

European Crime Prevention Award (ECPA)

Annex I – new version 2014

Please complete the template in English in compliance with the ECPA criteria contained in the RoP (Par.2 §3).

General information

1. Please specify your country.

Germany

2. Is this your country's ECPA entry or an additional project?

ECPA entry

3. What is the title of the project?

Medienhelden (engl.: "Media Heroes")



4. Who is responsible for the project? Contact details.

Freie Universität Berlin
Prof. Dr. Klaus Hoffmann-Holland
Vice President
Kaiserswerther Str. 16-18
14195 Berlin

phone: +49 (0)30/83873130
fax: +49 (0)30/838473130
e-mail: vp3@fu-berlin.de

5. Start date of the project (dd/mm/yyyy)? Is the project still running (Yes/No)?
If not, please provide the end date of the project.

The development and evaluation of the project at Freie Universität Berlin started 2010 and was finished in 2011/2012. This development and research project was supported by a research grant from the DAPHNE III program to combat violence

against children, young persons and women of the European Commission [Action Number: JLS/2008/DAP3/AG/1211-30-CE-0311025/00-69; project title "Cyberbullying in Adolescence: Investigation and Intervention in Six European Countries" granted to the University of Bologna, Italy].

After successful development and evaluation, a train-the-trainer approach (school teachers, social workers, school police officers) has been developed for the purpose of implementation and roll-out of the program. Meanwhile, two licenced, external enterprises (stravio UG, Berlin; Celsusakademie, Bremen) offer trainings for implementation of the program in schools. Additionally, licenced partners (e.g. in Austria, see www.medienhelden.at) are implementing the program. Recently, we received funding by the Alexander von Humboldt-Foundation (Research Group Linkage Program; together with Universidad de los Andes, Colombia) to adapt the program for implementation in Colombia, South-America, and to investigate program efficacy.

Summarizing: the original research/development project was terminated in 2012, another research project started recently and the implementation of the program in Germany, other European countries (e.g. Austria) and South-America is ongoing.

6. Where can we find more information about the project? Please provide links to the project's website or online reports or publications (preferably in English).

1. German project website (research/development project):

www.medienhelden-projekt.de (German)

2. European research project: www.bullyingandcyber.net/en/ (English), chose "ECIP" (European Cyberbullying Intervention Project) on the left bar on the website.

3. Examples of websites by implementation partners:

- Austria: www.medienhelden.at (German)
- Germany: www.stravio.de/index.php?id=22 and www.medienhelden-ausbildung.de (both German) – see also http://www.stravio.de/uploads/media/Flyer_medienhelden.pdf

4. Program manual (including all of the implementation materials) (German):

Schultze-Krumbholz, A., Zagorscak, P., Siebenbrock, A., & Scheithauer, H. (2012). *Medienhelden: Unterrichtsmanual zur Förderung von Medienkompetenz und Prävention von Cybermobbing*. München: Reinhardt Verlag. Available via publisher's website www.reinhardt-verlag.de/de/titel/51405/Medienhelden/978-3-497-02281-6

The program is supported by „WEISSER RING“.

5. Description in "Grüne Liste Prävention" (German): www.gruene-liste-praevention.de/nano.cms/datenbank/programm/51

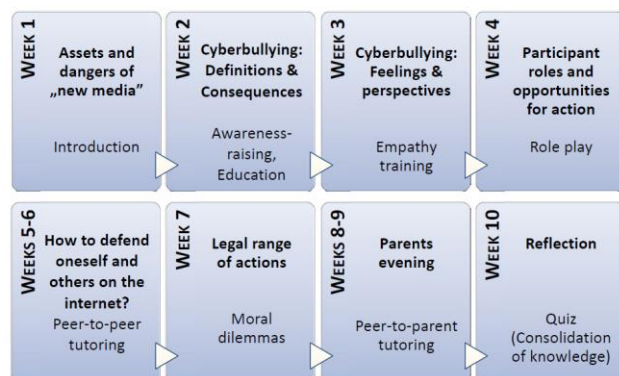
6. See enclosed selected manuscripts (publications describing the program and the evaluation study) (English)

