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## Cyber bullying article pdf

incidents? and d) What are students' views on bullying? The data was collected from 269 Grade 7 to 12 students at 5 Canadian schools. Many issues have arisen from the analysis, which reveals some important patterns. One finding is that over 40% would do nothing if they were cyberbullied, and only about 1 in 10 would inform adults. Students feel reluctant to report cyberbullying incidents to adults in schools for a variety of reasons, which are discussed in depth. Technology continues to develop rapidly and, as a result, is changing the ways we operate in society. This brings new dimensions to our responsibilities as teachers and mentors. Doors are constantly opening, bringing more opportunities and at the same time requiring all of us to rethink the ethical use of technology in schools. For example, mobile phones on the Internet and other communication technologies, while providing us with amenities, also expose our students to interactions that compromise their safety and emotional well-being. This article examines a negative use of technology—bullying—which is a new form of bullying with distinct differences in form, personality, and response. Recent research studies have shown that a significant number of students are victims of cyberbullying, leading to a broader awareness that bullying is becoming a serious problem (Cross, 2008; Lee, 2006b; Thompson, Smith, & Goldsmith, 2008; Willard, 2004a). This finding requires a thorough understanding of cyberbullying that requires us to dissect the relationships between relevant variables in social, physical, institutional and community contexts. This study, therefore, explores students' beliefs and behaviors related to bullying. Bullying can be briefly defined as sending or publishing harmful or hard text or images using the Internet or other digital communication devices (Willard, 2004b, p. 1). This section begins with a definition of the term and an exploration of the various forms of cyberbullying. Subsequently, findings from some empirical studies are discussed to provide basic information for this study. Bullying includes the use of information and communication technologies such as e-mail, mobile phone and pager text messages, instant messaging, defamatory personal websites and defamatory personal websites on the internet, to support deliberate, repetitive and hostile behaviour by an individual or group intended to harm others (Belsey, 2004). According to Willard (2004th), bullying can take a variety of forms, with the main forms ranging from flaming, harassment, cyber surveillance. The following list provides an official definition any form: Flaming-Send angry, rude, vulgar messages addressed to a person or persons privately or to an online group. Harassment—Repeatedly sending offensive messages to a person. Cyberstalking—Harassment that involves threats of harm or is extremely intimidating. Put-downs— Send or publish harmful, untrue or harsh statements about one person to other people. Disguise—Pretends to be someone else and sends or publishes material that makes that person look bad or puts that person at potential risk. Excursion and fraud—Send or publish material for a person that contains sensitive, private, or disturbing information, including forwarding private messages or images. Participate in tricks to request disturbing information that is then made public. Exception—Actions that specifically and intentionally exclude a person from an online group. (Willard, 2004b) Bullying can occur in blogs (interactive web magazines), websites, e-mail messages, directory services, conversations, instant messaging, and text/digital messaging via mobile devices. It may be related to racial, religious and cultural prejudices. Bullying can occur at different age levels and in different geographical areas. For example, a survey was conducted in 2004 involving 432 Grade 7 to 9 students from nine high schools from middle-class, ethnically diverse communities in Calgary, Canada. The results showed that more than two-thirds of students have heard of cyberbullying incidents and about a quarter have been cyberbullied (Beran & Li, 2005). Another study of 177 seventh graders in Canada showed a similar pattern (Li, 2007). In particular, almost 15% of students admitted to cyber-attacking others. One issue that arose was the anonymity associated with this type of behavior in that over 40% of cyberbullies had no idea who the bullies were. In addition, less than 35% of bystanders reported the incident to adults. This situation, however, is not unique in Canada. Research studies conducted in the United States, Great Britain and other countries have shown that bullying occurred in a similar way. For example, the 2004 i-SAFE survey of 1,500 grade 4 to 8 students (i-SAFE, 2004) and a study conducted in the United Kingdom (Kennedy, 2005) showed the same trend. Bullying can be devastating for victims and their families. Psychological harm caused by bullying, as well as bullying, is reflected in low self-esteem, school failure, anger, anxiety, depression, school avoidance, school violence and suicide. It is even possible that