From the Sandbox to the Inbox: Comparing the Acts, Impacts, and Solutions of Bullying in K-12, Higher Education, and the Workplace

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Abstract

As research advances in the areas of bullying, cyberbullying, and harassment in various sectors, it is a useful endeavour to consider the connections between research studies conducted in what may appear to be parallel spheres. In this paper, we examine the similarities and differences between research on bullying, harassment, and especially cyberbullying in the K-12, higher education, and general workplace sectors. First, we review the research literature on the nature and extent of these issues, taking into account variations in conceptual definitions, types of experiences, distinctions between different socio-demographic groups, underreporting, and prevalence rates. Next, we consider the range of impacts reported in the different areas. Finally, we examine the solutions proposed within each of these research literatures. Despite some contextual differences between the K-12, higher education, and workplace sectors, there are many commonalities among them in terms of the acts, impacts, and solutions, thus suggesting the need for a more concerted approach to these problems and a cross-pollination of ideas between the sectors for solutions.

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The Impact on Students and Bullies. According to the Michigan Association of School Administrators, the effects of bullying extend far beyond the academic scope. Students who are repeatedly bullied may experience physical symptoms like stomach pains, headaches, and trouble sleeping. These side effects may pair with anxiety about going to school or participating in class which only leads to further loss of interest and reduced academic performance. An overview of bullying in schools, laws to protect students, and the impact on education. This section provides great tips on protecting your child from being bullied or becoming a bully. Learn about the latest anti-bullying laws and see how cyber-bullying effects your child's school performance. From the sandbox to the inbox: comparing the acts, impacts, and solutions of bullying in K-12, higher education, and the workplace. Journal of Education and Training Studies, 3(6), 111-125


From the sandbox to the inbox: Comparing the acts, impacts, and solutions of bullying in K-12, higher


An examination of the policy environment governing cyberbullying at the university level. Canadian Journal


the March 2014 Symposium, is available on the website listed below, including videos of the plenary


Parameters of the Issue, Working Paper #1. Now, electronic portfolios have begun to enter the world of K-

12 education as well. Most portfolios programs begin with the working portfolio. Over time, a student

selects items from the working portfolio and uses them to create a display portfolio. Finally, the student

develops an assessment portfolio, containing examples of his or her best work, as well as an explanation

of why each work is significant. The explanation, or reflection, discusses how the particular work illustrates

mastery of specific curriculum requirements or learning goals. Barrett identified five steps inherent in the

development of effective electronic portfolios: Selection: the development of criteria f Bullying vs

Workplace bullying The American Occupational Therapy Association Inc., describes bullying as a common

form of violence in school and most schools have adopted policies against it. However, this is not true

when it comes to bullying in the workplace. Sure there are policies against sexual, and physical

harassment but for the most part workers can say what they want as long as it is legal. "From The

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