

# Cyber-bullying prevention in primary school

School leaders' understanding of cyber-bullying prevention

MASTER THESIS IN ICT IN LEARNING

Svitlana Vestvik

Stord/Haugesund University College

June 2011



## Abstract

This master's thesis is about cyber-bullying prevention in primary school. My reason for choosing this issue was a desire to get a greater insight into cyber-bullying as a phenomenon. In addition, I found it interesting to find how the principals can work systematically for prevention and reduction of cyber-bullying incidents in schools, with the purpose of offering pupils a good psycho-social environment as enshrined in the Education Act, Section 9a-3. My attention was focused on understanding the concept *cyber-bullying*, cyber-bullying prevention measures, and challenges in cyber-bullying prevention.

Before the interview, a literature review was performed. In this study, I used the qualitative semi-structured interview together with Grounded Theory approach. Specific selection criteria were used to select respondents for the survey. Four informants were interviewed. A bilingual interview guide was prepared in advance of the interviews. The questions for the interview guide were based on the following main issues and research questions:

How do Norwegian principals reflect upon cyber-bullying prevention?

1. How do primary principals understand the concept *cyber-bullying*?
2. Which of the preventive measures that are used against cyber-bullying in primary school are considered by principals to be effective?
3. What kind of challenges do primary school principals experience as regards implementing preventive measures against cyber-bullying?

The following conclusions were arrived at: Cyber-bullying prevention in the framework of the unwanted behavior prevention can be considered effective in the Norwegian context. Such prevention should be based on the principles of positive attitudes and proactive development, proactive development of responsibility for own behavior, emphasizing the positive behavior and providing predictable responses to negative behavior and proactive empathy training.

The process of the theory development is illustrated.

## Table of content

Abstract.....	1
Table of content.....	2
1. Introduction and research questions .....	4
1.1 Background for the choice of topic .....	4
1.2 The purpose of the research.....	5
1.3 Requirements for the learning environment in Norway .....	6
1.4 The problem I would like to research.....	7
1.5 Scope of the study .....	8
2. Existing research in the field of cyber-bullying prevention .....	8
2.1 What predicts cyber-bullying?.....	8
2.2 What tools were the most involved in cyber-bullying?.....	10
2.3 Who were the predators? .....	11
2.4 Where does cyber-bullying occur? .....	12
2.5 Bullying prevention measures .....	12
2.6 Bullying prevention vs. cyber-bullying prevention.....	14
2.7 Cyber-bullying and its prevention .....	21
2.7.1 Understanding cyber-bullying .....	21
2.7.2 Undesirable development that cause cyber-bullying behavior.....	23
2.8 School principals: tasks and challenges in cyber-bullying prevention.....	26
2.9 Cyber-bullying prevention.....	30
3. Research method.....	47
3.1 Grounded theory qualitative approach .....	47
3.1.1 Literature review and theoretical sensitivity .....	48
3.1.2 Semi-structured interview.....	50
3.1.3 Ethical issues .....	52
3.1.4 Interviewing.....	53
3.1.5 Analyzing .....	54
3.1.6. Verifying.....	56
4. Presentation and discussion of results .....	57

4.1 How do primary school principals understand the concept cyber-bullying? .....	57
4.1.1 Presentation of result .....	57
4.1.2 Summary and discussion .....	59
4.2 What preventive measures used against cyber-bullying in primary school are considered by principals to be effective? .....	60
4.2.2 Presentation of result .....	60
4.2.3 Summary and discussion .....	75
4.3 What kind of challenges do primary school principals experience as regards implementing preventive measures against cyber-bullying? .....	81
4.3.1 Presentation of result .....	81
4.3.2 Summary and discussion .....	86
4.4 Important aspects of the discussion .....	88
4.4.1 Cyber-bullying or no cyber-bullying.....	88
4.4.2 Reasonable information.....	89
4.4.3 Indirect cyber-bullying prevention policies.....	90
4.4.4 Reasonable interactivity .....	90
4.4.5 Prohibition: the controversial question.....	91
4.4.6 School principals' perspective.....	92
5. Conclusions and implication for further research.....	95
References .....	97
Attachment 1. Information circular .....	106
Attachment 2. Bilingual interview guide.....	108
Attachment 3. The process of the theory development. ....	124
Attachment 4. An e-mail from Karianne Christensen, adviser, Child Helpline / Norwegian Red Cross.....	125

## **1. Introduction and research questions**

### ***1.1 Background for the choice of topic***

The Internet inadvertently undermines the quality of human interaction, allowing destructive emotional impulses freely reign under specific circumstances (Mason, 2008 p. 328).

Bullying usually occurs in the places where people gather and meet.

It is a social problem, and it appears in different forms. One of those forms is cyber-bullying. In this paper, I will regard cyber-bullying as an extension of ordinary bullying.

Young people have fully embraced the Internet as both an environment and a tool for learning and socializing. Via the Internet and other technologies, they send e-mail, create their own websites, post personal news in blogs, send text messages and images via mobile phone, contact each other through instant messages, chat in chat rooms, post to discussion boards, and seek out new friends on teen sites.

As any form of bullying, cyber-bullying may disturb the social and learning environment in the classroom, and it may have negative consequences both for bullies and for victims. Olweus (2005) also thinks that bullying may contribute to a negative social school climate that is not conducive to good social relationships or learning. Shariff (2005) agrees with the previous point of view and is of the opinion that cyber-bullying creates a hostile and negative school environment and that this substantially disrupts learning, causing damage to the emotional wellbeing of youth in schools.

Irrespective of form and arena, the result of the bullying is the same. According to Olweus (2005), bullying may cause short-term problems for the victims (e.g. depression, anxiety, problems with school work). Persistent bullying can leave long-term scars on the victims (e.g. low self-esteem, depression). Pupils who bully others are especially likely to engage in other anti-social/delinquent behaviors, such as vandalism, shoplifting, truancy, and frequent drug use. This anti-social behavior pattern will often continue into young adulthood (ibid.).

Oftebro (2006) underlines that cyber-bullying is presently a very serious problem. According to Oftebro (2006), 20 percent of British children were exposed to cyber-bullying via the Internet or mobile phone. Authorities think that this type of bullying is especially serious because it can happen with the pupil at home and penetrate into the private sphere. Nevertheless, according to Nordvik (2010), Olweus refers to research results that show that about 10 percent of pupils report that they are exposed to traditional bullying. Meanwhile, only between 2 and 3 percent are exposed to cyber-bullying. It is important not to focus only on the digital arena because there is a risk that awareness of traditional bullying disappears (ibid.).

Unfortunately, there are increasing reports of teenagers using these technologies to post damaging text or images to bully their peers. There are also increasing reports of teenagers posting material considering an act of violence towards others or themselves.

Cyber-bullying captured attention in the year 2007, when the story broke of 13-year-old Megan Meier, a Missouri girl who killed herself after an Internet hoax in which a fictitious “cute boy” was created by the mother and sister of Megan’s classmate. The “boy” befriended Megan on the social networking site MySpace, but when he suddenly ganged up on her on-line with her friends, Megan crumbled, reminding everyone how vulnerable teenagers are to social pressure and how the agony of being singled out escalates with the wider forum provided by technology (Long, 2008).

### ***1.2 The purpose of the research***

This research is aimed at studying preventive measures that are taken against cyber-bullying in Norwegian primary schools and challenges that Norwegian school principals experience while implementing preventive measures against cyber-bullying.

To my mind, research and the acquisition of new knowledge in this field are crucial. Many school principals take preventive measures against cyber-bullying, but not all the preventive measures are equally effective. In addition, of course, the school principals face different challenges at implementation of preventive measures against cyber-bullying in the primary school.

It is important for me to find out the principals' point of view which preventive measures seem to be relevant and discuss positive and negative aspects of those preventive measures. This knowledge is required in order to help school principals save time and resources and increase the effectiveness of cyber-bullying prevention.

I take it to be important to document the common challenges experienced by Norwegian principals while implementing preventive measures against cyber-bullying in primary school. I will also describe the way school principals say they cope with those challenges. This knowledge is going to contribute to successful planning and implementation of preventive measures against cyber-bullying in primary school.

Before this study, there was little theoretical background as regards cyber-bullying prevention measures. This study tries to fill this gap.

### ***1.3 Requirements for the learning environment in Norway***

As my research will be conducted in a Norwegian context, I would like to draft what Norwegian law demands from the organizing of the school environment in Norway.

White Paper 31 (2007–2008) *Quality in Education* says that all pupils are entitled to a good physical school environment. A good learning environment is important for pupils' academic, social, and personal development.

Manifesto against bullying (2002–2006) states that everybody has the right to learning and a childhood environment without bullying (Utdanningsdirektoratet). Manifesto against bullying (2009–2010) underlines that all children deserve a good start in life (Utdanningsdirektoratet). Manifesto against bullying (2011–2014) sets the following objective: All children and young people have a good and inclusive growth and learning environment with zero tolerance for bullying (Regjeringen.no).

The Norwegian Directorate for Education and Training promotes the idea that learning should happen within a professionally and socially including community. In particular, the Education Act, the act relating to primary and secondary Education,



“opplæringsloven” (2002) section 9a-1 (General requirements) says that all pupils attending primary and secondary school are entitled to a good physical and psychosocial environment conducive to health, well-being and learning. Section 9a-3 (The psychosocial environment) demands that schools shall make active and systematic efforts to promote a good psychosocial environment, where individual pupils can experience security and social belonging. Further in the section it is specified what creates a good psychosocial environment. In particular, if any school employee learns or suspects that a pupil is being subjected to offensive language or acts such as bullying, discrimination, violence or racism, he or she shall investigate the matter as soon as possible and notify the principals and, if necessary and possible, intervene directly.

