

Intersemiotic translation as a pedagogy for cyberbullying awareness: The *One Shot is Enough* poster campaign

George Damaskinidis, Vasiliki Pliogou and Sophia Tromara

This article examines intersemiotic translation as a pedagogy for raising awareness of cyberbullying through a classroom workshop based on UNICEF's *One Shot is Enough* poster campaign. Thirty-four Greek university students translated the English captions into Greek while interpreting the posters' photographic execution metaphors, smartphone imagery, and image-text relations. Drawing on intersemiotic translation, multimodal translation, critical pedagogy, and knowledge translation, the study analyses how students transformed verbal slogans in response to visual cues and how their choices indexed awareness of cyberbullying mechanisms, victim-centred empathy, and ethical responsibility. The analysis shows how students' translations resemiotised the campaign by adding, intensifying, or redirecting meanings such as harm, lethality, responsibility, and bystander complicity. Semiotically, the article demonstrates how image-text relations and intersemiotic resemiotisation make cyberbullying legible as a multimodal process of signification in which smartphones, photographs, bodies, captions, and translation choices jointly produce meanings of harm and responsibility. Translation variants (e.g., references to bullets, weapons, clicks, photographs, pain, and killing) reveal how the visual design prompted pedagogically productive reflection on smartphone-mediated aggression. Building on established accounts of intersemiotic translation as a transformative and programmatic process, the findings show how this capacity can be operationalised as an active classroom method for critical digital literacy: learners read multimodal social campaign artefacts, negotiate culturally meaningful target-language choices, and articulate ethical stances toward cyberbullying. The study contributes a small-scale, transferable workshop model for integrating translation pedagogy, multimodal analysis, and cyberbullying awareness. It demonstrates how translation tasks can create conditions for reflective engagement, empathy-oriented language use, and socially responsible meaning-making in translator education.

Keywords: cyberbullying awareness, intersemiotic translation, multimodal analysis, multisemiotic posters, translation pedagogy

1. Introduction

Cyberbullying awareness increasingly requires pedagogical practices that help learners interpret not only verbal warnings but also the visual and digital meanings through which harm is represented. This article approaches *intersemiotic translation* (Jakobson, 1996) as one pedagogical operationalisation of its established transformative capacity, rather than as a purely analytical concept. Rather than treating translation as the transfer of the meaning of words alone, the study asks how students translate a multisemiotic social campaign in which photographs, slogans, and smartphone imagery jointly construct cyberbullying as a form of symbolic violence. Its semiotic contribution lies in showing how cyberbullying becomes interpretable through the interaction of verbal, visual, bodily, and technological signs, and how students' Greek translations reconfigure these signs into culturally situated meanings of vulnerability, aggression, complicity, and ethical action. *Social marketing* (Kotler et al., 2002) is pertinent to this research because the source artefacts are campaign posters designed to prompt behavioural reflection. However, the article's central concern is pedagogical: how campaign materials can be used in translator education to cultivate critical digital literacy, empathy, and ethical responsibility.

Cyberbullying is a particularly appropriate issue for this pedagogical focus. Chang (2021) describes *bullying* as a purposeful and recurrent form of aggressive behaviour aimed at harming an individual who is physically or psychologically weaker. Research extensively documents the detrimental effects of bullying on the individual, regardless of age, ethnic background, or socio-economic status (Barnes et al., 2012; Brion-Meisels et al., 2024). Cyberbullying involves the use of text-message, email and social media harassment (Chang, 2021). The widespread use of smartphones by students has become a major source of cyberbullying at school (Bezrukov et al.,

2023; Wu et al., 2022). Poster-based campaigns against cyberbullying (Abayomi & Daniels, 2021) are therefore valuable classroom resources because they condense verbal and non-verbal messages into texts that students must decode, discuss, and re-express across languages and modes.

Translation scholarship offers tools for turning such campaign material into awareness-raising pedagogy. Rinn (2002) establishes a link between social marketing and translation in his work on the linguistic and cultural challenges translators in Switzerland face as far as sensitization texts against AIDS are concerned. He argues that the aim of a translation is not to be like the original, but to express its peculiarity; i.e., to express the meaning of the *source text* (ST). In the present study, this principle is extended to multisemiotic campaign posters: students must account not only for linguistic meaning but also for the visual meanings, including metaphors that shape how cyberbullying is understood by target-language audiences.

In this study, Greek university students translated the English verbal components of UNICEF Chile's *One Shot is Enough* poster campaign into Greek and justified their choices with reference to the accompanying photographs. The purpose was not to claim a shift from analysis to pedagogy, but to examine how the already recognised formative and programmatic potential of intersemiotic translation can be operationalised as a pedagogy for cyberbullying awareness (Aguiar et al., 2015; Dusi, 2015; O'Halloran et al., 2016). Students' target language choices provide evidence of how they interpreted the roles of perpetrators, victims, and bystanders, how they evaluated the harm associated with smartphone-mediated humiliation, and how they reframed the campaign message for a Greek educational context. Here, "Greek" identifies the target-language and classroom setting; it does not denote a national account of cyberbullying in Greece. This interdisciplinary effort is further supported by *knowledge translation* (KT), a framework for making socially relevant knowledge usable by stakeholders (Engebretsen et al., 2017).

Because the data texts in the study were print posters composed of verbal and non-verbal signs, the study also contributes to interdisciplinary work on multimodal translation and image-text interaction (e.g., Amir & Nohara, 2015; O'Halloran et al., 2016). Gastaldo et al. (2012) discuss how verbal and non-verbal narratives can promote reflection and KT in significant domains, including healthcare. Engebretsen et al. (2017) highlight the lack of theoretical analysis regarding translation as a process of creating meaning in KT, while Baker and Ødemark (2024) propose ways of relating narrative and translation so as to affect different types of knowledge. The present study extends this line of work by developing a structured classroom application through which the established transformative potential of intersemiotic translation is directed toward critical reflection on cyberbullying.

To clarify the article's novelty under this pedagogical framing, this study aims to make three contributions: (i) to operationalise the established transformative and programmatic potential of intersemiotic translation in a cyberbullying-awareness workshop; (ii) to apply an image-text interaction model as an analytic lens for tracing how students use visual cues from the *One Shot is Enough* poster campaign to reshape English slogans in Greek; and (iii) to integrate *knowledge translation* (KT) and critical digital literacy to provide a classroom protocol for eliciting and analysing awareness, empathy, and social responsibility through translation products and reflective justifications.¹ Our claim is therefore not that the study makes intersemiotic translation into a pedagogical tool for the first time. Rather, our contribution lies in the explicit, cyberbullying-specific design of a classroom-analytic protocol that combines image-text coding, target-language reformulation, KT user-context analysis, and transparent indicators of pedagogical engagement (Aguiar et al., 2015; Dusi, 2015; O'Halloran et al., 2016). By combining an image-text interaction coding lens with a KT user-context perspective, the protocol should be

¹ According to the World Health Organization (2005), KT is defined as: "the synthesis, exchange and application of knowledge by relevant stakeholders to accelerate the benefits of global and local innovation in strengthening health systems and improving people's health".

directly actionable for translator training and critical digital citizenship pedagogy (Engebretsen et al., 2017; Jacobson et al., 2003).

2. Theoretical framework

2.1. Social marketing campaigns as pedagogical knowledge objects in bullying contexts

Kotler et al. (2002, p. 5) define *social marketing* as: “[t]he use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify or abandon a behaviour for the benefit of individuals, groups or society as a whole”. Additionally, social marketing depends on voluntary adherence instead of legal, economic, or coercive methods of influence. Among the related communication techniques, social advertising has been extensively employed in mass media to influence citizens to modify behaviours with a societal emphasis (Casais & Pereira, 2021). In classroom settings, such artefacts can be treated as pedagogical knowledge objects: they package social knowledge in verbal and visual form and invite learners to interpret, evaluate, and revoice that knowledge for a new audience.

There are three main reasons for adopting a social marketing approach to cyberbullying. First, the efficacy of marketing principles and strategies within the commercial sector is indisputable. A majority of individuals, including young children, can identify logos and brand names, even for things they do not purchase. These symbols inhabit our consciousness and become elements of our socio-cultural framework. Second, numerous instances of social marketing applications have successfully facilitated positive behavioural change, including such concerning cyberbullying (Spears et al., 2018). Third, as Kotler and Levy (1969, p. 15) argue “the choice ... is not whether to market or not to market ... The choice is whether to do it well or poorly”. However, there are also arguments against the use of social marketing because such programmes can cost considerable amounts of money. Criticism of these expenditures intensifies as they are frequently funded by public resources during periods of scarcity, resulting in significant costs. The enduring nature of behavioural change and the challenges in establishing cause-and-effect links further bolster the opponents’ arguments. Numerous professional services continue to conflate marketing with advertising, and public sector organisations have also been sluggish in their adoption. The lack of awareness of marketing potential, misconceptions, and the scrutiny of certain questionable actions within the business sector are contributing factors to this issue. A linguistic resistance to marketing arises from the language itself, as strategic marketing employs military vocabulary, like “flanking defence”, “encirclement”, and “full frontal attack” (Krause, 1995).

Brown et al. (2005) present empirical evidence from a social marketing anti-bullying initiative that offers early parenting strategies to assist parents in creating a family setting that diminishes young children’s propensity for bullying behaviour and enhances their ability to cope with future bullying situations. The survey revealed that these parents perceived school and community initiatives to combat bullying as inadequate and felt their concerns were being overlooked. The researchers met the unmet needs of this unexpected target group using various strategies based on the principles of social marketing campaigns. Moreover, the success of such campaigns in digital environments has been highlighted by Spears et al. (2018, p. 1) who argue, in the context of school bullying: “[o]nline social marketing-styled campaigns have potential to contribute to, and move beyond, school-based initiatives: operating in digital settings to align with existing youth online practices”.

