

SEVENTH AND EIGHTH GRADERS' PERCEPTIONS OF
APPROPRIATE DIGITAL BEHAVIOR

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CERTIFICATION OF APPROVAL

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DEDICATION

This thesis is dedicated to my wife, Deborah and my son, Linkin who have been a constant source of support and encouragement throughout this journey. I am truly grateful and honored to have you both in my life. I love you.

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ABSTRACT

The purpose of this study was to examine seventh and eighth graders' perceptions of appropriate digital behavior. A survey, which was adapted from Willard's 2012 survey *Cyber Savvy Students*, was distributed to all seventh and eighth graders in two middle schools in the Central Valley of California. The survey asked students to respond to items examining how they make decisions when using digital tools such as the internet, smartphones, and other personal devices. Participation in taking the survey was anonymous and voluntary. Following the survey, focus groups were conducted, one at each site. Focus groups were comprised compiled of 8-10 students, including seventh and eighth graders and male and female students. Participation in the focus group was also voluntary. Results of the study showed that overall students seem to make good decisions while online. The majority of both male and female students stated that they have privacy settings in place where only people they friend can see the content they post. Also, a majority of respondents stated that they do not like to see cyberbullying online. The results showed that most respondents did not appear to know how to deal effectively with cyberbullies when they encounter them. Results of the study showed that while male and female respondents answered similarly on many items, there were areas where they answered differently. A discussion of the results is provided, including suggestions related to digital citizenship curriculum development.

CHAPTER I

INTRODUCTION

It is all around us. It cannot be avoided. Whether you are at the local coffee shop and you see a college student typing on a laptop, or at the grocery store where you see a mom checking her grocery list, or when you are out to dinner and see a couple looking up movie times, you see it. People are on their mobile devices. This is especially true for today's adolescents. Technology has become an everyday part of most adolescents' lives (Styron, Bonner, Styron, Bridgeforth, & Martin, 2016). In a study conducted by the Pew Research Center's Internet & American Life Project, the study found that 95% of all teens ages 12-17 are online and 80% of those online teens are users of social media (Lenhart, Madden, Smith, Purcell, Zickuhr, & Rainie, 2011). From posting on social media sites like Facebook, Twitter, Instagram, and Snapchat to posting and watching videos on YouTube, to participating in online chats while playing video games, to researching for school assignments, adolescents today are engulfed in technology.

Today's youth are not only immersed in technology in social environments, but also in their educational environments. With the push of most districts going 1:1, today's youth have some type of device, whether it be a classroom computer, a laptop, or a personal mobile device such as a smartphone or tablet, in front of them for a majority of their day. Today's youth are the first generation to be raised in a wired world where computers are common in the classroom and homes (Berson, & Berson, 2004). In a study that was conducted by the Kaiser Foundation in 2010 of

more than 2,000 adolescents from the ages of 8 to 18, the researchers found that young people were actively engaged in media use of some type for 7 hours and 45 minutes per day, 7 days a week (Rideout, Foehr, & Roberts, 2010). While this increased exposure to the connected world today's youth live in can present new and amazing opportunities, it also presents new and complex problems for students, parents, and educators (Styron, et al., 2016).

Statement of the Problem

Although today's youth has access to the internet at their fingertips through a multitude of devices, this inherent access does not automatically come with the ability to use those resources effectively and appropriately. Berson and Berson (2004) stated that when youth are equipped with the power of the internet they do not automatically apply ethical decision-making skills to their digital activities. Berson and Berson (2004) continued that young people often make artificial distinctions between the ethics of behavior that they would apply to real life situations and situations found online.

Young people often view online environments as an open forum for free speech and feel they have the right to say anything online, despite consequences (Styron et al., 2016). These authors stated that young people have a "what happens online stays online" (p. 20) norm in online communities. Young people need to be able to make thoughtful and critical decisions when confronted by opportunities to engage in inappropriate and irresponsible online behavior (Lindsay & Davis, 2010).

The Pew Research Center's Internet & American Life Project study showed that 88% of social media-using teens have witnessed other people being mean or cruel on social media. Of those 88%, 12% said that they have witnessed cruel behavior "frequently," 29% stated they have seen meanness on social media "sometimes," and 47% said they only saw it "once in a while" (Lenhart et al., 2011). Authors claimed that when asked about their own behavior, social media-using teens stated they are more likely to ignore the behavior themselves, though others defend the victim and tell people to stop. When it comes to these online behaviors and online "norms" cyberbullying is often hard to identify and mediate due to the unwillingness of victims to report incidents to authorities (Styron et al., 2016).

Willard (2012) conducted a survey in 2012 titled *Cyber Savvy Students*, in which she surveyed students from 18 high schools. Survey results showed that the majority of young people made positive choices online. Also, young people effectively responded to the negative situations that did occur and were not overly distressed by these situations. Willard went on to state that young people might make mistakes that could be prevented through better education.

Styron et al. (2016) conducted a survey of 120 students enrolled in undergraduate and graduate teacher and principal preparation programs. Results indicated that they were familiar with the most common forms of cyberbullying and the impact of cyberbullying on students (mean scores: 4.16-4.75/5.0). On the other hand, respondents were only moderately aware of the extent students initiated acts of cyberbullying and the appropriate responses to cyberbullying. These results showed

that although teachers indicated they were aware of cyberbullying, awareness did not directly translate into their comfort in intervening or managing those situations.

Berson and Berson (2004) stated that educators are obligated to educate children on critical protection and security in a digital age as well as prepare them for cyber citizenship. The purpose of this study was looking at the perception young people have on appropriate digital behavior.

Significance of the Study

The number of young people accessing the internet is increasing dramatically. Young people today are accessing the internet to connect to social media sites, post and watch videos, and participate in online chats. Also, now with the push for more technology integration in schools, young people are using the internet to access school related resources. The young people of today are immersed in a digital age, and as the number of students that go online increases, they require skills to securely and responsibly take full advantage of computers and the internet (Berson & Berson, 2004). With this seemingly constant exposure to the online world, young people are now exposed even more to questionable behaviors such as the many forms of cyberbullying, along with issues such as maintaining a safe and secure digital presence and awareness of how a digital footprint can impact a person's future. As a result, one must wonder about young people's perception of appropriate digital behavior. Responsible and ethical use of the Internet is not something that young people, in particular, consider to be important, and serious consequences are

beginning to emerge as a result of careless and offensive online behavior (Oxley, 2010).

Future educators can use the findings from this study to learn trends of what seventh and eighth grade students perceive to be appropriate digital behavior. In addition, educators can take the findings from this study to prepare and create digital citizenship-based curriculum and lessons.

Research Question

What are seventh and eighth grade students' perceptions of appropriate digital behavior?

Theoretical Framework

Digital citizenship has been a growing topic of focus and concern for educators and parents. While the rapidly evolving world of the Internet has revolutionized our lives in incredibly exciting ways, it has also opened the door to a whole new set of social problems (Oxley, 2010). Young people today are being exposed to the digital world at an early age. Young people are being given access to the digital world through mobile devices, laptops, and school and home computers without a blink of an eye from the adults in their lives. While these devices can be extremely useful and productive if used correctly, they also pose a huge threat to our young people if they are not educated in the proper use and etiquette while using them. This is even truer if their perception of the way to use and interact in the digital world differs from the perception of conducting themselves in the non-digital world.

“It is not enough to open the gate and let the sheep out to wander aimlessly.... Unsafe drivers cause accidents, whereas educated drivers make the roads safer. Likewise, educating students makes the Internet a safer place” (Lindsay & Davis, 2010, p. 3). We cannot merely put devices in young people’s hands and expect them to know how to use them correctly and effectively. According to social learning theory, behavior is learned before it is performed (Bandura, 1971). Young people need to be educated in how to conduct themselves in the digital world. Also, young people need to be informed and made aware of the consequences and ramifications that they could be facing if the digital tools they are equipped with are used incorrectly.

Most of the behaviors that people display are learned, either deliberately or inadvertently, through the influence of examples (Bandura, 1971). In the social learning system, new patterns of behavior can be acquired through direct experience or by observing the behavior of others (Bandura, 1971). We know that young people need to be educated on the matters of digital citizenship and how to use the power of the internet in a safe, respectful, and responsible manner.

Definition of Terms

1:1 (one-to-one computing): Refers to academic institutions, such as schools or colleges, issuing each enrolled student an electronic device in order to access the Internet, digital course materials and digital textbooks.

Cyberbullying: Being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies

Cyberstalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.

Denigration: “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

Digital citizenship: The norms of behavior with regard to technology use.

Exclusion: Intentionally and cruelly excluding someone from an online group.

Flaming: Online fights using electronic messages with angry and vulgar language.

Impersonation: Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.

Outing: Sharing someone’s secrets or embarrassing information or images online.

Trickery: Talking someone into revealing secrets or embarrassing information, then sharing it online.

Summary

This chapter discussed the need to look at young people’s perception of appropriate digital behavior. Young people today are being exposed to a world that none of the adults in their lives experienced at that age. Young people today have the power of the internet available to them in the form of mobile devices, laptops, and home and school computers. With this power, some young people are using these resources in a positive manner, but some are not.

The next chapter will explore the literature around the impact of digital citizenship in young peoples' lives in and out of the classroom, their perception of appropriate and inappropriate digital behavior, and how educators can ensure that they are being properly informed and educated on proper digital behavior. Chapter III explains the methods of gathering and analyzing data. Chapter IV will discuss the results of the study. Finally, Chapter V discusses what the results mean in terms of perception of appropriate digital behavior, the preparedness of the adults in young people's lives to inform and educate them on appropriate digital behavior and provide some recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

Today's youth are encompassed by technology. They see it at home, in the car, when they are at the store, or even when they go out to dinner. This introduction to technology has made its way into the classroom. With this constant exposure to technology, students are susceptible to both positive and negative behavior online that can impact their lives both in and out of the classroom. This review of literature examines young people's perception of appropriate and inappropriate digital behavior.

Technology's Impact on Students' Lives

Technology has had a huge impact on young people's lives. According to a study conducted by the Kaiser Foundation (2010), there had been a huge increase in media use among young people over a decade. In 2005, young people between the ages of 8 and 18 spent about 6:21 hours a day consuming media. In 1999, the Kaiser Foundation study found that young people between the ages of 8 and 18 consumed TV content at a rate of 3:47 hours a day. Ten years later in 2009, the study found that young people between the ages of 8 and 18 consumed 4.5 hours of TV content a day.

In 1999, the Kaiser Foundation study found that young people between the ages of 8 and 18 consumed about 0:26 hours of video game content a day. Fast forward 10 years to 2009, the study found that those in this group consumed about 1:13 hours of video game content a day. The study went on to find that in 1999, youth spent about 0:27 hours daily consuming content on a computer. In 2009, the Kaiser

Foundation study found that those in this age range spent 1:29 hours doing so each day. The Kaiser Foundation study found over a 10-year span, the amount of media content consumed by young people between the ages of 8 and 18 increased from 6:19 hours in 1999 to 7:38 hours in 2009.

Another way technology has impacted the lives of young people is through their interactions online. With the ability to be connected 24/7 to the online world, young people now face bullying not only in the physical world, but also the digital one. A study by Pikley (2011) looked at the impact cyberbullying has on middle school students. The study looked at how common cyberbullying was in the middle school setting. The study also looked at how cyberbullying impacted those students who have been affected by it.

Pikley's (2011) study was carried out in different phases. The first phase of the study involved distributing a 33 closed-ended question survey to students. The survey was distributed schoolwide. The school had 530 students enrolled and of those 517 of them completed the survey. The students who were surveyed ranged in age from 11 to 15 years old to determine which grade level at the school had the highest incident rate of cyberbullying. After phase one of the study was conducted, phase two involved distributing a seven-question survey to just the eighth-grade classes due to the fact that they had the highest incident rate of cyberbullying at the site. These seven questions were all open ended.

The study showed that of the students surveyed, 38% had experienced cyberbullying. Also, of the students surveyed, 56% observed cyberbullying and

eighth grade students were more likely than students in other grades to experience cyberbullying. When it came to the specific types of cyberbullying that were observed, the most common one was “flaming” or getting into an argument online. The study also showed that the most common place cyberbullying occurred was on social networking sites.

Pikley’s (2011) study also showed that cyberbullying had a major impact on students in many ways. Cyberbullying impacted students’ comfort at school, the rate at which they were engaged in their education, and it impacted students’ psychological functions. Students in the study that had been victims of cyberbullying stated that they most commonly felt either anger, frustration, or depression when talking about how cyberbullying impacted them.

When talking about how cyberbullying impacted their friends, students who were surveyed stated that the most common ways were emotionally and via their friend’s mental health. When asked what the school should do about cyberbullying, the most common themes were that students felt that there should be improved communication between students and adults. Finally, when asked what they would say about cyberbullying and how it makes them feel, almost a third of the students surveyed stated that cyberbullying leads to depression.

