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TÍTULO: Cyberbullying, desde el punto de vista de estudiantes de Pedagogía en una universidad en Chile.

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RESUMEN: Se describe la percepción de los estudiantes de un curso de Informática Educativa en relación al Cyberbullying en la escuela, los ámbitos donde este problema debe ser abordado y el nivel de preparación que dichos estudiantes dicen tener para detectarlo y abordarlo. Esta percepción fue recogida a través de un cuestionario con preguntas cerradas. El análisis de las respuestas se llevó a cabo mediante una metodología cuantitativa y un diseño descriptivo. Puede apreciarse que los estudiantes consideran el Cyberbullying como un problema ampliamente extendido, que requiere ser abordado por la escuela, por la familia, por los medios de comunicación y a través de políticas gubernamentales. Muchos estudiantes no se sienten preparados para detectar ni para abordar situaciones de Cyberbullying.

PALABRAS CLAVES: bullying, cyberbullying, acoso virtual, maltrato escolar, violencia.

TITLE: Cyberbullying from the Perspective of Initial Teacher Trainees.

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ABSTRACT: The research describes the perceptions of the students of a course on Educational Informatics in relation with the spreading of Cyberbullying at school, the fields where this problem has to be addressed and the level of training these students feel they have to identify and address Cyberbullying issues. The perception of the students was collected through a questionnaire with closed questions. The analysis of the responses was carried out using a quantitative methodology and a descriptive design. It can be seen that students consider Cyberbullying as a widespread problem, which needs to be addressed firstly by the school and by the family, and secondly by the media and through government policies. An important number of students do not feel prepared to identify or to address cyberbullying issues.

KEY WORDS: bullying, cyberbullying, cyberstalking, school bullying, violence.

INTRODUCTION.

The world has changed profoundly in the last decades, shaped by the massive adoption of information and communication technologies (ICTs). In many occasions, this transformation has been compared to a new industrial revolution, giving rise to the coining in terms such as New economy, Digital society, Information society or Economy of knowledge (Pérez y Pulido, 2008). They have opened immense opportunities and also changed the economic, productive, educational and cultural scenarios in our society. Not only they represent a tool of knowledge transmission but also involve new forms of interpersonal communication and representation of reality, one of which is our own “virtualized” identity as a result of our experiences in a world

where an important part of our relations with others happens through digital networks.

DEVELOPMENT.

In our days, children and young people have been born in an interconnected environment. In Chile, according to data provided by the Subsecretary of Telecommunications for 2014, a 66% of Chileans (around 12 million people) declared being a permanent user of Internet. Likewise, 62% of Chilean homes have their own access to the network, a 12% less than the OCDE average, but 27% higher than the South American average; there is a significant difference between urban homes (which have an access of about a 65%) and those in rural areas (where the figure is 40%). In any case, a significant part of the population is connected, personally and directly or through technological resources available at their workplaces, schools or residential areas. Furthermore, it should be noted that this access is higher precisely on individuals younger than 29 years, corresponding to a 32,7% of network usage when compared to other age segments (Rivera, J., Lima, J. y Castillo, E., 2014). In this digital society, the process of production is semiotized, and the formation of the digital nervous system involves and connects the mind, social psychology, desires, hopes and fears, and imagination. For that reason, we need to account for semiotic production and linguistic and cognitive change (Bifo, F., 2003).

In the current context, social phenomena are expressed, not only through the traditional forms of human interaction, but shifted to a virtual environment as well. Some of the contemporary social problems, such as the rise of individualism, social and family fragmentation (Saravi, G., 2009), the growth of violence, the emergence of new addictions and a variety of forms of discrimination by gender, age, ethnicity, nationality, religion or political views, manifest themselves not only in the web but also receive features that are particular to that environment and its influence on people's lives.

One of these social problems, especially relevant in education, is bullying. When done through the web, it can be considered as cyberbullying. Maite Garaigordobil (2011), from the Universidad del País Vasco in Spain, aims to explain the magnitude and reach of this problem in the current world through her study: “Prevalence and consequences of Cyberbullying: A review”. For that purpose, she reviews a wide array of research works around this new modality of peer-to-peer harassment, based on the use of the new information and communication technologies, mainly Internet and mobile phones. The researcher concludes that it is a problem with high prevalence throughout many countries: 40% to 55% of school students are involved on some form of mistreatment, be it as victims, offenders or witnesses. Between a 20% and 55% of them report victimization experiences, albeit only 2% to 7% have been severe victims. Its effects include anxiety, depression, suicidal ideation, stress, fear, low self-esteem, feelings of anger, frustration and helplessness, nervousness, irritability, somatization, sleep disturbances and concentration difficulties that affect levels of school achievement. On the other side, attackers show lack of empathy, aggressive and criminal behavior, higher levels of alcohol and drugs abuse, dependence on technologies and truancy.