2.2. Non-verbal forms of cyberbullying

Briefly speaking, cyberbullying is harassment conducted through electronic communication methods. Myers and Cowie (2019) categorise the definitions of cyberbullying into two primary classifications. In one regard, cyberbullying represents a contemporary manifestation of

traditional bullying. Conversely, cyberbullying diverges from conventional bullying in significant ways, as it can permeate all facets of a victim's privacy continuously, both at home and inside the scholastic environment. Extremera et al. (2018) argue that one of the causes of cyberbullying is a low level of self-esteem in the cyberbully and the victim. Moreover, cyberbullying involves, according to Bezrukov et al. (2023), the intentional infliction of harm against an individual or individuals consistently over a period of time. Li (2010, p. 373) emphasises that the widespread incidence of cyberbullying necessitates: "the use of information and communication technologies, such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal websites, and defamatory online personal polling websites".

Cyberbullying phenomena involve an intricate interplay of psychological, social, informational, and cultural factors (Bezrukov et al., 2023). Cyberbullying, when it occurs through non-verbal communication, impacts the development of axiological focal points in individuals. Non-verbal bullying encompasses the use of overtly menacing or intimidating gestures directed at an individual or the encroachment upon personal space despite requests to relocate or withdraw. Non-verbal bullying may also encompass stalking, non-consensual photography, or recording of private acts, and/or the disclosure of private facts or images of a person as to which the person has a reasonable expectation of privacy. This conduct exemplifies social aggression, characterised by subtle, non-verbal actions aimed at undermining a victim's self-esteem and social standing (Extremera et al., 2018), such as ostracising an individual from a group. Non-verbal types of cyberbullying, which often occur during interactive communication, combined with language, form complex syncretic patterns, investigation of which induces appealing to a multimodal perspective (O'Halloran et al., 2016).

Aggressive behaviours may present as a single, severe event or as a series of occurrences, and can also emerge as non-verbal bullying. This form of bullying includes, as noted by Bezrukov et al. (2023), actions such as pointing, gazing, laughing, or making faces at an individual, as well as directing threatening gestures or encroaching onto a person's personal space despite requests to relocate or withdraw. A specific form of cyberbullying involves the use of photographs and videos (Peled, 2019). In this form, the perpetrator threatens to disseminate these materials publicly unless the victim acquiesces to certain demands, sharing them through text or email, thereby rendering the victim incapable of regulating the audience for the images, and potentially publishing the content online for universal access. From a pedagogical point of view, if educators received training in recognising facial expressions, gestures, and non-verbal clues associated with relationship aggression, they would be more equipped to detect the relevant behaviours and distinguish between offenders and victims (Craig et al., 2000).

During adolescence, a collective technology culture exists, wherein images and other content are disseminated without jeopardising privacy. The capturing and dissemination of recordings and photos may be exploited in instances of school violence, with the impersonation facilitated by the infiltration of deceptive communications (Méndez et al., 2020). For example, a 17-year-old girl, who committed suicide after being bullied, posted on Facebook a photo of herself with a quote from Dr. Martin Luther King Jr. stating, "In the end, we will remember not the words of our enemies, but the silence of our friends" (This Is Rape Culture, 2013). Her statement underscores the impact that non-verbal elements (here, silence) could have over verbal ones on young people. The lethal effects of smartphones have even been compared to weapons, such as the AK-47 assault rifle (Agger, 2007). This metaphorical representation of smartphones as weapons could be visualized as "shooting" photographs, rather than bullets, that have the lethal potential to actually kill people, not instantly as weapons could do, but in the long run.

2.3. Intersemiotic translation as social awareness-raising pedagogy

Jakobson's (1996) notion of "transmutation" already designates an interpretive transformation across sign systems, while later accounts describe intersemiotic translation as a dynamic form of action, a site of transformational creativity, and a process of resemiotisation in which semiotic choices are retained, changed, and expanded (Aguiar et al., 2015; Dusi, 2015; O'Halloran et al.,

2016). These formulations establish a formative and potentially programmatic dimension which could be explicitly operationalised as a classroom protocol for cyberbullying awareness and specify the textual indicators through which the protocol is analysed.

Intersemiotic translation becomes pedagogically useful when students are asked to attend deliberately to how metaphors, images and target-language choices organise social meaning. Deignan et al. (1997) claim that if students are encouraged to consciously reflect on the metaphorical use of language, they are likely to achieve more and, in consequence, to raise their awareness of its use. The authors also suggest a number of awareness-raising activities through translation and comparative discussion of metaphors in L1 and L2; these activities include encouraging students “to discuss metaphors from particular semantic fields” (p. 357), “draw[ing] their attention to the collocation restrictions of this group of metaphors, and to the connotations which some have” (p. 358). A translation workshop using posters of an anti-cyberbullying campaign (see Section 3.3) would adapt this logic to multimodal campaign material by asking students to translate slogans while reading photographic metaphors, spectatorship and web-mediated harm.

At the communicative level of socially sensitive texts, such as texts on school bullying, translators, Bernardo (2010) argues, are required to identify the information given in the text and to assess its degree of explicitness and implicitness. She also adds that translators should evaluate the distance between the source and the target contexts, between the text producer with their own communicative intentions and the *target text* (TT) readers with their expectations, and between translators’ hermeneutic competence and their willingness to grasp the producer’s intended meaning. In campaign translation, students must therefore provide target readers with inference cues that support an adequate interpretation of the translated text. Bernardo (2010, p. 111) suggests that students’ awareness of the mutual dependence of ST and TT could be enhanced by developing “contrastive analyses of text organizing principles between language pairs”.

Glynn et al. (2018) call on language instructors to take a key role in improving students’ collaborative and communicative abilities, fostering critical thinking, and advancing cultural understanding. They underscore the transformative potential of global language educators in advancing social justice, and advocate for the use of a critical approach to language instruction and function as agents of change (Glynn et al., 2018) in an approach that draws from the insights of Freire’s (1970) Critical Pedagogy. *Critical literacy*, which is an integral part of this process and entails dialogue, is a social act (Deliman, 2025) that helps students to enhance their cognitive and intellectual skills, strengthen their autonomy, agency, raise consciousness and awareness especially against uneven power ideologies and relations that unfold in multiple social contexts. By critically perceiving texts, students can reflect on their own experiences, rethink and question power and control distribution, even ideological and symbolic, in order to become less passive, and participate more actively in the co-construction of knowledge and reality. Thus, through participatory strategies, students become more engaged, responsible, empowered and ready to take action to protect human rights, democratic values and democratic citizenship (Blixen & Pannell, 2020). However, Wee et al. (2022) highlight that critical literacy is hardly discussed in the context of bullying, something that suggests that we should re-examine the potential of alternative teaching/learning practices in addressing manifestations of violence in school settings. Critical literacy expands to the digital realm as well. Digital literacy is one of the main pillars of digital citizenship (Richardson & Milovidov, 2019) and critical digital literacy is strongly interrelated with democratic digital citizenship education (Choi, 2016).

Language classrooms (and by extension translation studies) function as social contexts in which students develop their distinct personalities and can surpass conventional educational goals by acting as agents of societal change, both locally and worldwide (Şanal & Özkaynak, 2023). In this context, translation teachers play a crucial role in promoting understanding of social justice issues, since translation involves the use of more than one language and more than one mode of communication. Sato and García (2023) describe *translanguaging* activities where, during the reading of a story in L1, L2 translations were inserted in the narration, accompanied by performing certain situations and displaying photographs, conveying the message to students

utilising any available resources, irrespective of whether they are classified as L2 or L1, verbal or non-verbal.

This type of multimodal and multisemiotic pedagogy is especially relevant when students translate texts consisting of both verbal and non-verbal elements, such as multisemiotic posters. In this way, the translation of socially sensitive texts can liberate students' "full potentials from the confinement of target-language-only [and verbal-language-only] pedagogy" (Sato & García, 2023, p. 335). Such pedagogy creates opportunities for students to alternate meaningfully between verbal and non-verbal semiotic resources, enabling them to develop information, establish connections, and articulate themselves more effectively (García & Li, 2014). Although this approach promotes social justice, it is heavily dependent on assuming social responsibility.

Social responsibility recognizes that it is essential to transition from a structured, linear curriculum to a "transformatory" curriculum that will facilitate changes in stances and beliefs, ultimately fostering a transformation of viewpoint over time (İlmek, 2022). The importance of social responsibility in Translation Studies has already been underlined, and different perspectives have been offered on the link between social responsibility and ethics in translation and interpretation practice. Drugan and Tipton (2017, p. 23) argue: "[t]hese perspectives help to enhance our understanding of what translators and interpreters do to promote social and procedural justice in relation to vulnerable groups and relevant inter-professions". A relevant vulnerable group of people is students who are being bullied at school. Translating informative material on social marketing campaigns (e.g., anti-bullying activities) would be an act of social responsibility towards combating this phenomenon. When this type of responsibility, according to İlmek (2022, p. 53), is integrated into intercultural training of translators, it "raises the awareness of social responsibility among translation students and thus contributes to the improvement of their knowledge [...] allow[ing] students to develop as socially responsible translators". Additionally, Cravo and Neves (2007) argue that engaging students in workshops that could facilitate social change, even on a micro-scale, will instil a sense of purpose in these would-be translators, who may perceive their work as a meaningful contribution to the communities they serve.

2.4. Pedagogical implications for cyberbullying awareness

The literature on anti-bullying pedagogy frames cyberbullying awareness not simply as knowledge of safe-conduct rules, but as the development of interpretive, affective, and ethical competences. In culturally and linguistically diverse educational contexts, students need support in recognising how difference can become a pretext for stereotyping, exclusion, humiliation, or victimisation. Intercultural awareness, empathy, communication, and conflict-resolution skills are therefore treated as protective resources, whereas intolerance and limited understanding of others' social worlds are associated with discriminatory and bullying practices (Okagbue et al., 2022; Wee et al., 2022).