Section 9a-4 (Systematic efforts to promote the health, environment and safety of the pupils (internal control)) underlines that the school principals play a key role in the creation of a good psychosocial environment. It says that the school shall actively make continuous and systematic efforts to promote the health, environment and safety of the pupils, and that the school management is responsible for the day-to-day implementation of these efforts.

#### ***1.4 The problem I would like to research***

##### **How do Norwegian principals reflect upon cyber-bullying prevention?**

The key concept of my master’s thesis is *cyber-bullying prevention measures*.

With the purpose of being able to answer the main question, I have developed the following research questions:

- 1. How do primary school principals understand the concept *cyber-bullying*?**
- 2. What preventive measures that are used against cyber-bullying in primary school are considered by principals to be effective?**

### **3. What kind of challenges do primary school principals experience as regards implementing preventive measures against cyber-bullying?**

#### ***1.5 Scope of the study***

School leaders are expected to take preventive measures against cyber-bullying, but not all preventive measures can be equally effective. In this research, I want to focus my attention on cyber-bullying prevention measures used in primary school and find out the principals' opinions about what preventive measures are the most effective ones. School leaders in Norway experience certain challenges to implementing preventive measures against cyber-bullying in primary school. I would like to find out what those challenges are.

## **2. Existing research in the field of cyber-bullying prevention**

There are a number of Internet sites dedicated to the issues of bullying in general, and cyber-bullying in particular, which include suggestions on how to minimize and manage cyber-bullying. However, much of this information is not based on research.

Nevertheless, some research that could be the basis for cyber-bullying prevention was found, and some themes emerge from this cyber-bullying related research. This research covers bullying, cyber-bullying, and preventive measures against bullying.

#### ***2.1 What predicts cyber-bullying?***

- *Engagement in bullying*

Qing Li (2007) at the University of Calgary conducted a study that examined the nature and extent of adolescents' cyber-bullying experiences and explored the extent to which various factors, including bullying, culture, and gender, contribute to cyber-bullying and cyber-victimization in junior high school. In this study, one in three adolescents was a cyber-victim, one in five was a cyber-bully, and more than half of the pupils had either experienced or heard about cyber-bullying incidents.

Li (2007) found that engagement in the traditional form of bullying is a very strong predictor for both cyber-bullying and cyber-victimization. Likewise, bullies and victims, have a higher chance to be engaged in cyber-bullying than those who are not involved in bullying. Li (2007) also supposed that it is possible that bullying started in the real world but extended to cyber-space. This means that cyber-space provides bullies with another venue in which to harass others. It is also possible that the harassment began in the virtual space, but that the perpetrators took it to the real world, which leads to face-to-face bullying (ibid.).

Maher (2008) conducted an ethnographic case study and found that bullying occurred during school-based and home-based interactions and that many of the pupils who bullied at school were also likely to bully on-line. Both boys and girls instigated cyber-bullying although the boys were far more aggressive in their interactions and bullied each other on-line more than the girls did (ibid.).

Smith et al. (2008) conducted 2 surveys with pupils aged 11–16 years: (1) 92 pupils from 14 schools, supplemented by focus groups; (2) 533 pupils from 5 schools, to assess the generalizability of findings from the first study and investigate relationships of cyber-bullying to general Internet use. Smith et al. (2008) found out that traditional victims did also tend to be cyber-bullies, on a one-tailed test; of the 42 traditional victims who were also cyber-bullies, 30 were in fact traditional bully-victims. It was concluded that many cyber-victims were traditional victims, and many cyber-bullies were traditional bullies (ibid.).

Ybarra and Mitchell (2004) in USA examined psychosocial characteristics of youth engaged in Internet harassment. Researchers found that the most significant predictors of cyber-victimization, in descending importance, were traditional bullying and knowledge of safety strategies.

- *Knowledge of cyber-safety and active use of the Internet*

Li (2007) made a surprising finding. In particular, she documented that knowledge of cyber-safety predicts cyber-victimization; though it was originally hypothesized that knowing safety strategies in cyber-space would help prevent pupils from being cyber-

bullied. Similarly to Li (2007), Ybarra and Mitchell (2004) found that 54 percent of on-line harassers rated themselves as an Internet expert versus 6 percent who rated themselves as novices, compared to 29 percent of non-harassers who rated themselves as an Internet expert versus 25 percent who rated themselves as novices. Youth who estimated an average of four or more days a week on the Internet were 73 percent more likely to report engaging in on-line bullying (Ybarra & Mitchell, 2004).

Mesch (2009) investigated the extent of cyber-bullying and its victims' personality characteristics. The researcher documented results indicating that the risk of youth being bullied is higher for adolescents who have an active profile on social networking sites and participate in chat rooms.

- *Aggression, succorance, and need for change*

Dılmaç (2009) conducted a study that was a preliminary assessment of the relationship between cyber-bullying and psychological needs among college pupils. Before this study, there was little theoretical background in this area of research. The results of this study indicate that aggression and succorance positively predict cyber-bullying, whereas interception negatively predicted it. Endurance and affiliation negatively predicted cyber-victimization. Only the "change need" positively predicted cyber-victimization (Dılmaç 2009).

Klingenberg (2007), a master student at the Oslo University, found that girls who bully are popular and gifted. They enjoy a good reputation among both teachers and classmates.

## ***2.2 What tools were the most involved in cyber-bullying?***

Researchers made different findings concerning this field.

Li (2007) found out that for the 133 cyber-victims, 1 out of 5 was cyber-bullied by e-mails only. In second place was chat room bullying and in third place was bullying with the help of a mobile phone. Li (2007) found out that about one third of the 133 cyber-victims was cyber-bullied in chat rooms only and about 13 percent by mobile phone only. Another one third was victimized via other technologies or mixed electronic means.

Robert Slonje and Peter K. Smith at Goldsmiths College, University of London, surveyed 360 adolescents (12–20 years) to examine the nature and extent of cyber-bullying in Swedish schools. Four categories of cyber-bullying (by text message, e-mail, phone call and picture/video clip) were examined in relation to age and gender, perceived impact, telling others, and perception of adults becoming aware of such bullying.

Slonje and Smith (2008) confirmed this finding by their research and characterized e-mail bullying as the most common. Smith et al. (2008) found that phone call, text message, and instant message bullying were most prevalent. Sætre (2009) has made almost similar finding. According to the author, the most of pupils (6,4 percent) were cyber-bullied via MSN. In second place came telephone bullying (5 percent) and Internet bullying (4,4 percent).

Smith et al. (2008) documented that phone call and text message bullying were most prevalent, with instant messaging bullying in the second study.

The researcher asked for an explanation of the choice of the most common media of cyber-bullying. Pupils said that text messaging is chosen due to its anonymity. The choice of phone call bullying is explained by the lack of concrete evidence compared to text message bullying. Another explanation of the choice of phone call was the greater satisfaction the perpetrator might get from a phone call (ibid.).

### **2.3 Who were the predators?**

- *Schoolmates*

Li (2007) showed the result that out of the 133 cyber-victims, 25,6 percent were cyber-bullied by schoolmates. Smith et al. (2008) found that from 82 replies regarding class/year group of bullies, some were reported to be in the same class (20,7 percent). According to Slonje and Smith (2008), 9,0 percent of the respondents were cyber-bullied by their schoolmates.

- *People from the outside*

Li (2007) found out that 12,8 percent were cyber-bullied by people from outside of the school. Smith et al. (2008) documented that 22,0 percent of cyber-bullies were from different schools. Slonje and Smith (2008) found that 10,5 percent of cyber-bullies were from outside of the school.

- *Unknown people*

Some cyber-bullies remained unknown. Li (2007), for example, found that 46,6 percent did not know who cyber-bullied them. Smith et al. (2008) found out that the percentage of respondents who did not know who bullied them is equal to 20,7 percent.

#### ***2.4 Where does cyber-bullying occur?***

Slonje and Smith (2008) reported that cyber-bullying occurred to a greater extent outside school than inside school. Smith et al. (2008) conducted two surveys with pupils aged 11–16 years with the purpose of investigating the relationship of cyber-bullying to general Internet use. Both studies found cyber-bullying less frequent than traditional bullying, but appreciable, and reported more of it outside of school than inside. Sætre (2009) made the similar finding. Her research shows that 8 percent of pupils are cyber-bullied outside of the school and 7,3 percent are cyber-bullied during school hours. The author remarks that the present difference is not very large (ibid.).

#### ***2.5 Bullying prevention measures***

Farrington and Ttofi (2009) published a report where they presented a systematic review and meta-analysis of the effectiveness of programs designed to reduce school bullying perpetration and victimization. They have found 44 different anti-bullying program evaluations, which provided data that permitted the calculation of an effect size for bullying or victimization. A meta-analysis of these 44 evaluations showed that, overall, school-based anti-bullying programs are effective in reducing bullying and victimization. On average, bullying decreased by 20–23 percent and victimization by 17–20 percent (ibid.).

