School violence has been considered as a social problem since 2000 in Korea. Various efforts have been tried to solve it. But recent aspects of school violence request basic discussion about how to treat school violence in Korean education. The age of school violence victimization is lowering (lower age of victims). Second, school violence is prevalent in daily life. Third, school violence is being made in a form of group (grouping of perpetrators). Fourth, school violence occurs certain students intensively and victimization of it is very serious (seriousness of the damage). Fifth, emotional, relational violence, and violence in cyber are increasing (new types).

Responding to school violence in Korea was mainly focused on ‘external intervention’ for solving it such as making the law, operating counseling service program, and educating teachers at the national level. But this approach has limitation to bring the change of internal members and consider the context of school violence in Korea.

So this article is suggesting an idea to reduce school violence in substance. For this purpose, effective elements of anti-school violence programs were explored through literature review. And perspective on school violence that is reflected various efforts in Korea was checked in terms of effectiveness.

As a result, Project-Based Learning (PBL) program that is focused on internal participation is suggested for preventing school violence. PBL is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. In the context of Korea, PBL program can be a promising alternative for preventing school violence in many ways. First, it reflects new approach on school violence that is focused on ‘preventing’ not solving and ‘internal change’ not external intervention. PBL program is designed main activity by student participation. It can make building of environment for preventing school violence possible by target stakeholder, students. Second, it is effective in terms of feasibility and continuity in Korean school. PBL can be designed from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary project that involve community participation and adults outside the school. Due to this feature, PBL program can be implemented variously in regular curriculum not extracurricular. Third, it reflects elements of effective anti-school violence programs such as whole-school interventions, duration, intensity, and climate of anti-school violence. Therefore it is needed additional research to develop concrete PBL programs implemented to school for preventing school violence.

[Keywords] Crisis, Korean Education, School Violence, Project-Based Learning, Preventing

1. Introduction: Crisis of Korean Education Focused on School Violence

School violence is highly prevalent in Korean school students. According to the survey by the Korean Ministry of Education, it is increasing again in 2011[1]. Various efforts were tried to solve it at the national level. For example, in 2004, the law was made for informing seriousness of school violence and
minimizing its damage. In 2008, the Korean Ministry of Education initiated the WEE project, a multilevel counseling service program, which consisted of three stages such as WEE class (at the school level), WEE center (at the district level), and WEE school (at the city/provincial level). Course of school violence was opened in teacher education curriculum. And education for prevention school violence was required every semester in school.

But recent aspects of school violence request basic discussion about how to treat it. Some features of recent school violence is as follows. First, the age of school violence victimization is lowering. According to the survey, 79.6% of students experienced school violence in the elementary school[1]. Second, school violence is prevalent in daily life[2]. Third, school violence is being made in a form of group. In survey, school violence by 2-5 perpetrators was indicated 70.6% and by more 6 perpetrators was indicated 21.3%[1]. Fourth, school violence occurs certain students intensively[2]. Fifth, emotional violence, relational violence, and violence in cyber are increasing[2]. Sixth, the rate that victims become perpetrators is increasing. According to the survey, 77.0% of victims showed urge to revenge on perpetrators[1]. Finally, victimization of school violence is very serious. According to the survey, 42.9% of victims had suicidal ideation and 41.8% of them attempt suicide[1].

Although various efforts for solving school violence at the national level, why is it still serious problem? How should do to prevent school violence in Korea? The purpose of this article is to answer these questions. For this, effective elements of anti-school violence programs are being explored through literature review. And perspective on school violence that is reflected in various efforts is being checked in terms of effectiveness. Based on these discussion, an useful alternative for preventing school violence in Korea context is being suggested.

2. Effective Programs for Preventing School Violence

School violence is not only problem in Korea. Many countries has already tried to solve it at the national level since 1980s. The Olweus Bullying Prevention Program (OBPP), KiVa program, and Second Step are referred as representative programs for solving school violence.

OBPP is a the first nationwide campaign against bullying was conducted in Norway launched by the Ministry of Education and coordinated by Olweus. It is comprehensive, school-wide program that was designed to reduce bullying and achieve better peer relations among students in elementary, middle, and high school grades[3]. These goals are pursued through a restructuring of the school environment. This restructuring is intended to reduce opportunities and rewards for engaging in bullying and to build a sense of community among students and adults within the school environment. Studies that have evaluated the OBPP have not been uniformly consistent, but they have shown that the OBPP has had a positive impact on students’ self-reported involvement in bullying and antisocial behavior[3][4][5].

KiVa is an anti-bullying program developed in the University of Turku and funded by the Finnish Ministry of Education. It involves both universal and indicated actions to prevent the emergence of cases of bullying and to stop ongoing bullying. The Universal actions aim at influencing all children’s reactions when witnessing bullying, whereas the indicated interventions target bullies and victims specifically. KiVa contains a large set of concrete tools for educators, including a series of student lessons, a virtual learning environment, and clear guidelines for school personnel in order to tackle bullying effectively[6].

The Second Step is a program that is based on social-emotional learning for prevention violence. It provides classroom lessons to teach core competencies and behavior skills such as empathy, impulse control, anger management, and problem-solving, teacher and staff training to encourage student generalization of skills and create consistency throughout the school, follow-up support and preparation of on-site trainers to sustain on-
going implementation, and a family component to encourage complementary home practices[7].