A study conducted by Kim and Kim (2015) looked at teen users’ problematic behavior using a sample from South Korea. In this study, problematic behavior was defined as disguising one’s age or gender while chatting online, using inappropriate language toward someone while in a chat room, or unauthorized ID use. Data were

collected through surveys over a four-year period in four different waves from students who, when the data collection began, were in eighth grade and then finished the data collection period in eleventh grade. Data were collected from 3,449 students. Results of the study showed that in the first wave of data collection, 23.96% used their ID inappropriately, 33.83% disguised their age or gender while online, and 42.49% used inappropriate language toward others while online. The results showed that over the four-year span of data collection, self-reports of these problematic online behaviors decreased.

The results of the study also showed that some young adults begin to exhibit problematic online behavior in their early teens. The study suggested that increased computer usage and computer skills could lead to a higher likelihood of students exhibiting problematic online behavior. In addition, boys were more likely than girls to report using their ID inappropriately and use inappropriate language while chatting with someone online, while there was no difference found in the self-reports between males and females in regard to disguising their identity. The authors stated that the results from the study should be taken with caution. During the time of data collection, the majority of Internet access was through a computer. Although cyberbullying and problematic online behavior can still exist through the use of a computer, young people today might use other forms of technology to do so such as smartphones and social networking sites.

According to Madden et al. (2013), Pew Research Center conducted a study in 2012 titled *2012 Teens and Privacy Management Survey*. The survey was a telephone

survey that was conducted by the Princeton Survey Research Associates International for the Pew Research Center's Internet and American Life Project. The survey asked young people about their overall trust, what devices they owned, how they use the internet, what social media sites they use (specific emphasis on Twitter and Facebook), what if any privacy concerns they have, their perceived ease of managing their online privacy, their privacy management actions, and demographic information.

This study surveyed 802 young people between the ages of 12 and 17 who were living in the United States. The majority of the questions on the survey were directed to young people's use of social media sites such as Facebook. The results of the survey showed that Facebook was the most used social media site accessed by the respondents with 68.4% stating that they accessed it daily. The results also showed that 32.8% of the respondents were connected on Facebook with people they had never met. When talking about privacy controls, 89.2% of the respondents stated that it was either not too difficult or not difficult at all to manage them on Facebook. In terms of the level of concern respondents had toward their online privacy, 7% stated that they were very concerned and 34.5% stated that they were somewhat concerned.

A study conducted by Jia, Wisniewski, Xu, Rosson, and Carroll (2015) suggested that while young people view online privacy in the form of risk-taking and risk-coping behaviors while using social media sites, a risk-centric framework might be more useful than traditional concern-centric approach. The risk-centric framework shows that young people have a higher probability to take risks which contributes to new risk experiences, which then in turn affects privacy concerns, and then activates

risk-coping behaviors. A concern-centric approach is one that emphasizes privacy concerns in determining risk-related results. The risk-centric framework that Jia et al. were referring to stems from a model that was developed as a result of the study conducted by the Pew Research Center.

The results of the study showed that after Jia et al. (2015) conducted a categorical component analysis to determine various dimensions of young people's privacy risk-taking and risk-coping behaviors, the analysis produced three constructs related to young people's risk-taking behavior which were *Basic Information Disclosure*, *Sensitive Information Disclosure*, and *Risky Interactions*. Basic Information Disclosure includes things such as sharing one's name, birthday, and school relationship status. Sensitive Information Disclosure could include items such as sharing an address or phone number. Examples of Risky Interactions are ones that result in someone receiving unwanted and unsolicited communication online and sharing a location online.

The analysis also produced two constructs of young people's risk-coping behaviors which were *Remedy/Correction* and *Advice Seeking*. The concern-centric approach put a lot of emphasis on privacy precursors and outcomes. This model suggests that young people make their privacy choices based primarily on their information privacy concerns. Results for the analysis showed that respondents who were more frequent users of social media sites had a higher level of concern. Higher levels of concern translate into less risk-taking and more risk-coping behaviors. Privacy management is something that young people may lack due to not having a

good model of self-regulation and an inability to balance sharing and not sharing information. Privacy management may also be a reactive decision based on social or situational factors. Risk-coping behaviors include such things as seeking advice and finding ways to remedy or correct the behavior.

Jia et al. (2015) suggested that young people should have some experience in tackling online risk so they learn how to deal with and navigate through all of the dangers risk-taking behaviors can bring. Through this experience young people will also be able to reap all of the benefits that come with productive online interactions.

When looking at the connection between internet addiction and the preference for social online interactions, Fioravanti, Dettore, and Casale (2012) looked to see if there was any connection between the two. Fioravanti et al. (2012) conducted a cross-sectional study in which a questionnaire was distributed to 257 adolescents in grade 9 in Italy. This survey looked at internet use, self-esteem, preference for an online social interaction (POSI), internet addiction, and perceived relevance of computer-mediated communication (CMC) attributes.

The results of the study showed that of the 257 participants, 100% of them used the internet. Results showed that the respondents used the internet for an average of 12.63 hours a week. Results also showed that 97% of respondents stated that they communicate online whether that be through social media sites, online chat rooms, or instant messaging. The authors found that 42% of respondents played online games, almost 25% had a blog, and 20% visited erotic websites. When looking at it from a gender standpoint, results showed that males spent a significantly larger amount of

time playing online games, visiting erotic websites, and gambling than females did. Females spent more time using chat rooms, instant messaging, and social media sites than the male respondents.

Results also showed that females showed a higher level of perceived relevance of controllability and the ability to escape from reality when using computer-mediated communication. A characteristic of computer-mediated communication is the ability to escape from the real world. When looking at the results in terms of self-esteem, the female respondents scored lower than the male respondents. Females' lower self-esteem scores are directly related to their higher scores of perceived relevance of controllability and ability to escape reality while using computer-mediated communication.

Results of the study showed that there was a significant correlation between the variables self-esteem (SE), Internet Addiction Test (IAT), and Preference for an Online Social Interaction (POSI) for the female respondents, but not the male respondents. When looking at the variables, preference for an online social interaction significantly mediated the relationship between self-esteem and the Internet Addiction Test. Results also showed that having the perceived ability to escape reality notably mediated the connection between self-esteem and the preference for an online social interaction.

The findings of this study also found that communication services are the most used internet application among both male and female respondents with females using those services more than males. In addition, the results showed that females

were more addicted to the internet than males confirming the relationship between internet addiction and the social aspect of the internet among young people.

Media consumption can have an obvious impact on young people's lives. As stated by Oxley (2010), in 2007, the National Teen Internet Survey which was conducted by children's advocate John Walsh, the National Center for Missing & Exploited Children, and Cox Communication polled 1,070 teens between the ages of 13 and 17. The study found that 58% of those teens felt that posting photos or other personal information online was safe. The survey also found that 49% of teens were not concerned that posting personal information could possibly impact their future in a negative way. Young people often are unaware that the comments and images they post can be viewed by hundreds or even thousands of other people (Oxley, 2010). An example of young people's unawareness of their actions online can be viewed in a file held by the Library of Congress, which has acquired the archive of every tweet that has been posted since the inception of Twitter back in 2006. Similarly, Facebook has an archive of everything that has been posted on its site, which could be searched for legal reasons (Oxley, 2010). It would not be unheard of for a teen to have upwards of 600 *friends* on Facebook all of whom could see the information and photos they post. Students often do not consider how privacy settings might protect them (Oxley, 2010).

A report published by Finkelhor, Mitchell, and Wolak (2000) of the National Center for Missing & Exploited Children (NCMEC) and the University of New

Hampshire divulged that based on interviews of 1,501 internet using youths between the ages of 10 to 17:

- Approximately 1 in 5 received requests for sex in the past year
- 1 in 33 received an aggressive sexual solicitation
- 1 in 4 received/were exposed to photos of people having sex, even though about 1/3 of households reported using "Internet blocking software"
- 1 in 17 were threatened or harassed on the Internet
- 95% of parents did not recognize the lingo kids used to inform others that their parents were in proximity and watching
- 89% of sexual requests made on the internet were made in either chat rooms or through Instant Messages
- Of the youths who received an online sexual request, 75% did not tell a parent
- 81% of parents of online-using youth say that kids are not mindful when giving out information online
- 76% of parents did not have guidelines established for their kids when they are using the computer.
- 4,000,000 children posted content to the Web every day.

Lenhart et al. (2011) stated that social media use has become so prevalent in young people's lives that having a presence on social media almost means the same thing as being online. Their study was administered in three parts. One part of the study included interviews with experts. Another part was seven focus groups which were composed of middle and high school students. The third and final part of the

study was a random-digit-dial telephone survey that was delivered between April 19 through July 14, 2011. The survey was conducted by both landline and cell phone. The survey was also conducted in both English and Spanish. Lenhart et al. (2011) found that of the 799 participants who were surveyed, 95% between the ages of 12-17 were online and of those, 80% were using social media. Many of those teens stated that they logged on to their social media sites daily. Teens also stated that their social media networks had become a place where much of their social interactions occur, both good and bad. The authors found that 88% of social-media using teens observed other people acting inappropriately online. When asked how frequently they observed this behavior, 12% stated they observe it “frequently”, 29% stated they observe it “sometimes”, and 47% stated they observe it “only once in a while”.

Young People’s Perceptions of Appropriate Digital Behavior

Berson and Berson (2004) stated that millennials are the first generation to be raised in a wired world where computers are common in the classroom and the home. Those in this category are immersed in a digital age. As the number of people who go online increases by the minute, they require skills to securely and responsibly take full advantage of the Internet and their device (Berson & Berson, 2004). Berson and Berson stated that adolescents often believe that when they are online they are participating in an anonymous and lawless land where there are no consequences for their actions. Young people might know “right from wrong”, but often do not apply that kind of thought process when they are equipped with the power of the Internet at their fingertips. Berson and Berson also stated that young people often make artificial

distinctions between behavior they apply to real world situations and cyber-interactions. Young people are often prone to misperceiving the opinions of others they encounter on the Internet and avoid respectful interactions.

Berson and Berson also stated that although young people are extremely enthusiastic about online activities, they are often unaware of skills involved in being a good cyber citizen, skills that are much more than just one's ability to correctly search for information, engage in dialogue, or play games online. Developmentally, young people typically become easily allured by the enticing images they find online which contribute to a fantasy-like experience. Young people need ongoing direction to successfully overcome the challenges related to responsible technology use (Berson & Berson, 2004).

A study conducted by McCarty (2008) looked at the perception young people have about the safety of online chat sites and what risks, if any, they would be taking by participating. The study included a 51-item survey that was distributed to 139 tenth graders. The students were from three different high schools. When looking at the results of the study, specifically the perception of safety when using an online chat site, male students who participated reported more willingness to share personal information when chatting online than females. Male students also reported that they were more likely to feel safety and trust when chatting online.

Overall, students who felt more comfortable using online chat sites to share information perceived less danger and risk doing so than those who were not comfortable in that environment. Also, they were more likely to take risks while they

were in online chat sites even though it might put them in danger. Along with this finding, students who participated in the study who had the perception of online chat sites being a trustworthy place demonstrated a higher level of participation with online friends than friends that they have face to face. These students also indicated that it is easier to meet people online than it is in person. One of the main reasons they felt this way was because the people they met meeting online did not know what they looked like. These students also shared that because they felt online chat sites and the people that use them are safe and can be trusted, they were more likely to share personal information with their online friends than with their face to face friends. This could include items such as name, address, school, or even photos. The study also revealed that students who used online chat sites would likely do so at night without the supervision of an adult. This unsupervised use could lead to heightened likelihood of revealing personal information since many online predators work during the day and spend time during evenings and night hours online searching for vulnerable adolescents. Finally, students who felt like online chat sites were a safe, trustworthy place believed that their online behavior would not bring them any harm.

A study conducted by Eastin (2005) looked at teen internet use, specifically at why some teens adapt some online behaviors and not other online behaviors. The study looked at the relationship between social influences and self-regulation as a means to guide online behaviors. When looking at how teens use the internet, the

study examined three specific uses: consuming information, entertainment, and online social activities.

In his study, Eastin (2005) surveyed 236 high school students. Of those 236, 63 students participated in the pilot while the other 173 students were used for the actual study. The pilot data were used to create a reliable instrument. The constructs of the study were social group success, prior experiences, and parental success. Social group success perception was derived from the idea that teens look for guidance from their friends. The parental success construct was based on a parent's success using the internet. Some other variables that came into play were self-efficacy, positive outcome expectations, and negative outcome expectations. These variables identified to the different types of internet use.

The results showed that social group success and parental success were positive predictors of online information expectations. In terms of entertainment, self-efficacy, entertainment purpose, social group success, and parental success were all significant predictors. Social group success also predicted a positive entertainment expectation. When looking at predictors of online social self-efficacy, prior social internet experiences and social group success were both significant predictors.

Overall, the data from the study showed support for information seeking and the entertainment models of internet use for teens. The information seeking model consists of items measuring someone's belief in the ability to seek and obtain information that is available on the internet. The entertainment model consists of items measuring someone's ability to be entertained while on the internet. This is

mainly due to the fact that under these models a teen would have to constantly reevaluate his or her perceived abilities both directly and indirectly. Peer and parental success also had an influence on outcome expectations and self-efficacy. While peer and parental success did have an impact, they did so at different degrees and levels.