Each anti-bullying program included a variety of preventive measures. Farrington and Ttofi (2009) distinguished 20 such elements and presented their frequency in the anti-

bullying programs. The most frequent element is the information for the teachers (39), and then comes the classroom rules (31). In third place comes teacher training and information for the parents (30). Further, I shall list the preventive measures according to their frequency in ascending order:

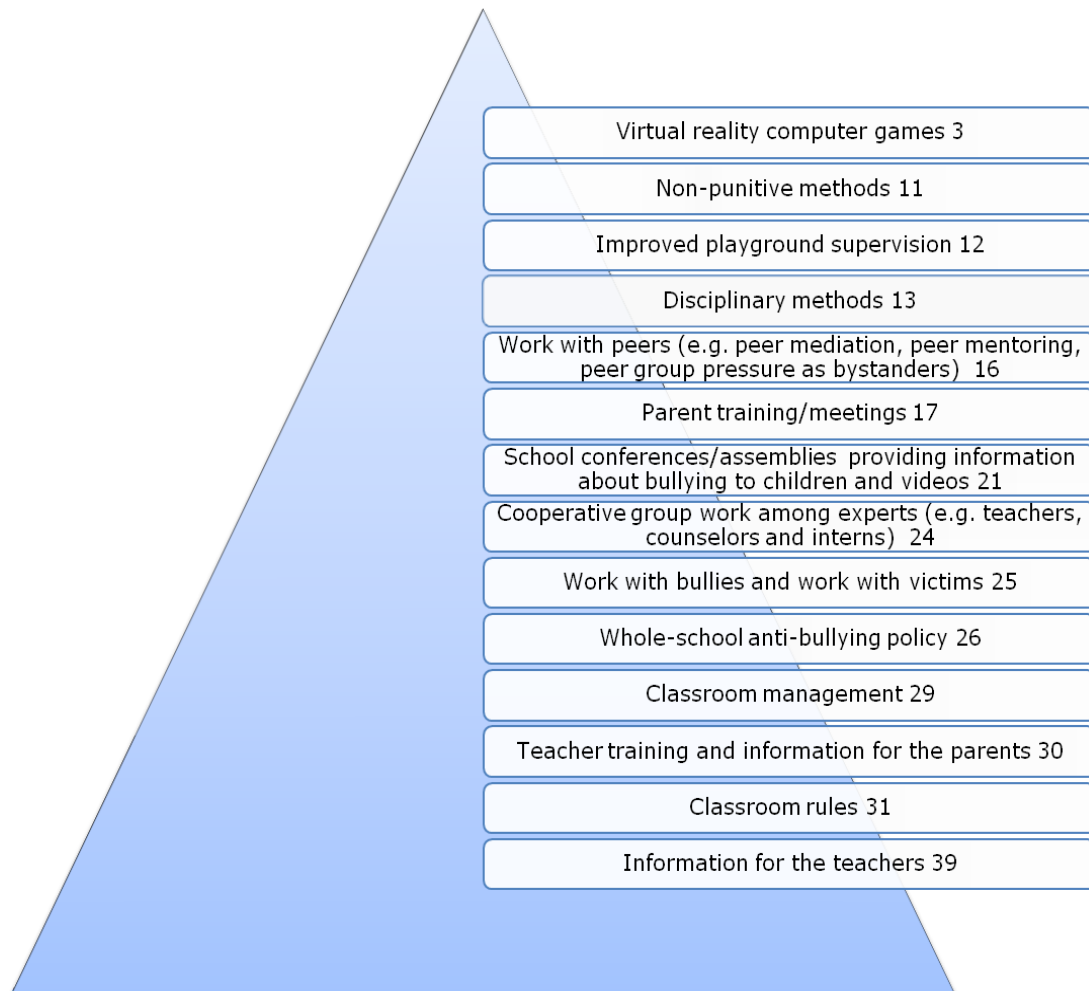


Figure 1. Preventive measures according to their frequency in ascending order

Farrington and Ttofi (2009) have made a number of interesting findings. In particular, they have found that the anti-bullying programs worked better with older children (age 11 or older), in larger-scale studies, in Norway specifically, and in Europe more generally, and were less effective in the USA and Canada. In addition, the duration and intensity of the program for children and teachers were significantly associated with a decrease in victimization. The effectiveness of programs increases with the age of the children. The most important program measures that were associated with a decrease in both bullying and victimization were parent training/meetings and

disciplinary methods. In addition, programs inspired by the work of Dan Olweus worked best (ibid.).

## ***2.6 Bullying prevention vs. cyber-bullying prevention***

Each anti-bullying program consists of a number of preventive measures, the combination of which is aimed to reduce bullying. Schancke (2005) differs between intuition-based and knowledge-based prevention.

Knowledge-based prevention is based on relevant theories and research. From an academic standpoint, only knowledge-based prevention is advisable, according to Schancke (2005). Olweus's bullying prevention program is a vivid example of a knowledge-based prevention program, and it has documented results.

In contrast, intuition- or intention-based prevention implies that the desire, hope, and belief of those who implement those preventive measures will have a desired effect. Schancke (2005) do not recommend using such prevention because it demands resources and efforts while it is difficult to predict a result. Nevertheless, the majority of preventive measures are precisely based on good faith and noble intentions (ibid.). *Bruk hue!* ("Use your head!") is a vivid example of an intuition-based cyber-bullying prevention program that has a high probability of success.<sup>1</sup>

The main difference between those programs is that OBPP<sup>2</sup> has documented long-standing results and *Bruk hue!* does not. In addition, OBPP used a considerably large amount of preventive measures.

- ***Olweus Bullying Prevention Program***

The Olweus Bullying Prevention Program, OBPP (Norway), was a multi-level program targeting the individual, the school, the classroom, and the community level (Farrington and Ttofi 2009). At the *school level*, the intervention included:

---

<sup>1</sup> Karianne Christensen, adviser, Norwegian Child Helpline / Norwegian Red Cross. E-mail 20.04.10. (Attachment 4.)

<sup>2</sup> OBPP - Olweus Bullying Prevention Program.



- meetings among teachers to discuss ways of improving peer-relations; staff discussion groups
- parent/teacher meetings to discuss the issue of bullying
- increased supervision during recess and lunchtime
- improvement of playground facilities so that children have better places to play during recess time
- a questionnaire survey
- the formation of a coordinating group

In addition, at the school level, training was offered to the whole school staff, with additional training provided to the coordinators and key personnel. These were responsible for coordinating the overall anti-bullying initiative in their school. The program also included cooperation among experts and teachers (e.g. psychologists) who worked with children involved in bullying.

At the *classroom level*, the intervention included the following:

- Students were given information about the issue of bullying, active involvement of pupils in devising class rules against bullying, class rules against bullying, class meetings with pupils and meetings with the parents
- Classroom activities for pupils, including role-playing situations that could help pupils learn how to deal better with bullying.
- Class rules against bullying
- Class meetings with students
- Meetings with the parents of the class

At the *individual level*, the intervention included the following: talks with bullies and their parents and enforcement of non-hostile, non-physical sanctions; talks with victims, providing support and providing assertiveness skills training to help them learn how to deal with bullying successfully; also, talks with the parents of victims and talks with children not involved to make them become effective helpers (ibid.).

Farrington and Ttofi (2009) analyzed 17 bullying prevention projects inspired by Olweus. Five of these were implemented in Norway.

They are the following: New Bergen Project against Bullying, “Bergen 2” [1997–1998]; First Bergen Project against Bullying, “Bergen 1” [1983–1985]; First Oslo Project against Bullying, “Oslo 1” [1999–2000]; New National Initiative against Bullying in Norway, “New National” [2001–2007]; and Five-year Follow-up in Oslo, “Oslo 2” [2001–2006].

*New Bergen Project against Bullying, “Bergen 2” [1997–1998] (before and after experimental control comparison).*

The New Bergen Project Against Bullying involved 2,400 pupils in grades 5–7. The program included eleven intervention and eleven comparison schools. An experimental pre-test and post-test showed reduction of bullying from 5,6 percent to 4,4 percent, victimization reduced from 12,7 percent to 9,7 percent, though control group showed increase in bullying from 4,1 percent to 5,6 percent and increase in victimization from 10,6 percent to 11,1 percent.

*First Bergen Project against Bullying, “Bergen 1” [1983–1985] (age-cohort design)*

First Bergen Project against Bullying involved pupils from 112 grade 4–7 classes in 42 primary and junior high schools. An extended selection cohorts design with 3 measurements showed decrease of bullying from 7,28 percent to 5,02 percent in 5–7 grades and from 7,35 percent to 3,60 percent in 6–7 grades. Victimization decreased from 9,9 percent to 3,7 percent in 5–7 grades and from 9,92 percent to 3,55 percent in 6–7 grades.

Olweus commented on the result from the two Bergen projects. He noted that there was also clear reductions in general anti-social behavior such as vandalism, fighting with the police, pilfering, drunkenness, and truancy. In addition, one registered an improvement as regards the following aspects of the social climate in the class: improved order and discipline, more positive social relationships and a more positive attitude to schoolwork and the school. At the same time, there was an increase in student satisfaction with school life (ibid.). In the New Bergen Project against Bullying (1997–1998), there were registered clear improvements with regard to bully/victim problems in the intervention schools, but the effects were somewhat weaker than in the first project because the intervention program had been in place for only six months or less when the second measurement was made. In addition, this

particular year (1997–98) was a very turbulent one for the teachers with the introduction of a new National Curriculum, adds Olweus (2005).

*First Oslo Project against Bullying, “Oslo 1” [1999–2000] (age-cohort design)*

The First Oslo Project against Bullying involved approximately 900 pupils in grades 5–7. Extended selection cohorts design with 2 measurements showed decrease of bullying from 6,4 percent to 3,1 percent. Victimization decreased from 14,4 percent to 8,5 percent.

*New National Initiative against Bullying in Norway, “New National” [2001–2007] (age-cohort design)*

The New National Initiative against Bullying in Norway involved pupils in grades 4 through 7. Extended selection cohorts design and data with 3 measurements showed decrease of bullying from 5,7 percent to 3,6 percent in grades 5–7 and from 5,1 percent to 2,6 percent in grades 6–7. Victimization decreased from 15,2 percent to 10,2 percent in grades 5–7 and from 13,2 percent to 8,8 percent in grades 6–7.

