

Research Article

A Critical Analysis of the Literature Regarding Cyber-Violence and Social Media Awareness in the Context of Teacher Education

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A B S T R A C T

The extended plans are supported by multilateral and new literary literacy teachings, which place a greater emphasis on the technology of developing technologies in educational settings. However, there is no controversy within the education field about the ethical repercussions that may result from the use of social media in the teacher. The fact that the area on the internet is likely to be hazardous is something that should be of particular concern. In particular, the social networking tool known as Twitter, which is utilized and encouraged by many teachers to work on professional learning networks, is rife with inappropriate conduct and racist abuse.

The present paper will explain the ethical consequences for teachers who develop an academic to develop important social media awareness activities by conducting a review of existing research on the use of social media in teaching and taking a multi-disciplinary approach to issues relating to cyber-violence. This will be done through the medium of writing. Employ Twitter as a useful tool. Want to put these methods to practice and create more of them.

Keywords: Cyber-Violence, Social Media, Teacher Education, Twitter

Introduction

The localisation of global participatory technology has pushed the limits of our many civilizations farther in all directions. However, participation in online communities is not without its share of potential dangers. The lived experiences of people of color, victims of online abuse and many other varied persons, in especially women. It is now commonplace for users of social media platforms like Twitter and Facebook to engage in violent behavior online. If teachers encourage the usage of new social media platforms among pre-service teachers, they will have the opportunity to engage in crucial dialogues around technology. This is to raise awareness of the variety of experiences that people

who participate in online activities have had. Using social media as a social tool has several benefits, one of which is the ability to engage with other people in other parts of the world. Educators of teachers, on the other hand, have a moral commitment to their students and should take this into consideration if they are aware that the locations in teacher are potentially hazardous (Joelle Nagle, 2018).

In the present research, the researcher conducted a literature analysis on the topic of teacher education, focusing specifically on the application of social media on Twitter and emphasizes the research's impact on the field of teacher education.

In addition, the researcher covered the topics of cyber violence and cyber harassment in the course for those students who may have been exposed to negative stereotypes and online hate.

In conclusion, the paper will talk about the ethical implications that arise when teacher educators utilize social media as a teaching tool in the context of teacher education and also provide some suggestions for how to cultivate a critical approach to literacy in social media.

Social Media Affordances in the Curriculum of Teachers

New literacy extensions that make advantage of developing technology in the context of multilateral pedagogy and literacy education Cope and Kalantzis's study from 2009, as well as New London Group's study from 1996. As a technology of providing assistance, these digital competences make use of a wide variety of technological instruments, including the Internet, multimodality, global connectedness and cooperation. It is expected of teacher educators to create learning environments that are reflective of students' global and local experiences using peer-to-peer collaborative and participatory technology, such as social media platforms. This is a call to action with the education of using digital technology with the new generation of teachers in order to "play a role in changing schooling" (Cervetti et al., 2006).

In this new participatory age, a big number of students are literate in digital, online and linked technology. They are part of a generation that stretches learning outside of school, where they utilize social media to acquire "ubiquitous education," and the phenomena can be found everywhere (Kalantzis and Cope 2010).

For teacher educators, incorporating participatory techniques into practice may be a chance to meet a new generation of students and for new teachers, it can be an opportunity to "engage in entirely new literary practices" (Knobel and Lankshear, 2014).

The use of social media platforms such as Twitter in order to discriminate between "new and old litterateurs" is a practice that is encouraged for new teachers. Master the art of active participation in the microblogging, social media site and genre that is Twitter (Greenhow and Gleason, 2012).

Teachers use Twitter in Education

The research conducted by Collier et al. (2013) demonstrates how prescriptive teachers may use social media as a crucial practice. Who are required to be proficient in a variety of types of literacy in order to successfully navigate the multifaceted social landscape of their potential students. Twitter, in particular, provides numerous chances for teachers to join in participatory online communities of

practice (Benko et al., 2016; Kimmons and Veletsianos, 2015).

According to the teachers of Holmes et al. (2013), having a Twitter account made it easier for teachers to filter materials, interact with individuals who had similar interests and assist one another in "online learning communities." Their study reveals that pre-school teachers might utilize Twitter as a medium for reflective practice that can establish connections between new and experienced teachers and engage in online Professional Learning Networks (PLNs) that go beyond education for teachers.

In a study done by Holmes et al. (2013), the researchers discovered that teachers valued Twitter as a tool for screening or evaluating online material in order to distribute resources. Twitter was seen as a place where aspiring teachers could connect with people who were described as "liberal," "forward thinking and energetic," and similar descriptors and many teachers believed that the location was effective at filtering out the negative teacher talk that they overheard in their working environment.

