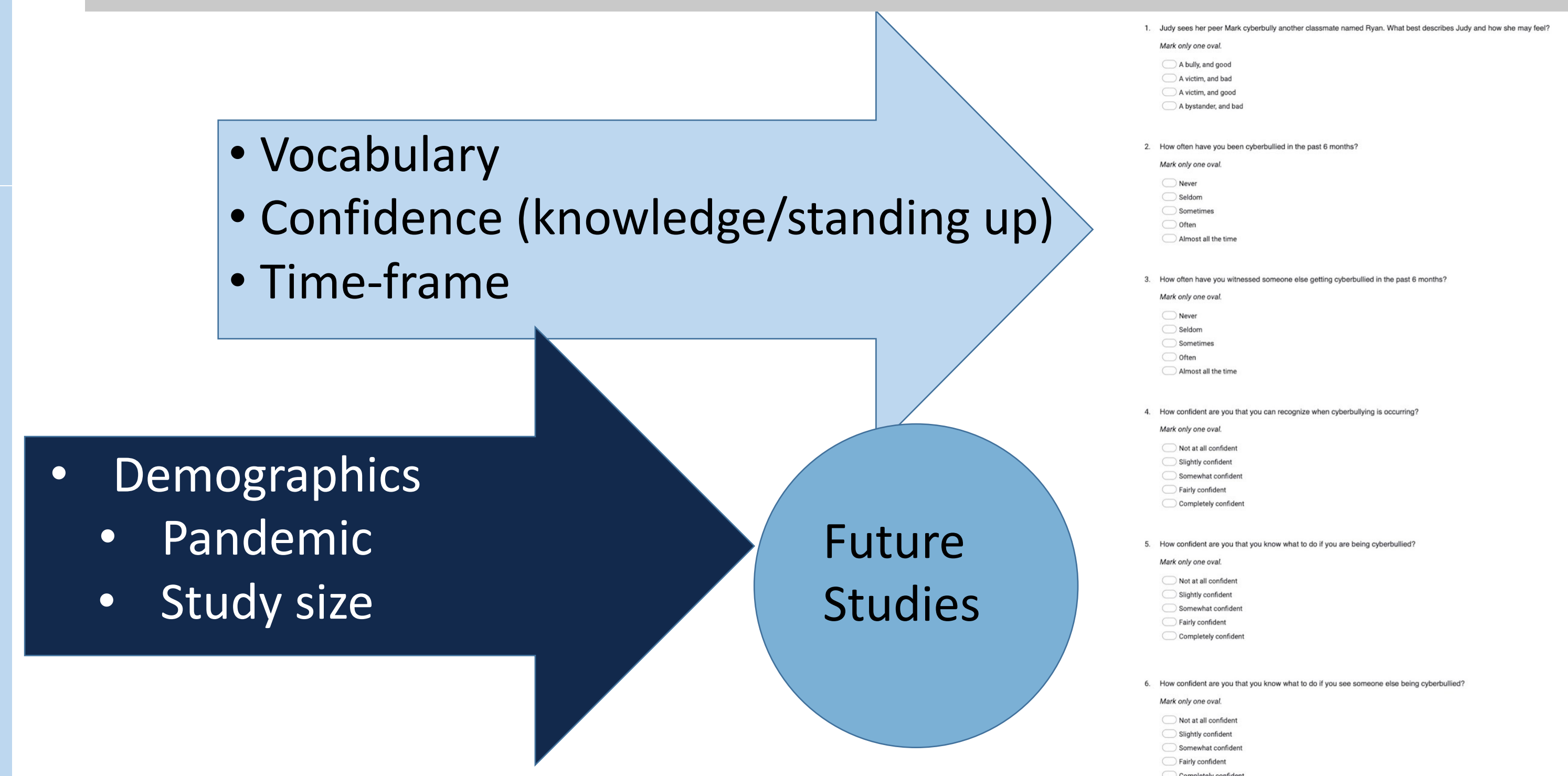After completing the Teens and Tech Curriculum, participants showed:
- Marginally significant increase in having been cyberbullied
- Significant increase in having witnessed cyberbullying
- Significant increase in the number of recognized and/or named cyberbullying behaviors

Taken together, these findings suggest that the Teens and Tech Curriculum was successful in teaching participants to better recognize cyberbullying.

Conclusion

Initial analysis on the Teens and Tech Curriculum points to modest knowledge gains in cyberbullying. Knowledge has great impacts on behavior, so this curriculum shows promise as a preventative measure against cyberbullying. With cyberbullying prevalence so high (Atske, 2022), prevention is important. This study joins a small but growing field focusing on preventing cyberbullying (Brandau et al., 2021), a unique form of victimization that has many differences from general bullying (Jack, 2017).

Future Directions

- Vocabulary
- Confidence (knowledge/standing up)
- Time-frame

- Demographics
- Pandemic
- Study size

Future Studies

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