Olweus (2005) also noted that in more detailed analyses of the results there were registered a number of changes in other areas which strongly suggested that the positive results were a consequence of the intervention. According to Olweus (2005), pupils reported more active intervention in bullying situations from both teachers and peers. There were more pupils who responded that the main classroom teacher had done much to counter bullying in the classroom in the past few months (ibid.).

*Five-year Follow-up in Oslo, “Oslo 2” [2001–2006] (age-cohort design)*

Data of the first cohort for 14 out of 19 Oslo schools were assessed. Pupils in grades 4–7 were followed from 2001 until 2005. Pupils in grades 8–10 were followed from 2001 until 2003. Considerable reduction of bullying and victimization was documented. In particular, bullying was reduced from 5,5 percent to 2,8 percent, 2,3 percent, 2,8 percent and 2,7 percent the four following years in grades 4–7. Grades 8–10 also showed bullying reduction from 6,2 percent to 5,7 percent and 4,1 percent during two following years after intervention. Victimization was also reduced from 14 percent to 9,8 percent, 8,8 percent, 8 percent and 8,4 percent the four following years

in grades 4–7. Grades 8–10 showed bullying reduction from 7,1 percent to 6,8 percent and 5,2 percent during two following years after intervention.

All the mentioned Olweus inspired projects included the following preventive measures: whole-school anti-bullying policy; classroom rules; school conferences providing information about bullying to pupils; curriculum materials; classroom management; cooperative group work among experts; work with bullies; work with victims; information for teachers; information for parents; increased playground supervision; disciplinary methods; teacher training; parent training; videos.

Such preventive measures as work with peers, disciplinary methods (punitive and non-punitive) and virtual reality environments / computer games were not used for bullying prevention.

- *Bruk hue! Cyber-bullying prevention program*

Telenor, the Red Cross, Child Guard and Media Authority have joined forces and launched the campaign *Bruk hue!* with the purpose of overcoming the growing cyber-bullying problem.

*Bruk hue!* is a Norwegian nationwide campaign. Its goal is to combat cyber-bullying, to create a good school and childhood environment, to raise awareness of the issue of cyber-bullying, and to spread knowledge about which situations may lead to bullying and how to avoid these situations. The campaign is practical, and there is much to learn about the use of the network for both parents and children. Target audience was those who listened to lectures on cyber-bullying: teachers, parents, and pupils in grades 8, 9, and 10 (and some in grade 7).

There was no specific theoretical background of the campaign, but all the partners (Red Cross, Medietilsynet, Barnevakten and Telenor) have contributed with facts, knowledge, and experience. One of the main challenges in implementing this kind of campaign is that many children have already experienced cyber-bullying. The

pupils/parents/teachers wonder how to handle cyber-bullying situations, whereas this campaign's main goal is preventive rather than curative.<sup>3</sup>

The main topics of the campaign are cyber-bullying, cyber-security, and prevention of cyber-bullying. Pupils and parents were shown a film about distributing images and a film about consequences of cyber-bullying. Films were followed by dialogue between pupils and parents. The aim was to create a discussion about actual problems. Parents got advice about what they can do to prevent cyber-bullying (*Bruk hue!*).

A pre-survey organized by Telenor in advance of the campaign showed that half of all the children between the ages of 10 and 15 have sent bullying messages through mobile phone or Internet or know someone who has done it.

The evaluation of the campaign<sup>4</sup> was undertaken afterwards. One of its purposes is to measure how the school tour has contributed to learning about cyber-bullying.

Norway's largest campaign against cyber-bullying has given very positive results. In particular, it increased the problem awareness among pupils, teachers, and parents and contributed with knowledge about cyber-security and cyber-bullying.

The participants are sure that the campaign will help reduce cyber-bullying. Pupils (64 percent) and parents (90 percent) are the most optimistic, while teachers (61 percent thinks that campaign will help reduce cyber-bullying) are more uncertain. All believe, however, that the *Bruk hue!* campaign is a positive contribution to cyber-bullying reduction. Ragnar Kårhus, head of Telenor Norway, said that results show that campaign managed to get both youth and parents to act to restrict the cyber-bullying. There is a huge step in the right direction and an important confirmation of the prevention benefit. These results provide energy and expectations for the further work (Torjusen, 2010).

*"Bruk hue!" increased problem awareness*

---

<sup>3</sup> Karianne Christensen, adviser, Norwegian Child Helpline / Norwegian Red Cross. E-mail 20.04.10.

<sup>4</sup> Karianne Christensen, adviser, Norwegian Child Helpline / Norwegian Red Cross has provided me with some of the campaign evaluation results.

The pupils have obviously gained much useful information about cyber-bullying. Sixty-one percent of pupils have learned a lot about what cyber-bullying is. The campaign resulted in spin-offs in homes. Eighty-five percent of respondents have discussed the subject at home!

Fifty-four percent of teachers have learned a lot about what cyber-bullying is. Forty-three percent of teachers have learned much about the extent of cyber-bullying among youths. Almost all the teachers (87 percent) have discussed or will discuss the topic of cyber-bullying in class. The campaign gives good results regarding knowledge about Telenor's cyber-bullying filter among the parents. Awareness of the bullying filter among parents is about 90 percent.

The campaign resulted in a strong motivation to contribute to the prevention of cyber-bullying. Ninety-nine percent of teachers and ninety-five percent of the parents will intervene if they experience that young people are exposed to cyber-bullying. Seventy-seven percent of the teachers and eighty-seven percent of the parents will make an effort to follow up and prevent the cyber-bullying.

However, at the same time, evaluation research revealed an unwillingness to report the problem. A minority of pupils are confident that they will report cyber-bullying if they see others being bullied. Thirty-nine percent of respondents answered "yes," and forty-nine percent answered "maybe."

*"Bruk hue!" contributed with knowledge about cyber-security and cyber-bullying*

Seventy-five percent of pupils have learned that those who bully can be punished. Sixty-eight percent of pupils have learned that being bullied can have consequences. Fifty-six percent of pupils have learned a lot about what they should do to avoid cyber-bullying. Thirty-five percent of pupils have learned a lot about where they can get the help. For the pupils, the biggest impact of the campaign has been that they will be more careful with the use of images. Thirty-seven percent will delete the photo if someone requests it. Thirty-three percent are going to ask permission to post the picture. Among those who have or may have exposed someone for cyber-bullying, there are sixty-nine percent who say that they will do their best to avoid being cyber-bullied by others.

The campaign has also strengthened the teachers' capabilities to handle cyber-bullying. Seventy percent of teachers have learned a lot about how those who bully can be punished. Fifty-seven percent of teachers have learned a lot about how being bullied can have consequences. Fifty-five percent of teachers have learned a lot about where one can get help. Twenty-five percent of teachers have learned a lot about what can be done to limit cyber-bullying among young people. Research has also shown that some teachers expressed the lack of the necessary information regarding what they can do to limit cyber-bullying.

## ***2.7 Cyber-bullying and its prevention***

### *2.7.1 Understanding cyber-bullying*

Bullying is a social problem, and it can appear in different ways. In the whole world, there are people who are victimized. Bullying usually occurs in places where people gather and meet, and it has definite qualities, like repetition, the involvement of several people, and harmful behavior. The most prominent researcher in this field, Dan Olweus, thinks that a person is bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions from one or more persons (Olweus, 2005).

What is cyber-bullying? By what is this phenomenon characterized?

Qualitative research performed by Vandebosch (2008) was aimed at defining cyber-bullying. Data from 53 focus groups, which involved pupils from 10 to 18 years old, show that youngsters often interpret "cyber-bullying" as "Internet-bullying" and associate the phenomenon with a wide range of practices. In order to be considered "true" cyber-bullying, these practices must meet several criteria: They should be intended to hurt (by the perpetrator), be perceived as hurtful (by the victim), be based on ICT-related criteria, such as technological know-how, be part of a repetitive pattern of negative offline or on-line actions, be performed in a relationship characterized by a power imbalance, and be anonymous (ibid.).

The first three criteria, being intended to hurt (by the perpetrator), being perceived as hurtful (by the victim), and being based on ICT-related criteria, such as technological expertise, are also blended in the definitions of other cyber-bullying specialists. In particular Anti-crime organization Fight Crime: Invest in Kids defines cyber-bullying as the use of electronic devices and information, such as e-mail, instant messaging (IM), text messages, mobile phones, pagers and web sites, to send or post cruel or harmful messages or images about an individual or a group (Anti-crime organization Fight Crime: Invest in Kids). Willard (2007) thinks that cyber-bullying is 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. Here Willard (2007) calls cyber-bullying a form of a social aggression. Shariff (2005) shares this point of view and adds that cyber-bullying is a psychologically devastating form of social cruelty among adolescents. The definition of the American organization Stop Cyber-bullying comprises all the previous points of view and adds that cyber-bullying is inherent to minors. It defines cyber-bullying as when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones (Stop Cyber-bullying). Cyber-bullying researcher Parry Aftab similarly thinks that cyber-bullying is any cyber-communication or publication posted or sent by a minor on-line, by instant messenger, e-mail, website, diary site, on-line profile, interactive game, handheld device, mobile phone or other interactive device that is intended to frighten, embarrass, harass or otherwise target another minor (Aftab, 2006).

Harmon (2004) provides us with an interesting point of view concerning the role of new technology in cyber-bullying. In particular, he thinks that technology allows its users to inflict pain without being forced to see its effect, and that this incites a deeper level of meanness.

As previously mentioned, cyber-bullying is part of a repetitive pattern of negative offline or on-line actions (Vandebosch & Van Cleemput, 2008). Repetition is the second important characteristic of cyber-bullying. Therefore, research showed that a single negative act via Internet or mobile phone that followed traditional ways of bullying was also considered cyber-bullying (Vandebosch & Van Cleemput, 2008).