Willard (2007) stated that young people often view the online environment as an open forum for free speech. Willard also stated that young people feel that they have the right to say what they want online, despite any consequences to themselves or others. This perception can lead to many forms of cyberbullying. Willard went on to state that cyberbullying is often hard to identify and mediate due to victims often being unwilling to report incidents.

According to social learning theory, before a behavior is performed it has to be learned (Bandura, 1971). The majority of the behaviors that people exhibit are learned, whether it be deliberately or inadvertently (Bandura, 1971). In the social learning system, new patterns of behavior can be obtained through a direct experience of that behavior or by observing it (Bandura, 1971). An example Bandura gave was if children observed someone hit a doll with an object not only would they imitate this behavior but would spend more time doing so than children who did not see the action. Bandura went on to state that behavior can be shaped into new patterns to some extent through rewards and punishments, but that it would be extremely laborious and hazardous if trying to establish new behaviors through rewards and punishments was the sole method used.

When it comes to young people and their access to the power of the Internet, Lindsay and Davis (2010) stated that the adults in young people's lives must lead by example. When there are misunderstandings, the adults in young people's lives must teach and coach them about responsibility and sensitivity when it comes to their digital interactions with others. Lindsay and Davis stated that the influencing adults in a young person's life must begin educating children as soon as they start using digital tools. Young people should also be educated on how to appropriately use these tools for communication, collaboration, and creation. Lindsay and Davis stated that adults should put the learning in the hands of young people. When students have administrative rights and can personalize their digital tools, they not only develop online content and global citizenship skills but also digital fluency. Lindsay and David claimed that when students graduate from high school, their digital footprint should be a positive one with academic material included.

Lenhart et al. (2011) found that 15% of social media using teens say they had been the target of online meanness in the year prior to their study. When asked about their own behavior when they witness mean behavior online, 90% of social media using teens stated they ignored it. Of those 90%, 35% stated that they had done so frequently. Of the teens using social media, 80% stated that they had defended the victim and 25% stated that they did so frequently.

When it comes to what social media using teens post online, Lenhart et al. (2011) found that when deciding to post content that might reflect negatively on them in the future, 55% of respondents stated that they decided not to post. Looking

deeper, older social media using teens (aged 14-17) were more likely than younger participants to say that they reconsidered posting something online after weighing the possible negative backlash and consequences.

Lareki, de Morentin, Altuna, and Amenabar (2017) conducted a survey of 1,486 students between the ages of 9 and 16 in 2015. The survey was broken into five sections: Habits of Use, Contents and Downloads, Management of Data, Relationships, and Posting. In the “Habits of Use” section, most respondents stated that behaviors such as browsing the internet or gaming when they should be working on other tasks or using a phone at school without permission to do so were perceived as severe inappropriate behavior. In the area of “Content and Downloads”, respondents perceived behaviors such as copying work from the Internet and downloading movies without considering copyright law to be mild in terms of inappropriate behavior. When looking at the “Management of Data” section of the survey, creating an account with a false name, lying about their age when creating a profile, and using very easy passwords were all considered to be severe behaviors. When it came to the “Relationship” section, adding people they did not know and ignoring friends on social media were deemed mild in terms of inappropriate behavior. When it came to “Posting,” students acknowledged that posting photos or videos of friends without their permission, posting compromising photos or videos of friends, and posting photos, videos, or comments that favor bullying were deemed severe in terms of inappropriate behavior while posting photos/videos of themselves without parent/guardian permission was only deemed mild. Overall, survey results

indicated students' perceived greater seriousness in behavior when it came to "Posting" where "Management of Data" was perceived as the less serious section of the survey.

In a study conducted by Nordin, et al.(2016), undergraduate students in Malaysia completed a 17-item questionnaire that looked to measure digital citizenship behaviors. The study focused on the first five elements of Ribble's framework on students' digital citizenship behavior which are etiquette, commerce, responsibility, safety, and security. Items on the questionnaire were first content-validated by experts before they were selected. The study tested two measurement models of digital citizenship. One model was a five-factor model, while the other model was a one-factor model. A confirmatory factor analysis (CFA) was used to check the accuracy of the two digital citizenship models. The results of the first CFA showed that the one-factor structure of digital citizenship was unable to represent the collected data (Nordin et al., 2016). There was no evidence to support the idea that the common factors influenced the sample's responses in the questionnaire.

In terms of the five-factor model, the results provided evidence to support the psychometric properties of the digital citizenship instrument in both its convergent and discriminant validity (Nordin et. al., 2016). The study showed evidence that in fact digital citizenship is multidimensional. The five-factor model, which included five dimensions (etiquette, commerce, responsibility, safety, and security) is a justifiable way to measure a student's digital citizenship behavior when using technology.

Summary

Technology has had a huge impact on young people's lives. They are the first generation to be raised where computers and devices are common not only in the home but also in the classroom. More and more teens are getting online and using social media sites. Young people are reporting that much of their social interactions are occurring online through social media. Young people are posting, texting, commenting, and consuming data at a rapid rate. This constant consumption of data, unfortunately, has led to young people being the targets of inappropriate content. Whether it be exposure to sexual photos/videos or threats or harassment, young people need to learn to become more aware of their digital surroundings. Young people need to not be so easily lured in by enticing images or the fantasy-like experiences they can encounter online. Dialogue between young people and adults should be open and conversations should be happening to help model appropriate digital behavior for young people. When it comes to etiquette, safety, responsibility, and security young people can learn from the influencing adults in their life the appropriate way to conduct themselves in this digital-rich environment.

CHAPTER III

METHODOLOGY

Technology has become as prevalent in young people's life as much as air. Wherever you go, you see a young person on his or her device. This constant exposure to the digital world has presented today's young people with situations generations before them did not encounter at the same age. Also, the extended exposure to the digital world does not automatically come with the ability to function in it effectively and appropriately. This study aimed to look at student's perception of what is appropriate digital behavior.

Sample

This study was conducted at two middle schools in the Central Valley of California. The schools are the two middle schools in the district, which also has nine elementary schools and two high schools (See Table 1). School A is a 6-8 grade school and School B is a 7-8 grade school. The sample for the survey portion of this study came from all students from the seventh and eighth grade general education classes from both middle schools. These grade levels were chosen due in part to the fact that the students in these grade levels are heavily immersed in the digital world.

Following the survey, one focus group at each site was formed of 8-10 students. Focus groups included both seventh and eighth grade students. Consent forms were sent home to solicit focus group participation. Focus group participants were randomly selected from the consent forms that were collected to ensure groups

consisted of both male and female, seventh and eighth grade representatives.

Participation in the focus groups was voluntary.

Table 1

Demographics of Schools in the Study

	School A	School B
Enrollment	814	1,298
Grade 7	356	670
Grade 8	347	628
Gender Distribution		
% Male	49	52
% Female	51	49
Ethnicity		
% Hispanic	68	50
% White	25	37
% Asian	2	5
% African-American	< 1	2
% Other	3	3
% English Learners	25	19
% Economically Disadvantaged	60	60

Education Data Partnership (2017)

Methods

This study was conducted during the first trimester of the 2017-2018 school year. This study focused on students' perception of appropriate digital behavior. The

survey asked students about how they make decisions when using digital technologies, including the internet, cell phones, and other personal devices. The survey was distributed electronically for the students to complete. The survey was completed at school during English Language Arts classes. Each student was provided a device to be able to complete the survey. The classroom teacher was present during the administration of survey. The survey was anonymous to encourage honest responses. Consent forms were provided to students and parents prior to survey distribution.

Along with the survey, focus groups were conducted to expand on the findings from the survey. Focus groups were held on the campuses of the two schools during school hours. Focus groups were conducted a month after the survey. Each focus group met twice for 30 minutes each time. The researcher, a former teacher and current technology coach in the district, conducted both focus groups. Audio of the focus groups' discussions were recorded and then transcribed. The University Instructional Review Board approved this study on October 3, 2017, protocol #1718-014. Focus group questions can be found in Appendix B.

Instrument

The instrument for this study came from a study that was conducted by Nancy Willard in 2012. The title of the survey in Willard's research was *Cyber Savvy Students*. Survey questions can be found in Appendix A. This survey contained 19 questions consisting of Likert Scale, Checklist, and Mark All that Apply items. In

terms of instrument validity, content validity was established by using an existing instrument. Willard did not report any validity measure for the survey. In terms of instrument reliability, an internal consistency was established by calculating a Cronbach Alpha, which was .93, a strong result. The survey was conducted to address youth risk when using digital technologies. The survey asked questions about how students make decisions when using digital technologies, including the Internet, cell phones, and other personal digital devices. The survey was anonymous with the only demographic items asked being grade level, gender, and ethnicity.

The questions from this survey were used to better understand students' perception of appropriate digital behavior. The survey was administered through Qualtrics in November 2017.

Data Analysis

The data that were looked at for this study were results from an anonymous survey distributed to all 7th and 8th grade students at two California middle schools and the results from focus groups that were conducted after the survey. The survey results were used to show trends of student perception of appropriate digital behavior. The survey results were also used to see if there were any differences in responses based on genders or grade levels. Chi Squared statistical analyses were run to determine the differences between not only the two groups, seventh and eighth grade students, but also gender. Results of the survey were analyzed using SPSS v. 24. An alpha level of .05 was used for all statistical analyses. In regard to data collected from the focus groups, themes were explored from the focus group transcripts.

Summary

This study looked at seventh and eighth grade students' perceptions of appropriate digital behavior. The anonymous survey was distributed electronically. The data gathered included results from the 19-question survey and findings from focus groups. Chapter IV discusses the results of these analyses.

CHAPTER IV

RESULTS

Technology has become a mainstay in the lives of today's adolescents. From surfing the web to posting on social media sites to chatting while playing video games, technology is everywhere. With this constant connection to the internet comes interactions with others, both positive and negative. In this study, seventh and eighth graders' perceptions of appropriate digital behavior were examined. This chapter will report the results from the surveys conducted at both middle schools and analyze the discussions from the focus groups that were conducted following the surveys.

The purpose of this study was to examine what seventh and eighth graders' perception of appropriate digital behavior was. To begin, students from two middle schools took part in a 19-question survey. The survey asked students about how they make decisions when using digital technologies, including the internet, cell phones, and other personal devices. This survey was comprised of items that included Likert Scale, Checklist, and Mark All that Apply. Consent forms were distributed to all seventh and eighth grade students at both middle schools (814 students from School A and 1, 298 students from School B). The survey received over 1,000 responses. Chi Squared statistical analyses were run to determine the differences between not only the two groups, seventh and eighth grade students, but also gender. Results of the survey were analyzed using SPSS v. 24. An alpha level of .05 was used for all statistical analyses. In regard to data collected from the focus groups, themes were explored from the focus group transcripts.

Survey Results

Perception of Appropriate Digital Behavior by Gender

Results comparing gender results across all survey items are displayed in Appendix C. In looking at the results from the survey, many trends were found. When asked *what do you think if you see or find out that someone is cyberbullying another person*, 69.4% of males and 82.2% of females stated that they really do not like to see this. The results were statistically significant, $\chi^2(8, N = 893) = 40.83, p < .001$. When asked how safe they felt it was for teens to meet face to face with someone they had gotten to know online, 7% of male respondents felt it was totally safe while only 2.5% of female respondents felt it was totally safe. The results were statistically significant, $\chi^2(4, N = 893) = 29.90, p < .001$.

When respondents were asked what they thought are the most common reasons why people sometimes make mistakes or bad choices when they post, send, or text, only 37.1% of males indicated not thinking about the fact that their digital actions could harm their own reputation where 50% of females felt this was a reason. The results were statistically significant, $\chi^2(2, N = 899) = 14.26, p < .001$.

Respondents were asked, *What were the three most important reasons why they might change their mind if they were thinking about doing something hurtful or inappropriate online?* Survey results showed that only 38.6% of males stated that how they would feel if someone did this to them would be a reason to change their mind where 53.4% of females stated this would be a reason. The results were statistically significant, $\chi^2(2, N = 899) = 18.74, p < .001$. When asked the same

question, 55.5% of males did not feel that what their parents, guardians, or other important adult would think about them was reason to change their mind about doing something inappropriate or hurtful online where 56.9% of females stated this was a reason. The results were statistically significant, $\chi^2(2, N = 899) = 13.79, p < .001$. When asked the same question, 62.4% of males and 53% of females did not choose the option *how I would feel about myself after I did this*, $\chi^2(2, N = 899) = 7.90, p = .019$. Also, when asked the same question, 61.4% of males and 46.6% of females did not choose the option *How I would feel if someone did this to me*. The results to this question were statistically significant, $\chi^2(2, N = 899) = 18.74, p < .001$. Also, when asked about the three most important reasons why they might change their mind if thinking about doing something hurtful or inappropriate online, 55.5% of males and 43.1% of females did not choose the option *what my parent, guardian, or other important adults would think about me*. The results from this question were statistically significant, $\chi^2(2, N = 899) = 13.79, p = .001$.