Theoretical framework.

Some authors like Derrick de Kerckhove (1999), following the line of Marshall McLuhan and Erick McLuhan (1988), argue that electronic technologies, from smartphones to virtual reality, “extend our physical being beyond the limits of our skin”. From this perspective, the traditional boundaries between what is “inside” and what is “outside” of a person become dimmer, especially when applied to computerized interactions, where there is the flexibility and the ability to easily transform the perceived content. In virtual reality, the body could be understood as a tool that moves as we think. For this reason, it is actually difficult to tell what its limits are:

the electricity passing through our computer chips transforms most of our psychological defenses and weakens the walls of our private identity.

Some science fiction films have presented the theme of the emergence of a new identity revealed to us through computer networks, such as *The Lawnmower Man* by Everett, G. (1992), *Brainscan* by Roy (1994), *Matrix* by Silver, J. (1999) or *Transcendence* by Nolan, Ch. (2014). However, beyond fiction and the fascination from the possibilities of expression and communication opened up through these new information technologies, our way of being and acting in the world continues -and probably will remain- strongly anchored in our condition as human beings with a body who are determined by a family and a social history.

Today, Information Communication Technologies (ICTs) -and especially the Internet- are an important part of our lives, affecting our possibilities of action, expectations and conception of ourselves. However, the “tangible reality” and the “virtual or digital reality” are not two separate worlds, split from each other. On the contrary, they are intrinsically related. According to Berger & Luckman (1988), the construction of identity is “a phenomenon that arises from the dialectic between the individual and society”, and in this sense, our society is deeply determined by the use of ICTs. Therefore, the construction and fluidity of our identity, as well as the society in which we live, become a means of adaptation in a technologized and interconnected world. In this economically and culturally interconnected world, we develop as human beings who share and interact in a global community, where we influence others and we are influenced through our beliefs and behaviors.

In this sense, we can say that we build our identity through multiple roles: we can be a child, a mother, a friend, a student, a teacher, someone's partner, a worker, a pedestrian or a stranger on the street. In turn, we configure each of those roles in a particular way that will define us as individuals. This means that our identity is sustained by both a personal memory and an external

collective memory that “identifies” us. We will be the strict father, the loving mother, the rebellious daughter, the sincere friend, the sympathetic teacher, or the responsible worker. We express in the network some of these roles and personal characteristics, and some others not. We can make use of some of them without compromising the personal and collective memory that operates in the area of our immediate relations; for example, when we interact through a nickname in a chat or when we play a game character on the Internet. Other roles are created in the network and may engage, involve and project our identity over time; for example, when we create a profile looking for work or a partner on certain web portals. Anyway, in general terms we can say that virtual identity is more volatile and flexible than the one we build face to face: it can be taken and left, and it is configured, deconfigured and altered more freely. However, on the other hand, it is built from information that is beyond our individual possibilities of control: everything that is done, said and shown in Internet can be stored and remain available in servers and telecom organizations, as in any of the billions of computers connected to it throughout the world.

According to Weber & Mitchell (2008), our body gives us a sense of permanence and stability in midst of variability in the process of construction of our identity, even as it changes in appearance. But it is not only our body to ourselves, but also for others to do the recognition of our body in the world that we share. And while in this world exists a network called the Internet, which allows us to communicate with people in our environment (immediate and not immediate), look for work, make friends or find a partner, an important part of what we are is closely linked to this body that gets tired, gives us pleasure and pain, suffers aging, gets sick and through which others identify us by our name. In this sense, at least nowadays the virtual identity of people is subject to direct and face-to-face areas of interaction, with different levels of balance between the virtual and the face-to-face dimensions in each individual, depending on their social

group, the type of work they perform or the generation they belong to.

Currently, the way people interact is marked by the use of ICTs, which allow us to exchange visual and audio information (texts, static or moving images, sounds), synchronously and asynchronously. This information is shown on a screen and is generated and reproduced through sound devices. Of course, there are also tools that work in 3D (and 4D, using the nomenclature of the film industry), but this is not yet a mass phenomenon. In principle, the effect of these technologies on human communication is the same that determines the type of digital technology we handle today: the virtualization of our identity and of our action in the world.