Cyberbullying intensifies this pedagogical challenge because aggression is often distributed across digital and multimodal signs. Images, captions, comments, emojis, likes, shares, screenshots, and silences may all participate in producing harm. Prevention literature therefore calls for approaches that connect classroom practice with the digital environments in which young people communicate (Cáceres Reche et al., 2022). Digitally oriented pedagogy can make visible how peers are semiotically positioned as targets, spectators, endorsers, or aggressors.

Critical literacy and digital citizenship scholarship provide the wider rationale. Critical literacy treats reading as a social practice through which learners examine power, ideology, and social relations (Deliman, 2025). Digital literacy, as a core element of digital citizenship, requires learners to evaluate online communication and act responsibly in networked environments (Choi, 2016; Richardson & Milovidov, 2019). In cyberbullying contexts, this entails recognising not only explicit abuse, but also indirect aggression produced through visual framing, bodily exposure, spatial arrangement, repetition, audience amplification, and the apparent neutrality of technological devices.

A semiotic perspective sharpens these concerns by treating cyberbullying as a problem of meaning-making as well as behaviour. A photograph can index humiliation, a caption can stabilise a derogatory identity, repeated sharing can prolong an incident, and bystander silence can function as tacit endorsement. Awareness therefore involves learning how verbal, visual, bodily, and technological signs interact to assign roles, distribute agency, and intensify vulnerability. This is especially relevant where harm is non-verbal or partly verbal, because ethical significance often emerges from relations between modes.

Moral education and socio-emotional learning emphasise respect, empathy, self-regulation, and social responsibility as foundations for safer peer relations (Gonzales, 2022; Kim et al., 2024; Shih, 2021). Yet the literature cautions against isolated interventions: sustainable change depends on whole-school approaches involving ethos, curriculum, leadership, professional development, and community engagement (Mathie, 2024). Cyberbullying roles are also fluid, as perpetrators, victims, and bystanders may shift across incidents. Pedagogies for awareness should therefore avoid fixed moral typologies and cultivate careful interpretation of situated communicative roles, power relations, and consequences.

2.5. Defining intersemiotic translation and related terms

For clarity, intersemiotic translation is not used here as a synonym for any meaning-making that happens to involve more than one semiotic mode or resource. Jakobson (1996) defined intersemiotic translation as the interpretation of verbal signs by means of non-verbal sign systems. This formulation establishes two indispensable features: a directed relation between a source configuration and a re-expressing configuration, and a transformation across distinguishable semiotic resources. For the present case, however, a strictly verbal-to-non-verbal direction does not exhaust the process through which a multisemiotic source artefact is re-articulated in target-language verbal choices. The broader usage adopted below is therefore explicitly post-Jakobsonian.

To avoid both excessive restriction and unlimited expansion, we follow Sonesson's (2014) distinction between translation and meaning-making in general. Translation involves a double act of communication: an initial meaningful configuration is interpreted and then re-presented in a second communicative act. Dusi (2015) similarly emphasises re-presentation across different expressive substances, while O'Halloran et al. (2016) analyse resemiotisation by tracing what meanings are retained, changed, or expanded across semiotic resources. On this basis, we define intersemiotic translation in the present study as *a directed and purposive re-articulation of meaning between distinguishable semiotic resources, where an identifiable source-target relation permits comparison of semantic retentions, additions, and transformations*. The mere co-presence of image and language is therefore multimodality or polysemiosis (O'Halloran et al., 2016; Zlatev et al., 2023); it becomes intersemiotic translation only when one semiotic configuration demonstrably interprets or re-expresses another.

In the workshop (see Section 3.2), the English caption and the photographs together constitute the multisemiotic source text, or artefact. The English-to-Greek rendering is interlingual; it is also intersemiotic only where a Greek verbal choice can be traced to a visual sign – for example, where the firing-squad composition motivates lexical references to bullets, weapons, or killing, or where bodily posture motivates references to pain and harm. This restricted usage does not classify every translation decision as intersemiotic. *Multimodal translation* is retained as an umbrella term for translation practices involving several modes; multisemiotic poster names the co-presence of photograph and caption; and *translanguaging* refers to flexible use of learners' linguistic and semiotic repertoires (García & Li, 2014; Wang, 2023).

3. The current study

This section describes the pedagogical design, data texts and analytical procedure used to examine the *One Shot is Enough* campaign as a classroom resource for intersemiotic translation and cyberbullying awareness.

3.1. Pedagogical context and research questions

Understanding the effects of cyberbullying is crucial for building nurturing and inclusive learning environments. The study of awareness of bullying and its impact on students has attracted the interest of several researchers in qualitative research (Abayomi & Daniels, 2021). Bullying, as a social problem, has been addressed by social marketing in an effort to change human behaviour by increasing the incidence of pro-social behaviours (Campbell & Brauer, 2022). In this context, self-reported outcomes are essential for evaluating knowledge and belief results, by using, for example, qualitative methods to ask students what they think and believe about different behaviours. Translation, as a social activity (Sang, 2023), transcends languages and cultures and is influenced by socio-cultural, situational and conditioning elements. Thus, the translation of a social marketing campaign text can provide a classroom-based view of how students interpret and reframe cyberbullying for a target audience.

In our study, we treated multisemiotic posters from an anti-bullying social marketing campaign (see Section 3.3) as pedagogical prompts for KT and intersemiotic translation. We adopted the understanding-user-context framework for KT (Jacobson et al., 2003) so as to increase students' familiarity with, and understanding of, the intended user group (i.e., victims, perpetrators and bystanders). In particular, we focused on the issue domain (Sudsawad, 2007) to examine the characteristics and contexts of bullying through KT.

To make the analytical integration of KT explicit, Table 1 summarises how key KT components were defined in the workshop and traced in the analysis.

Table 1. Mapping knowledge translation (KT) components to the intersemiotic translation workshop and analysis

KT component	Definition in this study	Analytical trace reported
Issue/problem domain	Cyberbullying mechanisms and consequences represented in the posters; workshop discussion on actors, contexts and impacts.	Translation choices and reflections that foreground harm, roles (perpetrator/victim/bystander) and contextual triggers.
User context	Intended stakeholders (victims, perpetrators, bystanders) used as interpretive lens during translation and discussion.	Shifts in address, pronouns, agency and evaluative stance in students' Greek renderings and justifications.
Knowledge synthesis/exchange	Group comparison of alternative translations; image – text interaction coding as shared analytic vocabulary.	Two-stage analysis linking Nikolajeva & Scott (2000) categories to patterns across translations and posters.
Knowledge application	Reframing campaign messages as actionable guidance (e.g., responsible smartphone use; bystander responsibility).	Pedagogical implications and cautious claims about awareness, empathy and responsibility as indicators of engagement.

Pedagogically, these posters are expected to facilitate KT by providing both explicit and implicit visual representations of cyberbullying, making the issue more accessible to students as translators and interpreters of social meaning. They are expected to help students establish links

with the emotions and life circumstances of cyberbullying stakeholders. The posters are regarded as a form of identification, serving as a representation of individuals and their collective identity. Although the posters have the potential to be used for KT, it is analytically important to recognize that they represent specific bullying incidents and depict a particular type (i.e., cyberbullying) within a given time and location.

Engebretsen et al. (2017) highlight the lack of theoretical analysis regarding translation as a process of creating meaning in KT. They argue that incorporating a better theoretical understanding of translation in the human sciences, as a complex process involving material, linguistic, and cultural elements, would be beneficial for KT. Moreover, Baker and Ødemark (2024) propose ways of relating narrative and translation so as to have an impact on different types of knowledge. Our study was an effort to bridge this gap and to expand the KT metaphor by showing how a translation workshop can make cyberbullying knowledge interpretable, discussable and re-expressible for students.

Further, Abayomi and Daniels (2021) discuss several proactive methods that have been used to create awareness of bullying, including video/group-discussion-based activities and workshops. These educational methods were adapted so as to provide university students with an opportunity to exchange information, practise translation skills, and develop a more explicit vocabulary for discussing cyberbullying. The workshop covered a single session and was designed to identify a range of student perspectives rather than to measure long-term attitudinal or behavioural change. Thus, our study aimed to answer the following research questions:

RQ1: How do the text-photograph relations in the *One Shot is Enough* posters shape students' intersemiotic translation choices from English into Greek?

RQ2: What evidence do students' translations and brief reflections provide that the workshop supported cyberbullying awareness, empathy and social responsibility?

We treated *awareness*, *empathy*, and *social responsibility* as analytic constructs rather than psychometrically measured outcomes. Accordingly, we operationalised them through observable textual and discursive indicators in students' translations and short reflective notes. Awareness was indicated by (a) explicit encoding of cyberbullying mechanisms (e.g., photographing/sharing, audience amplification), (b) recognition of severity and consequences (e.g., emotional harm, reputational damage), and (c) identification of roles (perpetrator, victim, bystander). Empathy was operationalized by (a) victim-centred stance-taking (e.g., second-person address, mitigation of blame, affective lexicon aligned with the victim's perspective) and (b) pragmatic choices that foreground care or restraint. Finally, social responsibility was represented in (a) prescriptive or advisory discourse oriented to ethical action (e.g., imperatives/modals addressing bystanders and perpetrators) and (b) lexicalisation of accountability (e.g., "responsibly", "think twice"). These operationalisations may be regarded as a methodological contribution of the study, as it renders these broad constructs into transparent, codable linguistic indicators suitable for small-N multimodal classroom datasets and consensus-based qualitative coding (Miles et al., 2014; Saldaña, 2021).

