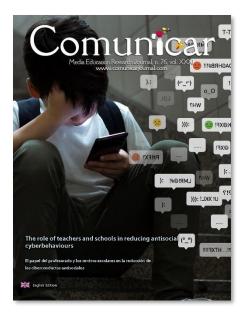## CALL FOR PAPERS, 81

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The role of teachers and schools in reducing antisocial cyberbehaviours
El papel del profesorado y los centros escolares en la reducción de las ciberconductas antisociales

Scope

The increase in Information and Communication Technologies (ICT) use in adolescence implies great challenges at school, at home, and in social relationships. The inappropriate use of ICT can lead to alarming and harmful antisocial cyberbehaviours among students, such as cyberhate, cyberbullying, and cyber-dating violence, among others, whose consequences are devastating during school and later in adulthood. Prevention of these antisocial cyberbehaviours in adolescence is usually developed with educational measures from different perspectives, where teachers and schools are present and have a key role. Scientific knowledge on the role of teachers and schools has been studied in the impact of student learning in different areas, although more is needed in the virtual field.

The added value of this research line lies in providing empirical evidence on the relevance of teachers and schools on students in this new and yet unexplored context. It is intended to reach substantial improvements in education and society, studying the relationship between the two main school agents.

In this special issue, the general objective is to identify key characteristics of teachers and of school guidelines at any stage that could prevent antisocial cyberbehaviours in their students. It is expected to provide scientific evidence to make the prevention more precise and effective, facilitating curriculum innovations that enhance digital safety while considering new and traditional risks and antisocial behaviours. We are open to manuscripts focused on basic or applied research in the field of reducing antisocial cyberbehaviours. All this knowledge will help better understand the pedagogical dynamics with direct benefits in preventing face-to-face and virtual violence and, at the same time, promoting a positive school climate, respect for diversity and more comprehensive education.

Descriptors

- Relation between teachers' characteristics and students´ antisocial cyberbehaviours (cyberbullying, cyberhate and cyber-dating violence, among others)
- Teacher-student relationship and cyberbehaviours.
- Digital competence of teachers and cyberbehaviours.
- Education for management of social relationships through the Internet.
- Innovations in the teaching to face antisocial cyberbehaviours.
- School preventive plans for antisocial cyberbehaviours.
- School interventions for antisocial cyberbehaviours.
- Diversity and inclusion in a global and digitalized world.
- Curriculum planning and development for desirable cyberbehaviours.
- Teacher training on the adequate use of the internet among students

Questions

- Are teachers promoting learning to avoid or cope with antisocial cyberbehaviours (i.e. cyberbullying, cyberhate and cyber-dating violence, among others)?
- Do teachers offer the development of competencies (i.e. social, emotional and moral competencies) in their students to have a healthy digital life?
- Does the curriculum develop competencies (i.e. social, emotional and moral competencies) to facilitate students' day-to-day and future adulthood healthy life in the digital world?
- Which characteristics of teachers are didactically connected with students' learning to prevent or intervene in antisocial cyberbehaviours?
- What dynamics of educational innovation of teachers and schools are being effective against antisocial cyberbehaviours among their students?
- Which plans of schools are empirically related to the prevention or intervention in antisocial cyberbehaviours of its students?
- Are the limitations of using ICT at schools effective against the antisocial cyberbehaviours among students?
- Are schools, as an organization with its cultures, policies, and practices, preventing or reducing antisocial cyberbehaviours in students?
- Which kind of teacher training has contributed to coping with cyberantisocial behaviours among students?

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