Introduction

Nowaday, the way we relate to others is changing due to technological progress. Communication and information technologies, ICTs until now, have become one of the means by which to communicate, live with all those around us and, in brief, our personal development (Jungstone & Haddon, 2009). The possibilities it offers and the use being made of them, are raising new demands because of its importance and speed at which they are changing and taking place.

The fact that younger people make a safe and healthy use of ICTs is, therefore, a challenge we ought to tackle as one of the main objectives of education and development (Rubio, 2009). It’s needed that the digital and technological competence (OECD, 2003), as well as the necessary skills to strengthened so that they localize positively in the new development context that the social networks are (Bringé & Sáblíková, 2011; Del Rey et al., 2010; Ortega, Del Rey & Sánchez, 2011).

In this sense, it is important for schools a policy that favors the implementation of plans and programs for lifelong learning and use of ICTs to be taken into account. This would help to know many of the concepts related to the benefits and risks in its net, its consequences and the plan of action to face them. In Spain there are many initiatives and resources assigned to promote the safe use of ICTs and the prevention of some of the risks (i.e. Defensor del Menor, 2011; Del Rey, Sánchez Ortega, in press; Mora-Menchón, Del Rey & Jäger, 2010; Mora-Menchón, Del Rey, Ortega & Maldonado, 2009). However, there is still a lack of a developed and assessed psych educative program whose quality traces can be observed and serve as a guideline for the public administrations and the legitimacy of their generalization in this poster, a psych educative research carried out is presented in order to evaluate the impact of a program of prevention of Cyberbullying and promotion of a safe use of ICTs. This program is called ConRed and we proceed to describe it.

Aims

Confred: Psychosocial educational program on the use of Information, Technology, Communication and Social Networks. It tries to develop in students, teachers and families, the acknowledgement of social networks and its safety, the healthy and healthy use of the communication on the social networks, the prevention of the risks of social networks; coping with cyberbullying.

Benefits

2 Secondary Schools
550 Students
110 Teachers
150 Families

Dissemination Materials

Sessions

- What does ICT mean for you? And the social networks?
- Are you out of social networks?
- Our plan of action
- How can the internet help me?
- Do you help? Do you get help? Do they understand you? Do you understand them?
- What do we do in the internet and why it may damage us?
- Risks and advantages
- The webquest: http://www.webquest.es/es/webquest-conred-programa-psicoeducativo-sobre-el-uso-de-las-tecnologias-de-la-informacion-y-la-comunicacion

Instruments

- European Bullying Questionnaire
- Cyberbullying Questionnaire
- Perceived Information Control (Dine, A., & Smith, C., 2009)
- CER, Internet-Related Experience Questionnaire (Barry, Chapman, Green & Carbonell-Sánchez, 2009)

Conclusions

- The implementation of the ConRed program has implicated a decreasing of bullying and Cyberbullying level and the Cyberbullying prevalence as well as the interpersonal addiction to Internet. This results shed light on the direction the future work to cope with the cyberbullying should be addressed in schools. In the next future, the Education Department will present Conred as a good practice to cope with cyberbullying in schools and to improve the quality of educational competence, which, is one of the priority of the European Commission until 2020 (Ortega, Del Rey & Sánchez, 2011).

- The increased Perceived Control Information is also interpreted as a positive results, as we know that students usually think their control using Internet is higher than it actually it’s (Bringé and Sáblíková, 2011). So, working with students, one important point is to help them to become highly aware of these consequences of their behaviors on the web in order to change them as the theory of normative social behavior has point out (Beukel and Reiss, 2000).

- To do in the next future:
  - Go deeply to the analysis and explore possible related variables, i.e. duration of the intervention.
  - Try to do the implementation by teachers instead of the researchers.
  - Developing the ConRed program in more schools.

References