3.2. The intersemiotic translation workshop

A small-scale intersemiotic translation workshop was designed for a 3rd year translation course *Social Contexts of Translation and Interpreting* taught by the first author at the Department of Language and Intercultural Studies at the University of Thessaly, Volos in Greece. In total, thirty-four students (average age 20 years) provided translations, as summarized in Figures 2-5, and informal written reports (presented as brief quotations in Sections 4.1 and 4.2). The workshop involved students translating the English verbal part of Figure 1 into Greek and examining the image-text relationships in both English and Greek. Rather than asking students only for "correct" translations, the task invited them to justify translation decisions with reference to the

photographs, the visual metaphors and the social issue represented. The workshop covered the following topics: what cyberbullying is, victims, perpetrators, occasions, causes, and effects on students in a school context. The guidelines given to the students were to translate the text on a piece of paper (as homework), to justify their translation decisions with reference to potential interactions with the photos, and to connect those decisions with intersemiotic translation theories. Then, the discussion phase took place in the classroom (Deignan et al., 1997). For the purposes of this article, the focus of the following discussion is on the translations and justifications as observable traces of the workshop's pedagogical work.

From an ethical consideration point of view, the workshop formed part of routine teaching, but the use of students' translations and optional reflective notes for research reporting was voluntary. Students received an information sheet describing the study aims, the use of publicly available campaign images containing violent metaphors, and their right to decline without academic penalty. Written informed consent was obtained for the use of anonymised data; all identifiers were removed prior to analysis and reporting. After the session, students were debriefed and provided with signposting to institutional support services should the content evoke discomfort. Anonymised translation variants are reported in the article; raw reflective notes are not publicly available because participant consent did not cover open sharing.

3.3. Data texts

We used three print posters as source texts (see Fig. 1) belonging to UNICEF Chile's (2015) anti-bullying photo campaign *One Shot is Enough*, here referred to as "the One Shot campaign". The campaign featured three "executions" by groups of teenage students aiming their smartphones at their peers, as if in a firing squad. Each poster depicts an execution scene titled "Nerd" (1a), "Fatty" (1b), and "Weak" (1c). The highly praised Chilean method was harsh, intense, urgent, and visually striking, all of which are essential for safeguarding teens during this critical era of their life. The campaign won several awards at Cannes Lions International Festival of Creativity in 2015. The verbal text (caption) accompanying each poster is exactly the same and it is reproduced for reasons of readability in Figure 1 (capital and sentence order in original).

In rationalising poster selection, we treated the campaign as an information-rich, bounded case study. Limiting the dataset to three posters from the same campaign controls for design variables (visual style, slogan, and communicative intent) while enabling systematic comparison of image-text interactions across three recurrent bullying triggers (clumsiness, body-image policing, and perceived weakness). This choice supports analytic depth rather than statistical representativeness; transferability was approached through thick description and by specifying the socio-cultural situatedness of the UNICEF Chile artefact. Specifically, we prioritised (a) within-campaign consistency (same slogan and visual grammar), (b) thematic coverage of distinct victimisation scenarios ("Nerd", "Fatty", "Weak") that map onto common bullying rationales, and (c) clear campaign provenance and public accessibility (UNICEF Chile, 2015), so that the sampling logic is transparent and auditable (Patton, 2015). Transferability was treated as analytic generalisation, supported through thick description and contextualisation rather than claims of cross-cultural universality (Flyvbjerg, 2006; Lincoln & Guba, 1985).



Figure 1. The three posters of the *One Shot is Enough* campaign. Image credits: Ads by Prolam Young & Rubicam/UNICEF Chile

3.4. Analytical procedure

The analysis of the students' translations consisted of two stages. First, the text-image interactions in each poster were analysed comparatively for the source (English) and the target (Greek) languages. By using Nikolajeva and Scott's (2000) distinctions on the relationship between texts and illustrations, we coded how images translate words in the following five ways:

- images essentially repeat verbal information in different forms of communication, thus telling the same story (*symmetrical translation*);
- images provide a more detailed meaning of the verbal information so that different information in the two modes of communication produces a more complex dynamic (*enhancing translation*);
- images and words provide different but mutually supporting information, each filling gaps left by the other (*complementary translation*);
- images and words collaboratively communicate meanings beyond the scope of either one alone (*counterpoint translation*); and
- images translate words in an oppositional way (*contradictory translation*).

As regards the coding procedure, and the use of back-translation, the unit of analysis was each clause/segment ("block") of the caption together with the corresponding photographic cue. Two authors independently coded (a) the source-text segments and (b) each distinct student translation variant using Nikolajeva and Scott's (2000) image-text interaction categories listed above, guided by a shared codebook. Disagreements were logged and resolved through iterative discussion until consensus, producing an audit trail of decisions. Because the dataset is small and the categories require interpretive judgement in context, we did not compute formal intercoder reliability statistics; instead, we report the consensus procedure as a dependability strategy. Back-translations into English are provided to make Greek-specific semantic and pragmatic nuances

accessible to non-Greek readers and to support transparent cross-language comparison; they are used as an analytic aid rather than as a validation of “correctness”.

In this study, “Greek” denotes the target-language and pedagogical setting rather than a national model of cyberbullying. The comparison holds the English campaign copy and the Chilean poster images constant and examines how Greek lexical, syntactic, and pragmatic resources re-articulate those fixed source elements. The relevant comparative terms are therefore English–Greek choices such as literal versus metaphorical renderings of “shot” and “kill,” conditional versus imperative structures, person deixis, modality, and additions prompted by visual cues. The campaign’s Chilean provenance is part of the source context, but it is not treated as a national baseline against which Greece is compared. Given the single cohort and small corpus, the findings do not support claims about Greek students as a population or about a distinct Greek cyberbullying culture; they provide bounded, paradigmatic examples of target-language resemiotisation.

The second stage of the analysis used the image-text interactions identified in the first stage to interpret how students’ translations provide a lens on their perspectives of the cyberbullying incidents depicted in the posters. The factors involved were the initiation of the incident (i.e., perpetrator, occasion, and cause), the victim, the outsider and the place where the incident occurs. Barthes’ semiotics was used to distinguish two levels of signification: denotative and connotative (Barthes, 1972). The denotative assertion pertains to the literal meaning of the words employed in their expression or substance. The connotative statement pertains to the symbolic or evolving associative meanings of a word.

3.5. Rigour and trustworthiness

In alignment with qualitative research methodologies, we employed the processes of credibility, dependability, and confirmability to assure rigour and trustworthiness in qualitative visual research (Langmann & Pick, 2018). Credibility was achieved by accurately representing students’ translations and conducting the analysis in a reflexive manner (Rose, 2012). Students’ translations and quotations have been translated from Greek into English by the first author and edited by a native professional proofreader. Rigour was obtained by following Nikolajeva and Scott’s (2000) and Jakobson’s (1996) codification in translation, where the authors conducted the two stages of analysis collaboratively. Credibility and rigour were also strengthened by using two analysts and by presenting brief quotations to show the reader that our analysis is also based on the students’ own descriptions of their translation choices, rather than solely on authors’ potential biases. Since we do not have the brief of the posters, this process also established trustworthiness. Transferability was achieved by presenting thick descriptions to show that the study’s findings can be applied to similar contexts, circumstances, and situations. Finally, this mixture of approaches (or triangulation) on the same issue (i.e., students’ translations) contributes to the validity and reliability of this study.

Dependability was further strengthened by maintaining a coding and memoing log that recorded category definitions, borderline cases, and the rationale for consensus decisions. Confirmability was supported by anchoring interpretations in verbatim student translation excerpts and reflective comments, and by explicitly separating empirical observations from pedagogical inferences in the Discussion in Section 5. As noted above, we did not compute formal intercoder reliability statistics; this is acknowledged as a limitation, but it is mitigated through double-coding, consensus meetings, and the transparency of reported examples.

4. Findings

4.1. Image-text interaction in students’ intersemiotic translations

Figures 2-5 summarize students’ translations of the caption accompanying the posters in Figure

1. The translated sentences have been divided into segments to summarize the different options provided by the students. The focus in the following discussion is on the variation of the translations provided, rather than on their frequency of appearance. Pedagogically, this variation is meaningful because it shows how students used the photographs to negotiate different target-language framings of harm, responsibility and audience address. The italics represent back-translations into English while the parenthetical abbreviations correspond to Nikolajeva and Scott's (2000) codification (see Section 3.4). Each vertical segment is referred to as "block" to facilitate cross-referencing between the analysis and the translated parts. Within the main text, short quotations in double quotation marks are extracts from students' informal reports. As a guide to Figures 2-5, each caption is segmented into "blocks" corresponding to minimally meaningful units (e.g., clause or imperative phrase). Vertical alignment indicates alternative student renderings for the same block. "Groups" (A-C) represent distinct macro-syntactic frames (e.g., conditional vs imperative). Readers may reconstruct complete student versions by selecting one option from each block within a given group, following the vertical sequence from top to bottom. In the following discussion, uncited double quotations correspond to students' self-explanatory descriptions of their translation choices.

In Figure 2, there are two main groups that lead to various strings of translations, while the blocks that are most pertinent to our analysis are the third and the fifth ones. The word "shot" has many different meanings but the image of students holding smartphones to point at another student essentially repeats the verbal information taking pictures. The translations expand the ST meaning in several ways. The word *σφαίρα* ('bullet') translates "shot" in an oppositional way since smartphones do not fire bullets. The translation *μία/πρώτη φορά* ('one/first time') and the image of three/four (rather than one) student(s) collaboratively communicate the meaning that the negative effects of taking photos are independent of the frequency of such incidences. The translations *χτύπημα* ('hit' / 'blow') and *κλικ* ('click') are directly related to the function of taking photos with smartphones: "I wanted to recreate the sound of pressing the button". The first translation connotes a psychological impact on the person being photographed. The second one has a dual function; it is onomatopoeia of the sound produced when we press the button to take a photo, and it communicates the meaning of clicking (with a mouse or a finger) on web-based platforms, such as social media. The same applies for the translation "like" which is a loan from English (spelled and pronounced as the original). The strings created by block five in both groups work in two ways. The translations *πονέσει* ('hurt'), *βλάψει* ('harm'), *είναι αρκετό* ('is enough') and the act of taking photos, or its products (photos), collaboratively communicate the meaning that photos are potentially dangerous "you could see the psychological and physical pain in their body posture". Moreover, the addition of the translations *είναι μοιραία* ('is fatal') and *σκοτώσει* ('kill') produce a lethality that is not compatible with the act of photo-taking.