Carpenter and Krutka (2015) discovered that teachers were expanding their usage of technology in their classroom practice as well as establishing their own practices. These kinds of findings are significant if, as hypothesized, Twitter is able to offer teachers with possibilities for transformative practice via the medium of online professional development.

To "take advantage of learning costs and reduce the potential challenges of social media such as Twitter," Carpenter et al., (2016) emphasized that pre-school teachers need help. This outcome is connected to the use of the platform as a tool for PLN cooperation and is associated with it. Include this application in the procedures of your classroom.

Krutka et al., (2017) also mentioned that preservice students needed assistance in order to use social media as a tool for learning: "defining the digital native myth you know to use innate techniques," as their findings suggest that learners need to be better trained to use Twitter in their teaching functions.

In the participatory action study report that Preston et al. 2015 wrote, they discussed the significance of teaching teachers on technology, specifically with regard to the use of Twitter. Even though the new teachers were initially "skeptical and hesitant" about using this aim for instructional reasons, the findings suggested that after engaging in their Twitter assignment, they grew more positive about using this target.

Carpenter et al. additionally provided recommendations for new teachers, with the goal of assisting them in better comprehending the function of using Twitter to build PLNs. In addition, he suggested that the social media

experiences of students in the classroom be brought back into the classroom, where the students would be given the opportunity to “share, reflect and write” on those experiences.

According to Friesen and Lowe (2012), it is crucial to have a good grasp of how teacher educators and pre-teacher teachers utilize Twitter since it is a teaching tool. On the other hand, as the data presented above demonstrates, the ecosystem of Twitter is comprised of like minded professionals in areas that are financially disadvantaged trust or friendship. In these regions, as well as in themselves, as an environment that enables learning, the capacity to be really educational was absent. This is due to the fact that social media is an organization that operates based on the economic model of trust. The results of the research mentioned above are important to consider if multilateralism and new literacy teachers are interested in putting participatory technology into practice. The research focuses on personal and successful professional growth as well as education costs. It emphasizes social media platforms such as Twitter. However, there is also an indication that new teachers know how to operate via social media, with the potential to leverage their learning methods to take advantage of their expenses.

Social media and Cyber-violence

Within the rhetoric of critical media literacy and social media literacy, there is no overt dialogue regarding the experience or transmission of cyber violence. Other academic disciplines, such as human-computer interactions (e.g., Brahnam et al., 2011; Bardzell, 2010), cyberfeminism (e.g., Jane, 2014, 2016), feminist media studies (e.g., Banet-Weiser and Miltner, 2016) and criminology, are also venues for discussions of this kind (i.e., Lewis et al., 2016). However, they disregard the professional education of teachers. These important conversations center mostly on education, with a particular emphasis on participatory technology. They tackle the sensitive topic of gender-related online violence.

Researchers in the fields of cyberfeminism and media studies, whose primary focus is on the participation of women in online spaces such as Twitter, are vulnerable to the dangers posed by the potential for miscommunication and physical violence in online communities. Hate speech, threats, stalking, harassment, sexual comments, vulgar language and cyber violence are all examples of what is meant by the term “cyber violence” (Hanewald, 2008).

A categorization of cyber-abuse has been developed by Whittaker and Kowalski (2015) in order to describe the different kinds of cyber-abuse. They included teenagers who had carried out cyber assaults on their peers, cyber-foreigners, who were ignorant of cyber-bellies and notably religious or ethnic groupings. They have

conducted experiments on witnesses to these distinct types of unethical behavior; they have given online users the opportunity to experience sabering vs suede.

The research by Oksanen et al., (2014), which indicated that “the long-term effects of exposure to hateful online content may include reinforcing discrimination against vulnerable organizations,” discovered additional drawbacks of watching online cyber services.

As “online abusive language is commonly exposed,” Aguilera-Carnerero and Azeez (2016) came to the conclusion that “generalization of abusive language aimed at inciting hatred against the target group is acceptable.” Witness acts of hatred violence and It may assist to normalize the boast and it is important, for example, that if students wander outside the safe area of an effective learning network, there is a risk that they may come to harm.

According to Berson et al., (2002), who are experts in the field, “the increasing immersion of students in the digital age has contributed to the emergence of social problems in cyber crime and the development of new participants in witness.” This is an accurate statement. Teacher educators need to view these on the ethical ramifications of putting students in subjects in order to figure out how to respond to the subject in an important manner with their students.

