

Reflections of Preservice Information Technology Teachers Regarding Cyberbullying

Yavuz Akbulut

Anadolu University, Turkey
yavuzakbulut@anadolu.edu.tr

Cem uhadar

Trakya University, Turkey
cemcuhadar@trakya.edu.tr

Abstract

The current phenomenological study addressed the reflections of preservice information technology (IT) teachers regarding their cyberbullying or victimization experiences. Fifty five preservice IT teachers at a Turkish teacher training institution were offered a lecture with the purpose of awareness-raising on cyberbullying, which was followed by the assignment of take-home reflection papers. Document analysis on reflection papers led researchers to find out underlying themes regarding participants' cyberbullying or victimization experiences. Findings revealed that females were more likely to be victims than males. Instant messaging programs, e-mail, cell phones and online social networks were used as means to cyberbully. Varying psychological consequences of victimization incidents were reported. Noted reactions to incidents were discontinuing interaction with bullies, and seeking family, peer and legal support. Findings further implied that awareness raising activities regarding cyberbullying were likely to reduce cyberbullying instances and increase preservice teachers' action competence.

Keywords: *Cyberbullying; information technology teachers; higher education; empathy training*