ST: One shot (sym) is enough					
Group A	Αρκεί [It] Suffices	μία one	φωτογραφία photo (sym)	για να to	πονέσει. hurt (cou).
		η πρώτη the first	σφαίρα bullet (con)		βλάψει. [do] harm (cou).
			φορά time (cou)		είναι μοιραία. be fatal (con).
Group B	Ακόμα και Even and	ένα one	χτύπημα hit (sym)	μπορεί να could	σκοτώσει. kill (con).
			κλικ click (sym/cou)		είναι αρκετό. be enough (cou).
			like like (cou)		σκοτώσει. kill (con).

Figure 2. Summary of Greek translations “One shot is enough”

In general, the translations in Figure 3 are not significant in terms of text-image interactions. Nevertheless, the sadness and distress on the faces of the bullied students essentially repeats the word “depression”, and its translation *κατάθλιψη* (‘depression’), to tell the story of a bullying incidence. On the other hand, the word “suicide”, and its translation *αυτοκτονία* (‘suicide’), provides a more detailed meaning of the sad/distressed faces to produce the complex meaning of the potential lethal consequences of “depression” for the bullied students.

ST: Cyberbullying represents one of the main causes of depression (sym) and suicide (enh) among kids at school.				
Το κυβερνομπούλινγκ The cyberbullying	είναι η/ο/ is the	κύρια αιτία main reason	κατάθλιψης (sym) και αυτοκτονίας (enh) [of] depression and suicide	των παιδιών στο σχολείο. of kids at school.
Ο διαδικτυακός εκφοβισμός The internet intimidation	είναι μία/ένας is a/one	κύριος λόγος main cause		των μαθητών. of students.
Το διαδικτυακό μπούλινγκ The internet bullying				

Figure 3. Summary of Greek translations “Cyberbullying represents”

In Figure 4, there are three groups and four blocks that lead to various strings of translations. The images of the mobiles in students’ hands essentially repeat the translation “smartphones”. Also, the images of these students, and those who do not hold mobiles, provide a more detailed meaning of the verbal “wisely” to produce the complex dynamic of suggesting either to make good use of the photos taken, or not to use mobiles at all “at least these students [the outsiders] don’t hold mobile phones.” Generally, the translations follow similar patterns with some modifications. Group A follows the conditional type of the ST, while B and C turn into a negative and positive imperative type, respectively. While group A refers to students who have a smartphone, B and C assume that all students have a smartphone: “it is an open secret that we [the students] carry mobile phones at school”. A major addition (though not representative) is the translation *όπλο* (‘weapon’), which collaboratively with the smartphone held in a firing position, communicate the meaning of being capable of doing harm. Also, the use of smartphones is based on students’ “brain” as a means of thinking for themselves, in order to take ownership, and responsibility, of their own (photo-taking) acts.

ST: If you have a smartphone (sym), use it wisely (enh).				
Group A	Εάν έχεις <i>If [you] have</i>	smartphone (sym) <i>smartphone</i>	χρησιμοποίησέ το <i>use it</i>	έξυπνα (enh). <i>smartly.</i>
	Εάν χρησιμοποιείς <i>If [you] use</i>	έξυπνο κινητό (sym) <i>smart mobile</i>		υπεύθυνα (enh). <i>responsibly.</i>
	Εάν κρατάς <i>If [you] carry</i>	κινητό (sym) <i>mobile</i>		με σύνεση (enh). <i>with prudness.</i>
			μην το χρησιμοποιείς <i>don't use it</i>	ως όπλο (cou). <i>as gun.</i>
Group B			χρησιμοποίησε και το μυαλό σου (cou). <i>use and the brain your.</i>	
	Μην χρησιμοποιείς το <i>Don't use the</i>	κινητό σου (sym) <i>mobile your</i>	ανεύθυνα (enh). <i>irresponsibly.</i>	
Group C	Μην κάνεις χρήση του <i>Don't make use of the</i>			
	Χρησιμοποίησέ το <i>Use the</i>	κινητό σου (sym) <i>mobile your</i>	έξυπνα (enh). <i>smartly.</i>	
	Να χρησιμοποιείς το <i>Use the</i>	smartphone (sym) <i>smartphone</i>	υπεύθυνα (enh). <i>responsibly.</i>	

Figure 4. Summary of Greek translations “If you have a smartphone”

In Figure 5 there are three groups and four blocks that lead to various strings of translations. The image of students taking photographs of their peers provides a more detailed meaning of the figurative meaning of “kill” where the former emotionally harm the latter. The distressed poses of these peers essentially repeat the verbal “self-esteem” which is destroyed. The addition of the translation *φωτογραφία* (‘photograph’) (Group B) essentially repeats the product of taking a photo, thus describing the weapon of killing “I aimed to make clear that it is the photo, and not the students themselves, that is potentially dangerous.” Simultaneously, the depiction of photo-taking and the translation *σκοτώσει* (‘kill’) collaboratively communicate the meaning that a photo could actually kill someone. Similarly, the addition of *πυροβολείς* (‘shoot’) and *στόχαστρο* (‘sights’ / ‘crosshairs’) (Group A) provide a detailed meaning of taking a photo in the context of firing a gun. Likewise, the emotion-laden *κουρελιάζεις* (‘tear to shreds’) has a strong impact on a Greek-speaking reader who visualizes the self-esteem torn into pieces “I wanted to increase the emotional intensity of this dramatic scene”. The change in syntax in Group C does not significantly modify the image-text interactions, besides the fact that importance is given to the affected emotion “self-esteem” rather than how it is treated (kill/shoot). Finally, the spatial arrangement of all the depicted participants, and the translation *του διπλανού σου* (‘of the person next to you’), translate each other fully, in terms of their proximity to each other.

Don't kill (enh) anyone's self-esteem (sym).				
Group A	Μην <i>Don't</i>	πυροβολείς (enh) <i>shoot [gun fire]</i>	την αυτοεκτίμηση <i>the self-esteem</i>	των ανθρώπων. <i>of [the] people.</i>
		βάζεις στο στόχαστρο (enh) <i>put in the gun sight</i>	τον αυτοσεβασμό <i>the self-respect</i>	του διπλανού σου (com). <i>of the one next to you.</i>
		καταστρέφεις <i>destroy</i>	την αξιοπρέπεια <i>the dignity</i>	
		κουρελιάζεις (enh) <i>tatter</i>		
Group B	Μία φωτογραφία (sym) <i>One photo</i>	μπορεί να σκοτώσει (cou). <i>could kill.</i>		
Group C	Η αυτοεκτίμηση <i>The self-esteem</i>	είναι σημαντική, <i>is important,</i>	μην την σκοτώνεις. <i>don't it kill.</i>	
			μην την πυροβολείς. <i>don't it shoot.</i>	

Figure 5. Summary of Greek translations “Don’t kill anyone’s self-esteem”

Beyond lexical choice, students’ solutions showed systematic shifts at syntactic, pragmatic and discourse levels. Syntactically, many renderings shifted from conditional advice to imperatives, increasing directive force and explicitly allocating responsibility. Pragmatically, students modulated stance through modality and person deixis (second person, inclusive plural), positioning the reader as a potential bystander or perpetrator. At the discourse level, several translations foregrounded the instrument “photo” over the agent and reframe harm as a prolonged process rather than a single event. These patterns are referenced below when discussing indicators of awareness, empathy and social responsibility.

4.2. Visual and verbal factors in cyberbullying awareness

Table 2 depicts the four main factors of the cyberbullying incidents represented in the posters. Initiation consisted of those who were bullying (perpetrators), the timing or opportunity that allowed bullying to unfold (occasion), and the source of, or reason for, the incident (cause). The second factor was the person being bullied (victim), the third was the witness who stayed outside the incident and did not get involved (outsider), and the fourth referred to the place where the incident occurred. In fact, the occasions of the bullying incidents were not initiated by the bullies themselves; rather, the bullies turned three unlucky or vulnerable moments into opportunities for humiliation based on three culturally recognisable causes.

Table 2. The factors of the bullying incidents depicted in the posters

Fig.	Initiation			Victim	Outsider	Place of incident
	Perpetrator	Occasion	Cause			
1a	four boys in school uniform	food tray fell out of boy's hand on the floor	clumsiness (nerd)	a boy in school uniform	a boy looking through a window	dining hall
1b	three girls in swimsuit	bath towel fell, exposing girl's body	beauty standards (fatty)	a girl in swimsuit	a girl in swimsuit leaning against a locker	changing room
1c	four boys in athletics uniform	after a basketball game	bad at sports (weak)	a boy basketball player	a boy team player carrying a bag	basketball court

The visual scenes suggested that perpetrators used these occasions to justify bullying, although the analysis did not endorse that justification. According to the campaign itself, the posters featured executions, as if in a firing squad. In this respect, the bullies, the bullied and the outsiders assumed the roles of the firing squad's shooters, the condemned, and the squad's officer or witness, respectively. Moreover, smartphones resembled firearms, while the outsider did not necessarily give the order to "shoot".