7. List of selected publications: (English and German)

- Chaux, E., Velásquez, A.M., Schultze-Krumbholz, A., & Scheithauer, H. (revision submitted). Effects on traditional bullying of the cyberbullying prevention program Media Heroes. *Aggressive Behavior*.
- Schultze-Krumbholz, A., Schultze, M., Zagorscak, P., Wölfer, R., & Scheithauer, H. (2015). Can a classroom-based preventive intervention reduce cyberbullying? – Long-term effects of the "Media Heroes" program. *Aggressive Behavior, Online First*, 1-10. doi: 10.1002/ab.21613
- Schultze-Krumbholz, A., Zagorscak, P., Wölfer, R., & Scheithauer, H. (2014). Prävention von Cybermobbing und Reduzierung aggressiven Verhaltens Jugendlicher durch das Programm Medienhelden: Ergebnisse einer Evaluationsstudie. *Diskurs Kindheits- und Jugendforschung*, 9 (1), 61-79.
- Schultze-Krumbholz, A., Zagorscak, P., Wölfer, R., & Scheithauer, H. (2014). Das Medienhelden-Programm zur Förderung von Medienkompetenz und Prävention von Cybermobbing: Konzept und Ergebnisse aus der Evaluation. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 63, 379-394.
- Wölfer, R., Schultze-Krumbholz, A., Zagorscak, P., Jäkel, A., Göbel, K., & Scheithauer, H. (2014). Prevention 2.0: Targeting cyberbullying @ school. *Prevention Science*, 15, 879-887. doi: 10.1007/s11121-013-0438-y

7. Please give a **one page** description of the project (**Max. 600 words**)

The program "Medienhelden" (engl.: "Media Heroes") is a universal, modularized, theoretically based, and carefully evaluated preventive intervention for the school context (7th-9th graders). Objectives of the program are: Prevention of cyberbullying/-victimization and promotion of online self-protection. Following the Theory of Planned Behavior (Ajzen, 1991), "Medienhelden" aims at¹ changes in attitudes and beliefs through the transfer of knowledge by providing the students with definitions, the legal background of cyberbullying acts as well as the impact of cyberbullying on the victim and promoting empathy with the victim. Students are also made aware that their subjective norms – the beliefs about how others expect them to behave – might not be an adequate representation of the actual norms in the classroom through closer interaction with their classmates in role plays and discussions. The program aims at improving social and online skills by fostering cognitive and affective empathy, media literacy, and providing specific action alternatives. The program relies mainly on social learning (e.g. role-play, model learning) and the application of well-established cognitive-behavioral methods (e.g. positive reinforcement, moral reasoning) but also works with innovative, activating methods, such as peer-to-peer and peer-to-parent-tutoring. The program is intended for implementation in classrooms and covers ten weeks with sessions of 90 minutes each as part of a curriculum. A shortened one-day-version (4 sessions of 90 minutes) was also developed - the short version covers the same contents except from legal aspects of cyberbullying. Session topics range from the students' media usage, information about cyberbullying and its consequences, empathy training to internet safety and legal backgrounds. The program manual provides school teachers with all materials needed to carry out the intervention on their own. Training in advance is recommended in which teachers learn about the scientific background of cyberbullying as well as discuss and practice the methods and exercises of the program. Thereafter, teachers carry out the program within their usual classroom environment with the help of structured materials and are thus enabled to implement the program on their own ensuring program sustainability. The following figure describes the program components of the 10-week curriculum



(contents of both program versions are described in Wölfer et al. (2014). Thus, teachers are trained to work with students whose parents are also included. The program has been carefully evaluated and a train-the-trainer implementation approach has been established.

¹ the following paragraph partly taken from Schultze-Krumbholz et al. (2015, p. 2f)

I. The project shall focus on prevention and/or reduction of everyday crime and fear of crime within the theme.

8. How does the project contribute to crime prevention and/or to the reduction of crime or the fear of crime? (**Max. 150 words**)

Cyberbullying is a form of aggressive online/Internet behavior. Digital means are used to victimize, harass, humiliate, or insult others. According to Tokunaga (2010, p. 278) cyberbullying can be defined as “[...] any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others”. Cyberbullying also describes behaviors and crime acts such as identity theft, fake accounts, harassment, threats etc. Cyberbullying has also been linked to media-specific risk factors (e.g. risky self-disclosure, sharing of passwords, deviant online behavior such as visiting chatrooms with violent or extremist content). Thus, the prevention of highly prevalent cyberbullying behaviors (targeting perpetrators and victims) is also (online) crime prevention and prevention of victimization.