The key researchers in the field of cyber-bullying, Sameer Hinduja and Justin W. Patchin, define cyber-bullying as willful and repeated harm inflicted using computers, mobile phones, and other electronic devices. They note that cyber-bullying is also called *electronic bullying*, *e-bullying*, *SMS-bullying*, *mobile bullying*, *on-line bullying*, *digital bullying*, and *Internet bullying* (Cyber-bullying.us).

Unlike in cases of standard bullying, there is no respite or refuge for the victims, as cyber-bullying can go on 24 hours a day and invade a victim's home (Fight Crime: Invest in Kids). No longer confined to school grounds or daytime hours, cyber-bullies are pursuing their quarries into their own bedrooms (Harmon, 2004).

Katch (2001) thinks that victim blame is a key form of cyber-bullying and is used to justify social exclusion from the peer group. There must be three different participants in the act of cyber-bullying, adds Willard (2007). These participants allow cyber-bullying to be performed in a relationship characterized by a power imbalance. Willard (2007) mentions bullies, put-downers who harass and demean others, especially those they think are different or inferior, or get-backers, who have been bullied by others and are using the Internet to retaliate or vent their anger.

There also should be targets in the act of cyber-bullying. The targets of the cyber-bully are in some cases the bullies at school (ibid.).

Bystanders or peers, Willard (2007) divides into two categories: harmful and helpful bystanders. Harmful bystanders are those who encourage and support the bully or watch the bullying from the sidelines, but do nothing to intervene or help the target. Helpful bystanders are those who seek to stop the bullying, protest against it, provide support to the target, or tell an adult (Willard, 2007).

### *2.7.2 Undesirable development that cause cyber-bullying behavior*

In the article "Cyber-bullying: A preliminary assessment for school personnel," Mason (2008) refers to an unpublished manuscript by Tresca that was written in 1998 and that gives the psychological explanation of bullying behaviors. According to Tresca's findings, there are three factors that may contribute to cyber-bullying behavior among

adolescents: the disinhibition effect, identity transition from private to social self, and lack of adult interaction (ibid.).

- *The disinhibition effect*

Lenhart et al. (2006) promotes the idea that teenagers believe that the Internet frees them up to be their true selves. However, the concept *true self* does not always mean a true positive self. There is a so-called disinhibition effect, the result of which is that some adolescents lose normal behavioral restraints on-line. According to Mason (2008), disinhibition means that normal behavioral restraints can become lost or disregarded. He supports the point of view that computer-mediated communication strips away many aspects of socially accepted roles, leading the Internet to act as a potential arena for aggressive acts.

Joinson (1998) thinks that disinhibition on the Internet is any behavior characterized by an apparent reduction in concerns for self-presentation and the judgment of others. In his article “Staying Safe on the Read-Write Web,” Doug Johnson (2008) also underlines that there is the greatest likelihood of children and young adults doing harm to themselves on the social web when they post pictures and messages that portray themselves in a negative light. The author supposes that careless behavior on the Internet can have negative consequences because posted images, messages, and comments are then found and viewed by teachers, coaches, relatives, college admission officers, and potential employers. Pupils do not understand that material once placed on the Internet and made public has the potential of always being accessible (ibid.).

Moreover, Mason (2008) promotes the same idea that it is the feeling of anonymity that fosters the disinhibition effect and creates a new medium for social interaction and social being. Cyberspace is faceless, and it creates an illusion of invisibility. The perception and feeling of invisibility removes concerns of detection, social disapproval, and punishment (ibid.). As well as anonymity, the contact with strange people can also be a reason for cyber-bullying. According to Vandebosch and Van Cleemput (2008), the focus groups in their qualitative research reveal that youngsters

can name (and have experience with) a wide range of negative Internet and mobile phone practices. On top of their list is being contacted by strangers.

- *Identity transition from private to social self*

In the article “Cyber-bullying: A preliminary assessment for school personnel,” Mason (2008) supports the idea that anonymity in computer-mediated communication deprives people of their individual identity awareness, and that this causes the substitution of an individual identity for a social identity or a group identity. The reason that anonymity tends to lead to the activation of social identities is the lack of focus on the self as an individual (ibid.). Mason (2008) also underlines that it is possible that the person makes a transition from a private or personal identity to a public or social identity. The author concludes that this would lead to the regulation of behavior based on the norms associated with the salient social group. Subsequently, when social identity becomes salient, people internalize group norms as their own (ibid.). For this reason, cyber-bullies relinquish usual social controls and become more impulsive, irrational, and aggressive (Mason, 2008).

Long (2008) adds that although most kids are not intentionally vicious, they simply get roped in by the bullies. In other words, they are simply involved in the process of bullying.

- *Lack of adult interaction*

Today’s young Internet users have created an interactive world away from adult knowledge and supervision. Wagner (2008) refers to research reported in “Children’s Rights: Multidisciplinary Approaches to Participation and Protection” and concludes that teenagers spend much time on-line and use little time to do their homework.

Long (2008) thinks that adolescents lack counseling and parental intervention. In line with this point of view, a study found that poor parent–child relationships were significantly related to on-line harassment. For example, 8 percent of adolescents reported that their caregiver yelled at them, and 4 percent of them indicated that their privileges were restricted most or all of the time (Ybarra and Mitchell, 2004). Research has also found that the percentage of adults monitoring the use of the

Internet is small, and that this is a possible contributor to risk behavior among adolescents. During on-line interactions, more than 50 percent of adolescents reported poor parental monitoring (ibid.).

Despite some parents' efforts to monitor their children's on-line behaviors, research studies found that many adolescents are hesitant to disclose being cyber-bullied to a trusted adult. For instance, Ybarra and Mitchell (2004) found that many adolescents were not comfortable telling an authority about their involvement in cyber-bullying and victimization. Only 24 percent told a parent, 14 percent told a teacher, 41 percent told a friend, and 28 percent did not tell anyone (ibid.). Patchin and Hinduja (2006) have also found that less than 9 percent of victims informed an adult. These findings indicate that the prevalence of adolescents disclosing the information to a trusted adult is small.

### ***2.8 School principals: tasks and challenges in cyber-bullying prevention***

The problem that I am going to research has direct connection with the school principals' understanding of their role as someone who will improve the school's outcome as well as the school's climate and environment. OECD underlines that principals should work beyond their school boundaries so that they can contribute not only to the success of their own school but also to the success of the system as a whole, and influence motivations and capacities of teachers as well as the school climate and environment (OECD. Directorate for education).

Mentzoni and Abrahamsen (2008) consider school management to be an activity that builds on social interaction between persons at the school and constant changes in practice. School leaders' everyday life is both complex and contradictory, with many tasks competing for their limited time. This means that principals are experiencing a variety of dilemmas, which they must consider and deal with.

What tasks should be most emphasized by school principals? The task that is the most prioritized is to ensure cooperation. Cooperation between specialists and communities plays an important role in improving school outcome (Roald, 2010). White Paper 30 (2003–2004) *Culture of learning* emphasizes some essential factors of good leadership

at development-oriented schools. In particular, principals must contribute to ensuring that all the different groups involved in the school – management, teachers, pupils, parents, local community, schools – should cooperate (ibid).

White Paper 31 (2007–2008) *Quality in Education* underlines that school principals are responsible for pupils' benefit from education, and that they should contribute to improving pupils' learning outcome through leadership of the school's development. Rectors must set requirements for learning results and learning environment at the school and assess the relationship between educational practice and pupils' outcome of the learning. In order to lead the school, the school principals must have insight into educational work. The school principals must be familiar with pedagogical methods and the principles of productive learning of various student groups, and have knowledge of curriculum and student work assessment and the ability to establish and follow rules of order and behavior (ibid.).

Manifesto against bullying (2011–2014) underlines that the school's responsibility is to develop pupils' social skills, including practicing various forms of interaction and conflict management. Moreover, school principals should take responsibility for bullying prevention (Regjeringen.no).

White Paper 31 (2007–2008) also states that principals should be able both motivate and guide teachers. The headmaster must also be able to implement changes at the school. Principal must also direct monitoring of student performance, conduct assessment, monitoring of the school's challenges and follow up the regulations for the sector (ibid.).

The other important task for the school principals is to set up and communicate the direction, formulation of performance requirements, creation of the arena for development, motivation and inspiring, following up the school's teaching performance and providing clear feedback to the school staff and other stakeholders. The rector shall safeguard all aspects of leader roles, both the strategic, professional, innovative and administrative role and have a strong grip on the employer role (NOU 2003:16). Roald (2010) similarly thinks that principals have to prepare problems for professional discussion and suggest distinct process steps that can mobilize a high

degree of reflection, creativity, and responsibility in those involved in the quality work. The author also thinks that there is a need to reduce the competitive school environment, which does not create conditions conducive to development (Roald, 2010). Mentzoni and Abrahamsen (2008) share this point of view and underline that the school management has a central role in dealing with communication and disagreement in the organization with the purpose contributing to innovation and development.

Erstad (2005) highlights some tasks that are very important for school principals regarding implementation and use of ICT. Firstly, it is important to be able to build a network internally and externally, establish teams, and put oneself in a learner's position. Secondly, principals should master and understand new technology and strategies for skill development among teachers (ibid.). In addition to this, White Paper 31 (2007–2008) *Quality in Education* says that access to the network and other ICT activities must be regarded as part of management in the classroom, and the work with netiquette principles is essential.

Cyber-bullying prevention is one of the ways to improve the school's outcome as well as the school climate and environment. It is tightly connected with the use of ICT, and it implies the following challenges that school principals may experience.