Since humans use hieroglyphs, we have signs that allow us to generate and transmit information and communicate. Language, and later, writing are qualitative leaps in the human ability to handle the world around us, through its representation in a virtual mental space based on knowledge transmitted from generation to generation. However, with the rapid development and adoption of ICTs, this ability to manipulate, transform and intervene in the world through virtualization has grown in unsuspected ways. For this reason, it is said that we live in a knowledge society. The problem is that the “power” delivered by these new technologies, which allows people to express their creativity and improve their productivity, also chillingly facilitates the possibility to deny and destroy others. An example is how war crimes can be ‘played’ in a sort of videogame where drones and robots do the dirty work by responding to instructions given remotely. This is probably one of the clearest instances in which the new technologies can also be a space where violence, as a negation of others, becomes much more sophisticated, destructive and dehumanized.

The violence manifested on the Internet generally compromises the identity of persons in their direct and personal spheres of relationship. As for school violence through ICTs, it is common that it comes from peers or classmates and that the most serious and lasting effects are restricted

to the areas of direct relationship of the abused person. Only in exceptional cases, these attacks acquire public connotation and for a short time may capture the attention of thousands and sometimes millions of people.

According to the Ph.D. researcher Maite Garaigordobil (2014), the following are the main situations of Cyberbullying among young people:

- Publishing or posting online a real or intervened image, sensitive data or information that can hurt or embarrass the victim in their relational environment.
- Uploading a video on a popular network, showing physical assault on a person (happy slapping).
- Calling a victim by phone to cause fear, insecurity or insult and threaten him/her.
- Registering the victim, with photo included, in a website where the ugliest or dumbest person is ranked based on number of votes. Rating the victim to make him/her appear in the first places.
- Excluding the person from a specific social network and not allowing him/her to participate in it.
- Creating a profile or false space on behalf of the victim, and writing there in first person confessions about certain personal events and/or explicit sexual demands.
- Leaving offensive comments in forums or chats, impersonating the victim so that they receive the subsequent reactions.
- The offender impersonates the victim; most of the time using a password to access his/her online accounts, and sends negative, aggressive or cruel messages to his/her contacts.
- Provoking the victim in web services with moderators in charge (chats, online games, virtual communities) in order to get a violent reaction that once denounced or evidenced supposes the

exclusion of that person, who is actually the intended victim.

- Spreading rumors in which the victim is arguably committing reprehensible, offensive or unfair behavior, so others, without questioning what they read, exert their own forms of reprisal or harassment.
- Stealing an email password with the intention of changing it, so that the rightful owner cannot read their messages.
- Subscribing the email address at certain sites, so it can become prey of spam or contact by strangers.
- Sending threatening messages via email or SMS, chasing and stalking the victim in Internet sites where they participate routinely so as to overwhelm them. Sending electronic communications harassing, insulting and threatening the victim repeatedly.

As it can be seen, to a greater or lesser extent, in all cases are involved the identity and communication possibilities of a person in his/her areas of closer or direct relationship.

Methodological framework.

A descriptive/explorative non experimental methodology was used, and as a technique data collection instrument, a questionnaire was applied.

Population and sample.

In the present research, fourth-year students from the Elementary Education Teaching Training Program from the cities of Talca and Curicó participated. All were invited to answer the questionnaire. 115 students, out of a total of 126 students participated of the study; these students belong to the population of students of Elementary Education Teaching Training Program from the University (Table No. 1).

Table 1: Number and percentage of students per Teaching Training Program.

	No.	Percentage
Elementary Education Teaching Training Program (Talca)	55	47,82%
Elementary Education Teaching Training Program with specialization on (Curicó)	60	52,17%

From the perspective of gender, 24 were men (20.86%) and 91 women (79.13%). The average age of students was 23.58 years old, with a standard deviation of 3.5 years. As you can observe in the table below, the vast majority of students are between 21 and 25 years (Table 2).

Table 2: Age range.

Age Range.	No. students.	%
20 or less.	11	9,6%
21 to 25.	96	83,5%
26 to 30.	11	9,6%
31 or more.	4	3,5%

Data collection instrument to describe the perception of the students in relation with Cyberbullying at school.

In order to collect the data in relation with the perception students have of the magnitude and scope of the problem of Cyberbullying, a questionnaire with 7 items was used (Table 3)

Table 3: Questionnaire content questions.

	5	4	3	2	1
According to your perception, Cyberbullying or Cyberstalking is a spread known phenomenon among Chilean students.					
Cyberbullying or Cyberstalking requires to be addressed at school.					
Cyberbullying or Cyberstalking requires to be addressed in the family.					
Cyberbullying or Cyberstalking requires to be addressed through the Media.					
Cyberbullying requires to be addressed through the governmental policies.					
Do you feel prepared to identify Cyberbullying issues at school?					
Do you feel prepared to address Cyberbullying issues at school?					