the damage from bullying would be greater than bullying, because there is an escape for the victims; harmful material could be easily preserved as well as quickly and widely used. In addition, many people who would not harass others face-to-face may sum up in cyberspace because they believe they could hide or it would be acceptable to engage in such behavior substantially (Beran & Li, 2005; Willard, 2004b). When examined, survey (Borg, 1999; Boulton & Underwood, 1992) demonstrated that men and women showed different patterns in behaviors related to bullying. In addition, it was suggested that women may prefer to use electronic means of communication, such as chat rooms and e-mails to bully others (Nelson, 2003; Thorp, 2004). Some studies on traditional bullying identified a victim-bully cycle at school (Dosag, 1989; Ma, 2001). It was found that students who are physically stronger are less likely to be either victims or bullies (Perry, Kusel, & Perry, 1988). A similar pattern can be seen in cyberspace. The findings of a recent Canadian study of 264 middle school students revealed a cycle of bullying-cyberbullying-victims. In other words, bullying, intimidation and victimisation are closely linked. A research study showed that about half of bullies were also cyberbullies. Similarly, more than half of victims participated in bullying, either as cyberbullies or as victims (Li, 2006a). Similar trends were reported in studies elsewhere (Ybarra & Mitchell, 2004; Ybarra, Mitchell, & Finkelhor, 2006). Patchin and Hinduja (2006) conducted an online survey involving 384 respondents who were under the age of 18. Their results showed that various forms of bullying occurred online, including ignorance (60.4%), disrespect (50.0%), so-called names (29.9%), threats (21.4%), their choice (19.8%), entertainment (19.3%), and the spread of rumours about them (18.8%), because this work consisted of a sample of convenience. Using data from a multinational DAPHNE project, Thompson et al. (2008) studied the frequency of cyberbullying among adolescents. Looking at the dynamics of the cyberbullying group, the study shows important relationships not only between traditional bullying and cyberbullying, but also between participants' role in bullying and individual levels of self-esteem and loneliness. Data from Australia showed similar patterns. Cross, Epstein, Clark, and Lester (2008) surveyed 10,000 Australian children aged 8 to 15 years in 2007 to investigate the nature and extent of cyberbullying, and to assess the extent, mechanisms, characteristics, and social, emotional, cognitive, and behavioral impact it had on students who were bullied in this way. Their preliminary analysis showed that 20% of students reported being cyberbullies and 10% were cyberbullies. Text messages via mobile phones were the most common means used for intimidation. Research studies have shown that becomes an important issue in schools and has a number of negative effects. Nevertheless, it is not clear how students' beliefs and opinions affect their behaviors online, whether as cyberbully, a cybervictim, or a bystander. This study therefore examines students' views and beliefs in relation to The theory of dynamic systems, derived from science, provides a theoretical framework for this study. In this respect, all human systems have emerged from the composition of the interaction of its parts. A system view shows that the essential quality of a part or element of a system lies in its relationship and its contribution to the whole (Banathy, 1994, p. 28). The view of the system, therefore, extends research into bullying beyond looking at cyberbullying-victim interaction. Examining cyberbullying requires exploring the interaction between its components (e.g. cyberbullies, cyberbullies, peers, teachers, and administrators) instead of simply focusing on any group in isolation. In addition, the framework developed by Constantine, Curry, Diaz, and Huh-Kim (2000), based on the theory of reasoned action, influences the design of this research. In this context, five areas of construction-beliefs and attitudes, perceived school/home climate, perceived self-efficacy, behavioral intentions, and behaviors-are considered critically related and contribute to student actions, in this case, actions related to bullying. Therefore, students' beliefs and opinions, whether as cyberbullies, as cyber witnesses, or as bystanders, about bullying and their perceived school and home climates (including the behaviors of bystanders and adults) all contribute to their actions during and after cyberbullying incidents. This theoretical framework guided the research design of this study, including the specific research questions raised. As a result, addressing the issues of cyberbullying implies a firm understanding of each of its components. This study seeks to understand two critical groups (students involved in bullying and their peers) and examines their beliefs and behaviors. In particular, I was interested in the behaviors of both cybersecurity and bystanders during and after cyberbullying incidents. Also interesting were their views on bullying in general and why they chose to remain silent. Specifically, the