Some features are found in referred representative effective anti-bullying programs and studies which analyzed on elements of effective programs for preventing school violence. First, whole-school intervention is useful. Whole-school interventions view bullying to be a systemic problem which transcends beyond the individual level, and therefore prefer programs to target multiple stakeholders including the victims, perpetrators, parents, school administrators, and even law enforcement. As described in the review by Trofi and Farrington(2011), successful program elements include design features such as parent training and meeting, classroom rules and management, teacher training, school conference, and cooperative group work with peers, each of which involves the individuals, peer groups, parents, teachers, and administration[8]. Second, It is important to build school environment that is based on participation of school members. Third, duration and intensity of program is directly linked to its effectiveness[9]. Fourth, intervention for preventing is more effective than that after school violence happens[10].

3. Preventing School Violence in Korea

3.1. Various efforts for reducing school violence in Korea

School violence has appeared as a problem in Korean education since 1990s. But social concern on school violence increased in 2000s, after several students committed suicide because of bullying by peers. And various efforts for reducing school violence were tried at the national level.

First, the law was made for informing seriousness of school violence and minimizing social burden in 2004 and it was revised in 2008 and 2012. It includes exact definition and types of school violence, commitment of members such as minister of Ministry of Education, principal and teacher of school, protection and cure of victims, and punishment of perpetrators[11]. It provides basic frame for responding to school violence in Korea.

Second, the WEE(We, Education, Emotion) project, a multilevel counseling service program, was developed by Ministry of Education. The goal of it is to create a comprehensive counseling support system for at risk students by aligning the efforts and services of individual schools, districts, and cities/provinces[12]. It is composed of three stages. The first stage of the intervention, WEE Class, is implemented at the school level for all grades and focuses on identifying youths who are at risk of bullying and delinquent behavior. The second stage, WEE Center, is implemented at the district level and provides additional professional counseling services to students who continue to be at risk even after completing the WEE Class interventions. The last stage, WEE School, is implemented at the city/provincial level and provides long-term care and educational services to students with severe problems not addressed by services provided at either the WEE Class or WEE Center[13].

Third, education for preventing school violence is intensified officially. Student teachers should take a class on school violence. Every school should implement education for prevention school violence to students, teachers, and parents in every semester[11].

These efforts helped stakeholders who is related to school violence to perceive seriousness of it and victims to be protected and cured. But they are not enough to prevent recent various aspects of school violence. Because they are basically focused on external intervention after happening school violence. This approach has limitation to bring the change of internal members and consider the context of school violence in Korea. When school violence occurs, it is important to how to deal with it for curing victims. But this can’t be fundamental solution. External intervention can be effective in the short term. But the effect can’t be lasted without change of internal member. In addition, it is necessary to consider about environment of school violence. According to many studies, school violence is related to environment surrounded internal members such as individual, home, school, and local community[14][15][16]. Specially, Korean school is space of life which
people can’t access easily. So activities centered on external intervention has limitation for preventing school violence.

3.2. New approach on school violence

As described in advance, activities for solving school violence in Korea usually took perspective that is focused on external intervention, and therefore was not considered the context of school violence. This approach has limitation to respond to recent aspects of school violence. So New approach focused on prevention and participation of internal members is needed. Project-Based Learning (PBL) can be a concrete alternative.

3.2.1. Project-based learning (PBL)

PBL is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks[17]. This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school. Although results vary with the quality of the project and the level of student engagement, PBL is effective model for academic achievement, application of basic skills, and communication skill.

PBL has important benefits as follows[17]. First, PBL overcomes the dichotomy between knowledge and thinking, helping students to both “know” and “do”. Second, PBL supports students in learning and practicing skills in problem solving, communication, and self-management. Third, PBL creates positive communication and collaborative relationships among diverse groups of students. Fourth, PBL integrates curriculum areas, thematic instruction, and community issues[18][19]. Due to these benefits, PBL can help teacher create a high performing classroom in which teacher and students form a powerful learning community focused on achievement, self-mastery, and contribution to the community. In terms of school violence, this means that classroom itself can be environment for preventing school violence.

3.2.2. Usefulness of PBL program for preventing school violence in Korean context

In the context of Korea, PBL program for preventing school violence can be a promising alternative in many ways. First, PBL program reflects new approach on school violence that is focused on preventing not solving and internal change not external intervention. PBL program is designed as main activity by student participation. It enables building of environment for prevention school violence by target stakeholder, students. In this process, students experience various skills and competencies such as communication, solving problem, care, empathy, and collaboration etc. It can bring the change of students who are key member to prevent and solve school violence in substance. On the other hand, when considering Korean culture which is sensitive to evaluation by others, school climate of anti-school violence as a product by internal members can take an authentic role for preventing school violence.

Second, PBL program is effective in terms of feasibility and continuity in Korean school. As described in advance, it can be designed at variety on period, theme, subject, and scale. Due to this feature, it can be implemented in regular curriculum not extracurricular. Because in Korean school, regular curriculum is mainly composed of subject matter and PBL program can be designed in a type of integrated course which is connected with several subject matters. So, PBL program can be implemented in a class and this enables stable operation. Duration is one of the effective factors of anti-school violence program. In addition, integrated course can be implemented at the whole-school level. Whole-school intervention is also one of the effective elements for preventing school violence.

Finally, PBL program reflects elements of effective anti-school violence programs such as whole-school interventions, duration, intensity, and climate of anti-school violence.
4. Conclusion

School violence in Korean education is regarded as a social problem. Since 2000, various efforts have been tried to solve it. As a result of these, a system for preventing school violence is established and many programs are developed. But the approach on school violence which is centered on external intervention has limitation in a duration and effectiveness. Because supporting of resource such as fund and expert can be influenced by logic of other interest not that of education and the change of members can be made effectively when they participate actively.

So in this article, new approach focused on prevention of school violence which is based on participation of students is described and suggested PBL program as a concrete alternative. PBL program can be useful in terms of feasibility and effectiveness in context of Korea. For improvement of school violence, it should be important to conduct additional research to develop various PBL programs for implementing to school.

5. References

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