

Abstract

Bachelor work is focusing on actual phenomenon of cyberbullying of teachers by students. The work is putting this phenomenon in context with educational styles assuming that there is a possible connection. The discovery of differences between student's perception of their interaction, with teachers that had experienced cyberattacks from students and those who didn't, could lead to new prevention strategies for teachers that are under growing pressure. The first part of this work is acquainting readers with the issue of cyberbullying and its specifics. The attention is focused on bullying, primarily cyberbullying of teachers by students and its various forms. It also deals with pupil-teacher interaction from pupil's perspective. In this context is outlined student's opinion on characteristics of an ideal teacher. Teaching styles are explained and putted in context with bullying. The aim of this work is to explain the phenomenon of cyberbullying of teachers and its potential connections with teaching styles of the teacher. The second part of the bachelor work consists in a research proposal. This research is designed to explore connections between student's evaluation of teacher's teaching style and teacher's experience with cyberattacks. The aim of this research is to discover possible relation between student's perception of the teacher and the frequency of cyberattacks of teachers by students.