When asked how likely they were to friend someone on social networking sites that they knew face-to-face and liked, 92.9% of males and 96.1% of females stated that they were likely or very likely to friend. The results were statistically significant, $\chi^2(6, N = 882) = 21.41, p = .002$. Respondents were asked how likely they were to friend someone on social media sites that they met online doing activities they both enjoy. Of the male respondents, 50.8% stated that they were either likely or very likely to friend where only 31.4% of females responded this way. The results were statistically significant, $\chi^2(6, N = 871) = 35.13, p < .001$.

Respondents were asked how likely they were to continue to friend someone on their personal profile who posts material that makes them question whether he or she makes good choices. The results from this question showed that 36.3% of males stated that they were either likely or very likely to continue to friend where only 22.9% of females responded this way. The results also showed that 58.7% of males and 71.8% of females stated that they were either likely or very likely to unfriend someone who made them question whether or not he or she made good choices. The results from this question were statistically significant, $\chi^2(8, N = 899) = 25.83, p = .001$. Respondents were also asked how likely they were to continue friending someone on their personal profile who encouraged people to do things that could be risky. In response, 51.6% of females stated they were very likely to unfriend where only 35.3% of males responded the same way. The results were statistically significant, $\chi^2(8, N = 899) = 35.07, p < .001$.

In response to the question of how teens should handle the privacy settings on their social networking profiles, only 5.9% of males and 4.4% of females stated that they would use the settings that would allow their personal information and posts to be public. The results from this question were statistically significant, $\chi^2(6, N = 883) = 21.58, p = .001$. Continuing the theme of how teens should handle the privacy settings on their social networking profiles, 60.8% of males and 73.5% of females stated that they would use settings that only allow people they have specifically friended see what they post. The results from this question were statistically significant, $\chi^2(6, N = 883) = 21.58, p = .001$.

When asked about how safe it would be for teens to meet face-to-face with someone they have gotten to know online, 34.6% of males and 51.5% of females stated that it is never safe. When looking at the response, *only safe if you take steps to be careful*, 58.4% of males and 46% of females chose this response. Of the respondents that thought it was totally safe, 7% were male and 2.5% were female respondents. The results from this question were statistically significant, $\chi^2(4, N = 893) = 29.90, p < .001$. When asked about giving out their home address to a person they were thinking of meeting face-to-face they had gotten to know online, 64.7% of males and 76.8% of females stated that they should not do this. The results were statistically significant, $\chi^2(8, N = 899) = 27.30, p = .001$.

Continuing this theme, when respondents were asked about how older teens may meet someone online and form a close personal relationship, 47.6% of males and 51.1% of females stated that it may be possible to form a close personal relationship in this way but only if they are really careful. Only 10.7% of males and 7.1% of females stated that this would be a great way to form a close personal relationship. The results from this question were statistically significant, $\chi^2(6, N = 860) = 21.21, p = .002$. When respondents were asked if they should get their parent or guardian's approval before meeting face-to-face with someone they had gotten to know online, 63.4% of males and 75.5% of females stated that it would be very important to do so. Results were statistically significant, $\chi^2(8, N = 899) = 26.70, p = .001$.

When respondents were asked if they thought it would be helpful to send hurtful messages back to the person who is cyberbullying, 27.1% of males thought

this would either be helpful or very helpful where only 12.9% of females felt this way. On the same question, 48% of males and 65.6% of females stated it would not at all be helpful. The results were statistically significant, $\chi^2(8, N = 899) = 41.39, p < .001$.

Perception of Appropriate Digital Behavior by Grade Level

The next set of results shows responses comparing seventh and eighth graders. All results are displayed in Appendix D. Few of the results differed between students in the two grade levels. Respondents were asked how likely they were to friend the following types of people on social networking sites. When asked if they would friend someone they know face-to-face, but not very well, 61.9% of 7th graders stated they would be likely or very likely to friend. When asked the same question, 72.4% of 8th graders stated they would friend someone they knew face-to-face, but not very well. Results were statistically significant, $\chi^2(3, N = 857) = 17.90, p < .001$. When looking at the same question in terms of grade levels, 67.9% of 7th graders and 65.5% of 8th graders stated they would use settings that only allow people they have specifically friended see what they post while only 5.5% of 7th graders and 4.8% of 8th graders stated they would use the settings that would allow their personal information and posts to be public. When students were asked what they thought if they saw or found out that someone is cyberbullying another person, 78.4% of 7th graders and 72.2% of 8th graders stated that they really do not like to see this. The results from this question were statistically significant, $\chi^2(8, N = 893) = 40.82, p < .001$.

Focus Group Results

When looking back at the findings from the focus group transcripts, students were asked about what they feel contributes to the decisions their peers make when posting on social media or posting online. Both groups stated that peer pressure, trying to look or act cool, or that they might not think they can get in trouble were all contributing factors. Focus groups were also asked what they think most of their peers would do if they saw someone being cyberbullied. Responses ranged from just trying to ignore it or get out of the conversation to attacking the person who is cyberbullying. When asked what they meant by attacking someone, one student responded with, “I mean like tell them not to do it”. Another student stated that it would depend. When asked to clarify, the student went on to say that “it would depend on the person who sees it, if they are friends with the person who is being cyberbullied or the person who is actually bullying someone.” After digging a little deeper, the student responded saying that it would be a case by case basis. If students were friends with the person being cyberbullied, they might defend that person. If they were friends with the person doing the bullying, then they might not say anything or do anything.

Students from the focus groups were asked to give their perceptions about the results of the survey question which asked what the most common response for why people make bad choices when they post, send, or text. One of the choices on the survey was “They did not think about the fact that their digital actions could harm

their own reputation,” which was selected by fewer than half of the respondents. Focus groups were asked if they think most of their peers understand the impact of their digital actions. One student stated that he thought that most of his peers do not understand the impact of their digital actions implying “oh I just text someone. It’s not that big of a deal”. The student also went on to state that it is all just in the moment and not how people are going to view themselves in the future. Another student felt that teenagers do not understand that when they post something, even after deleting the item, it’s still online. Someone could take a screenshot, things like that. Another member of the focus group stated that a lot of people act on impulse. “If someone gets you angry you are going to say a bunch of stuff to them and then later on you will realize what happened and you will regret it.”

Focus groups were also told that while looking at survey results, the responses from males were different from females on several items, and they were asked about why they think that was the case. One student stated that males tend to “act hard” or “act like they are all that” and they don’t really care about other people. This person felt that males just care about themselves and their reputation. Another student stated that males try to pretend that they are the alpha, like they are better than everyone else. Another student stated that males do not understand the impact of their digital actions because they do not put themselves in the other person’s shoes. One of the male students in the focus group stated that he thought this was the case because there is a stereotype that males can’t share their feelings or open up about things and if they

did this, they would be viewed as weak. “A lot of guys tend to be like big and tough and try to act like it even though they are not.”

Students in the focus groups were also told that more males said they were very likely or likely to friend someone they met online doing activities they both enjoyed than were females. As a possible explanation, one student stated that when a lot of males all like doing the same things, they would like to go do that. This response suggested the belief that friending people with similar interests allowed males to hang out together for that activity instead of not doing it and staying home. Another student stated that males tend to play video games where you can interact with people, often meeting people online while playing. Finally, a student from one of the focus groups stated that a lot of friends like the same things you do so they tend to be friends with them too.

Students in the focus groups discussed another difference in responses by gender. Students in the focus groups were told that males were more likely to say that they thought it was either not necessary to have a parent or guardian look over the person’s profile or that they should not have a parent screen profiles of potential friends if they were thinking about meeting face-to-face with someone they had gotten to know online. As a possible explanation, one student stated that he thinks that males believe that they can protect themselves or think that nothing bad cannot happen to them. Additionally, focus groups were told that males were more likely to say it would be helpful or very helpful to immediately send a message telling the bully what you think if they are cyberbullying another person. One student stated that

she thinks males are more connected to their peers than to adults, so they just want to say something about cyberbullying to their friend first before they tell an adult about the incident. Another student stated that maybe males think they could stop their friend's behavior themselves instead of telling an adult first.

Students were then told that over one fourth of the survey respondents said that it would not be helpful to report to someone at school that someone is being cyberbullied. One of the participants thought that maybe students don't want to tell on the bully and maybe they don't want to get "like a bad perception". They also went on to say that students don't want people to think that they are going to tell on everybody for doing something, so they probably just keep their mouth shut and not do anything about it. Another student stated that people just want to handle it themselves and not try to get adults involved. Another participant suggested that the bully might get mad at both the student who shared information about the incident and the person being bullied.

Students were asked how they thought teens should handle their privacy settings on their social networking profiles. Most students in the focus groups stated that students keep their profiles on private. When asked why, students stated that most parents do not let their kids have accounts unless they are private. One student stated that people have their accounts on private because "a lot of people, when they are on vacation, they post so that way if someone you didn't know saw it, they could go to your house and steal from you". Students were asked if they know anyone who has a public profile and students said they did but the ones who do only do it to try to

get more followers or they don't care about what people think about them or what they see. Students also stated that people they know who have public accounts don't post anything; they just scroll through and look at posts.

Students were then asked what they thought the most helpful responses are if someone is being cyberbullied. One student stated that those witnessing the behavior could give some helpful comments to the person being bullied like, "Those things aren't true. I know that you are my friend they are just making things up to just get to you. Just don't worry about it and ignore it". Another student stated that she is typically the person who would go at the bully and say something. "If you get them to stop it can prevent a lot of things happening to students like their confidence and self-esteem could go down and that could cause way more problems with them so it's easier if you were to go to the bully". Another student added on and stated that if the person getting cyberbullied sees people going after the bully then they are going to feel more confident that that's really not true and there are actually people behind them that want to help them. Finally, a student from the focus group stated that going after the bully could stop that person from bullying other people.

Finally, focus groups were asked what they thought should be included if they were going to help create a curriculum to help teach middle school students about appropriate digital behavior. One of the things that the focus groups thought should be included was helpful tips on how to keep your accounts private. Another was how to deal with cyberbullies. Another thing focus group participants thought should be included was long term effects of the things you post online.

Summary

This chapter reported the results from the survey students from two middle schools took. The survey asked students questions to try to determine what seventh and eighth graders' perception of appropriate digital behavior was. Results showed that most respondents felt that teens should take their privacy settings on their social media profiles seriously. Most student respondents in the focus groups stated that their social media profiles were set to private. Also, males responded differently than females. Male respondents were more comfortable with the prospect of meeting someone online face-to-face. Female respondents took more time in considering what to post before posting. Most of the respondents stated that they would unfriend someone on social media if they questioned whether that person made good choices or not. In terms of dealing with cyberbullying, the majority of respondents stated that they did not like to see it. Overall, a majority of the respondents had a proactive approach to cyberbullying. Most students wanted to support the person getting cyberbullied and prevent the cyberbully from attacking another student.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This study looked at seventh and eighth grade students' perceptions of appropriate digital behavior. The study was conducted at two middle schools in the Central Valley of California. The study started out by having students complete a survey comprised of questions from Nancy Willard's 2012 survey titled *Cyber Savvy Students*. Questions on the survey asked students how they would respond to digital behavior situations. Following the survey portion of the study, focus groups were formed, one at each site. Focus groups were made up of 8-10 students, with a mixture of both male and female and seventh and eighth grade students.

Summary of Results

When looking at the results of the survey, overall students seem to make good decisions while online. Both male and female respondents answered similarly in many areas. The majority of both male and female respondents stated that they would use settings that only allow people they have specifically friended see what they post. Most male and female students stated that they do not like to see or find out that someone is cyberbullying another person. Also, over half of both male and female respondents stated that it would not be helpful to send hurtful messages back to the person who was doing the cyberbullying. Only a small number of students felt it was safe to meet face to face with someone they had gotten to know online. Almost half of both male and female respondents stated that it was possible to form a close relationship with someone they met online, but only if they were really careful. The

majority of both male and female respondents stated that it was important to get their guardian's approval beforehand. Most respondents stated that it is not safe to give out their personal information like their home address to someone they got to know online if they were thinking of meeting face-to-face.

When asked about reasons for not doing something hurtful or inappropriate online, the responses were similar across males and females. They indicated regret was not a factor. Both male and female students stated that they were likely to friend someone online who they knew face-to-face and liked. Also, a majority of respondents stated that they were either likely or very likely to unfriend someone who made them question whether or not they made good choices.

There were topics in the survey to which male and female respondents answered differently. When asked what they thought were the most common reasons why people make mistakes online when they post, send, or text, over half of female respondents stated that the people posting did not think about the fact that their digital actions could harm their own reputation where only about one-third of males responded this way. Over half of female respondents stated that *how they would feel if someone did this to them* would be a reason to refrain from doing inappropriate or hurtful things online. Only a little over one-third of males responded this way. Over half of male respondents stated that they would continue to friend someone online who had posted something inappropriate if they were doing activities they both enjoy, where only about one-third of female respondents responded this way.

