Cybermobbing im Primarschulbereich. Eine qualitative Untersuchung des Umgangs von Lehrpersonen mit Cybermobbingfällen

Engl. transl.: Cyberbullying in primary education. A qualitative study of teachers' handling of cyberbullying cases

# Keywords

* Cyberbullying
* Bullying
* School
* Teacher
* Intervention

# Details

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## Topics

* Internet usage, practices and engagement
* Literacy and skills
* Content-related issues
* Risks and harms
* Access, inequalities and vulnerabilities

## Sample

5 class teacher (female) at Viennese primary schools with regard to concrete cases of cyberbullying among pupils.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

Professional development

## Implications For Policy Makers About

## Implications For Stakeholders About

# Abstract

The experience and the ways of reaction of teachers at Viennese primary schools with regard to concrete cases of cyberbullying among pupils were investigated with guideline-based interviews and structuring content analysis. The teachers interviewed were most likely to choose talking to the participants as a method of dealing with cyberbullying cases. External parties were not consulted and existing tools were not used. Existing conflicts were not dealt with appropriately. It can be assumed that the bullying could have been prevented in three out of five of the cases investigated with timely intervention. In one case, not only children were involved in the bullying, but also their parents.

# Outcome

"The teachers interviewed were most likely to choose talking to the participants as a method of dealing with cyberbullying cases. External parties were not consulted and existing tools were not used. Existing conflicts were not dealt with appropriately. It can be assumed that the bullying could have been prevented in three out of five of the cases investigated with timely intervention. In one case, not only children were involved in the bullying, but also their parents." (Gold, 2021, 1)