

1. Record Nr.	UNINA9910454617003321
Autore	Shariff Shaheen
Titolo	Confronting cyber-bullying : what schools need to know to control misconduct and avoid legal consequences // Shaheen Shariff [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2009
ISBN	1-107-18290-5 1-282-00139-6 9786612001390 0-511-47973-5 0-511-55126-6 0-511-48053-9 0-511-47732-5 0-511-47588-8 0-511-47884-4
Descrizione fisica	1 online resource (xx, 275 pages) : digital, PDF file(s)
Disciplina	371.5/8
Soggetti	Cyberbullying Bullying in schools - Automation Computer crimes Internet and teenagers Internet and children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 249-258) and index.
Nota di contenuto	Cyber-misconduct : who is lord of the bullies? -- Profile of traditional and cyber-bullying -- Cyber libel or criminal harassment : when do kids cross the line? -- Student free expression : do the schoolhouse gates extend to cyberspace? -- Fostering positive school environments : physical and virtual -- Censoring cyberspace : can kids be controlled? -- The tragedy of the commons : lessons for cyberspace? -- Cyber-collaboration : models for critical legal pluralism in teacher education programs.
Sommario/riassunto	This book is directed to academics, educators, and government policy-

makers who are concerned about addressing emerging cyber-bullying and anti-authority student expressions through the use of cell phone and Internet technologies. There is a current policy vacuum relating to the extent of educators' legal responsibilities to intervene when such expression takes place outside of school hours and school grounds on home computers and personal cell phones. Students, teachers, and school officials are often targets of such expression. The author analyzes government and school responses by reviewing positivist paradigms. Her review of a range of legal frameworks and judicial decisions from constitutional, human rights, child protection, and tort law perspectives redirects attention to legally substantive and pluralistic approaches that can help schools balance student free expression, supervision, safety, and learning.

---