Females were more likely than males to discontinue online relationships with people who posted things that made them feel uncomfortable. When respondents were asked how likely they were to continue to friend someone on social media who encouraged people to do things that could be risky, over half of females stated they were either likely or very likely to unfriend that person where only one-third of male respondents answered this way.

When it came to looking at the results in terms of grade level, results were similar. Responses about friending people they did not know well in person, using privacy settings to control access to their posts, and negative perceptions of seeing cyberbullying were made by over half of all seventh and eighth grade participants.

Both focus groups stated that peer pressure and trying to look or act cool were contributing factors into the decisions that some of their peers make when posting online. Focus group participants also stated that they do not think some of their peers understand the impact of their digital actions. Students mentioned that they thought some of their peers react in the moment and don't think about how people are going to view them in the future. They also stated their belief that some of their peers do not understand or take into consideration their digital footprint when posting things online and that a lot of their peers act on impulse. An example that was given was that if someone gets angry, they are going to react on that anger and then later on realize what happened and regret it.

When discussing how males responded differently than females on some of the survey items, focus groups stated that they thought this was due to the fact that

males sometimes try to “act hard” and are trying to impress their friends. Focus group participants also stated that they thought that some males acted this way because of gender-based stereotypes and perceptions of weakness.

Discussion

When looking at the results of this study, on some areas of the survey, male students answered differently from female students and in some cases drastically. With regard to making mistakes while online, only 37% of male respondents compared to 50% of female respondents stated that not thinking about how their digital actions could harm their own reputation was a common reason. Junior high males may act upon emotions and might not think things out before acting. Bandura (1971) stated that the majority of the behaviors that people exhibit are learned; these male students could have observed adults in their lives reacting to situations not thinking about the long term ramifications. Giedd (2008) stated that at puberty, tendency to act aggressively increases, especially in males. This finding also connects to what Willard (2007) stated about the fact that young people often view the online environment as an open forum for free speech. Students may feel that they can do and say what they want online, without thinking of the repercussions down the road.

When looking at reasons why someone might change their mind if they were thinking about doing something hurtful or inappropriate online, only 38% of males stated that *how they would feel if someone did this to them* was a reason. This differed from the 53% of females who stated that this would be a reason. Female students may be more concerned with other people's feelings and be more empathetic towards

others than male students. Giedd (2008) wrote that gray matter in the brain peaks at around age 11 for females and age 13 for males. This is significant because, according to Giedd, the subcortical gray matter structures in the brain that involve decision-making take on a dramatic change around the time of puberty. If that portion of the brain is taking on dramatic change 2 years sooner in females than in males, this could explain why female students react to certain situations differently than their male classmates.

Berson and Berson (2004) stated in their study that young people are often unaware of the skills involved in being a good digital citizen. Thinking about how you would feel if someone did something to you is a characteristic a good digital citizen has. It is possible female junior high students are simply more aware or accepting of digital citizenship characteristics than are their male peers.

Over half of the male respondents stated that they were likely or very likely to friend someone they met online doing activities they both enjoy. Online gaming is likely a major contributor to this response rate. Stereotypically, males tend to play video games more than females. According to a study conducted by the Electronic Software Association (ESA), in 2017 18% of males under the age of 18 played video games where only 11% of females under the age of 18 played video games. With the introduction to online chats during video games, theoretically more males than females are connecting with others while playing video games. This would then lead to friending one another on other social media networks.

Another area where males and females responded differently was when it came to continuing to friend someone on social media networks who makes them feel uncomfortable. Over 36% of males stated they would continue to friend this person where only 22% of females answered this way. An observation I've made about students both in and out of the classroom, is when I hear people talking about videos or posts where people were doing things that were either dangerous to themselves or others, it tends to be a group of boys. For whatever reason, boys tend to like those types of posts and videos. This may also be explained by the previously mentioned work by Giedd (2008), who wrote that at puberty aggressive tendencies increase, especially amongst males. This behavior could also go back to the results Berson and Berson (2004) found in terms of while young people might know right from wrong, they often do not apply that kind of thinking when they are online.

In looking at how students view their online privacy, only 5% of males and 4% of females stated that they would use settings that would allow their personal information and posts to be public. It is nice to see that such a small number of students would want their personal information and posts to be public. There is a misconception out there that many young people just have their social media sites set to public. Similarly, a good majority of both male and female participants (60% and 73% respectively) claim to use settings that only allow the people they have specifically friended to see what they post. This suggests that young people take their thoughts and information seriously and only want selected people to see what they post. As stated by Agosto and Abbas (2017), teens are concerned with their online

privacy overall and feel uncomfortable with unintended people seeing the content they post, especially their personal information.

When talking about meeting people face-to-face that they have gotten to know online, half of female respondents stated that it is never safe where only 34% of males answered this way. While it was nice to see that there were significant amounts of students who felt wary of face-to-face meetings with online acquaintances, it would be comforting to see these percentages higher, especially with males. Overall, there was consensus amongst the focus groups participants that females tended to be more cautious than males. This could also be due to Giedd's (2008) finding that gray matter, which is responsible for decision-making, peaks around age 11 for females which is two years sooner than it does in males.

A majority of both males and females stated that they do not like to see cyberbullying. The study conducted by Lenhart et al. (2011) found that 88% of social-media using teens observed other people acting inappropriately online, which could take the form of cyberbullying. This type of activity is something that young people are dealing with on a daily basis. They are constantly observing inappropriate behavior online despite not like seeing it. The seventh and eighth grade students in the study did not appear to know how to deal effectively with cyberbullies when they did encounter these individuals.

In looking at how the results of this study compared to the study conducted by Willard in 2012, both studies found that the respondents generally made positive choices when they are online. Respondents from both studies did not like to see

negative things occur while they are online. Respondents from both studies stated that they take their privacy seriously. Both studies found that respondents respond to negative situations they encounter online appropriately and effectively. Just like in this study, Willard's study found that respondents do make mistakes while they are online. These mistakes might be prevented if students received better education on appropriate digital behavior.

The use of the data collected in this study can help shape and mold future digital citizenship curriculum. Being able to get a glimpse into what the students think and feel is or is not important when it comes to appropriate digital behavior is invaluable. Knowing that overall, students do make positive choices while online is something that can be reinforced and celebrated. Also, the curriculum could aid in clearing up the misconception that the internet is a dangerous place and instead equip young people with the tools to navigate the internet safely and appropriately.

The information from this study can be used to help guide future digital citizenship curriculum by knowing which areas to focus on. One area of focus should be an individual's digital footprint and how one's digital actions could harm one's reputation. Another area of focus could be discussing the impact one's digital actions have on others and considering other people's perspectives before posting. Another area of focus could be online relationships, and more specifically helping students know it is all right to discontinue relationships with people who make them feel uncomfortable online. Related, it would be beneficial to make students aware of the proper steps and channels to ensure that they are being safe when forming online

relationships. Finally, the study suggests digital citizenship curriculum for junior high students should include teaching students how to appropriately and effectively deal with cyberbullies when they encounter them.

Limitations of the Study

When pondering the limitations of this study, a few things arise. First of all, part of the data collected for this study was based on students' answers to a survey conducted during class. While all efforts were put into place to get the most honest responses out of students through making the survey voluntary and anonymous, it is possible that students did not answer the survey questions truthfully. They may have responded based on what they felt would make them look good, or in the way they felt adults would want them to respond. Also, the length of the survey may have limited its capacity to gain a full understanding of students' digital behaviors. While students had a class period to complete the survey, some students did not complete the survey in its entirety; those responses were not included in data analyses. These incomplete surveys might have influenced the results.

Another limitation to this study was that it only shows what a small population of young teens today feel about appropriate digital behavior. The students who took part in the study were from a city in Central California with high agricultural influence. The way they feel and view the issues on the survey may differ drastically from students in larger, urban cities. Students in larger cities might be exposed to different situations than the students in this study.

Another limitation to this study is the fact that while purposeful, only seventh and eighth grade students were surveyed. The way seventh and eighth grade students view appropriate online behavior may differ from the views of younger and older students. In addition, when this study was conducted, the district in which these students were enrolled was not yet 1:1. At the time of the study, students did not have daily access to digital devices. Conducting this study after the district launches a 1:1 environment might reveal the way students feel about digital behavior changed.

A related limitation is that student access to technology at home is not consistent amongst all students, which might have impacted their responses. Those with more exposure to an online environment might have had different perceptions than those without exposure; the study did not examine responses based on home access to technology.

Recommendations for Future Research

One recommendation for future research would be to expand the age group that is being surveyed. This study was focused on seventh and eighth graders. The reason for this selection was most social media sites state their sites are made for people ages 13 and up. Seventh and eighth graders would be, theoretically, in the beginning of their social media experiences. Getting to know how students of other ages felt about the topics of the survey would be interesting.

Another recommendation for future research would be to broaden the sample for the study. Being able to survey students from not only different parts of the country but also different socioeconomic backgrounds would allow for more robust

and well-rounded findings. It would be really interesting to see if students who live in larger, urban areas feel the same way as students who live in more rural areas.

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APPENDICES

APPENDIX A

SURVEY QUESTIONS

Cyber Savvy Students*

**Adapted from Nancy Willard, M.S., J.D., Director of Embrace Civility in the Digital Age*

Q1 How do you make decisions when you post, send, or text?

I am always very careful about what I post, send, or text.

I am careful about what I post publicly, but am less careful about what I send privately or text.

I do not think about it much.

I should be able to post, send, or text whatever I want to.

Q2 What do you think are the most common reasons why people sometimes make mistakes or bad choices when they post, send, or text? (Click all the reasons you think are most common.)

They thought they were invisible, so no one would know they did this.

They did not think about the fact that their digital actions could harm someone else.

They did not think about the fact that their digital actions could harm their own reputation.

They did not recognize they were being deceived by another person.

They posted digital material without thinking things through, forgetting that it could be seen by lots of people.

They sent or texted a digital message privately to someone, forgetting that it was possible for this person to forward the message to others.

They acted in anger when they posted, sent, or texted something.

They were following what someone else was doing.

They thought that because they could easily do something using technologies, it was okay to do so.

They were trying to get attention and forgot to think about the kind of attention they were going to get.

They were pressured or manipulated by someone else.

Q3 If you were thinking about doing something hurtful or inappropriate online, what are the three most important reasons why you might change your mind?

How I would feel about myself after I did this.

How I would feel if someone did this to me.

What my friends would think about me.

What my parents, guardian, or other important adults would think about me.

What my teachers or other school staff would think about me.

What people I don't know would think about me.

Whether someone might file an Abuse Report.

Whether my Internet access would be restricted, or my cell phone taken away.

Whether I could get into trouble at home.

Whether I could get into trouble at school.

Whether I could be arrested.

Q4 How should teens handle the privacy settings on their social networking profile?

Use the initial settings that the company provides.

Use settings that only allow the people they have specifically friended see what they post.

Use settings that allow people who their friends have friended see what they post.

Use settings that allow their personal information and posts to be public.

Q5 Who should you share the following kinds of personal information with by posting, sending, or texting?

Never post or send

Very trusted friend

Friends

People I have friended on my profile

People my friends have friended on their profiles

Someone met online

Public

Professional support site

Company web site

Material about my interests and activities.

My full name.

The city I live in.

The school I attend.

My password.

Personal contact information (my home address and phone numbers).

Digital contact information (my profile name, e-mail address, IM address, and/or Twitter address).

Financial account information (debit card, credit card, or bank account information).

Material that discloses personal difficulties I am having.

Material that could make people think I make bad choices.

Material I want to be kept secret.

Material that could make someone reading it think that I intended to harm someone.

Material about someone else that discloses the personal difficulties he or she is having.

Material about someone else that could make people think that he or she makes bad choices.

Material about someone else that he or she would want to be kept secret.

Q6 How likely are you to friend the following types of people on your social networking profile?

Very likely to friend

Likely to friend

Not likely to friend

Will not friend

Know face-to-face and like

Know face-to-face, but not very well

Know face-to-face, but are not really friends

A trusted friend of mine knows face-to-face

Met online doing activities we both enjoy

Sent me a friend request, but we have no other connection

Q7 If you have temporarily friended someone who you do not know very well, how important to your decision about whether to continue this friendship connection are the following things?

Very Important

Important

Not that important

Not at all important

What I think about what this person has posted about him or herself.

What I think about the other people who this person is friends with.

Why this person appears to be interested in having a friendship with me.

Whether what this person says to me fits in with what else I know about this person

Whether this person appears to be trying to manipulate me.

My "gut" reaction to this person.

What my friends think about this person.

What my parent or guardian thinks about this person.

Q8 How likely would you continue friending someone on your personal profile who does the following?

Very likely to continue to friend

Likely to continue to friend

Likely to unfriend

Very likely to unfriend

Posts comments about others that are hurtful.

Posts nice comments online about other people.

Always seems to be doing things that create a lot of "drama."

Posts inaccurate information about him or herself.

Posts funny information and sayings.

Posts material that makes me question whether he or she makes good choices.

Uses digital postings to make sure that people know about important or fun activities.