Ethical Issues for Educators of Teachers

As teachers, it is imperative that we never lose sight of the moral commitment we have for the students in our classrooms. In addition to this, we need to have a literacy of how the method in which we are literate about the new digital realm has been altered as a result of these ethical problems (Joelle Nagle, 2018).

According to Florencio (2016), the use of trigger warnings may reduce the difficulties that students have while having to deal with sensitive subjects like “violence, gender inequality, racial discrimination, or sexuality” could be a barrier to participation.

On the other hand, Carter (2015) suggested that these conversations on trauma-informed learning help to capacity development among us; she described this as a “educational discussion that is privileged only for those whose lives are not already shaped by trauma.”

In the meantime, Godderis and Root (2016) indicated that teachers need to build a “culture of informed learning” where they understand trauma in their classrooms and that, if they do not do so, “experience of marginalization, oppression and injustice” will become a form of censorship. In other words, if educators do not build this “culture of informed learning,” “experience of marginalization, oppression and injustice” will become a form of censorship.

Zembylas and Vrasidas (2005) provided evidence that a

criticism of this nature is necessary, especially in relation to new and developing technologies.

Teachers should not avoid having these awkward dialogues and should instead build a curriculum based on the concept of teaching discomfort (Zembylas, 2015), which may assist students in better comprehending their place inside the social media internet. Students are tasked with challenging the concept of the “global village” by means of “collective witness” and stories of cybertopia. These activities eliminate various topics and can help students begin to comprehend the notion that “learning involves various ways to comprehending how the Internet causes people to see the world through a biased lens Teaches”, owing to the fact that this is an important stage in the process of determining the distinctions between “Haws and Notts,” as well as abuse and isolation. These dialogues need to take place within the context of global and new disciplines of literacy within the context of teacher education, where digital literacy is an emphasis and is often handled in ways that are cyber-utopian (Joelle Nagle, 2018).

Consequences

In view of the ever-increasing dynamics of globalization, there is an alarming lack of representation among student populations that are culturally and linguistically varied. In the event that it is not addressed, the disparity will get much wider. Therefore, the teaching profession has to do a better job of recruiting and retaining people of color, both men and women (Allen, 2015).

When taking into account the many perspectives of view available online, a common source of worry is the lack of representation. According to research, white teachers are more likely to experience positive culture and belief, whereas those who are not a part of this community (including white women who become vocal in feminist and political debates but who frequently struggle with other topics) experience and observe these phenomena (Veletsianos and Hodson, 2018).

We run the risk of creating a fictitious cyberutopia to colonize the digital world and to raise knowledge about and enhance the hazards of cyber-violence; a place that is restricted in its educational or educational reach and one that excludes and marginalizes black people. If we don't have a diverse range of perspectives and experiences in teacher education, we run the risk of doing so (Joelle Nagle, 2018). The proliferation of social media sites has created the possibility of engaging a global audience in both local and global activities. However, the risks connected with using this specific kind of social media are quite real and have the potential to result in bodily injury. It is unacceptable for many academics to utilize social media in an unethical or unlawful manner as a forum for their work. In the case of teacher educators, it is important that they be aware

of the potential benefits and evaluate whether or not the potential benefits may ultimately assist their students. A discussion of this kind need to be carried out with the assistance of the students in a manner that is courteous and cooperative.

Conclusion

Research that is being done now on the use of Twitter in the field of teacher education suggests that there are several benefits to utilizing it as an educational tool. The creation and management of professional learning networks, interactions with new teachers, resource sharing and aggregation and the discovery of novel ways using technology in practice are all benefits. Twitter, on the other hand, is often used by teachers as a political forum. On Twitter, silence is considered to be the most effective form of conversation and whatever is left behind is routinely fashioned into evidence for conviction on social media platforms. To live in these places in this manner is to abandon a place that is regarded to be a cyberutopia because it is free from the violence that is visible in the culture of those who live there.

The present study with press conference teachers and teacher educators on the usage of Twitter suggests that there is little research on the variety of persons and groups who utilize these places, as well as research on those who discuss their engagement in these activities. You give up and begin to self-censor your speech. Teacher educators need to connect with their preservation students in important ways so that they can examine, think about and be aware of who has access to social media spaces and whose online presence is being eliminated. They have a responsibility to be aware of the dangers of being exposed to cyber-violence in the form of sexism and racial hate, particularly for women of color, as well as the material loss that may result from such exposure.

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