

VIOLENCE AND BULLYING IN SCHOOLS

1	Course Title:	VIOLENCE AND BULLYING IN SCHOOLS
2	Course Code:	REH3214
3	Type of Course:	Optional
4	Level of Course:	First Cycle
5	Year of Study:	3
6	Semester:	6
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Doç.Dr. RÜÇHAN ÖZKILIÇ
15	Course Lecturers:	
16	Contact information of the Course Coordinator:	ruchan@uludag.edu.tr 2942207 U.Ü. Eğitim Fakültesi Eğitim Bilimleri Bölümü Görükle-Bursa
17	Website:	
18	Objective of the Course:	The aim of this course is to provide information and create awareness about the specialities, types, causes, prevention and intervention studies about violence and bullying events for school counsellor candidates at the schools
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	
	1	Ability to explain basic concepts related to violence and bullying
	2	Ability to comprehend the differences among the violence and bullying incidences at schools in European, USA and Turkey
	3	Ability to explain the causes, types and other variables which effects violence and bullying incidences.
	4	Ability to comprehend the specialities of violence and bullying prevention and intervention programs.
	5	Ability to make explanations for helping teachers, parents and administrators about violence and bullying
	6	Ability to develop suggestions in order to contribute to the bullying prevention and intervention studies
	7	Ability to discuss the functions of schools guidance services about prevention of violence at schools
	8	Ability to use the literature about violence and bullying

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		10			
21	Course Content:				
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Week	Theoretical		Practice		
1	Information about course requirements, homework and final exam				
2	Basic concepts (Violence, aggression, bullying, bully etc.) General specialites of violence and bullying at schools				
3	Violence and bullying at European schools				
4	Violence and bullying at American schools				
5	Violence and bullying at Turkish schools				
6	The causes and types of the violece and bullying events among students				
7	Investigation on violence and bullying events among students in terms of school type and				
Activites			Number	Duration (hour)	Total Work Load (hour)
9	Theoretical The role of the teachers, administartors and		14	3.00	42.00
Practicals/Labs			0	0.00	0.00
Self study and preperation			2	20.00	40.00
Homeworks			2	20.00	40.00
Projects counseilors at prevention of violence and bullying at schools			0	0.00	0.00
Field Studies			0	0.00	0.00
11	Midterm exams The violence prevention studies of MNE and Guidance and counseling centers		0	0.00	0.00
Others			0	0.00	0.00
Final Exams			1	5.00	5.00
Total Work Load					127.00
13	Cyberbullying Total work load/ 30 hr				4.23
ECTS Credit of the Course					4.00

22	Textbooks, References and/or Other Materials:	<p>-Ahmed, E., & Braithwaite, V. (2004). Bullying and victimization: Cause for concern for both families and schools. <i>Social Psychology of Education</i>, 7, 35-54.</p> <p>-Bauman, S., & Del Rio, A. (2005). Knowledge and beliefs about bullying in schools: Comparing pre-service teachers in the United States and the United Kingdom. <i>School Psychology International</i>, 26 (4), 428-442.</p> <p>-Bosworth, K., Espelage, D.L., & Simon, T.R. (1999). Factors associated with bullying behavior in middle school students. <i>Journal of Early Adolescence</i>, 19 (3), 341-362.</p> <p>-Cemaloğlu, N. (2007). The relationship between organizational health and bullying that teachers experience in primary schools in Turkey. <i>Educational Research Quarterly</i>, 31 (2), 3-29.</p> <p>-Conn, K. (2004). <i>Bullying and Harassment: A legal guide for educators</i>. Alexandria, VA, USA: Association for Supervision & Curriculum Development, p. 104-203. Retrieved October 19 2008 from http://site.ebrary.com/libuludag/Doc?id=10065774&ppg=115</p> <p>-Çinkır, Ş., & Kepenekçi, Y.K. (2003). Öğrencilerarası zorbalık. <i>Kuram ve Uygulamada Eğitim Yönetimi</i>, 34, 236-253.</p> <p>-Debarbieux, E. (2003). School violence and globalization. <i>Journal of Educational Administration</i>, 41 (6), 582-602.</p> <p>-Kapçı, E.G. (2004) İlköğretim öğrencilerinin zorbalığa maruz kalma türünün ve sıklığının depresyon, kaygı ve benlik saygısıyla ilişkisi. <i>Ankara Üniversitesi Eğitim Bilimleri Dergisi</i>, 1, 1-13.</p> <p>-Kartal, H., & Bilgin, A. (2007). İlköğretim öğrencilerine yönelik bir zorbalık karşıtı program uygulaması: Okulu zorbalıktan arındırma programı. <i>Eğitimde Kuram ve Uygulama Dergisi</i>, 3(2): 207-227.</p> <p>-Kartal, H., & Bilgin, A. (2008). Öğrenci, veli ve öğretmen gözü ile ilköğretim okullarında yaşanan zorbalık. <i>İlköğretim Online</i>, 7(2), 485-495.</p> <p>-Kepenekçi, Y.K., & Çinkır, Ş. (2006). Bullying among Turkish high school students. <i>Child Abuse & Neglect</i>, 30(2):193-204.</p> <p>-Koç, Z. (2006). Lise öğrencilerinin zorbalık düzeylerinin yordanması. Unpublished doctoral dissertation, Gazi University Institute of Educational Sciences, Ankara.</p> <p>-Pişkin, M. (2006). Akran zorbalığı olgusunun ilköğretim öğrencileri arasındaki yaygınlığının incelenmesi. I. Şiddet ve Okul: Okul ve Çevresinde Çocuğa Yönelik Şiddet ve Alınabilecek Tedbirler Sempozyumu, 28-31 Mart 2006, İstanbul.</p> <p>-Royer, E. (2003). What Galileo knew; school violence, research, effective practices and teacher training. <i>Journal of Educational Administration</i>, 41 (6), 640-649.</p> <p>-Runions, K. (2008). A multi-systemic school-based approach for addressing childhood aggression. <i>Australian Journal of Guidance & Counseling</i>, 18 (2), 106-127.</p> <p>-Sawyer, A.L., Bradshaw, C.P., & O'Brennan, L. M. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of bullying on self-report measures. <i>Journal of Adolescence Health</i>, 43, 106-114.</p> <p>Schwartz, D., Mcfayden-Ketchum, S. A. Dodge, K. A., Pettit, G. P., & Bates, J. E. (1998). Peer victimization as a predictor of behavior problems at home and in school. <i>Development and Psychopathology</i>, 10, 87-100</p> <p>Türk Eğitim-Sen. (2009). Öğretmenlerin gözüyle okullarda şiddet. Retrieved May 25 2009 from http://www.turkegitimsen.org.tr/modules.php?name=News&file=article&</p>
23	Assesment	

TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	0	0.00
Quiz	0	0.00
Home work-project	2	50.00
Final Exam	1	50.00
Total	3	100.00
Contribution of Term (Year) Learning Activities to Success Grade		50.00
Contribution of Final Exam to Success Grade		50.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		

24 ECTS / WORK LOAD TABLE

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK2	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0
ÖK3	0	0	0	0	0	3	0	0	0	0	0	0	0	3	0	0
ÖK4	0	0	5	5	0	4	0	0	0	0	3	0	0	3	0	0
ÖK5	0	3	0	5	0	4	0	4	0	0	3	0	0	4	0	0
ÖK6	0	4	0	0	0	0	0	0	0	4	3	4	0	4	0	0
ÖK7	0	0	0	0	0	0	0	0	0	0	0	3	0	4	0	0
ÖK8	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low		2 low		3 Medium		4 High		5 Very High							