The students' translations denotatively associated smartphones and photos with firearms, bullets and the sound effect of shooting. They seemed to realise that no matter how many shooters there are, the consequences of a single shot (i.e., photograph) could be fatal "we need to think twice every photo we take". The social media-oriented "like" connotes the attitude of outsiders who either digitally endorsed the incident by actively pressing the "like" button or physically chose not to intervene. The additions *πονέσει* ('hurt') and *βλάψει* ('harm') were indications that students recognised how seemingly trivial incidents, such as the three occasions depicted in the posters, could expose deeper reasons for bullying "sometimes you may bully someone at school without even realizing you are doing it". Although the translations *κατάθλιψη* ('depression') and *αυτοκτονία* ('suicide') were the only word choices, the execution scenes lent a dramatic tone to the present cause and the future effect, respectively.

The shift from positive conditional advice to negative imperative form highlighted the potentially lethal consequences of using smartphones (see Figure 4). Unlike guns that could kill someone on the spot, smartphones could prolong the torment of the bullied through a daily and slow emotional death. The conditional *εάν έχεις* ('if you have') applied to both perpetrators and outsiders, suggesting that although the latter (in)directly endorsed bullying, they were wiser than the former because they did not actually hold a smartphone. On the other hand, the conditional *εάν κρατάς* ('if you are holding') shifted the focus to the perpetrators, who actually had smartphones in their hands: the less often they carried a mobile, the fewer opportunities they had to use it to bully someone. While it was not bad to hold one, it should be used appropriately. The change of the sentence from conditional to imperative suggested that now all students have mobiles, which are not called "smartphones" anymore because all mobiles are smart now. This imperative also suggested that outsiders used their mobiles wisely, because they were not using them in the first place. However, their roles in the bullying incidents varied; a boy seemed to be afraid to intervene (Fig. 1a), the girl assumed an endorsing attitude (Figure 1b), and the other boy was probably sauntering by the scene, rather than being the firing squad officer (Figure 1c): "I remember once I witnessed a schoolmate bullying a friend of mine but I froze."

The figurative use of the verb "kill" (Figure 5) was associated with the visual representation of using smartphones as rifles, and in particular, by referring to its method of operation. On the

other hand, the shot to the back of the head (Figure 1c) was identified as an instance of humiliation as if the initial firing turned out not to be immediately fatal “actually, pointing at someone with a mobile is like the reverse of a selfie.” Moreover, the addition of *φωτογραφία* (‘photograph’) replaced the means (bullet) by which the firing squad was “killing” its victims. Our identification of roles (perpetrator/victim/outsider) was based on the campaign’s staging and students’ readings; in practice, cyberbullying roles can be fluid, including “bully-victim” trajectories and retaliatory dynamics. This reinforces the need to interpret translation choices cautiously and to avoid attributing stable psychological traits to participants or depicted actors on the basis of a single workshop session.

5. Discussion

This qualitative study examined the *One Shot is Enough* campaign as a pedagogical resource for cyberbullying awareness in translator education. The analysis proceeded through two linked perspectives: first, by comparing image-text relationships in the posters, and second, by examining how students’ Greek translations and justifications made those relationships pedagogically visible. The KT framing connects (a) the campaign’s cyberbullying knowledge claims, (b) students’ situated interpretation as intended or adjacent users of that knowledge, and (c) translation outputs as a form of knowledge re-expression. As mapped in Table 1, KT was used not as an outcome evaluation but as an analytical scaffold for linking the campaign’s message, the workshop’s interpretive work, and the reported translation patterns.

Regarding RQ1, the task combined interlingual translation with a more selective intersemiotic process. The English-to-Greek substitutions are interlingual. A decision was classified as intersemiotic only when the Greek verbal formulation re-articulated a meaning attributable to a photographic cue; the mere co-presence of image and caption did not suffice. This operational boundary follows the view that translation must involve an identifiable second act of communication rather than meaning-making in general (Sonesson, 2014), and it permits the analysis to trace retentions, additions, and transformations across semiotic resources (Dusi, 2015; O’Halloran et al., 2016). For example, lexical references to bullets, weapons, shooting, pain, or killing were treated as intersemiotic where students explicitly or textually linked them to the firing-squad composition, smartphone posture, or victims’ bodily distress.

Within this restricted definition, the data analysis indicated that translating the multisemiotic source text required students to negotiate meaning across several sign systems. Verbal signs were modified by deriving details from visual signs, and those modifications reveal how the task functioned pedagogically: students had to decide what the image was doing to the slogan before deciding how Greek should revoice the slogan. Comparable observations have been reported in the translation of illustrated technical books (Tercedor-Sánchez & Abadía-Molina, 2005). The process therefore involved a synthesis of interlingual translation and selective intersemiotic re-articulation rather than two mutually exclusive categories. Another feature of image-text translation is what Wang (2023) calls the “succession function of language”, through which contextual information is made accessible to an audience. In the present case, target-language formulations sometimes made visually implied details more explicit, thereby furnishing contextual cues for interpreting the posters.

Regarding RQ2, the translation of the multisemiotic posters was associated with indicators of awareness, empathy and social responsibility, to a limited and exploratory extent. There are studies reporting that translators enhance the information in images with text, altering the image-text relationship to facilitate information transmission and elevate awareness on specific concerns (Wang, 2023). Likewise in this study, students added verbal elements in their translations on the basis of their interpretation of the ST’s verbal association with the images. If they had translated the same text without the accompanying images, their translations might have been more literal. As such, students tried to establish a balance and furnish target readers with inferential signals that facilitate an appropriate interpretation of the conveyed meaning in the translated text

(Bernardo, 2010). We emphasise that these indicators are grounded in the linguistic and semiotic features of the submitted translations and short reflections; they do not constitute a direct measure of attitudinal change. Accordingly, statements about empathy or ethical awareness are framed as interpretive inferences supported by the data examples, rather than as claims about student psychology.

Like other studies reporting that visual and semantic elements are integrated to express meaning in a visual format, reflecting the creator's viewpoint and enhancing communication (Wang, 2023), the alteration of the image-text relationship during the translation process assisted students in refining their evaluative judgments and mitigating decoding discrepancies. The students who only relied on visual interpretation of the images during the decoding process varied from the poster creator's capacity to reference the image signs, as influenced by cultural context and social background. This suggests a developing awareness of bullying as a multimodal and socially situated phenomenon, but it should not be read as proof of durable behavioural change. Students recognised that these socially sensitive posters helped them alternate between verbal and non-verbal communication, enabling them to construct information, forge connections, and articulate themselves more effectively (García & Li, 2014). Moreover, they had the opportunity to relate these posters experientially to personal circumstances by visualizing similar bullying incidents in which they were witnesses, and to reflect on their own reactions to them. In this way, the students had the opportunity to develop as socially responsible would-be translators (İlmek, 2022).

The findings of this study must be evaluated in the context of many limitations. The analysis of students' translations facilitated the examination of image-text interactions in both source and target texts, as well as an exploration of students' knowledge regarding cyberbullying; nevertheless, the limited sample size constrains generalisability. Our study was predicated on a teaching workshop that occurred once in a particular context. Future research might examine students' engagement with diverse text types and varied social issues over prolonged periods of time, such as a whole semester and across multiple disciplines. The workshop addressed the educational context only superficially and provided few examples from students' brief quotations regarding their analysis of the source text and the production of the target text. To enhance comprehension of the educational ramifications of these workshops, subsequent research could incorporate stimulated recall interviews to deepen insights into students' interpretations of visual materials and the application of pertinent intersemiotic translation procedures.

In particular, the sample was relatively small and drawn from a single institution and cohort, and the intervention was delivered in a single session; as such, the analysis supports analytical generalisation (transferability through description) rather than statistical generalisation. Moreover, the posters come from one Chilean campaign, while the participant setting is Greek only in a linguistic and pedagogical sense. The reported patterns should not be read as evidence of national differences in cyberbullying or as a description of a distinct Greek cyberbullying context; they are campaign- and cohort-sensitive examples of English-Greek reformulation within a fixed visual frame. Finally, because we rely primarily on translation products and brief reflections, our evidence for constructs such as empathy is indirect; future work should triangulate translation analysis with interviews, observation, or validated psychosocial instruments.

While the results of this study indicate that social campaign material can engage translation students with sensitive social issues, further research is required to understand the complexities of raising awareness among students who, for various reasons, may not be motivated to develop social skills in support of social development. In the context of the specific theme of the data texts (i.e., cyberbullying), further research is also required to better understand how the various agents of real bullying incidents would approach the intersemiotic translation of such texts.

6. Conclusion

Building on scholarship that already treats intersemiotic translation as transformative, action-oriented, and potentially programmatic (Aguiar et al., 2015; Dusi, 2015; O'Halloran et al., 2016), this article has described a study that applied intersemiotic translation as a specific pedagogical protocol. Students translated slogans while reading photographs, metaphors, roles, and digital practices. In the *One Shot is Enough* workshop, this protocol enabled a bounded group of Greek-speaking university students to connect smartphone use with cyberbullying mechanisms, test target-language formulations, and articulate ethical implications. The contribution of the study is therefore not the conversion of an analytic category into pedagogy, but the explicit integration of intersemiotic translation, image-text coding, knowledge translation, and cyberbullying-awareness indicators in a reproducible classroom design.

Given the study's bounded design, we avoid strong claims about durable behavioural change or "social transformation". Instead, we argue that intersemiotic translation workshops can create conditions for reflective engagement with cyberbullying discourse and for rehearsing ethically oriented interpretive and linguistic choices. Future research should test this potential longitudinally (e.g., across a semester), comparatively (across campaigns and socio-cultural settings), and with richer data sources (e.g., stimulated recall, interviews, or pre/post measures). A further applied avenue is the adaptation of image-text translation tasks for guided reflection in student support settings, where learners can articulate experiences and coping strategies in a structured, low-risk manner.