following research questions guide this exploration: What happens after students' cyberpolymeta? What do students do when they witness cyberbullying? Why do cyber-goers choose not to report incidents? What are students' views on bullying? Although a random selection of individual students was preferred, to ensure full anonymity and protect students from any negative consequences, a random selection of classes rather than individual students was used. That is, 15 grade 7 to 12 students enrolled in suburban and rural schools (with a balanced male-female ratio) in western Canada were randomly selected from 167 classes. Initially, teachers in these 15 classes distributed the survey to 312 students. Among these students, only 269 (148 men, 101 women, 20 did not report sex) returned the comprehensive survey, which was the sample of this study. More than 90% of students used the Internet at home and almost 47% used mobile phones at school. The self-reported academic achievement showed the following pattern: 9.8% excellent, 37.5% above average, 44.9% average and 7.8% below average. The distribution of the quality of the sample is given in Table 1. Because bullying is a relatively new phenomenon, limited research is available in this area. As a result, few measures have been developed to assess cyberbullying and related issues. This research was based on the research instrument created by Willard (2004a) and my previous research in this area. In addition, the theoretical framework described above and the existing literature guided the development of this instrument. For example, because the school and home climates perceived by students contributed to bullying, we asked students to comment on the behaviors of adult students and family members related to bullying. They were also asked to share their thoughts and experiences as attendees to explore another important group in the mix: peer witnesses. Because few research studies have looked at bullying, which can be seen as bullying moving into a new medium, it made sense to explore contributing factors based on the relatively well-researched literature on traditional harassment. Previous research has shown that victims of bullying usually lacked social networks that could keep them from being victims (Shaffer, 2000). Peers as silent recipients contributed significantly to the creation and maintenance of bullying systems (Jeffrey, Miller, & Linn, 2001). In addition, bullies tended to have more physical strength than their victims (Olweus, 1994). Based on these results, questions were raised about students' social lives (e.g. friends, extracurricular activities), physical strength compared to age peers, and why people chose to be silent. The investigation consisted of four parts. The first part gathered demographic data of the students. The second and third parties examined the behaviours and beliefs of students associated with bullying either as participants or as bystanders. The cyberbullying department dealt with students' experiences and was rated dichotomously. The witness section examined the behaviours and views of students related to bystanders. The fourth part of the survey included students' views on online behaviour in general, as well as their social and physical lives. Responses for each item in this section ranged from 1 (I strongly agree) to 5 (I strongly disagree) on a 5-point Liasx scale (see Appendix to An ethics review was requested by the Investigative Ethics Committee (REB). After receiving ethics approval, the Cyberbullying Student Survey was administered to students during a normal class period. The REB recommended that you do not use consent forms to ensure full anonymity. Instead, he suggested accepting an completed questionnaires as a sign of reluctance to participate. On the recommendation of the REB, pupils informed that the purpose of the research was to study their experiences and beliefs about bullying. Letters and searches were sent to the students' homes. In the parent's letter, it was stated that if parents allowed a student to participate, the student would put the completed questionnaire in the envelope provided (without names) and return it. If the parents weren't interested, the students would simply return the envelopes with the blank questionnaires. In this article, quantitative analysis of students' questionnaires was used to examine students' attitudes and beliefs about bullying. This study was a preliminary analysis of the data, and only descriptive statistics were used. The first question of the survey directed our attention to what happened after the students were cyberbullied. This was examined through the following four perspectives: reaction, behavior, consistency of information of others, and assistant (see Table 2 for details). What were the students' reactions to bullying? The results showed that the students were almost evenly divided into four groups: one group thought it wasn't a big deal and one group simply lived with it. The third group felt upset or really upset, and the fourth group had no opinion. What did the students do after the cyberwar? Apparently, only a few tried to get revenge. The majority of students chose not to inform