9. How is the project contributing to raising citizens’ awareness of crime prevention? (**Max. 150 words**)

“Medienhelden” includes measures devoted to internet safety and legal backgrounds; presentation of online self-protection skills and communication of action skills to parents foster an adequate use of “new media” in families and schools and helps to reduce fears and worries. Information about cyberbullying, its negative consequences for victims AND perpetrators are presented to students, their parents and teachers, including awareness raising measures (e.g. to foster empathy for possible victims). As a universal preventive intervention (curriculum), all school classes (7th-9th grade) can be reached sustainably by a train-the-trainer implementation approach, thus, a large-scale dissemination of relevant information and awareness raising - for the necessity and need of prevention of cyberbullying - is achieved.

II. The project shall have been evaluated and have achieved most or all of its objectives.¹

10. What was the reason for setting up the project? What problem(s) did it aim to tackle?

Today’s children and adolescents grow up fully equipped with technological communication devices (in Germany, 99% percent of households with 12 to 19 year old children and adolescents own at least one mobile phone and a personal

¹ For more information on evaluation, see Guidelines on the evaluation of crime prevention initiatives (EUCPN Toolbox No.3): <http://www.eucpn.org/library/results.asp?category=32&pubdate>

or laptop computer and 96% have access to the Internet). Although new communication media offer a wide range of new and positive opportunities for interpersonal exchange etc. numerous accounts of negative experiences and abusive behaviours have come to school personnel's and parents' attention. Cyberbullying, -victimization respectively, is highly prevalent among adolescents (ca. 17% of German students are recurrently involved in cyberbullying) and has massive negative consequences for the victims – at worst e.g. suicide attempts. According to our own research results, cyberbullying victims and perpetrators are often peers from the school environment. However, despite this situation, in 2010 hardly any evaluated preventive interventions programs existed as reviewed by Snakenborg et al. in 2011: "Most current cyberbullying programs are based on practical beliefs about prevention and logical approaches rather than on scientific evidence" (p. 94).

11. Was the context analysed **before** the project was initiated? How, and by whom? Which data were used? (**Max. 150 words**)

The context and state-of-the-art was analysed carefully before initiating the project:

- A thoroughly review of the scientific literature regarding cyberbullying and opportunities to prevent cyberbullying, -victimization and traditional bullying/victimization respectively.
- Our reviews revealed that cyberbullying victims and perpetrators are often peers from the school environment, and that there is a lack of evaluated preventive interventions for the school environment. Thus, we consulted school teachers to analyse the needs and requirements for cyberbullying prevention at schools.
- We conducted focus groups with adolescents to analyse the needs and requirements for cyberbullying prevention at schools from their perspective.
- As German representative of the EU COST Action IS0801 "Cyberbullying: coping with negative and enhancing positive uses of new technologies, in relationships in educational settings" (<https://sites.google.com/site/costis0801/>) we consulted with representatives of the participating 28 states.

Review and focus group results have been published as well as guidelines for preventing cyberbullying in the school environment (<https://sites.google.com/site/costis0801/guideline>).

12. What were the objective(s) of the project? Please, if applicable, distinguish between main and secondary objectives. (**Max. 150 words**)

Main objectives of the German development and research project - as part of the European Cyberbullying Intervention Project – were:

Primary objectives:

- Development and evaluation (process, impact, implementation evaluation) of a preventive intervention (curriculum) for adolescents (11-14 years) within the school context (student and teacher intervention; via the school environment almost every adolescent can be reached)
- for the prevention and reduction of cyberbullying/cybervictimization
- and for the promotion of online self-protection skills, empathy, media skills.
- The development and evaluation of a shortened one-day-version (4 sessions of 90 minutes) as reaction to schools' needs for time-efficient programs.

Secondary goals (beyond the research project duration):

- Publication of the program manual.
- Publication of evaluation results.
- Development of a train-the-trainer approach for large-scale implementation purposes (school teachers, social workers, school police officers).
- To find implementation partners for the implementation of the program (external enterprises who will offer trainings for implementation of the program in schools).

13. Did you build in internal goals to measure the performance of the project? If so, please describe at what stage of the project and how you measured whether the project was moving in the planned direction. (**Max. 150 words**)

The research project at Freie Universität Berlin included funding for a two-year phase, including development, implementation, evaluation of Medienhelden. Prof. Dr. Scheithauer, responsible for the project, has extensive experience in the development/evaluation of preventive interventions. The entire project was planned narrowly in advance – otherwise, we would have not been able to achieve the objectives as described under Item 12. The research team had weekly internal meetings, regular skype, telephone and (every 3-5 months) personal meetings with members of the entire ECIP project consortium. The research team was in close contact with participating schools/teachers to keep to the tight schedule. Staff members had to complete hourly time sheets during the project phase. These measures helped to keep to the tight schedule and barriers and other obstacles would have been evident in a timely manner to mitigate the

situation by countermeasures. All of the obstacles (see Item 12) have been achieved.