The pedagogical value of the workshop lies in the forms of engagement it made possible. Students practised digital literacy as a combination of knowledge, responsible judgment and ethical attitude (Fonseca & Borges-Tiago, 2024), and the classroom discussion supported communicative, participatory and collaborative skills (O'Donnell et al., 2023). Their active engagement invited self-reflection and helped them connect personal experiences with wider societal issues (Deliman, 2025; Blixen & Pannell, 2020). In this sense, the activity supported a more tolerant, empathetic, intercultural and democratic orientation against harmful behaviours and attitudes, while remaining within the evidentiary limits of a small qualitative workshop.

Approaching the posters as social marketing artefacts provided the source context for this pedagogy: the campaign translated behavioural knowledge into striking visual and verbal prompts, and students then translated those prompts into Greek. The study therefore demonstrates how translator education can engage with behaviour-change communication without reducing the classroom task to advertising analysis. Students created visual-textual interpretations of a social problem while drawing on and extending their knowledge of the factors that influence human behaviour.

Since the smartphone has almost become an extension of students' bodies (Boeriis, 2021), students realised that by semiotically translating its various usages, the riskiness of this device lies in the user rather than in the device itself. Therefore, it is imperative for students to develop a deeper understanding of the impact that digital devices and technologies already have, and can have, on their practices and well-being. The intersemiotic translation workshop presented in this study contributed toward this goal by making cyberbullying visible as a problem of language, image, agency and responsibility.

Acknowledgments

Many thanks to the students for their professionalism, scientific integrity, and the academic enthusiasm with which they participated in the workshop. The content is solely the responsibility of the authors and does not necessarily represent the official views of the Department of Language and Intercultural Studies, at the University of Thessaly, Volos, Greece. The authors sincerely thank the anonymous reviewers for their constructive comments and valuable suggestions, which helped strengthen the manuscript. We also thank the journal's editors for their guidance and support throughout the review and publication process.

References

- Abayomi, W., & Daniels, A. (2021). Creating awareness of bullying, its impact on children, and strategies towards behavioural change. *Open Journal of Social Sciences*, 9, 363–394. <https://doi.org/10.4236/jss.2021.911026>
- Agger, M. (2007, January 17). The camera phone: The gadget that perverts, vigilantes, and celebrity stalkers can all agree on. *Slate*. http://www.slate.com/articles/technology/the_browser/2007/01/the_camera_phone.html
- Aguiar, D., Atã, P., & Queiroz, J. (2015). Intersemiotic translation and transformational creativity. *Punctum*, 1(2), 11–21. <https://doi.org/10.18680/hss.2015.0013>
- Amir, I., & Nohara, K. (2015). The relationship between text and illustrations in a translated science book for children from 19th-century Japan. *New Voices in Translation Studies*, 12, 1–29. <https://doi.org/10.14456/nvts.2015.2>
- Baker, M., & Ødemark, J. (2024). Translational and narrative epistemologies. *Encounters in Translation*, 1. <https://doi.org/10.35562/encounters-in-translation.132>
- Barnes, A., Cross, D., Lester, L., Hearn, L., Epstein, M., & Monks, H. (2012). The invisibility of covert bullying among students: Challenges for school intervention. *Australian Journal of Guidance and Counselling*, 22, 206–226. <https://doi.org/10.1017/jgc.2012.27>
- Barthes, R. (1972). *Mythologies* (A. Lavers, Trans.). Noonday Press. (Original work published 1957)
- Bernardo, A. M. (2010). Translation as text transfer: Pragmatic implications. *Estudos Linguísticos/Linguistic Studies*, 5, 107–115.
- Bezrukov, A., Yashkina, V., Polishko, N., & Budilova, O. (2023). Multidiscursivity of cyberbullying as the epiphenomenon of social media communication in a screen society. *ASR: Chiang Mai University Journal of Social Sciences and Humanities*, 10(2). <https://doi.org/10.12982/CMUJASR.2023.020>
- Blixen, T. B., & Pannell, J. (2020). Teachers' understanding and enactment of critical literacy: A lack of unified teaching method. *Cogent Education*, 7(1), 1826073. <https://doi.org/10.1080/2331186X.2020.1826073>
- Boeriis, M. (2021). Emotive validity and the eye in the hand: Representing visual reality with digital technology. *Discourse, Context & Media*, 41, 100498. <https://doi.org/10.1016/j.dcm.2021.100498>
- Brion-Meisels, G., O'Neil, E., & Bishop, S. (2024). *Literature review: Bullying and harassment in schools* (2nd ed.). Intercultural Development Research Association. <https://www.idra.org/wp-content/uploads/2024/04/Literature-Review-Bullying-and-Harassment-in-Schools-Second-Edition-IDRA-2024.pdf>
- Brown, D., Henley, N., Donovan, R., & Cross, D. (2005). Marketing bullying prevention: A case for segmenting by unmet needs. In *Proceedings of Australia & New Zealand Marketing Academy Conference* (pp. 17–22). University of Western Australia. http://pandora.nla.gov.au/pan/25410/20060410-0000/smib.vuw.ac.nz_8081/cd-site/pdfs/14-Social/14-Brown.pdf
- Cáceres Reche, M. P., Ramos Navas-Parejo, M., Santos Villalba, M. J., & Salazar Ruiz, M. R. (2022). Metodologías activas y TIC para prevenir el acoso escolar: Principales antecedentes de estudio y contribuciones [Active methodologies and ICT to prevent bullying: Main research background and contributions]. *IJERI: International Journal of Educational Research and Innovation*, 18, 151–169. <https://doi.org/10.46661/ijeri.5222>
- Campbell, M., & Brauer, M. (2022). Social marketing campaigns to address social problems. In R. Gurung (Ed.), *The Routledge research encyclopedia of psychology applied to everyday life* (pp. 608–629). Routledge. <https://doi.org/10.4324/9780367198459-REPRW103-1>
- Casais, B., & Pereira, A. C. (2021). The prevalence of emotional and rational tone in social advertising appeals. *RAUSP Management Journal*, 56, 282–294. <https://doi.org/10.1108/RAUSP-08-2020-0187>

- Chang, V. (2021). Inconsistent definitions of bullying: A need to examine people's judgments and reasoning about bullying and cyberbullying. *Human Development*, 65(3), 144–159. <https://doi.org/10.1159/000516838>
- Choi, M. (2016). A concept analysis of digital citizenship for democratic citizenship education in the internet age. *Theory & Research in Social Education*, 44, 565–607. <https://doi.org/10.1080/00933104.2016.1210549>
- Cravo, A., & Neves, J. (2007). Action research in Translation Studies. *The Journal of Specialised Translation*, 7, 92–107.
- Craig, W., Henderson, K., & Murphy, J. (2000). Prospective teachers' attitudes toward bullying and victimization. *School Psychology International*, 21, 5–21. <https://doi.org/10.1177/0143034300211001>
- Deignan, A., Gabryś, D., & Solska, A. (1997). Teaching English metaphors using cross-linguistic awareness-raising activities. *ELT Journal*, 51(4), 352–360. <https://doi.org/10.1093/elt/51.4.352>
- Deliman, A. (2025). From picturebooks to play: Dialogic pedagogy for cultivating agency and social awareness in young learners. *Education Sciences*, 15(6), 731. <https://doi.org/10.3390/educsci15060731>
- Drugan, J., & Tipton, R. (2017). Translation, ethics and social responsibility. *The Translator*, 23(2), 119–125. <https://doi.org/10.1080/13556509.2017.1327008>
- Dusi, N. (2015). Intersemiotic translation: Theories, problems, analysis. *Semiotica*, 2015(206), 181–205. <https://doi.org/10.1515/sem-2015-0018>
- Engebretsen, E., Sandset, T. J., & Ødemark, J. (2017). Expanding the knowledge translation metaphor. *Health Research Policy and Systems*, 15, 19. <https://doi.org/10.1186/s12961-017-0184-x>
- Extremera, N., Quintana-Orts, C., Mérida-López, S., & Rey, L. (2018). Cyberbullying victimization, self-esteem and suicidal ideation in adolescence: Does emotional intelligence play a buffering role? *Frontiers in Psychology*, 9, 367. <https://doi.org/10.3389/fpsyg.2018.00367>
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219–245. <https://doi.org/10.1177/1077800405284363>
- Fonseca, J., & Borges-Tiago, T. (2024). Digital literacy education and cyberbullying combat: Scope and perspectives. In A. Kavoura, T. Borges-Tiago, & F. Tiago (Eds.), *Strategic innovative marketing and tourism: ICSIMAT 2023*. Springer. https://doi.org/10.1007/978-3-031-51038-0_18
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- García, O., & Li, W. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. <https://doi.org/10.1057/9781137385765>
- Gastaldo, D., Magalhães, L., Carrasco, C., & Davy, C. (2012). *Body-map storytelling as research: Methodological considerations for telling the stories of undocumented workers through body mapping*. <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping>
- Glynn, C., Wesely, P., & Wassell, B. (2018). *Words and actions: Teaching languages through the lens of social justice* (2nd ed.). American Council on the Teaching of Foreign Languages.
- Gonzales, M. (2022). *Emotional intelligence for students, parents, teachers and school leaders: A handbook for the whole school community*. Springer.
- İlmek, S. T. (2022). Making room for social responsibility in translator training. *English Studies at NBU*, 8(1), 53–72. <https://doi.org/10.33919/esnbu.22.1.4>
- Jacobson, N., Butterill, D., & Goering, P. (2003). Development of a framework for knowledge translation: Understanding user context. *Journal of Health Services Research & Policy*, 8, 94–99.
- Jakobson, R. (1996). On linguistic aspects of translation. In R. Brower (Ed.), *On translation* (pp. 153–164). Oxford University Press. (Original work published 1959)