anyone. Two out of five did nothing, and less than a quarter told cyberspace to stop. Two of the five victims chose to escape (e.g. log off) from cyberbully. Only a small percentage (6%) of those surveyed said they would like to see an increase in the number of people in tried to get revenge on the cyberbully or bully others. One-tenth of them informed adults, and about one in five told friends. What happened after the students told someone about the incidents? Student responses showed that only 15% said the situation got better, but about 6% said it got worse. Two out of five students never told anyone, but nothing had changed for another 40% of students. Who tried to help if the students were cyberbullied? Nearly 15% said parents and nearly 10% said siblings. Only 2.1% of students reported that students (e.g. teachers, school principals) tried to help. More than 37% said their friends tried to help, but nearly half said no one tried to help. The second question of the survey was asked about the behaviour of those present. The results showed that more than 43% reported that they had never seen bullying, about 28% reported seeing bullying once or twice, nearly 15% reported seeing bullying a few times, and another 15% reported noticing such behavior multiple times or almost every day. When the students were of cyberbully, about one in seven chose to participate and one in eight actually cheered the cyberbully on. The vast majority, more than 70%, said they were watching but not participating. More than 25% said they chose to leave the online environment. Almost 9% said they opposed others, but not directly to cyberbully, while 23% responded directly opposes cyber-disease. About 35% tried to help or become friends with the victim, but less than 10% reported the incidents to someone who could help the victim (see Table 3 for details). Participants were asked a hypothetical question: If you were cyberbullied at school or at home, would you report the incident to a school counselor, teacher, or administrator? Less than 18% probably answered yes, and over 80% answered No. What were the main reasons why students chose not to report the incident? More than 17% said they did not believe school staff would understand or believe them; almost half didn't think the school could or could do anything to stop it. Almost 18% thought they could get into trouble either because they might also be in trouble or for no reason. More than 28% were concerned that it could exacerbate the problem; more than a fifth of students were worried that other students would make fun of them. Almost 27% were concerned that their parents might restrict their access to the technology. Although 23% of students thought they had to learn to deal with bullying, nearly 45% believed that people should simply ignore bullying because it was no big deal. See Table 4 for details. The last research question concerned students' views on bullying, which were explored from the following perspectives: cause, emotion and beliefs. Table 5 provides details. What did students consider the intent of cyberbullying as the intent of cyberbullying? About one in five thought it was because cyberbullies considered such behavior cool; almost 45% of students believed that cyberbullies either felt insecure or angry or jealous. More than 63% thought cyberbullies did it for fun. Nearly 45% of students thought cyberbullies were bad, bored, or have family problems. Almost 30% thought cyberbullies were using it as a defense mechanism. How did students feel about people being cyberbullied? Only 8% thought the victims deserved it. It was evenly divided (over 45%) among students who believed there was nothing that could be done about it and those who thought it had to stop, although both groups believed cyberbullying was bad. What were students' views and beliefs about bullying? Over 35% thought that what happened online should stay online. Nearly 18% believe that people have the right to say what they want on the internet, even if what they say harms someone or violates their privacy. A fifth of students would like adults to stay out of it; 46% called for the creation of a kinder and more respectful online world. This study expands the literature on bullying in a number of ways. Firstly, because bullying is a relatively new phenomenon, there are few studies on this subject. Of these studies, few, if any, investigated the beliefs and behaviors of students associated with these aggressive acts. Therefore, for the first time, this study explored the possible links between students, either as a cyberbully, victim, or bystander. Secondly, a number of issues have arisen that allow us to understand the factors associated with bullying. One finding is that although nearly a quarter of students felt upset about bullying, more than 40% would do nothing if they were cyberbullied. About one in 10 would inform adults. This shows that a large number of victims are rather passive. Whether bullying happens in the real world or in cyberspace, victims' strategies are either to ignore it or try to get away from it instead of informing others, much less adults. Why would many of the victims choose not to tell others about the