All questions that were carried out were of closed type. To measure each of the items, a Likert scale was used, where the following grades were determined, according to the level of agreement, with the expectations expressed by the instrument:

5= Strongly agree with the statement.

4= Agree with the statement.

3= Neither agree nor disagree with the statement.

2= Disagree with the statement.

1= Strongly disagree with the statement.

For both, reliability and internal consistency of the questionnaire, Cronbach's Alpha statistics was calculated, yielding a rate of 0.66 for the total sample. According to Huh, DeLorme & Reid (2006), the score higher than 0.6 is acceptable for exploratory studies, so that the instrument

fulfills the purpose of consistently measure what is marked as an objective.

To examine the construct validity, an exploratory factor analysis was carried out, using as an extraction method, the Principal Component Analysis, PCA (varimax rotation). The index of sampling adequacy (KMO = .65) as well as the Sphericity Bartlett test [χ^2 (259); g.l. = 21; $p = .000 < 0.5$] were sufficient for factor analysis. The Principal Component Analysis revealed the presence of three factors explaining 76.06% of variance: the spreading of Cyberbullying among Chilean student (F3) (14.51%) with 1 item; the appropriateness of the instances to address Cyberbullying (F1) (38.56%) with 4 items; and the training of teachers to identify and address Cyberbullying (F2) (22.98%) with 2 items (Table 4).

Table 4: Factor distributions.

	Component.		
	1	2	3
Addressed at School.	.865		
Addressed by the Media.	.815		
Addressed by the family.	.801		
Addressed by policies.	.799		
Trained to identify.		.893	
Trained to Address.		.885	
Spreading of Cyberbullying.			.986

You may note, that the instrument was applied voluntarily and anonymously to the students. Previously, the research aim was explained and they were asked to consent the analysis of their responses and eventually to be published through a study.

Results.

The student responses were analyzed, firstly, according to the frequency of the agreement degree on each item stated. Secondly, the responses were analyzed, depending on demographic variables of gender, campus and age of students.

Frequency of responses per item.

Spreading of Cyberbullying among Chilean students.

As shown in Table 5, the 90.43% of students agreed (46.96%) or strongly agreed (43.48%) in which Cyberbullying or Cyberstalking is a widespread phenomenon among Chilean students. A 6.09% have a neutral opinion about this statement and only 3.48% disagreed (1.74%) or strongly disagreed (1.74%). The standard deviation of the responses is 0.8

Table 5: Spreading of Cyberbullying.

ITEM	5		4		3		2		1	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
According to their perception, Cyberbullying or Cyberstalking is a widespread phenomenon among Chilean students.	50	43.48%	54	46.96%	7	6.09%	2	1.74%	2	1.74%

Appropriateness of instances to address Cyberbullying.

As it is shown in Table 6, the 96.52% of students strongly agreed (80.87%) or agreed (15.65%) that Cyberbullying or Cyberstalking needs to be addressed at school. A 0.87% did not agree, nor disagree with this statement, and only 2.61% disagreed (0%) or strongly disagreed (2.61%). The standard deviation of the answers is 0.73.

Table 6: Fields to address Cyberbullying.

<i>ITEM</i>	<i>5</i>		<i>4</i>		<i>3</i>		<i>2</i>		<i>1</i>	
	<i>f</i>	<i>%</i>								
Cyberbullying or Cyberstalking needs to be addressed at school.	93	80.87%	18	15.65%	1	0.87	0	0%	3	2.61%
Cyberbullying or Cyberstalking needs to be addressed in the family.	99	86.09%	10	8.7%	2	1.74%	1	0.87%	3	2.61%
Cyberbullying or Cyberstalking needs to be addressed through the media.	80	69.57%	21	18.26%	7	6.09%	3	2.61%	4	3.48%
Cyberbullying or Cyberstalking needs to be addressed through government policies.	71	61.74%	28	24.35%	10	8.7%	1	0.87%	5	4.35%

Similar to the previous item, but with emphasis on the totally agree choice, the 94.78% of students strongly agreed (86.09%) or agreed (8.7%) that Cyberbullying or Cyberstalking needs to be addressed in the family. 1.74% have a neutral opinion and only 3.48% disagreed (0.87%) or strongly disagreed (2.61%). The standard deviation of the answers is 0.77

The 87.83% of students strongly agreed (69.57%) or agreed (18.26%) that Cyberbullying or Cyberstalking needs to be addressed through the media. A 6.09% did not agree nor disagree with this statement, and disagreed 6.09% (2.61%) or strongly disagreed (3.48%). The standard deviation of the answers is 0.98.