- Ketola, A. (2016). Translating picturebooks: Re-examining interlingual and intersemiotic translation. In *Future focused thinking: DRS International Conference 2016, 27–30 June, Brighton, United Kingdom*. <https://doi.org/10.21606/drs.2016.225>
- Kim, E., Allen, J., & Jimerson, S. (2024). Supporting student social emotional learning and development. *School Psychology Review*, 53(3), 201–207. <https://doi.org/10.1080/2372966X.2024.2346443>
- Kotler, P., & Levy, S. (1969). Broadening the concept of marketing. *Journal of Marketing*, 33(1), 10–15.
- Kotler, P., Roberto, E., & Lee, N. (2002). *Social marketing: Improving the quality of life*. Sage.
- Krause, D. (1995). *Sun Tzu: The art of war for executives*. Nicholas Brealey Publishing.
- Langmann, S., & Pick, D. (2018). *Photography as a social research method*. Springer.
- Li, Q. (2010). Cyberbullying in high schools: A study of students' behaviors and beliefs about this new phenomenon. *Journal of Aggression, Maltreatment & Trauma*, 19(4), 372–392. <https://doi.org/10.1080/10926771003788979>
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Sage.
- Mathie, R. G. (2024). A whole school approach: A synthesis of interconnected policy, practice, and research conceptualisations. In A. Wals, B. Bjønness, A. Sinnes, & I. Eikeland (Eds.), *Whole school approaches to sustainability* (pp. 9–33). Springer. https://doi.org/10.1007/978-3-031-56172-6_2
- Méndez, I., Jorquera Hernández, A., & Ruiz-Esteban, C. (2020). Profiles of mobile phone problem use in bullying and cyberbullying among adolescents. *Frontiers in Psychology*, 11, 596961. <https://doi.org/10.3389/fpsyg.2020.596961>
- Miles, M., Huberman, M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Myers, C. A., & Cowie, H. (2019). Cyberbullying across the lifespan of education: Issues and interventions from school to university. *International Journal of Environmental Research and Public Health*, 16(7), 1217. <https://doi.org/10.3390/ijerph16071217>
- Nikolajeva, M., & Scott, C. (2000). The dynamics of picturebook communication. *Children's Literature in Education*, 31(4), 225–239.
- O'Donnell, A., Redmond, G., Gardner, A., Wang, J., & Mooney, A. (2023). Extracurricular activity participation, school belonging, and depressed mood: A test of the compensation hypothesis during adolescence. *Applied Developmental Science*, 28(4), 596–611. <https://doi.org/10.1080/10888691.2023.2260745>
- O'Halloran, K., Tan, S., & Wignell, P. (2016). Intersemiotic translation as resemiotisation: A multimodal perspective. *Signata*, 7, 199–229. <https://doi.org/10.4000/signata.1223>
- Okagbue, E. F., Wang, M., & Ezeachikulo, U. P. (2022). Does school bullying show lack of effective multicultural education in the school curriculum? *International Journal of Educational Research Open*, 3, 100178. <https://doi.org/10.1016/j.ijedro.2022.100178>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage.
- Peled, Y. (2019). Cyberbullying and its influence on academic, social, and emotional development of undergraduate students. *Heliyon*, 5(3), e01393. <https://doi.org/10.1016/j.heliyon.2019.e01393>
- Richardson, J., & Milovidov, E. (2019). *Digital citizenship education handbook: Being online, well-being online, and rights online*. Council of Europe.
- Rinn, M. (2002). *Les discours sociaux contre le SIDA: Rhétorique de la communication publique* [Social discourses against AIDS: Rhetoric of public communication]. De Boeck Université.
- Rose, G. (2012). *Visual methodologies: An introduction to researching with visual materials*. Sage.
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage.
- Sang, Z. (2023). Towards a methodology for translation activity: An activity theory approach. *Asia Pacific Translation and Intercultural Studies*, 10(3), 244–258. <https://doi.org/10.1080/23306343.2023.2285175>

- Sato, E., & García, O. (2023). Translanguaging, TIS, and bilingualism. In A. Ferreira & J. Schwieter (Eds.), *The Routledge handbook of translation, interpreting, and bilingualism* (pp. 328–345). Routledge.
- Şanal, M., & Özkaynak, O. (2023). Raising multilingual learners' awareness of social justice through translanguaging pedagogy. *Focus on ELT Journal*, 5(2), 1–20. <https://doi.org/10.14744/felt.5.2.1>
- Shih, Y.-H. (2021). Moral education in Taiwanese preschools: Importance, concepts and methods. *Policy Futures in Education*, 20(6), 717–730. <https://doi.org/10.1177/14782103211040512>
- Sonesson, G. (2014). Translation and other acts of meaning: In between cognitive semiotics and semiotics of culture. *Cognitive Semiotics*, 7(2), 249–280. <https://doi.org/10.1515/cogsem-2014-0016>
- Spears, B., Taddeo, C., & Barnes, A. (2018). Online social marketing approaches to inform cyber/bullying prevention and intervention: What have we learnt? In M. Campbell & S. Bauman (Eds.), *Reducing cyberbullying in schools* (pp. 75–94). Academic Press. <https://doi.org/10.1016/B978-0-12-811423-0.00006-7>
- Sudsawad, P. (2007). *Knowledge translation: Introduction to models, strategies, and measures*. Southwest Educational Development Laboratory, National Center for the Dissemination of Disability Research. https://ktdrr.org/ktlibrary/articles_pubs/ktmodels/
- Tercedor-Sánchez, M. I., & Abadía-Molina, F. (2005). The role of images in the translation of technical and scientific texts. *Meta*, 50(4). <https://doi.org/10.7202/019857ar>
- This Is Rape Culture. (2013). Who failed Rehtaeh Parsons? *This Is Rape Culture*. <http://thisisrapeculture.tumblr.com/post/47556219659/who-failed-rehtaeh-parsons>
- UNICEF Chile. (2015). *One shot is enough campaign*. Campaigns of the World. <https://campaignsoftheworld.com/creative-print-ads/unicef-one-shot-is-enough>
- Wang, R. (2023). Multimodal analysis of image-text relations in the translation of news cartoons in China Daily. *Frontiers in Humanities and Social Sciences*, 3(8), 27–37. <https://doi.org/10.54691/fhss.v3i8.5534>
- Wee, S.-J., Kim, S. J., & Kim, J. (2022). 'Don't bully! We are all different': Pedagogical potential of early critical literacy with bullying themes. *Journal of Early Childhood Research*, 20(4), 463–478. <https://doi.org/10.1177/1476718X221087067>
- World Health Organization. (2005). *Bridging the "know-do" gap: Meeting on knowledge translation in global health*. <https://www.measureevaluation.org/resources/training/capacity-building-resources/high-impact-research-training-curricula/bridging-the-know-do-gap.pdf>
- Wu, W., Chen, Y., Shi, X., Lv, H., Bai, R., Guo, Z., Yu, L., Liu, Y., Liu, J., Chen, Y., & Zeng, Y. (2022). The mobile phone addiction and depression among high school students: The roles of cyberbullying victimization, perpetration, and gender. *Frontiers in Psychology*, 13, 845355. <https://doi.org/10.3389/fpsyg.2022.845355>
- Zlatev, J., Devylder, S., Defina, R., Moskaluk, K., & Andersen, L. B. (2023). Analyzing polysemiosis: Language, gesture, and depiction in two cultural practices with sand drawing. *Semiotica*, 253, 81–116. <https://www.degruyter.com/document/doi/10.1515/sem-2022-0102/html>

About the authors

George Damaskinidis is an Adjunct Lecturer at the University of Western Macedonia, Greece. He has taught undergraduates and post-graduate courses in translation studies, multimodal semiotics, visual literacy, educational studies, and research methodology at various universities. He has published peer-reviewed articles in international academic journals on intersemiotic translation, text/image interaction, multimodal semiotics, medical semiotics, and research methodology. His recent publications include the textbook *Social Reflections in Translation* (Kallipos, Open Academic Editions, 2023), and the monographs *Translating Semiotic Pathways*

to *Multimodal Motherhood* (Routledge, forthcoming), and *Transcreating Heraldry DNA. Intersemiotic Translation in Greek Military Shield Badges* (Palgrave Macmillan, forthcoming).

gdamaskinidis@uowm.gr

ORCID: <https://orcid.org/0000-0003-2283-6901>

Vasiliki Pliogou is an Associate Professor in Pedagogy and Applications in Education at the Department of Early Childhood Education in the School of Social Sciences and Humanities of the University of Western Macedonia. She is the Director of the Laboratory of the Pedagogical Studies and Innovative Educational Practices, the ERASMUS Departmental Coordinator, the coordinator of the Programme Studies Committee and the Placement Departmental Coordinator. She is a member of the Ethics Committee of the UoWM and a member of the Research Ethics Committee of the same University. She was a visiting professor at the Oslo Metropolitan University in Norway and the Western Norway of Applied Sciences. Her research interests focus on human rights education, childhood and children's rights, citizenship, gender, family-school connection and educational implementations using different pedagogical tools in various formal and non-formal educational contexts.

vpliogou@uowm.gr

Sofia Tromara is an Assistant Professor at the Department of Early Childhood Education, School of Social and Humanities Sciences, University of Western Macedonia, Greece, with the academic field "Contemporary Issues in Pedagogical Science and Educational Practices." She teaches undergraduate and postgraduate courses on pedagogy, educational assessment, democratic culture, gender equality, intercultural education, sustainable development, and critical pedagogy. She has participated in national and international research projects focusing on digital education, gender equality, and education for sustainable development. Her research and publications address democratic education, human rights education, sustainable development, family-school partnerships, gender equality, and social justice, with emphasis on their pedagogical implications and practical implementation. She is a member of the World Organization for Early Childhood Education (OMEPE).

s.tromara@gmail.com