incidents? Looking at the consequences, we find that in fewer than one in six cases, the situation got better when the victims told others about the incident. In some cases, things got worse. In most cases, nothing changed, so the students thought, Why bother? Looking at the assistants, we realized that friends were the ones most likely to help. This could be explained by the fact that victims often only inform their friends. As suggested by dynamic system theory, bullying is a result of the interaction of the components of its system. Thus, peers play a powerful role in maintaining cyberbullying, and this is consistent with our observation of regular bullying (Espelage & Holt 2001). Because friends have a strong influence on the emotional, behavioral, and emotional development of students (Bukowski, 2001; Nangle & Erdly, 2001), can help reduce the anxiety of cyber-rapists. Friends can also provide protection and response advice to victims in the real world or in cyberspace (Hodges & Perry 1999; Jeffrey et al., 2001). As evidenced by this study, one in four viewers experienced cyberbully directly, and over 35% tried to help or become friends with the victim. One consequence is that we need to pay particular attention to students when designing prevention programmes. We need to educate them about their responsibilities and how to support each other. An important task of this study was to reveal why students felt reluctant to report cyberbullying incidents to adults in schools. Several important issues related to this have arisen. First, the figures show that in less than 3% of cases adults in schools tried to help. Second, the highest percentage (nearly half) of students said, I don't think the school would or could do anything to stop it. One reason for this phenomenon may be that bullying is a relatively new phenomenon and most schools have even understood the issue, let alone to establish effective protection and intervention programmes (Trolley, Hannell, & Shields, 2006). Thirdly, many pupils have expressed their distrust of others, particularly adults in schools (e.g. I don't think school staff would believe me). Given these reasons, we should not be surprised that students are silent. Most importantly, the student narrative I don't trust other people on the need to establish reliable relationships between pupils and adults in schools and beyond. It shows the importance of developing policies and programs to combat cyberbullying. Another important reason for not reporting incidents, as indicated by a large number of students, is the fear that cyber-temptation could get back and escalate the problem. It seems that anonymity, this unique feature of technology, works for cyberbullies but against victims. It allows the protection of bullies by concealing their identity and leaving victims vulnerable. This explains why students were anxious, and makes the battle against cyberbullying much more difficult. Another fear that many students had was that they could get themselves into trouble, for example, being ridiculed or restricted to using their technology. Research has shown that our students have changed radically due to the rapid development and dissemination of digital technology (Li, 2005; Prenski, 2001). Technology has become an integral part of their lives; therefore, restricting access to the Internet or other technology has a profound impact on their work and lives. These effects should be remembered when considering prevention strategies. Many students felt it was necessary to learn how to deal with bullying on their own. This is in convergence with the recommendations made in previous research studies (Li, 2007; Trolley et al., 2006) and urges us, as educators and researchers, to develop effective strategies to guide our students. When the focus shifts to witnesses, we see that about one in eight students who noticed the incidents actually joined or cheered the cyberbully on. The majority, however, were bystanders who simply watched but did not participate. Therefore, the behaviors of such a significant number of viewers, whether cheering, participating, or even simply paying attention, encourages and motivates cyberbullies (Siu, 2004). This situation, combined with the submissive behavior of the victim, aggravates and supports the aggressive actions of cyberbullies. What are students' beliefs about bullying? Why do they think people behave like that? Some 45% believe that various factors cause the problem, ranging from feeling insecure, angry, jealous, or mean, to feeling bored or having family problems. One worrying finding, however, is that the majority (about 64%) of those surveyed said they would like to see an increase in the number of people in work. believe that cyberbullies do it for fun. Even more worrying is the fact that one in five perceive bullying as a cool act. This can be explained by students' perception that technology is exciting. These students may believe that the use of for aggressive acts is creative. In addition, you may not realize the seriousness of cyberbullying. For example, the narrative of a student, I bully online and it means nothing, shows that some fail to see the negative effect of