Is being overly friendly, always posting comments on my posts and images, although we do not really know each other.

Has taken the time to communicate with me so we can learn more about each other.

Posts nice, friendly comments about other people.

Is constantly messaging me about things that are not important

Encourages people to do things that could be risky.

Privately makes suggestions to me if he or she has concerns about something I have done online.

Has lots of friends on his or her profile, who this person obviously does not know face-to-face.

Has other friends on his or her profile who appear to make good choices and have lots of fun.

Does not appear to have anyone on his or her profile who he or she knows face-to-face.

Has friends on his or her profile who do not appear to make good choices.

Posts comments on my images that are sexually suggestive.

Posts images or comments on his or her profile that are sexually suggestive.

Constantly posts status updates describing what he or she is doing.

Q9 Sometimes teens want to meet face-to-face with someone they have gotten to know online. How safe is this?

Totally safe.

Only safe if you take steps to be careful.

Never safe.

Q10 If you were thinking about meeting face-to-face with someone you had gotten to know online, how important do you think the following actions would be?

Very important

Important

Not necessary

Should not do this

Have my parent or guardian look over this person's profile.

Have my friends look over this person's profile.

Talk on the telephone before getting together in person.

Meet in a public place.

Bring along at least one trusted friend to a meeting in a public place.

Have my parent or guardian nearby.

Have both of our parents or guardians come to this meeting.

Have my cell phone so I can call or text for help if I need to.

Have this person come to my school to pick me up.

Go to this person's school to pick him or her up.

Post a status update that we are meeting.

Give this person my home address.

Make sure to have an “escape” plan.

Have my parent or guardian's approval.

Never leave the public place with this person.

Q11 What do you think if you see or find out that someone is cyberbullying another person?

"Cyberbullying" means intentionally posting statements, rumors, or pictures to hurt another person or damage his or her reputation or sending hurtful messages or texts.

I really do not like to see this.

The person doing this is just joking around.

The target probably deserves it.

It's none of my business.

It's no big deal.

Q12 How helpful do you think the following responses are if someone is being cyberbullied?

Very helpful

Helpful

Not that helpful

Not at all helpful

Take time to calm down before you do anything.

Talk with someone you trust before you do anything.

Immediately send a message telling this person what you think.

Ignore hurtful messages or texts.

Ignore the fact that something hurtful about you has been posted online.

Block the person from sending any more messages.

Calmly talk with the person face-to-face.

Calmly communicate with the person by text.

Calmly call the person.

Confront the person face-to-face demanding the person stop.

Send a message to the person demanding he or she stop.

Call and demand the person stop.

Apologize to this person if you have also done something hurtful.

Send hurtful messages back to this person.

Post hurtful information about this person online.

Get into a public argument with this person online.

Get into a public argument with this person face-to-face.

Talk with a friend to help figure out how to respond.

Ask a mutual friend to communicate with the person being hurtful.

Talk with your parent, guardian, or other trusted adult.

Report this to someone at school.

Report this to a police officer.

File an Abuse Report on the site.

Q13 Think about what other students might do when they see someone being cyberbullied. How likely would you want to be friends with someone who responded in this way?

Very likely

Likely

Not that likely

Not at all likely

Joined in and posted hurtful material.

"Liked" the hurtful material.

Told others what was happening, but nothing more.

Read the material, but did nothing more.

Just ignored the situation.

Reached out to be kind to the person being cyberbullied.

Helped the person being cyberbullied figure out what to do.

Privately told the person being hurtful to stop.

Publicly posted "stop,"

Told an adult who could help.

Filed an abuse report.

Q14 Sometimes older teens may meet someone online and form a close personal relationship. Which statement best describes your thoughts on this?

This is a great way to form a close personal relationship.

There are generally no problems forming a close personal relationship in this way.

It may be possible to form a close personal relationship in this way, but only if you are really careful.

It is very dangerous to form a close personal relationship in this way.

Q15 Older teens might get to know someone through digital communications, without face-to-face contact. We would like to find out what you think about forming a personal relationship in this way.

Strongly agree

Agree

Disagree

Strongly disagree

When you communicate with someone using digital technologies it is possible to get to know them in an effective way.

If you are currently having difficulties with your friends at school, finding someone online is a good thing to try.

It is very important to look closely at what he or she has posted online and who his or her other friends are.

What this person tells you is most likely true.

What you think is a real relationship could just be a fantasy.

Teens can get lured into unsafe relationships because they really want someone to pay attention to them.

It is okay to form a close relationship online with someone who is significantly older than you.

If the person offers you a chance for a modeling job, this is a sign the person can really help you.

If the person asks for a sexy nude image, sends you a nude sexy image, or wants to talk about sex, these are signs of danger.

If this person sends you lots of messages or texts, this is a sign this person really likes you.

If this person constantly sends you messages/texts asking where you are, what you are doing, and who you are with, this is a sign this person is trying to control you.

Q16 When forming a personal relationship online, if you detect any signs of concern, what should you do? (Click all that apply.)

Continue the relationship.

Discuss your concerns with this person.

Ask your friend for his or her opinion.

End the relationship.

Block the person from communicating with you.

Tell an adult who can help you.

Tell an adult who can help you, only if you have difficulties ending the relationship.

Tell an adult even if you have ended the relationship, because this person could be dangerous to another teen.

Q17 What grade in school are you?

7th grade.

8th grade.

Q18 Are you male or female?

Male.

Female.

Decline to State.

Q19 Ethnicity?

White.

Hispanic.

Asian.

African-American.

Other.

APPENDIX B
FOCUS GROUP QUESTIONS

What do you think contributes to the decisions and actions your peers make about posting on social media, sending messages and photos to others, and texting?

What do you think are the most common reasons why people sometimes make mistakes or bad choices when they post, send, or text?

What do you think your peers believe about how teens should handle privacy settings on their social networking profile?

What do you think was the most common response your peers gave when asked what they think when they see or find out someone is cyberbullying another person?

What do you think the most helpful responses are if someone is being cyberbullied?

What do you think most of your classmates would do if they saw someone being cyberbullied?

Based on Survey Results

Responses on the survey indicated that there was a difference in how careful people were when posting to social media, sending messages, or texting. Females

seemed to be more careful than males. Why do you think the responses came out this way?

On the survey, people were asked what the most common reasons were for people making bad choices when they post, send, or text. One of the choices for this question was “They did not think about the fact that their digital actions could harm their own reputation.” Fewer than half of the respondents said this was a reason. Do you think most of your peers understand the impact of their digital actions?

When asked how likely you are to friend the following type of person on your social networking profile, more 8th graders than 7th graders said they were very likely or likely to friend someone they know face-to-face but not very well. What do you think changes from 7th to 8th grade to make students more likely to do this?

The responses of males were different from females for several items. I am wondering if you can help me understand why.

One difference was when asked If they were thinking about doing something hurtful or inappropriate online, what are the three most important reasons why you might change your mind? males stated that how they felt about themselves after they did and how they would feel if someone did this to them was not a reason to change their mind. Do you think most of the male students who took the survey understand the impact their digital actions can have on another person?

Another difference was that when asked how likely you are to friend the following type of person on your social networking profile, more males said they were very likely or likely to friend someone they met online doing activities they both enjoyed. Why do you think there is a difference in the way males and females responded?

Another difference was that males were more very likely or likely to continue to friend someone who posts material that makes them question whether he or she makes good choices. Why do you feel males responded this way?

Males were also more likely say they thought it was either not necessary to have a parent or guardian look over the person's profile or should not do this if they were thinking about meeting face-to-face with someone you had gotten to know online. Why do you feel this is the case?

Additionally, males were more likely to say that it would be either very helpful or helpful to immediately send a message telling the person what you think if someone is being cyberbullied. Why do you think males feel this way?

Another difference was that males stated that it would be either very helpful or helpful to send hurtful messages back to the person if someone is being cyberbullied. Why do you think males responded this way?

Finally, males were more likely to indicate they would feel safe meeting someone face-to-face that they had met online. Why do you feel this is the case?

Almost half of the respondents said it would not be helpful to calmly call the person if someone is being cyberbullied. Why do you think more people are not willing to do this?

Over a quarter of students stated it would not be helpful to report to someone at school if someone is being cyberbullied. Why do you feel students responded this way?

If you were going to help create a curriculum to help teach middle school students about appropriate digital behavior, what do you think are some things that should be included?

APPENDIX C

COMPARISON OF SURVEY RESPONSES BY GENDER

Comparison of Survey Responses by Gender

	Males		Females		χ^2	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
How should teens handle their privacy settings on their social networking profiles?	2.01	0.75	2.03	0.63	21.58	.001*
Sometimes teens want to meet face-to-face with someone they have gotten to know online.	2.28	0.58	2.49	0.55	29.90	<.001*
How safe is this?						
What do you think if you see or find out that someone is cyberbullying another person?	1.79	1.29	1.48	1.10	40.83	<.001*
Sometimes older teens may meet someone online and form a close personal relationship.	2.89	0.91	3.11	0.83	21.22	.002*
What do you think are the most common reasons why people sometimes make mistakes or bad choices when they post, send, or text?						
They thought they were invisible, so no one would know they did this.	0.33	0.47	0.31	0.47	.707	.702
They didn't think about the fact that their digital actions could harm someone else.	0.45	0.50	0.55	0.50	8.85	.012*
They don't think about the fact that their digital actions could harm their own reputation.	0.37	0.48	0.50	0.50	14.26	.001*
They did not recognize that they were being deceived by another person.	0.16	0.37	0.25	0.43	9.98	.007*
They posted digital material without thinking things through, forgetting that it could be seen by lots of people.	0.34	0.47	0.48	0.50	18.46	<.001*
They sent or texted digital material to someone, forgetting that it was possible	0.31	0.46	0.48	0.50	027.78	<.001*

for the person to forward the message to others.						
They acted in anger when they posted, sent, or texted something.	0.30	0.46	0.45	.50	21.07	<.001*
They were following what someone else was doing.	0.20	0.40	0.35	0.48	21.76	<.001*
They thought that because they could easily do something using technologies, it was okay to do so.	0.16	0.37	0.22	0.42	4.88	.087
They were trying to get attention and forgot to think about the kinds of attention they were going to get.	0.30	0.46	0.46	0.50	23.61	<.001*
They were pressured or manipulated by someone else.	0.07	0.26	0.09	0.29	1.02	.599
If you were thinking about doing something hurtful or inappropriate online, what are the three most important reasons why you might change your mind?						
How I would feel about myself after I did this	0.38	0.49	0.47	0.50	7.90	.019*
How I would feel if someone did it to me.	0.39	0.49	0.53	0.50	18.74	<.001*
What my friends would think about me	0.26	0.44	0.33	0.47	4.48	.107
What my parents, guardian, or other important adults would think about me					13.79	.001*
What my teachers or other school staff would think about me	0.19	0.39	0.23	0.42	2.17	.338
What people I don't know would think about me	0.14	0.34	0.16	0.37	2.80	.247
Whether someone might file an abuse report	0.14	0.35	0.18	0.38	7.98	.018*
Whether my internet access would be restricted, or my cell phone would be taken away	0.13	0.34	0.20	0.40	7.93	.019*
Whether I could get in trouble at home	0.28	0.45	0.32	0.47	2.38	.304

Whether I could get in trouble at school)	0.21	0.41	0.25	0.44	2.87	.238
Whether I could be arrested	0.08	0.27	0.05	0.22	2.31	.315
Who should you share the following types of information with by posting, sending, or texting?						
Material about my interests and activities	3.67	2.08	3.77	1.83	45.13	<.001*
My full name	2.89	1.75	2.65	1.47	24.30	.083
The city I live in	2.50	1.77	2.06	1.34	33.48	.006*
The school I attend	2.57	1.81	2.29	1.37	25.11	.068
My password	1.46	1.32	1.36	1.01	25.78	.057
My personal contact information (my home address and phone numbers)	1.79	1.47	1.71	1.35	19.32	.252
My digital contact information (my profile name, e-mail address, IM address, and/or Twitter address)	1.95	1.60	1.82	1.49	18.84	.277
Financial account information (debit card, credit card, or bank account information)	1.47	1.54	1.38	1.51	14.58	.556
Material that discloses personal difficulties I am having	1.92	1.55	1.38	1.51	15.28	.504
Material that could make people think I make bad choices	1.54	1.34	1.32	1.07	22.68	.123
Material I want to be kept secret.	1.49	1.19	1.40	1.08	18.69	.285
Material that could make someone reading it think that I intended to harm someone.	1.51	1.43	1.31	1.22	30.61	.015*
Material about someone else that discloses personal difficulties he or she is having	1.54	1.41	1.28	.99	39.58	.001*
Material about someone else that could make people think that he or she makes bad choices	1.63	1.58	1.31	1.07	39.13	.001*

