



**CALL FOR PAPERS, 67**

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## **Cyber convivencia as a social scenario: Ethics and emotions**

**La ciberconvivencia como escenario social: Ética y emociones**

### **Thematic Editors**

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- **Dr. Eva M. Romera-Félix, University of Cordoba (Spain)**
- **Dr. Rosario Ortega-Ruiz, University of Cordoba (Spain)**
- **Dr. Peter Smith, Goldsmiths, University of London (United Kingdom)**

### **Scope**

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Social networks and instant messaging have become virtual contexts that facilitate the emergence, development and maintenance of varying modes of interpersonal relationships. Their use is universal and has become part of the social life of adolescents, young people and adults, and progressively, that of children. Despite the acknowledgement of the social importance of ICTs, it is worth noticing the scarcity of research dedicated to its understanding.

Communication networks that are established in virtual space provide group cohesion, enable transmission of information, facilitate the creation of links and influence the behaviour of its members, leading to gratifying entertaining experiences. They also allow for the build up of support networks beyond geographical proximity. But the characteristics of virtual communication can also lead to the development of risky cyber-behaviour. This can be related to difficulties in transmitting communication and emotional intentions, as well as difficulties in their interpretation. Also, they inhibit moral emotions of guilt and shame related to causing harm to others. Advancements in this area of work suggests there is a need to make explicit the sensitivities and moral judgements that emerge within the social networks, as well as the emotions that generate trust.

This Special Issue focuses on groups of peers in online social networks, how they are used by its members to understand norms and group sanctions, how they use them to protect themselves from aggression or to influence reputation and strengthen social links. We need more studies that show how the search for online popularity can push certain boys and girls to go against socially accepted norms and engage in risky behaviours. And also, studies that highlight how these networks are especially important now, while we are in some social isolation because of the coronavirus.

This Special Issue tries to advance the understanding of social interactions via ICTs. It is necessary to keep searching for the possible nuances that relational variables such as friendship might bring into online social interactions. It is also of interest to explore personal factors (availability, ability, habit and uses) as well as motivational factors (auto-efficacy, interest, enjoyment, search of popularity) that relate to the use of ICTs.

## Descriptors

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- Socialising functions of the use of ICTs
- Build up of a virtual identity and its relationship with the social world and communication
- Online communication and social, emotional and moral competence
- The influence of the peer group in virtual communication: a look from education
- Build up of friendship networks beyond the situational locus
- The use of social networks to tighten affective links and group protection
- Cyber behaviours admired by the group of peers
- Need for popularity and risky online behaviours: the importance of school convivencia
- Management of emotions, moral sensitivity and moral criteria in cyberspace
- Overlapping of on and off line realities: opportunities and challenges

## Questions

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- What are the potentialities of online social networks?
- Does online communication promote social, emotional and moral development?
- What competences are important for being accepted within an online social network?
- Do online social networks provide greater social support, and in which circumstances?
- What is the role of the need for popularity in online leadership?
- How does being rejected by the group of online peers influence well-being?
- Does cyber communication decrease our moral sensitivity?
- How to manage emotions in online interactions?
- How are implicit norms generated in online groups of peers?
- What are the keys of cyber convivencia?

## Thematic Editors Profile

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### **Dr. Eva M. Romera-Félix, University of Cordoba (Spain)**

Eva M. Romera is an Associate Professor at the Department of Psychology at the University of Cordoba and a member of the Study Laboratory on Convivencia and Prevention of Violence (laecovi.com). Her research activity is aimed at the study of interpersonal relationships, social and moral competence and peer aggression. She is principal investigator of a National Plan project and a European Horizon 2020 project. These projects are aimed at the analysis of bullying and cyberbullying risk and protective factors and the promotion of social competence to improve the mental health and well-being of schoolchildren. She has also directed a regional research project aimed at the development of competence for the management of the social life of schoolchildren. She has a large number of papers in national and international impact journals. She has authored and co-authored several manuals aimed at the training of teachers and the educational community on the promotion of interpersonal relationships. She is a member of the Scientific Committee of the International Observatory of School Violence and a member of the board of directors of the Scientific Association of Psychology and Education.

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### **Dr. Rosario Ortega-Ruiz, University of Cordoba (Spain)**

Rosario Ortega Ruiz is Professor of Psychology at the University of Cordoba. She has a research career of more than 30 years, advancing knowledge in the understanding of interpersonal relationships and the development of social and emotional competences. She has investigated children's play and the construction of social and moral knowledge, as well as bullying, cyberbullying and adolescent and youth dating. She has also investigated the problems associated with physical, sexual and psychological violence and their impact in networks of peers. She has published more than one hundred scientific papers and more than fifteen national and international books. She is the Head of the Study Laboratory on Convivencia and Prevention of Violence (laecovi.com). She was the founder and Vice Chair of the International Observatory of School Violence. She is evaluation member of the European Research Council - Consolidator/Early Grants- and has ample experience in research evaluation panels at the national Spanish and European levels. She is Member of the editorial committees of various scientific journals, and is also a member of board of directors of the ACIPE

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### **Dr. Peter Smith, University of Goldsmiths (United Kingdom)**

Peter Smith is an Emeritus Professor of Psychology, continuing with research, writing, and international collaborations. He is at the Unit for School and Family Studies, which he headed from 1998-2011. He is a Fellow of the British Psychological Society, the Association of Psychological Sciences, and the Academy of Social Sciences. In 2015 he was awarded the William Thierry Preyer award for Excellence in Research on Human Development, by the European Society for Developmental Psychology, and in 2018 the Student Wellbeing and Prevention of Violence (SWAPv) Award, from Flinders University, Australia. In December 2018 he received an Honorary Doctorate from the University of Vienna. Peter has received external funding in recent years from the EU (DAPHNE, COST), British Council (PMI2), DCSF, EHRC, FamilyLives, DigitalMe, ESRC, and QNRF. He was recently co-PI of an Erasmus+ grant on participatory exploration of cyberbullying, young people and socio-economic disadvantage. Peter is an Honorary Member of the European Antibullying Network, and of the Antibullying Alliance in the UK. He has given presentations on ways of tackling school bullying to a range of organisations, including recently the Flemish Ministry of Education, Born This Way Foundation (USA), ISPRA, EDUC, Ministry of Education in Singapore, and Prince of Songkhla University in Thailand.

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## Guidelines for authors and submission of contributions

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**Contributions to the Special Issue should be submitted through the OJS platform:**

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## Deadlines

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## Institutional Co-editors

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