cyberbullying or bullying on victims. The real reason behind this perception is unclear; however, it is worth taking seriously this is a potentially dangerous concept. What do students feel about cyber victims? Almost half think it's bad, but nothing can be done. A student's comment sums up this feeling: Nobody cares. Face it yourself. Another 45% think this is a serious problem and needs to stop. Only a small number of students realized that cyber victims deserved it. Another important issue has arisen on freedom of speech. One in six students felt that people have the right to say what they want, even if what they say harms someone or violates someone's privacy. This finding presents a dilemma: How can we combat bullying but also respect and exercise freedom of expression? While we understand that there is no absolute freedom of speech, balancing the two is the final question. One notable finding of this study is that one in three students believed that what happens online should stay online. This reflects a general perception that cyberspace is separated from the real world. Although this might be true when the Internet was first introduced, our cyberlife is increasingly intertwined with our real life (Fischer, 2006). What we do on the internet affects what we do in real life. Harassment that occurs in cyberspace can also occur in person. Technologies should therefore be monitored and modified to manage cyberbullying and promote responsible use of technology. Tackling cyberbullying should be a collective effort on the parts of schools, families, students and society. Because bullying occurs outside school boundaries, schools can steer such issues back to parents, saying they have no legal jurisdiction. However, bullying can be rooted in school or vice versa, even if incidents seem to start with the use of school property. This requires schools to consider developing comprehensive programs to combat cyberbullying, including detailed and integrated policies, as well as effective programs to educate students. Here are some recommendations aimed at solving the problem. Firstly, schools must systematically introduce programmes to stop bullying. These programmes should develop strong policies for both traditional bullying and intimidation. Administrators should explore current acceptable use policies for technology (e.g. mobile, internet) in schools. Telling others, such as school adults or family members, remains an effective strategy for cyberbullying. It is important to establish easy and multiple ways of reporting. For example, we could create helplines (e.g. a phone line), email or Web connections, and provide a framework or similar device at hot spots in schools so students can report incidents or offer suggestions anonymously. Secondly, schools should educate adults, pupils and parents about bullying and provide clear procedures to follow when bullying occurs. At a fundamental level, adults, including teachers and parents, parents, keep up with new technology to understand how students communicate and how bullying happens. The results of this study show that school adults provide limited assistance, which can be caused by a lack of training on how to deal with bullying. Effective strategies should therefore be included in adult professional development opportunities in schools. Schools can also provide opportunities for parents to learn such strategies. Similarly, approaches to cyberbullying should go beyond the operation of a workshop for students and be part of the regular learning of the curriculum. This education can be carried out in different school situations, including classes, assemblies and continuing education programmes. For example, schools can use forums not only to mediate between cyberbullies and cyber victims, but also to offer opportunities for students to develop adaptive skills, such as dealing with emotional conflicts and building positive patterns of behavior. Such forums help build a strong relationship and reliable relationships between students and adults of the school, as well as between students. In addition, such events may include parents developing their skills in stopping cyberbullying. Students, a key group to combat cyberbullying, need to learn the responsibilities associated with using technology. They should be aware of the consequences of technology abuse so that responsible behaviors can be promoted at a young age. They need to understand the risks that exist and the importance of receiving help from responsible adults when bullying occurs. When reporting incidents to responsible adults, students should understand that they may need to be persistent to ensure that adults recognize the severity of the incidents. They can also ask adults what they plan to do to solve the problem. TABLE 1 Student grade allocation grade n %7259.384617.193814.1106223.0114115.2125520.4Total26799.3aDue to missing values, the total does not add up to 100%. TABLE 2 Reaction, Behavior, Consequence, and Helper Construct n %Reaction (N = 266) No big deal7126.8 Live with it7026.4 Upset or really upset6524.5 No opinion5922.3Behavior (N= 247) Do nothing10542.5 Tell the cyberbully to stop5622.7 Get away from the cyberbully10140.9 