Material about someone else that he or she would want to be kept secret	1.48	1.37	1.29	1.15	31.29	.012*
How likely are you to friend the following types of people on your social networking profiles?						
Know face-to-face and like	1.37	0.72	1.27	.59	21.41	.002*
Know face-to-face, but not very well	2.27	0.82	2.20	0.77	5.10	.531
Know face-to-face, but are not really friends	2.68	0.91	2.53	0.84	17.66	.007*
A trusted friend of mine knows face-to-face	1.66	0.93	1.58	0.86	10.77	.096
Met online doing activities we both enjoy	2.53	0.98	2.89	0.93	35.13	<.001*
Sent me a friend request, but we have no other connection	3.25	0.97	3.52	0.81	19.61	.003*
If you temporarily friended someone who you do not know very well, how important to your decision about whether to continue this friendship connection are the following things?						
What I think about what this person has posted about him or herself	2.05	1.02	1.81	0.93	22.31	.004*
What I think about other people who this person is friends with	2.22	1.02	2.05	1.00	16.40	.037*
Why this person appears to be interested in having a friendship with me	1.93	0.97	1.85	0.90	27.61	.001*
Whether what this person says to me fits in with what else I know about this person.	2.13	1.02	1.85	1.04	23.65	.003*
Whether this person appears to be trying to manipulate me	1.82	1.13	1.49	1.00	26.52	.001*
My "gut" reaction to this person	2.05	1.08	1.78	1.05	31.25	<.001*
What my friends think about this person.	2.16	1.08	2.11	1.04	13.38	.099
What my parent or guardian thinks about this person	1.68	1.01	1.52	0.93	17.06	.029*
How likely would you be to continue friending someone on your personal profile who does the following?						
Posts comments about others that are hurtful	2.95	1.19	3.36	1.00	43.79	<.001*

Post nice comments online about other people	1.60	0.90	1.43	0.79	18.70	.017*
Always seems to be doing things that create a lot of “drama”	2.80	1.06	3.04	1.04	42.24	<.001*
Posts inaccurate information about him or herself	2.80	1.12	2.95	1.03	21.80	.005*
Posts funny information and sayings	1.75	0.97	1.67	0.92	3.82	.873
Posts material that makes me question whether he or she makes good choices	2.53	1.09	2.79	1.05	25.83	.001*
Uses digital posting to make sure that people know about important and fun activities	1.88	0.96	1.88	0.95	7.25	.509
Is being overly friendly, always posting comments on my posts and images, although we do not really know each other.	2.45	1.08	2.48	1.09	3.88	.868
Has taken the time to communicate with me so we can learn more about each other	1.80	0.99	1.74	0.96	19.29	.013*
Posts nice, friendly comments about other people	1.57	0.93	1.42	0.85	21.46	.006*
Is constantly messaging me about things that are not important	2.70	1.09	2.80	1.07	14.28	.075
Encourages people to do things that could be risky	2.82	1.19	3.17	1.12	35.07	<.001*
Privately makes suggestions to me if he or she has concerns about something I have done online	2.33	1.10	3.17	1.15	15.24	.005*
Has lots of friends on his or her profile, who this person obviously does not know face-to-face	2.60	1.06	2.73	1.10	14.47	.070
Has other friends on his or her profile who appear to make good choices and have lots of fun	1.80	0.99	1.74	0.97	10.78	.215

Does not appear to know anyone on his or her profile who he or she knows face-to-face	2.61	1.16	2.84	1.13	23.72	.003*
Has friends on his or her profile who do not appear to make good choices	2.80	1.17	2.96	1.16	6.84	.554
Posts comments on my images that are sexually suggestive	3.13	1.18	3.40	1.16	40.49	<.001*
Posts images or comments on his or her profile that are sexually suggestive	3.13	1.21	3.42	1.12	42.23	<.001*
Constantly posts status updates describing what he or she is doing	2.52	1.09	2.60	1.05	8.40	.396
If you were thinking about meeting face-to-face with someone you had gotten to know online, how important do you think the following actions would be?						
Have my parent or guardian look over this person's profile	1.57	0.97	1.31	0.77	37.64	<.001*
Have my friends look over this person's profile	2.14	1.02	1.96	0.97	12.75	.121
Talk on the telephone before getting together in person	1.93	1.07	1.76	1.02	15.83	.045*
Meet in a public place	1.86	1.19	1.63	1.08	17.63	.024*
Bring along at least one trusted friend to a meeting in a public place	1.73	1.03	1.47	0.90	33.82	<.001*
Have my parent or guardian nearby	1.62	1.07	1.34	0.81	37.50	<.001*
Have both of our parent or guardians come to this meeting	1.84	1.10	1.56	0.98	25.58	.001*
Have my cell phone so I can call or text for help	1.49	0.94	1.23	0.77	35.83	<.001*
Have this person come to my school to pick me up	3.11	1.27	3.37	1.17	17.63	.024*
Go to this person's school to pick him or her up	3.09	1.20	3.32	1.23	44.31	<.001*
Post a status update that we are meeting	2.65	1.22	2.81	1.22	14.28	.075
Give this person my home address	3.23	1.24	3.45	1.17	27.30	.001*

Make sure I have an “escape” plan	1.72	1.05	1.57	1.00	23.76	.003*
Have my parent or guardian’s approval	1.48	0.99	1.26	0.83	26.70	.001*
Never leave the public place with this person	1.83	1.14	1.55	1.07	34.54	<.001*
How helpful do you think the following responses are if someone is being cyberbullied?						
Take time to calm down before you do anything	1.65	0.96	1.66	0.97	24.19	.002*
Talk with someone you trust before you do anything	1.59	0.96	1.48	0.85	25.15	.001*
Immediately send a message telling this person what you think	2.32	1.20	2.53	1.19	12.95	.113
Ignore hurtful messages or texts	1.88	1.25	2.03	1.19	30.39	<.001*
Ignore the fact that something hurtful about you has been posted online	2.14	1.29	2.45	1.24	25.80	.001*
Block the person from sending any more messages	1.51	1.00	1.52	0.98	11.71	.165
Calmly talk with the person face-to-face	2.24	1.25	2.08	1.13	22.53	.004*
Calmly communicate with the person by text	2.19	1.18	2.15	1.11	12.75	.121
Calmly call the person	2.27	1.25	2.22	1.18	16.89	.031*
Confront the person face-to-face demanding the person stop	2.25	1.26	2.23	1.21	16.31	.038*
Send a message to the person demanding that he or she stop	2.15	1.23	2.21	1.17	12.42	.134
Call and demand the person stop	2.22	1.23	2.31	1.21	9.33	.315
Apologize to this person if you have also done something hurtful	1.73	1.11	1.65	1.01	21.98	.005*
Send hurtful messages back to this person	2.82	1.38	3.26	1.25	41.39	<.001*
Post hurtful information about this person online	2.86	1.40	3.27	1.24	33.37	<.001*
Get into a public argument with this person online	2.92	1.36	3.25	1.22	25.59	.001*

Get into a public argument with this person face-to-face	2.89	1.39	3.15	1.26	18.97	.015*
Talk with a friend to help figure out how to respond	1.76	1.04	1.72	0.96	14.06	.080
Ask a mutual friend to communicate with the person being hurtful.	2.07	1.16	2.25	1.15	16.48	.036*
Talk to your parent, guardian, or other trusted adult	1.49	1.02	1.32	0.84	47.33	<.001*
Report this to someone at school	1.87	1.19	1.73	1.10	35.78	<.001*
Report this to a police officer	2.02	1.23	2.00	1.12	33.74	<.001*
File an abuse report on the site	2.01	1.25	2.00	1.13	21.81	.005*
Thinking about what other students might do when they see someone being cyberbullied, how likely would you want to be friends with someone who responded in this way?						
Joined in and posted hurtful material	2.87	1.32	3.13	1.30	20.67	.008*
“Liked” the hurtful material	2.88	1.31	3.15	1.22	15.89	.044*
Told others what was happening, but did nothing more	2.37	1.20	2.47	1.13	16.30	.038*
Read the material, but did nothing more	2.37	1.23	2.45	1.16	13.35	.100
Just ignored the situation	2.29	1.29	2.44	1.21	15.02	.509
Reached out to be kind to the person being cyberbullied	1.79	1.18	1.62	1.03	16.98	.030*
Helped the person being cyberbullied figure out what to do	1.72	1.16	1.51	1.02	17.20	.028*
Privately told the person being hurtful to stop	1.86	1.16	1.69	1.04	19.55	.012*
Publicly posted “stop”	2.10	1.20	2.02	1.16	5.31	.724
Told an adult who could help	1.84	1.23	1.53	1.03	33.13	<.001*
Filed an abuse report	2.21	1.30	2.00	1.21	19.14	.014*
Older teens might get to know someone through digital communication, without face-to-face contact. We would like to find out what you think about forming a personal relationship in this way.						
When you communicate with someone using digital technologies it is possible to	1.96	1.06	2.04	1.10	18.47	.018*

get to know them in an effective way.						
If you are currently having difficulties with your friend at school, finding someone online is a good thing to try	2.28	1.18	2.40	1.19	14.38	.072
It is very important to look closely at what he or she has posted online and who his or her other friend are	1.75	1.09	1.59	1.01	20.11	.010*
What this person tells you is most likely true	2.16	1.24	2.36	1.23	21.60	.006*
What you think is a real relationship could just be a fantasy	1.94	1.14	1.80	1.08	18.68	.017*
Teens can get lured into unsafe relationships because they really want someone to pat attention to them	1.70	1.09	1.60	1.06	19.81	.011*
It is okay to form a close relationship online with someone who is significantly older than you	2.57	1.33	2.80	1.35	16.67	.034*
If the person offers you a chance for a modeling job, this is a sign that person can really help you	2.39	1.32	2.69	1.36	29.42	<.001*
If the person asks for a sexy nude image, sends you a nude sexy image, or want to talk about sex, these are signs of danger	1.84	1.31	1.77	1.33	18.54	.018*
If this person sends you lots of messages or texts, this is a sign this person really likes you	2.24	1.18	2.36	1.20	13.82	.087
If this person constantly sends you messages/texts asking where you are, what you are doing, and who you are with, this is a sign this person is trying to control you	2.00	1.25	1.86	1.22	16.81	.032*

When forming a personal relationship online, if you detect signs of concern, what should you do?

Continue the relationship	0.07	0.26	0.05	0.21	9.98	.007*
Discuss your concerns with this person	0.41	0.49	0.42	0.49	8.18	.017*
Ask your friend for his or her opinion	0.39	0.49	0.42	0.49	1.73	.420
End the relationship	0.37	0.48	0.45	0.50	6.59	.037*
Block the person from communicating with you	0.35	0.48	0.46	0.50	9.90	.007*
Tell an adult who can help you	0.44	0.50	0.55	0.50	11.69	.003*
Tell an adult who can help you, only if you have difficulties ending the relationship	0.30	0.46	0.34	0.48	2.24	.327
Tell an adult even if you have ended the relationship, because this person could be dangerous to another teen	0.37	0.48	0.53	0.50	23.12	<.001*

APPENDIX D

COMPARISON OF SURVEY RESPONSES BY GRADE LEVEL

Comparison of Survey Responses by Grade Level

	Seventh		Eighth		χ^2	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
How should teens handle their privacy settings on their social networking profiles?	2.04	0.70	2.02	0.70	1.08	.782
Sometimes teens want to meet face-to-face with someone they have gotten to know online. How safe is this?	2.34	0.57	2.41	.579	4.23	.120
What do you think if you see or find out that someone is cyberbullying another person?	1.58	1.17	1.74	1.26	7.04	.134
Sometimes older teens may meet someone online and form a close personal relationship.	2.99	.946	3.01	0.85	5.98	.113
What do you think are the most common reasons why people sometimes make mistakes or bad choices when they post, send, or text?						
They thought they were invisible, so no one would know they did this.	0.28	0.45	0.35	0.48	4.46	.035*
They didn't think about the fact that their digital actions could harm someone else.	0.54	0.50	0.48	0.50	2.52	.112
They don't think about the fact that their digital actions could harm their own reputation.	0.40	0.49	0.47	0.50	3.81	.051
They did not recognize that they were being deceived by another person.	0.18	0.39	0.23	0.42	2.29	.130*
They posted digital material without thinking things through, forgetting that it could be seen by lots of people.	0.40	0.49	0.42	0.49	.561	.454
They sent or texted digital material to someone, forgetting that it was possible for the person to forward the message to others.	0.40	0.49	0.41	0.49	.025	.874

They acted in anger when they posted, sent, or texted something.	0.36	0.48	0.39	0.49	.700	.403
They were following what someone else was doing.	0.26	0.48	0.39	0.49	1.54	.215
They thought that because they could easily do something using technologies, it was okay to do so.	0.21	0.41	0.19	0.39	.390	.533
They were trying to get attention and forgot to think about the kinds of attention they were going to get.	0.43	0.50	0.35	0.48	6.21	.013*
They were pressured or manipulated by someone else.	0.09	0.29	0.08	0.28	.140	.711
If you were thinking about doing something hurtful or inappropriate online, what are the three most important reasons why you might change your mind?						
How I would feel about myself after I did this	0.44	0.50	0.41	0.49	0.46	.499
How I would feel if someone did it to me.	0.50	0.50	0.44	0.50	4.07	.044*
What my friends would think about me	0.27	0.45	0.31	0.47	1.93	.165
What my parent, guardian, or other important adults would think about me	0.53	0.50	0.49	0.50	0.87	.351
What my teachers or other school staff would think about me	0.23	0.42	0.20	0.40	0.79	.374
What people I don't know would think about me	0.15	0.35	0.16	0.37	0.41	.521
Whether someone might file an abuse report	0.18	0.39	0.16	0.36	1.24	.266
Whether my internet access would be restricted, or my cell phone would be taken away	0.18	0.38	0.17	0.37	0.12	.735
Whether I could get in trouble at home	0.33	0.47	0.28	0.45	3.20	.074
Whether I could get in trouble at school	0.22	0.42	0.23	0.42	0.13	.722
Whether I could be arrested	0.07	0.26	0.06	0.23	0.76	.382
Who should you share the following types of information with by posting, sending, or texting?						