*1. Lack of problem awareness*

A difficulty with preventing bullying in schools is that any incident of bullying is being denied. For example, some people hold that bullying is a childhood "rite de passage," that it is a normal part of growing up, or that it is just teasing and playing, or that bullying is in fact character building (Campbell 2005). Olweus has resolved the problem by creating bullying problem awareness by means of a questionnaire survey. This questionnaire survey has become an important vehicle for creating awareness and involvement among staff, pupils, and parents (Olweus 2005).

Cyber-bullying is not considered a problem, and consequently it is not reported. One of the first steps in any prevention is to ensure that people are aware of the problem, according to Campbell (2005).

## *2. Reporting cyber-bullying*

The other challenge for principals is to get cyber-bullying reported.

Researchers suggest that victims are reluctant to report cyber-bullying for fear that their own computer and cell-phone privileges will be removed. Bullies do not report bullying either, and their parents do often not refer them. Sometimes, however, schools will refer and, therefore most times you will have a reluctant client (Campbell 2007).

## *3. Anonymity*

Li (2007) calls anonymity an important and unique characteristic of cyber-bullying. Shariff and Hoff (2007) characterize anonymity as especially insidious and the most troubling. Anonymity is a big challenge for principals who carry on cyber-bullying prevention. Firstly, it may be impossible to detect the cyber-bully. In research conducted by Li (2007), it was found that nearly half of the cyber-victims did not know who cyber-bullied them. Li (2007) thinks that anonymity brings a great challenge in combating cyber-bullying. The author writes that cyber-bullies can hide their identities and therefore avoid consequences. This indirectly encourages them to cyber-bully others again (ibid.). The problem is that principals do not have access to the places where cyber-bullying happens. Anonymity allows participation by an infinite audience and attacks around the clock, Long points out (2008). Behind on-line anonymity, a cyber-bully can invade the privacy of a teen's home (ibid.).

## *4. Harmful off-campus on-line speech*

There is a discussion about off-campus bullying. Willard (2008) puts the question if school officials have the authority to impose discipline in response to harmful off-campus on-line speech and points out, that off-campus cyber-bullying is a major challenge facing principals today. Shariff and Hoff (2007) also think that in the school context, cyber-bullying is dangerous because it often takes place outside school hours on home computers. That is why cyber-bullying is difficult and even impossible to supervise. School leaders and teachers argue that they cannot possibly be expected to supervise pupils on home computers, and parents are increasingly beginning to sue schools and technology companies for failing to protect their children (ibid.). Shariff and Hoff (2007) also think that an additional challenge for schools is monitoring

pupils' on-line discourses because cyber-bullying typically occurs outside supervision boundaries.

In this connection, Campbell (2005) raises a number of questions regarding the mentioned topic: Does the school have the right of censure if the cyber-bullying is occurring outside the school or with pupils from another school? When cyber-bullying takes place in private homes on weekends and in the evenings, does the school have a right to intervene? Can schools take away pupils' mobile phones if they have been given to the children for safety reasons? Can schools refuse to allow a student access to the Internet or a computer if it interferes with a student's learning?

#### *5. Lack of knowledge about cyber-security*

The other challenge for principals in cyber-bullying prevention is the lack of knowledge about cyber-security. The study found that 90 percent of educators have received fewer than 6 hours of professional instruction on cyber-security, and that more than 60 percent are interested in learning more about cyber-security (Miners, 2009).

### ***2.9 Cyber-bullying prevention***

In this chapter, I will focus my attention on preventive measures against cyber-bullying. To be more precise, first I would like to have a look at the concept *prevention*. *Webster's New World Dictionary and Thesaurus* defines the verb *to prevent* as to stop or keep from happening or doing by some prior action or by interposing an obstacle or impediment (accessed 15.07.2009). Additionally, Schancke (2005) defines *prevention* as an ambiguous term for thinking and action ranging wide from the attempt to eliminate or minimize an undesirable development to measures that promote quality of life and mastering. Consequently, prevention of cyber-bullying implies interposing an obstacle or impediment to undesirable developments that cause cyber-bullying.

Research shows that engagement in the traditional form of bullying is a very strong predictor for both cyber-bullying and cyber-victimization (Li, 2007). It is possible that bullying started in the real world but extended to cyber-space. The author thinks that



effective strategies for combating bullying may also be effective in fighting cyber-bullying (ibid.). In this thesis, I will regard cyber-bullying as an extension of ordinary bullying; consequently, all cyber-bullying prevention measures will be regarded as applicable to cyber-bullying prevention. That is why I will base the description of cyber-bullying prevention measures on the list of ordinary bullying preventive measures, provided by Farrington and Ttofi (2009). Preventive measures shall be written in descending order of frequency.<sup>5</sup> This list will be extended with other specialists' opinions and continued with the cyber-bullying prevention measures found in the process of literature study.

Research has proved that two of the mentioned preventive measures (work with peers and educating on safe and responsible use of technology) have negative effect on bullying prevention.

Such bullying prevention measures as installing filtering software, gathering evidence and reporting cyber-bullying, hiding the feeling of anger and meeting hate with love, regarding cyber-bullying as a freedom of speech and not letting the computer win over somebody's life have no documented effect. In addition, information for teachers and disciplinary methods like restorative justice approaches, school tribunals/bully courts and virtual reality computer games could not be investigated by Farrington and Ttofi (2009).

The other preventive measures, such as information for parents, rules, classroom management, school policies, work with victims and bullies, cooperative group work among experts, school conferences/assemblies, videos, parent training/meetings, disciplinary methods with non-punitive approach and improved playground supervision have documented positive effect on prevention of cyber-bullying.

Farrington and Ttofi (2009) think that preventive measures did not allow them to differentiate among different levels of its implementation across programs. Some

---

<sup>5</sup> See figure 1. Preventive elements according to their frequency in ascending order.

preventive measures can be used only on the individual level, some only on class or only on school level; other preventive measures can be used on all levels. Preventive measures add to and continue each other. Nevertheless, Olweus offers a clear differentiation between preventive measures use on different levels.<sup>6</sup>

### *1. Information for teachers and parents*

According to Farrington and Ttofi (2009), information for teachers and parents is the most frequently used bullying prevention measure. Information for the teachers is used in 39 of 44 bullying prevention programs and information for parents is used in 30 of 44 bullying prevention programs.

Farrington and Ttofi (2009) specify that many programs reported the presence of a manual that teachers could consult in the implementation of the intervention. In some programs parents were provided with newsletters regarding the-anti-bullying initiative at their school, while in others, parents were provided with guides on how to help their child deal with bullying as well as information about the anti-bullying initiative implemented at their school.

### *2. Making rules*

Making classroom rules is also one of the most popular bullying prevention measures. Farrington and Ttofi (2009) documented that it was used in 31 of 44 bullying prevention programs.

According to Farrington and Ttofi (2009), *classroom rules* refers to the use of rules against bullying that pupils are expected to follow. The authors admit that in many programs, these rules were the result of cooperative group work between the teachers and the pupils. In many cases, rules were written on a notice that was displayed in a distinctive place in the classroom (ibid.).

I would like to note that cyber-bullying experts also recommend making rules. It can be rules regarding behavior in cyber-space or rules against bullying. For protecting

---

<sup>6</sup> See chapter 2.6 Bullying prevention vs. cyber-bullying prevention. Olweus Bullying Prevention Program.

each child from possible on-line bullying, Parry Aftab recommends some cyber-ethic rules. These rules are focused on the prevention of anonymous on-line child molestation (Sandell, 2001). In particular, it is recommended not to respond to messages that make you feel uncomfortable or nervous, to choose a proper screen name, not to flirt on-line or give out personal information. It is also recommended not to meet face to face with someone you meet on-line because people may appear different from those you have met on-line (ibid.). Media Awareness Network, a national not-for-profit education organization, suggests working with a diverse group of pupils to create an anti-bullying site (Media Awareness Network). Finally, Parry Aftab recommends working with the parents to stop and remedy cyber-bullying situations and educate the pupils on cyber-ethics and the law (Stop Cyber-bullying). The same recommendations were used in the Internet campaign *Bruk hue!*, which was launched in Norway (Bruk hue – skoleturné om digital mobbing).

The natural question is: Which cyber-bullying related laws are essential for Norwegians, and which criminal acts in cyber-space are subjected to penalty? The Norwegian advocate Audun Samnøen makes the following law selection.

The General Civil Penal Code says that dissemination is considered a criminal act. Dissemination is defined as unlawfully making available to other persons passwords or other data that may provide access to a data system. Threat is a criminal act too. Section 227 says that any person who by word or deed threatens to commit a criminal act is subject to severe penalty.

Defamation is covered both by section 246 and by section 247. Section 246 says that any person who by word or deed unlawfully defames another person, or who aids and abets thereto, shall be liable to fines or imprisonment. Section 247 says that any person who by word or deed behaves in a manner that is likely to harm another person's good name and reputation or to expose him to hatred, contempt, or loss of the confidence necessary for his position or business, or who aids and abets thereto, shall be liable to fines or imprisonment. Frightening or annoying behavior is mentioned in section 390 a. This section says that any person who by frightening or annoying behavior or other inconsiderate conduct violates another person's right to be left in peace, shall be liable to fines or imprisonment.

### *3. Classroom management*

According to Farrington and Ttofi (2009), the preventive measure classroom management was used in 29 of 44 preventive programs. By *classroom management* is meant techniques that can be used by classrooms management in detecting and dealing with bullying behavior (ibid.).

#### *4. Making school policies*

According to Farrington and Ttofi (2009), a whole-school anti-bullying policy was used in 26 of 44 anti-bullying programs.