86.09% of students strongly agreed (61.74%) or agreed (24.35%) that Cyberbullying or Cyberstalking needs to be addressed through government policies. An 8.07% did not agree nor disagree with this statement, and 5.22% (0.87%) disagreed or strongly disagreed (4.35%). The standard deviation of the answers is 1.

In general terms, the answers that gather more agreement state that Cyberbullying is a problem that needs to be addressed at school and in the family. Those involving less agreement consider that Cyberbullying needs to be handled in instances of essentially public outreach, which operate at a macro social level, such as the media and government policies. It is in these last two items, where a greater dispersion of the answers is present, with higher standard deviations.

Teachers training to recognize and deal with Cyberbullying.

As shown in Table 7, the 58.26% of students feel prepared to detect situations of Cyberbullying at school. Only 6.09% strongly agreed and 52.17% agreed. A 19.13% have a neutral opinion and 22.61% did not share this statement. 20.87% disagreed and strongly disagreed 1.74%. The standard deviation for this item is 0.94.

Table 7: Training to detect and address Cyberbullying.

ITEM	5		4		3		2		1	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Training to detect situations of Cyberbullying.	7	6.09%	60	52.17%	22	19.13%	24	20.87%	2	1.74%
Training to detect situations of Cyberbullying.	14	12.17%	41	35.65%	32	27.83%	25	21.74%	3	2.61%

Moreover, less than half of the students (47.83%) feel prepared to address situations of Cyberbullying at school. A 12.17% strongly agreed with this statement, and 35.65% agreed. The 27.83% have a neutral opinion, and 24.35% disagreed (21.74%) or strongly disagreed (2.61%) with this item. The standard deviation is 1.03

Clearly, in these last two items, responses trend changes in relation with the previous items. The options agreed with the statement decreased in importance, to the point that the last item is less than neutral or disagreement answers.

Analysis of the responses based on demographic data.

When analyzing the data based on demographic variables *gender*, *campus* and *age* of students, it is not possible to determine a statistically significant relationship between none of these variables and responses collected through the questionnaire. It is noteworthy mentioning, that the *t Student* was used to describe a possible relationship between the categorical variable of *gender* and what the respondents felt about the spreading of Cyberbullying at schools (1 item), the relevance of addressing this problem in different instances (4 items) and how prepared the students felt to identify and address Cyberbullying issues at school (2 items). The same *t Student* test was used to describe a possible relationship between the categorical variable on *Campus* and the responses of the students. Finally, we resorted to *Pearson correlation coefficient* to describe the relationship between the variables of *age* and student responses, without been able to corroborate that relationship.

CONCLUSIONS.

Violence is a big problem in today's society. According to World Health Organization (WHO) (2002), each year more than 1.6 million people worldwide die from violence-related causes, the leading cause of death in the population between 15 and 44 years old. Also, according to a World Health Organization report in 2014, a quarter of the entire adult population has suffered physical abuse in childhood; one in five women has been sexually abused in childhood; and one in three women has suffered physical or sexual violence by their partner at some point of their lives.

The school is no stranger to this situation. On the contrary, since it is a space in which new generations learn to socialize, it incorporates many of the mechanisms of transmission and reproduction of violence. It seems clear that the methods currently in use to understand and address such violence are not being sufficient and capable of containing it.

In the context of our globalized society, which has rapidly introduced new technologies, in order both to carry out its production processes and to generate knowledge and transform communications, violence has also been changing and acquiring new forms of expression and development. In school, one of them is Cyberbullying.

On one hand, Cyberbullying has become a difficult problem to address, since it breaks with the traditional way in which violence is evidenced by incorporating the difficulty of anonymity of the attackers and the potential are much wider reach for the abuse -- beyond the limits of the immediate relations of those affected. On the other hand, we are facing new challenges such as rethinking the way we have understood violence so far and how we prepare to counter it in the educational area.

According to the present research, the student of Pedagogy from a module which is lectured to two senior promotions of Teaching Training Programs, belonging to a regional university in Chile, state in general terms, to feel unprepared to identify and address Cyberbullying issues at school. This, even though, they recognize it is a widespread problem that requires intervention at first of the school and family. It also raises a majority agreement, but it is in second place, the idea that the media should be involved, and different actions at the level of governmental policies should be taken. In this sense, it is a wake-up call to universities, mainly those providing Teaching Training Programs, to incorporate into their curricula and their curriculum, the subject of Bullying, Cyberbullying and strategies to address violence in the educational fields.

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