14. Has there been a process evaluation? Who conducted the evaluation (internally or externally?) and what were the main results? (**max. 300 words**) - for more information on process evaluation, see EUCPN Toolbox No.3, p.9-10 & part 2 - section 2A

A process evaluation, inter alia using standardized questionnaires, has been conducted internally. Participating teachers (who completed feedback questionnaires etc. after completing a single session with the students) and students (who gave feedback after each session using so called [red, yellow, green] traffic light signs) reported (Jäkel et al., 2012; 2013; Schultze-Krumbholz et al., 2012; Siebenbrock et al., 2011):

- Teachers and students both rated the program content - that is the single measures and intervention steps (sessions) - as being very positive (especially the concrete exercises, role-plays etc. and the program materials) and reported that working with the program was fun.
- Teachers and students rated their overall impression after program implementation as being very positive (e.g. teachers reported that cybermobbing decreased in their respective school classes; students reported an improvement in the social climate within their respective classes).
- Overall, nearly all of the teachers and students liked the Medienhelden program very much and rated students as highly motivated when working with the program materials.
- Other – critical – responses (e.g. more time for some of the sessions) were helpful for a revision of some of the program sessions and the program manual.

15. Has there been an outcome or impact evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method were used and what were the main results? (**Max. 300 words**) - for more information on outcome or impact evaluation, see EUCPN Toolbox No.3, p.7-9 & part 2 - section 2A

A self-selective sample including 5 schools in a large German city and initially 897 students from 35 classes participated in the internally conducted evaluation study. Schools were asked to randomly assign their participating classes to the intervention conditions. A 10-week version and a 1-day version were conducted and compared with a control group (controlled pre-6-months-long-term-follow-up study) to examine potential long-term effects. Data were gathered during regular school lessons using standardized questionnaires. Selected results:

- Wölfer et al. (2014) used longitudinal data from 593 middle school students (MAge=13.3 years, 53 % girls) out of 35 classes. Multilevel analyses clearly demonstrate the program's effectiveness in reducing cyberbullying behavior within intervention classes in contrast to classes of the control group.
- Schultze-Krumbholz et al. (2015) used longitudinal data of 722 students aged 11-17 years (M = 13.36, SD = 1.00, 51.8% female) before and 6 months after the implementation of the program. Multi-group structural equation modeling (SEM) shows a significant effect of the short intervention on cognitive empathy and significant effects of the long intervention on affective empathy and cyberbullying reduction. The results suggest the long-term intervention to be more effective in reducing cyberbullying and promoting affective empathy. Without any intervention, cyberbullying increased and affective empathy decreased across the study period.
- Further results indicate an increase of social competencies, self-esteem, and subjective health in participating school classes as well as preventive and interventive effects (e.g. in Schultze-Krumbholz et al., 2014a, 2014b) and positive effects of the program in the reduction of traditional (!) bullying as well (Chaux et al., revision submitted).

III. The project shall, as far as possible, be innovative, involving new methods or new approaches.

16. How is the project innovative in its methods and/or approaches? (**Max. 150 words**)

Medienhelden is one of the first, theory-based and carefully evaluated program for the prevention of cyberbullying and promotion of (social) online skills in the school environment. Process and impact evaluation revealed very positive effects including positive side effects (e.g. class climate, student's well-being and self-esteem). The program includes a long- (curriculum) and a short-version, both comparatively evaluated. The evaluation revealed a very good implementation capability, standardized program materials are regarded by teachers and students as being very positive. It works with innovative, activating methods (e.g. peer-to-peer and peer-to-parent approach) and targets students, but also teachers and parents. A train-the-trainer approach, including highly structured materials (available as manual) for cost-economic and sustainable implementation, is available. A transfer to other languages and countries is possible and currently underway/in preparation.

IV. The project shall be based on cooperation between partners, where possible.

18. Which partners or stakeholders were involved in the project and what was their involvement? (**Max. 200 words**)

Several research partners from the EU ECIP-project were involved. Preparation, development, implementation and evaluation of the program involved the target groups and stakeholders: school authority, school staff especially teachers, students and their parents. Scientific staff members and students at Freie Universität Berlin were involved (implementation of the program, evaluation study, thesis papers).