The whole-school anti-bullying policy involves the presence of a formal anti-bullying policy on behalf of the school. Farrington and Ttofi (2009) did not provide information whether, for each program, the same anti-bullying policy was incorporated in the intervention schools. School policies are undoubtedly important in bullying prevention. There are many opinions regarding what those school policies should look like. Whole-school policies have been shown to be effective in reducing face-to-face bullying. In fact, it is the single most effective action a school can take (Smith & Sharp, 1994). Campbell (2005) specifies that each policy needs to be individualized for that school and not taken in whole from another school. The school policy should also set out the clear and transparent steps of what will happen after the reporting (ibid.). In particular, school strategies must always take into account the social, economic and cultural characteristics of the school's population. The involvement of teachers, workers, parents, and pupils is basic for the implementation of bullying reduction projects (Neto 2005).

So how should anti-bullying school policies look like? Firstly, anti-bullying school policies must include an anti-cyber-bullying component. The Media Awareness Network suggests integrating cyber-bullying into current anti-bullying school-based programs, integrating curriculum-based anti-cyber-bullying programs into classrooms and reviewing all existing policies including that of bullying and the use of computers (ibid.).

Willard (2008) points to the fact that many state legislatures are now adding statutory provisions requiring schools to incorporate cyber-bullying into bullying prevention policies.

Australia's educational communities think that school policies should be well-communicated and include components related to Internet and mobile phone use (2009). Neto (2005) specifies the concept *well-communicated policy* and the author thinks that schools must look for cooperation with other institutions, such as health care centers, community councils, and social support networks. Campbell (2007) takes the same view and suggests working in an ecological model, including family, school, and community. It is not less important to educate and involve teachers, workers, parents, and pupils, gathering the relevant knowledge, making guidelines, and arranging courses. For example, Media Awareness Network recommends educating staff through professional development opportunities about the seriousness of cyber-bullying, informing parents of the issue through school newsletters and information evenings (ibid.).

A lot has previously been said regarding involvement of teachers, parents, and pupils, gathering the relevant knowledge, making guidelines, and arranging courses. As to engagement of workers in school anti-bullying policies, Willard (2006) believes it is essential for schools to involve librarians in efforts to address cyber-bullying because pupils are most likely to engage in casual Internet use in the library or media center, where media specialists are responsible for supervision. It is during this period that incidents of cyber-bullying are likely to be detected (ibid.).

*5. Work with victims and bullies, and cooperative group work among experts (teachers, counselors and interns)*

Farrington and Ttofi (2009) describe work with bullies and victims as individualized work (not offered at the classroom level) with children involved in bullying as victims or perpetrators. This preventive measure (work with bullies and victims) is used in 25 of 44 anti-bullying programs; the other measure (cooperative group work among experts) is mentioned in 24 of 44 preventive programs.

In most programs, this service was offered by professionals, such as interns or psychologists, who collaborated with teachers in the school (ibid.).

What should this preventive measure look like? Experts suggest mainly non-punitive methods for working with these categories of pupils.

Campbell (2007), for example, recommends congratulating the victim on his/her help-seeking behavior and reassuring that the cyber-bullying is not his/her fault. The author points out that it is important to keep reinforcing that it is not their fault, and that they in fact do not have to change. The author also suggests asking the young person how they would like to be helped, because as with any client one needs to individualize the solution (ibid.).

Neto (2005) adds that victims should be supported and feel protected, bullies should be made aware of the incorrectness of their acts, and there must be the warranty of a safe and secure school environment. With the purpose of reaching this goal, Media Awareness Network (national not-for-profit education organization) suggests working to create respectful and tolerant attitudes.

There are much more recommendations concerning work with bullies.

Campbell (2007) asserts that the consequences of being a bully are nearly as severe as the consequences of being a victim. Bullies also typically become adults with unstable relationships, record higher than average rates of alcoholism, exhibit more frequent personality disorders and use mental health services more than their non-bullying peers (ibid.). Campbell (2007) concludes that to prevent cyber-bullying, we need help to change bullies' behavior so that they do not continue to abuse their power.

Therefore, we need to intervene early to assist these young people and not just punish them. As bullies often have an inflated self-esteem, self-control programs have been suggested, according to Campbell. Bullies need to be shown how they can satisfy their own needs without hurting others (ibid.). Neto (2005) shares this point of view and points out that bullies must be provided with the conditions to develop friendlier and healthier behavior, and that one must see to it that not only punishment measures are taken. That is why programs must prioritize general awareness.

According to Campbell (2007), bullies cannot directly see the effects of their taunting and threats. This factor lessens the feelings of empathy and remorse. Furthermore, Campbell (2007) concludes that if bullies have not realized how much damage they have done, they are unaware of the possible consequences of their actions.

Accordingly, the intervention could be some empathy education and understanding of the consequences (ibid.).

The Anti-Bullying Manifesto (2009–2010) suggests informs young people about the consequences of cyber-bullying for bullies and about the harm caused to the victim.

According to Diamanduros, Downs and Jenkins (2008), school psychologists are in a unique position and have a vital role in addressing the problem of cyber-bullying in schools. According to Campbell (2007), psychologists can assist schools in the attempt to increase cyber-bullying reporting. If the adolescent has self-reported cyber-bullying, the author recommends congratulating him/her on having had the courage to do it. Psychologists can also involve bystanders in peer support programs and embed anti-bullying programs and values as well as empathy training (Campbell 2007). Firstly, they can be effective leaders in promoting awareness of cyber-bullying and its psychological impact on children and adolescents. Secondly, they can assess the prevalence and severity of cyber-bullying. Thirdly, they can be effective in developing prevention programs designed to address the problem of cyber-bullying among pupils. Another critical role that school psychologists have is intervention and planning strategies that schools can implement if cyber-bullying becomes an issue. Finally, school psychologists would be vital team members in collaborating with school officials to develop policies regarding how cyber-bullying will be managed in schools (Diamanduros, Downs, Jenkins 2008).

To tell the bully to stop is an option in working with bullies. There are two different opinions regarding the handling of cyber-bullies. Schmidt (2009) thinks that bullies do not stop when you ignore them. They push until they are stopped. Therefore, the author recommends stopping bullying instead of ignoring it. The Media Awareness Network, a national non-profit education organization, supports the above-mentioned point of view and suggests intervening whenever a child is being bullied (ibid.). On the contrary, Campbell (2007) supposes that there is a chance that a vulnerable young person will overreact with aggressiveness and retaliate. Advice about telling the bully to stop in face-to-face bullying could be seen as provocative to the bully and too frightening for the victim. Campbell (2007) thinks that victims should avoid being assertive with bullies and stand up to the bullies. Moreover, Conn (2004) has shown

that when young people ask the bully to stop, it actually increases the bullying. Therefore, the recommendation is to ignore cyber-bullies (ibid.).

#### *6. School conferences/assemblies and videos providing children with information about bullying*

According to Farrington and Ttofi (2009), providing information about bullying to children by means of videos is done in 21 of 44 bullying programs. The mentioned preventive measure refers to the organization of school assemblies during which children were informed about bullying. In many programs, these School-Based Programs to Reduce Bullying and Victimization conferences were organized after the pre-test data collection and aimed to inform pupils about the extent of bullying behavior in their school. This was perceived as an initial way to sensitize pupils about bullying and as a means of announcing the formal beginning of the intervention program in the school. The video is meant to raise pupils' awareness regarding bullying (ibid.).

#### *7. Parent training/meetings*

Manifesto against bullying (2011–2014) says that concerted efforts in different arenas, from different parties and across levels, will give positive results. It is important that children and young people themselves, as well as their parents, participate actively in the work (Regjeringen.no).

The parent training/meetings preventive measure was used in 17 of 44 scrutinized anti-bullying programs. For all programs, this refers to the organization on behalf of the school of information nights / educational presentations for parents and/or teacher–parent meetings during which parents were given information about the anti-bullying initiative at the school (Farrington, Ttofi 2009).

Midthassel and Roland (2008) recommend holding regular class meeting and parents meeting, where the topic of bullying can be discussed and the necessary information can be distributed. Moreover, Australia's educational community suggests that schools provide parents with information about the concerns and about how to prevent, detect and intervene if their child is being cyber-bullied, about how to prevent their child from participating in cyber-bullying, about the legal consequences of cyber-bullying,



and about strategies to empower and activate bystanders. The Australia's educational community also thinks that comprehensive assessment is necessary in order to identify concerns about cyber-bullying in the school community. They suggest underlying issues such as attitudes and reporting (ibid.).

#### *8. Work with peers*

Work with peers is used in 16 of 44 bullying prevention programs, and it refers to the formal engagement of peers in tackling bullying. This could involve the use of several strategies, such as peer mediation and peer mentoring, which was usually offered by older pupils (Farrington and Ttofi, 2009).

Long (2008) makes the point that cyber-bullies not only have access to victims but also have access to audience, because without witnesses, virtual bullying loses its punch. It is easy to guess that if there will be no audience, cyber-bullying will lose its meaning. Consequently, addressing the bystander is the best way to curb cyber-bullying. According to the author, if the bystanders were motivated to have the courage to intervene rather than take part, most incidents of cyber-bullying would fizzle before catching fire on-line (ibid.). One of the most important strategies to address cyber-bullying will be stimulating more pupils to become helpful bystanders, according to Willard (2007). Farrington and Ttofi (2009) share this point of view and note that the philosophy of many anti-bullying programs placed emphasis on the engagement of bystanders in bullying situations in such a way that disapproval of bullying behavior was expressed and support was offered to victims.

However, although work with peers is a widely used bullying prevention measure, Farrington and Ttofi (2009) confirmed that work with peers (pupils working as mediators and mentors in the interactions among pupils involved in bullying) was associated with increase in bullying and not significant increase of victimization (ibid.).