Cyberbully other people 93.6 Bully other kids 62.4 Tell an adult2911.7 Tell a friend5823.5Consequence (N = 142) It got better2114.7 It got worse 85.6 Nothing changed5740.1 I never told anyone5639.4Helper (N = 142) My parents2114.8 My siblings139.2 Adults at school 32.1 My friend5337.3 Nobody7049.3Construct N (N = 266) Never11543.2 Once/twice7427.8 Few times3914.7 Many times or almost everyday3814.3Bystanders behavior (N = 151) Join in2013.3 Cheer the cyberbully on1912.6 Watch but do not participate10670.2 Leave the online environment3925.8 Object to others but not directly to the cyberbully138.6 Object directly to the cyberbully3523.2 Tried to help or befriend the victim5335.1 Report to someone who who Help149.3 TABLE 4 Reasons for not reporting reason (N= 216) n %I don't think the school staff will understand or believe me.3817.5 I don't think the school would or could do anything to stop it.10347.5 I could get myself in trouble, because I could also be to blame.3918.1 I could get myself in trouble, even if I hadn't done anything wrong.3817.6 Cyberbully could get back to me and make things even worse.6128.2 Students could make fun of me.4721.2 Parents could learn and could restrict my access to the Internet or other technologies.5826.9 It is to learn to deal with bullying by myself.5023.1Cybrapi is no big deal. People should just ignore it.9644.4 TABLE 5 Student Beliefs About Cyberbullying Construct n %Cause (N= 264) Cool5420.5 Insecure12246.2 Angry11945.1 Jealous11844.9 Fun16863.9 Mean10941.4 Bored11744.5 Defense mechanism7528.5 Family problem11844.9Feeling (N= 261) Deserve21818 Nothing we can do12246.7 Need to stop11845.2Beliefs (N= 264) Happen online stay online9335.4 I have the right to say anything I want4617.4 Adults should stay out of this6625.4 A kind and respectful online world12346.6Banathy, B. H. 1994. Designing education systems: Creating our future in a changing world. In Systemic Change in Education, Curated by: Reigeluth, C.M. and Garfinkle, R. J. 27-34. Englewood Clarks, NJ: Educational Technology Publications. [Google Scholar] Belsey, B. (2004). Bullying. Retrieved from www.cyberbullying.ca [Google Scholar]Beran, T. and Li, Q. 2005. Cyber bullying: A new method for an old behavior. Journal of Computer Science Research, 32(3): 265–277. [Crossref], [Google Scholar]Be, V. 1989. 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Bullying includes, but is not limited to, sending angry, rude, vulgar messages about a person to an online group or to that person or sending harmful, untrue or harsh statements about one person to other people or posting such material on the internet, or pretending to be someone else and sending or posting material that makes that person look bad; or sending or posting material for a person containing sensitive, private, private, disturbing information, including the promotion of private messages or images, or the brutal exclusion of someone from an online group. Bullying can occur at home or at school, via the internet network or a mobile phone use. Your responses to this investigation are confidential. You can also choose not to respond to this survey. At the conclusion of this investigation, you grant the investigator permission to use this information. Your grade: \_\_\_\_\_ Gender: \_\_\_\_\_ M \_\_\_\_\_ F of ethnic origin (e.g., Asian): \_\_\_\_\_ Do you use the Internet at home? \_\_\_\_\_ Yes \_\_\_\_\_ No you use a cell phone at school? \_\_\_\_\_ Yes \_\_\_\_\_ No On the following scale, consider A as the best and C as the average, your school grades are usually (cycle one): How often do you participate in extracurricular activities, such as band or sport groups? \_\_\_\_\_ Never \_\_\_\_\_ About once / week \_\_\_\_\_ About 2 times / week \_\_\_\_\_ About 3 times / week \_\_\_\_\_ 4 + times / week How often have you cyberbullied? Check one that's valid. \_\_\_\_\_ Never \_\_\_\_\_ Once / Twice \_\_\_\_\_ Sometimes you \_\_\_\_\_ Many every \_\_\_\_\_ Almost How often have you cyberbullied others? Check one that's valid. \_\_\_\_\_ Never \_\_\_\_\_ Once/ Twice \_\_\_\_\_ A sometimes \_\_\_\_\_ Many times \_\_\_\_\_ Almost every day On the following scale, check your reaction to bullying \_\_\_\_\_ No big deal \_\_\_\_\_ Live with this \_\_\_\_\_ Upset \_\_\_\_\_ Very upset you \_\_\_\_\_ No when you're cyberbullied, you (check all this applies) \_\_\_\_\_ Do nothing \_\_\_\_\_ Tell the cyberbully to stop \_\_\_\_\_ Get off (e.g., log off) from cyberbully \_\_\_\_\_ Cyberbully other people \_\_\_\_\_ Bully other children \_\_\_\_\_ Tell an adult \_\_\_\_\_ Tell a friend if you have cyberbullied, what happened after you told someone? \_\_\_\_\_ It got better \_\_\_\_\_ It got worse \_\_\_\_\_ Nothing changed \_\_\_\_\_ I never told anyone. \_\_\_\_\_ I have never been cyber-experienced. If you've been cyberbullied, who has tried to help you? (check all that applies) \_\_\_\_\_ My parents \_\_\_\_\_ My sister or brother or brother or brother \_\_\_\_\_ A or other adult at school \_\_\_\_\_ My friend(s) \_\_\_\_\_ Nobody \_\_\_\_\_ I never been cyberbullied. Why do you think people cyberbully others? Because (cycle all this applies) \_\_\_\_\_ It's cool \_\_\_\_\_ They feel insecure \_\_\_\_\_ They they're angry \_\_\_\_\_ They're jealous \_\_\_\_\_ They think it's fun \_\_\_\_\_ They it's bad \_\_\_\_\_ They're bored \_\_\_\_\_ They think it's a defense mechanism \_\_\_\_\_ They have family problems \_\_\_\_\_ Other, specify \_\_\_\_\_ What's your feeling about people who are cyberbullied? \_\_\_\_\_ They't \_\_\_\_\_ It's too bad, but there's nothing we can do about it. \_\_\_\_\_ It is a very serious problem and we have to stop it. \_\_\_\_\_ I have friends who (check all that apply) \_\_\_\_\_ have intimidated others \_\_\_\_\_ have intimidated by others \_\_\_\_\_ have cyberbullied others \_\_\_\_\_ have cyberbullied by other \_\_\_\_\_ I have no friends. How often have you witnessed incidents \_\_\_\_\_ Never \_\_\_\_\_ Once/ Twice \_\_\_\_\_ A few times \_\_\_\_\_ Many times \_\_\_\_\_ Almost every day If you witnessed cyberbullying incidents, what is your normal response (check everything that applies)? \_\_\_\_\_ Join in \_\_\_\_\_ Cheer cyberbully for \_\_\_\_\_ Watch or look, but do not participate \_\_\_\_\_ Leave the online environment \_\_\_\_\_ Object to others, but not directly to the cyberbully \_\_\_\_\_ Object in cyberbully \_\_\_\_\_ Try to help or become friends with the victim \_\_\_\_\_ Report bullying someone who can help the victim \_\_\_\_\_ Have was not a witness \_\_\_\_\_ Other, specify \_\_\_\_\_ If you were cyberbullied at school or at home, would you report cyberbullying to a school counselor, teacher, or administrator? \_\_\_\_\_ Probably yes \_\_\_\_\_ Probably no If you answered probably no, what are the most important reasons why I probably won't report (check all this applies): \_\_\_\_\_ I don't think the school staff will understand or believe me \_\_\_\_\_ I don't think the school would or could do anything to stop \_\_\_\_\_ I could get myself in trouble because I could also blame \_\_\_\_\_ I could put myself in trouble, even if I hadn't done anything wrong \_\_\_\_\_ The cyberbully could get back to me and make things even worse \_\_\_\_\_ Other students could make fun of me \_\_\_\_\_ My parents could learn and could restrict my access to the Internet or other technologies \_\_\_\_\_ I have to learn to deal with bullying by myself \_\_\_\_\_ Cyberbullying no big deal. People should just ignore it \_\_\_\_\_ Other, specify \_\_\_\_\_ If someone was cyberbullying you at home or at school, would you call it your parent/guardian? \_\_\_\_\_ Probably yes \_\_\_\_\_ Probably no If you probably answered no, what are the most important reasons why I probably wouldn't mention it (check all this applies): \_\_\_\_\_ I don't think my parent/guardian would understand or believe me \_\_\_\_\_ I don't think my parent/guardian would know how to stop it \_\_\_\_\_ I could get myself in trouble because I could also blame \_\_\_\_\_ I could get myself in trouble, even if I hadn't done anything wrong \_\_\_\_\_ They cyberbully could get back to me and make things even worse \_\_\_\_\_ Other students could make fun of me \_\_\_\_\_ My parents could learn and could restrict my access to the Internet or other technologies \_\_\_\_\_ I have to learn to deal with bullying by myself \_\_\_\_\_ Cyberbullying no big deal. People should just ignore it \_\_\_\_\_ Other, specify \_\_\_\_\_ Please state your opinion on the following statements: Bullying is a normal part of the online world. There's nothing anyone can do to stop it. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I \_\_\_\_\_ Strongly disagree I know about someone who has been really hurt by bullying. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ Strongly disagree Things that happen online should remain online. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I disagree \_\_\_\_\_ Strongly disagree if someone hurt by bullying, it's important to tell a responsible adult. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I \_\_\_\_\_ Strongly disagree I would report cyberbullying incidents if I could do it without anyone knowing it was me. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I \_\_\_\_\_ Strongly disagree I have the right to say what I want online, even if what I say harms someone or violates someone's privacy. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Agree \_\_\_\_\_ I \_\_\_\_\_ Strongly disagree Adults should stay out of it. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I \_\_\_\_\_ Strongly disagree I would like to create a kinder and more respectful online world. \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I disagree \_\_\_\_\_ Strongly disagree at school, I am very popular \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I disagree \_\_\_\_\_ Strongly I disagree at school, I have many friends \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I disagree \_\_\_\_\_ Strongly I disagree I have friends who are physically strong \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I disagree \_\_\_\_\_ Strongly I disagree in general, I am physically stronger than my peers \_\_\_\_\_ Strongly agree \_\_\_\_\_ Agree \_\_\_\_\_ Neutral \_\_\_\_\_ I disagree \_\_\_\_\_ Strongly in your opinion, what would be the most effective way to stop bullying? Specify. Specify.