Material about my interests and activities	3.52	1.93	3.83	1.96	22.56	.004*
My full name	2.63	1.58	2.89	1.68	24.61	.002*
The city I live in	2.11	1.51	2.37	1.63	13.24	.104
The school I attend	2.42	1.73	2.44	1.57	7.28	.506
My password	1.31	0.93	1.48	1.33	7.91	.443
My personal contact information (my home address and phone numbers)	1.65	1.23	1.84	1.54	10.60	.225
My digital contact information (my profile name, e-mail address, IM address, and/or Twitter address)	1.88	1.56	1.94	1.64	2.87	.942
Financial account information (debit card, credit card, or bank account information)	1.38	1.48	1.45	1.57	4.30	.829
Material that discloses personal difficulties I am having	1.93	1.50	1.83	1.56	14.34	.073
Material that could make people think I make bad choices	1.39	1.23	1.47	1.23	9.75	.283
Material I want to be kept secret.	1.39	0.98	1.50	1.30	12.42	.133
Material that could make someone reading it think that I intended to harm someone.	1.37	1.22	1.47	1.49	8.10	.424
Material about someone else that discloses personal difficulties he or she is having	1.36	1.06	1.44	1.35	11.93	.154
Material about someone else that could make people think that he or she makes bad choices	1.55	1.55	1.41	1.22	11.92	.155
Material about someone else that he or she would want to be kept secret	1.33	1.12	1.43	1.39	4.65	.795
How likely are you to friend the following types of people on your social networking profiles?						
Know face-to-face and like	1.37	0.72	1.33	0.66	1.21	.750
Know face-to-face, but not very well	2.38	0.80	2.15	0.79	17.90	<.001*
Know face-to-face, but are not really friends	2.77	0.88	2.50	0.87	20.90	.001*

A trusted friend of mine knows face-to-face	1.61	0.92	1.65	0.90	2.01	.570
Met online doing activities we both enjoy	2.70	0.97	2.75	0.98	1.25	.742
Sent me a friend request, but we have no other connection	3.44	0.90	3.36	0.90	4.26	.234

If you temporarily friended someone who you do not know very well, how important to your decision about whether to continue this friendship connection are the following things?

What I think about what this person has posted about him or herself	2.01	1.02	1.89	0.97	5.45	.244
What I think about other people who this person is friends with	2.19	1.05	2.10	1.00	4.54	.338
Why this person appears to be interested in having a friendship with me	1.83	0.96	1.80	0.96	1.19	.880
Whether what this person says to me fits in with what else I know about this person.	2.04	1.06	1.97	1.05	1.50	.827
Whether this person appears to be trying to manipulate me	1.72	1.13	1.62	1.07	4.28	.370
My "gut" reaction to this person	2.02	1.09	1.85	1.06	9.95	.041*
What my friends think about this person.	2.27	1.09	2.06	1.06	9.22	.056
What my parent or guardian thinks about this person	1.61	1.00	1.63	0.99	2.29	.682

How likely would you be to continue friending someone on your personal profile who does the following?

Posts comments about others that are hurtful	3.21	1.10	3.13	1.14	3.54	.472
Post nice comments online about other people	1.50	0.83	1.55	0.87	1.80	.773
Always seems to be doing things that create a lot of "drama"	2.88	1.03	2.94	1.09	5.47	.242
Posts inaccurate information about him or herself	2.89	1.05	2.90	1.09	1.65	.800
Posts funny information and sayings	1.67	0.89	1.73	0.98	5.24	.263
Posts material that makes me question whether he or she makes good choices	2.68	1.06	2.67	1.09	0.54	.970

Uses digital posting to make sure that people know about important and fun activities	1.86	0.96	1.91	0.96	4.04	.401
Is being overly friendly, always posting comments on my posts and images, although we do not really know each other.	2.47	1.02	2.49	1.13	9.17	.057
Has taken the time to communicate with me so we can learn more about each other	1.71	0.98	1.84	1.00	7.16	.128
Posts nice, friendly comments about other people	1.46	0.86	1.56	0.94	7.98	.092
Is constantly messaging me about things that are not important	2.70	1.11	2.80	1.07	4.62	.328
Encourages people to do things that could be risky	3.03	1.14	2.99	1.18	0.52	.971
Privately makes suggestions to me if he or she has concerns about something I have done online	2.35	1.13	2.48	1.13	8.61	.072
Has lots of friends on his or her profile, who this person obviously does not know face-to-face	2.70	1.08	2.65	1.09	1.58	.813
Has other friends on his or her profile who appear to make good choices and have lots of fun	1.75	0.98	1.83	0.99	5.27	.260
Does not appear to know anyone on his or her profile who he or she knows face-to-face	2.72	1.13	2.76	1.17	4.55	.336
Has friends on his or her profile who do not appear to make good choices	2.94	1.15	2.86	1.17	9.11	.058
Posts comments on my images that are sexually suggestive	3.30	1.17	3.25	1.16	5.21	.267
Posts images or comments on his or her profile that are sexually suggestive	3.35	1.14	3.23	1.20	6.33	.176
Constantly posts status updates describing what he or she is doing	2.51	1.05	2.60	1.08	4.40	.355

If you were thinking about meeting face-to-face with someone you had gotten to know online, how important do you think the following actions would be?

Have my parent or guardian look over this person's profile	1.45	0.87	1.47	0.93	6.47	.167
Have my friends look over this person's profile	2.15	0.97	1.98	1.02	11.48	.022*
Talk on the telephone before getting together in person	1.95	1.07	1.79	1.03	4.82	.306
Meet in a public place	1.96	1.19	1.63	1.11	25.52	<.001*
Bring along at least one trusted friend to a meeting in a public place	1.76	1.01	1.52	0.96	15.73	.003*
Have my parent or guardian nearby	1.52	0.99	1.45	0.95	3.75	.441
Have both of our parent or guardians come to this meeting	1.77	1.05	1.65	1.06	4.00	.407
Have my cell phone so I can call or text for help	1.39	0.90	1.33	0.86	1.37	.850
Have this person come to my school to pick me up	3.27	1.19	3.23	1.25	4.51	.341
Go to this person's school to pick him or her up	3.29	1.16	3.18	1.25	6.33	.176
Post a status update that we are meeting	2.77	1.19	2.71	1.25	1.58	.812
Give this person my home address	3.38	1.16	3.33	1.23	2.48	.649
Make sure I have an "escape" plan	1.68	1.03	1.63	1.04	1.87	.759
Have my parent or guardian's approval	1.39	0.92	1.36	0.94	7.33	.119
Never leave the public place with this person	1.73	1.11	1.66	1.12	6.91	.141

How helpful do you think the following responses are if someone is being cyberbullied?

Take time to calm down before you do anything	1.71	0.98	1.65	1.00	3.00	.560
Talk with someone you trust before you do anything	1.63	0.95	1.51	0.93	4.54	.338
Immediately send a message telling this person what you think	2.43	1.21	2.47	1.20	0.58	.965
Ignore hurtful messages or texts	2.09	1.27	1.91	1.22	5.07	.281

Ignore the fact that something hurtful about you has been posted online	2.39	1.27	2.26	1.29	2.95	.567
Block the person from sending any more messages	1.54	1.02	1.52	1.01	0.47	.976
Calmly talk with the person face-to-face	2.27	1.22	2.12	1.20	4.45	.349
Calmly communicate with the person by text	2.23	1.15	2.16	1.16	0.89	.926
Calmly call the person	2.38	1.24	2.21	1.20	11.71	.020*
Confront the person face-to-face demanding the person stop	2.27	1.24	2.24	1.22	1.21	.876
Send a message to the person demanding that he or she stop	2.15	1.20	2.24	1.22	6.64	.156
Call and demand the person stop	2.28	1.23	2.28	1.23	1.20	.879
Apologize to this person if you have also done something hurtful	1.71	1.10	1.72	1.08	1.40	.844
Send hurtful messages back to this person	3.02	1.36	3.07	1.31	8.39	.078
Post hurtful information about this person online	3.07	1.35	3.08	1.33	6.99	.136
Get into a public argument with this person online	3.08	1.36	3.04	1.31	1.32	.858
Get into a public argument with this person face-to-face	3.00	1.36	3.04	1.31	4.78	.311
Talk with a friend to help figure out how to respond	1.72	0.99	1.78	1.03	1.57	.814
Ask a mutual friend to communicate with the person being hurtful.	2.20	1.19	2.16	1.16	1.04	.904
Talk to your parent, guardian, or other trusted adult	1.41	0.96	1.46	1.00	1.62	.805
Report this to someone at school	1.92	1.19	1.77	1.16	5.03	.284
Report this to a police officer	2.11	1.20	1.98	1.20	3.66	.455
File an abuse report on the site	2.05	1.20	1.98	1.20	2.22	.696
Thinking about what other students might do when they see someone being cyberbullied, how likely would you want to be friends with someone who responded in this way?						
Joined in and posted hurtful material	3.01	1.30	2.98	1.32	7.80	.099

“Liked” the hurtful material	3.06	1.29	2.99	1.27	20.22	<.001*
Told others what was happening, but did nothing more	2.46	1.16	2.39	1.18	5.45	.244
Read the material, but did nothing more	2.53	1.21	2.34	1.20	11.01	.026*
Just ignored the situation	2.56	1.24	2.25	1.25	17.42	.002*
Reached out to be kind to the person being cyberbullied	1.68	1.09	1.73	1.13	9.29	.054
Helped the person being cyberbullied figure out what to do	1.62	1.10	1.73	1.13	7.41	.116
Privately told the person being hurtful to stop	1.80	1.12	1.79	1.11	9.18	.057
Publicly posted “stop”	2.10	1.19	2.05	1.17	7.54	.110
Told an adult who could help	1.66	1.11	1.72	1.18	7.60	.107
Filed an abuse report	2.22	1.24	2.04	1.28	6.46	.167
Older teens might get to know someone through digital communication, without face-to-face contact. We would like to find out what you think about forming a personal relationship in this way.						
When you communicate with someone using digital technologies it is possible to get to know them in an effective way.	2.09	1.10	1.98	1.10	2.81	.590
If you are currently having difficulties with your friend at school, finding someone online is a good thing to try	2.45	1.20	2.32	1.18	9.49	.050*
It is very important to look closely at what he or she has posted online and who his or her other friend are	1.71	1.09	1.66	1.05	11.33	.023*
What this person tells you is most likely true	2.32	1.20	2.28	1.26	2.06	.724
What you think is a real relationship could just be a fantasy	1.95	1.13	1.85	1.11	5.36	.252
Teens can get lured into unsafe relationships because they really want someone to pay attention to them	1.70	1.11	1.66	1.06	4.94	.294

It is okay to form a close relationship online with someone who is significantly older than you	2.77	1.32	2.66	1.35	2.80	.592
If the person offers you a chance for a modeling job, this is a sign that person can really help you	2.60	1.33	2.55	1.36	1.93	.750
If the person asks for a sexy nude image, sends you a nude sexy image, or want to talk about sex, these are signs of danger	1.88	1.36	1.81	1.31	10.71	.030*
If this person sends you lots of messages or texts, this is a sign this person really likes you	2.32	1.16	2.34	1.20	3.51	.477
If this person constantly sends you messages/texts asking where you are, what you are doing, and who you are with, this is a sign this person is trying to control you	1.99	1.23	1.92	1.25	1.68	.794
When forming a personal relationship online, if you detect signs of concern, what should you do?						
Continue the relationship	0.05	0.23	0.07	0.26	1.27	.259
Discuss your concerns with this person	0.37	0.48	0.43	0.50	2.75	.097
Ask your friend for his or her opinion	0.36	0.48	0.43	0.50	4.77	.029*
End the relationship	0.42	0.49	0.42	0.50	0.05	.816
Block the person from communicating with you	0.40	0.49	0.41	0.49	0.17	.681
Tell an adult who can help you	0.48	0.50	0.50	0.50	0.15	.699
Tell an adult who can help you, only if you have difficulties ending the relationship	0.31	0.46	0.33	0.47	0.69	.405
Tell an adult even if you have ended the relationship, because this person could be dangerous to another teen	0.44	0.50	0.46	0.50	0.35	.552