The implementation of the program involves interested possible trainers, including teachers, school social workers or school police officers, and the target groups. Additionally, licenced implementation partners and enterprises are cooperating.

V. The project shall be capable of replication in other Member States.

19. How and by whom is the project funded? (**Max. 150 words**)

The development and evaluation of "Medienhelden" (research and development project) was supported by a research grant from the DAPHNE III program to combat violence against children, young persons and women of the European Commission (Action Number: JLS/2008/DAP3/AG/1211-30-CE-0311025/00-69; project title "Cyberbullying in Adolescence: Investigation and Intervention in Six European Countries" granted to the University of Bologna, Italy; European Cyberbullying Intervention Project).

The implementation of the project is realized via licenced, external enterprises (stravio UG, Berlin; Celsusakademie, Bremen) and licenced partners who offer trainings for implementation of the program in schools. Fees for training are paid directly by interested teachers etc., by their respective institution respectively (e.g. schools, school authorities).

20. What were the costs of the project in terms of finances, material and human resources? (**Max. 150 words**)

The research and development project, including longitudinal evaluation was supported by a research grant from the DAPHNE III program (see Item 19) and including about 110.000€ (including own costs).

The implementation project includes different financing options to pay the direct train-the-trainer costs, with training courses available via external enterprises (e.g. see <http://www.medienhelden-ausbildung.de/>).

The program materials are available via a book publisher (39,90€).

21. Has a cost-benefit analysis been carried out? If so, describe the analysis, including how and by whom it was carried out and list the main findings of the analysis. (**Max. 150 words**)

A cost-benefit-analysis has not been carried out. However the chosen train-the-trainer approach with sustainable implementation and snowball-effect regarding training of further school staff members, the low-price availability of implementation materials (manual) etc. make the implementation of the program a cost-effective business.

22. Are there adjustments to be made to the project to ensure a successful replication in another Member State?

A language translation of the program manual and train-the-trainer materials will be necessary to ensure a successful replication in other member states. This has already been done (see Item 23). A recently conducted check for cultural differences for an implementation in Colombia for example revealed minimal changes due to differences in the school system and regarding the cognitive requirements of a few of the program's measures. However, an adaptation was unproblematic, thus, making Medienhelden a transferable program.

23. How is the project relevant for other Member States? Please explain the European dimension of your project.

The program was developed within the EU funded ECIP project and partners from several European countries have been involved (see e.g. Items 5, 6, 11, 19). The program has already been implemented in other EU states (e.g. Austria) and can be implemented in other German-speaking countries (e.g. the German-speaking minority in Belgium showed interest in a program implementation). A translation to Spanish will be available, soon, and thus will be ready to use in Spanish-speaking countries. An English version will be available in about 1-2 years. Thus, it is possible to transfer the program and its implementation approach to several other EU member states.

Please provide a short general description of the project (abstract for inclusion in the conference booklet – **max. 150 words**).

"Medienhelden" is a universal, manualized, theoretically based, and carefully evaluated (process, impact, implementation evaluation) preventive intervention program for the school context (7th-9th graders), including teachers and parents. Objectives are: Prevention of cyberbullying/-victimization and promotion of online

self-protection skills and social skills. The program relies mainly on social learning and cognitive-behavioral methods and works with activating methods (peer-to-peer and peer-to-parent-tutoring). The program is intended for implementation in classrooms and covers ten weeks with sessions of 90 minutes each as part of a curriculum. A shortened one-day-version (4 sessions of 90 minutes) was also developed. The program manual provides school teachers with all materials needed to carry out the program. A longitudinal, randomized control study proved the positive effects of the program (e.g. reduction in cyberbullying, improved skills/empathy). A train-the-trainer approach is available for the purpose of implementation, offered by licenced external enterprises and partners.

References

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211. doi: 10.1016/0749-5978(91)90020-t

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Siebenbrock, A., Schultze-Krumbholz, A., & Scheithauer, H. (August 2011) *Cyberbullying - opportunities for change by an intervention program in German middle schools*. Oral presentation at the XVth European Conference in Developmental Psychology, Bergen, Norway.

Snakenborg, J., Van Acker, R., & Gable, R. A. (2011). Cyberbullying: Prevention and intervention to protect our children and youth. *Preventing School Failure, 55*, 88-95.

Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior, 26*, 277-287. doi: 10.1016/j.chb.2009.11.014

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