#### *9. Disciplinary methods (punitive and non-punitive)*

Farrington and Ttofi (2009) calculated that disciplinary methods as a bullying prevention measure are used in 13 of 44 bullying prevention programs. Disciplinary methods are firm methods for tackling bullying, were an intervention component that

was significantly related to both bullying and victimization. Olweus' program included a range of firm sanctions, including serious talks with bullies, sending them to the principal, making them stay close to the teacher during recess time, and depriving them of privileges (ibid.).

In Farrington's and Ttofi's (2009) analysis, teachers were encouraged to use strong disciplinary methods in half of the 78 intervention schools, whilst in the rest of the intervention schools, teachers were encouraged to deal with bullying situations in a non-punitive way. Non-punitive methods are mentioned in 11 of 44 bullying prevention programs. According to Farrington and Ttofi (2009), some programs included a restorative justice approach and a 'No Blame' approach. Restorative justice approaches involve bringing together all children (bullies, victims, and other children) in a participatory process that addresses wrongdoing while offering respect to the parties involved (ibid.).

#### *10. Improved playground supervision*

One of the most effective bullying prevention measures is effective supervision and monitoring that involves teachers, parents, and other responsible adults.

According to Farrington and Ttofi (2009), the improved playground supervision measure is used in 12 of 44 bullying prevention programs. Some anti-bullying programs are aimed at providing improved playground supervision of children mostly during playtime or lunchtime. However, how can the adults supervise the digital playground?

As mentioned above, the percentage of adults monitoring the use of the Internet is small, and teenagers spend much time on-line. Many adolescents are hesitant to disclose being cyber-bullied to a trusted adult. That is why cyber-bullying experts recommend working with diverse group of pupils and parents to stop and remedy cyber-bullying. They mention that the effective supervision and monitoring will deter cyber-bullying.

Campbell (2007) thinks that supervision by parents is an important area that needs to be addressed. The author reflects that supervising face-to-face in the playground by adults reduces bullying. Therefore, parents need to monitor their children, both to see if there are any signs of bullying and/or to see if their kids are cyber-bullying others

(ibid.). There are some signs that the child may be at risk: spending large amounts of time on-line, especially at night, receiving phone calls and gifts from people you don't know, becoming withdrawn from the family, using an on-line account that belongs to someone else (Federal Bureau of Investigation).

To reduce the risks, parents should stay involved in their children's on-line activities. Children and teenagers need privacy, but they also need parental involvement and supervision. That is why it is recommended to keep the computer in a common room in the house, not in the child's bedroom (Stop Cyber-bullying). Teenangels also advises adults to stay engaged and to keep the computer in the family room or kitchen. If the adults are nearby, a child who receives a bullying e-mail is likely to wave the adult over to see it. Teenangels recommends checking in and asking what the child is doing from time to time (Teenangels). Willard (2006) has the similar point of view. Parents must understand the importance of consistently reviewing everything that their children post in public on-line communities or on web sites. In situations where children have violated trust by engaging in harmful behavior or when they appear vulnerable, she strongly recommends the installation of monitoring software on the home computer (Willard, 2006). Australia's educational communities similarly think that effective supervision and monitoring is useful for deterring of cyber-bullying. Effective interventions for detecting, investigating, and responding to incidents of cyber-bullying and of course reporting cyber-bullying are also considered to be effective preventive measures (ibid.).

As an alternative to effective supervision, Smith (2009) recommends googling the child's name, address, mobile phone number, and screen names regularly to see if anything negative pops up. Most Internet service providers have parental controls, so the author recommends using them. Smith (2009) also recommends finding out if the child has a profile on a networking site, such as MySpace, where kids write about themselves. It is recommended to tell the child that you would like to read what has been posted (ibid.).

### *11. Virtual Reality computer games*

Virtual reality computer games are used in 3 of 44 bullying prevention programs. Some programs utilized technology, such as anti-bullying videos or virtual reality

computer games, to raise pupils' awareness regarding bullying (Farrington and Ttofi 2009).

### *12. Installing filtering software*

Together with the supervision by adults, filtering software is also regarded as a cyber-bullying prevention measure. According to Mason (2008), the majority of current Internet safety guidelines recommend parental involvement and monitoring of children's Internet use to ensure safe and appropriate on-line navigation. Mason (2008) promotes the idea that parents check their children or surf the Internet with them, have the computer out in the open and use effective filtering software that can help reduce inappropriate on-line behavior.

Filtering software was already recommended before the problem of cyber-bullying broke out. In particular, Stone and Fryer (1998) recommended filtering software like Cyber-Patrol because it could provide parents with the ability to screen out parts of the web they consider inappropriate. Childhood Internet Protection Act (CIPA)<sup>7</sup> of 2001 requires districts to use a content filtering system to block access to pornography and "sites harmful to minors." Simple Internet filters will eliminate or even minimize the real risks associated with social networking (Johnson, 2008).

### *13. Gathering evidences and reporting cyber-bullying*

As regards gathering evidence and reporting cyber-bullying, opinions differ. Some cyber-bullying experts recommend gathering evidence and reporting to the cyber-bully's Internet provider in case of cyber-threats. According to Campbell (2007), reporting to the technological providers, such as Internet Service Providers, in serious cases is an option. ISPs have acceptable use policies and can track down instant messaging, as e-mails leave "fingerprints" in the form of nine-digit numbers recorded with the ISP. However, as cyber-bullying is an embedded social problem, these are only evidence gathering solutions, not people solutions, Campbell points out (ibid.).

---

<sup>7</sup> The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers.

It is also recommended to save evidence such as e-mail messages that make one feel uncomfortable, and show those evidences to on-line service provider and relevant adults, with the purpose of testifying against molesters that use interactive digital technologies and digital communication devices (Sandell, 2001).

Parry Aftab also thinks that parents should report any inappropriate messages or postings to on-line service providers or the governmental or local law enforcement agency. She recommends that parents reduce the risks. With this purpose, parents should contact the on-line service provider by phone or e-mail to find out what systems they have for blocking inappropriate material. Parents can also set guidelines and talk to children concerning their on-line activities and set up rules for the Internet, including when and how often they can go on-line and appropriate areas they can visit (Stop Cyber-bullying).

In contrast, Kalman (2009) does not recommend getting kids in trouble for cyber-bullying. If the school or police is informed, there will arise even more hatred, and the bullies will be even more aggressive. The author insists on keeping the Golden Rule – “Treat others the way you want to be treated.” One of the meanest things one can do to people is to get them in trouble with the authorities. Therefore, if you get kids in trouble for cyber-bullying, what you are doing to them is much worse than what they did to you, according to the author. That they did something mean to you, does not make it right for you to be even meaner to them (ibid).

The recommendation is to not pay attention or to talk to the bully directly, without anger. They will like and respect you much more than if you go to the authorities (Kalman, 2009).

The exception is if people are making serious threats, and evidently are planning to harm. Then it is reasonable to tell adults and the school or go to the police if necessary (ibid.). Campbell (2007) completely agrees with this point of view and thinks that if the cyber-bullying is of such a serious nature as to constitute a criminal offence, then it must be reported to the police.

#### *14. Hiding the feeling of anger and meeting hate with love*

Kalman (2009) has a very interesting and odd point of view and advises a number of the cyber-bullying prevention measures that can be used on the individual level. In particular, he thinks that bullies are teasing and tormenting because the victim is getting upset. Showing the anger victim is giving much fun in return and rewarding bullies for making fun of him or her. That is why in case of on-line and offline bullying, Kalman (2009) recommends learning to hide the feeling of anger. Anger is the source of all relationship problems. The author recommends doing absolutely nothing to make tormentors stop teasing, neither telling bullies to stop, nor bullying them back. Therefore, Kalman (2009) does not recommend telling either teachers or parents about cyber-bullies and cyber-bullying (ibid.).

If the bullying has happened, and target, bystanders and bullies are involved, Kalman (2009) recommends discussing the matter with every person involved and eventually to apologize if it seems right to do so. Involved persons may realize they have no good reason to do so and will stop. If they still do not stop, Kalman (2009) recommends letting them do all they want but not show any anger or being upset (ibid.).

Kalman (2009) also thinks that humor can help aggressive, harmful, and cruel mockers to stop. If the kids laugh about the nasty things written about someone on the Internet, they will help making this person look bad. The victim can choose to get upset about it, and it will make him/her look like an even bigger fool, and they will laugh even more at this person. The author recommends taking it as a joke and adding your own jokes about it. Then bullies will see that they cannot upset the victim, and that the bullying is not taken seriously (ibid.).

Meet hate with love, and “turn the other cheek,” is what the Bible advised. Kalman (2009) believes this advice is still sound. The author recommends not writing nasty things in return. Be nice to others over the Internet is the golden rule to prevent cyber-bullying. More than this, a person using the Internet has to be prepared for bullying (Campbell, 2007). Clients can be advised to take possible unpredictable cyber-behavior as a freedom of speech, they can be taught communication techniques that involve the use of humor, discussing the matter with persons involved and even apologizing if it seems right to do so (Kalman, 2009).

Kalman (2009) does not recommend taking any nasty thing written about the person on the Internet seriously. He says that people have always been spreading rumors. The truth is that the more famous and powerful you are the more people are going to want to make fun of you. So the Kalman advises giving people freedom, enjoying being popular and remember the old saying: “Bad publicity is better than no publicity” (ibid.).

*15. Regarding cyber-bullying as a freedom of speech*

Kalman (2009) advises regarding *cyber-bullying* as freedom of speech. Dealing with cyber-bullying is similar to dealing with rumors, according to Kalman. No one can stop people from believing what they want to believe. People know that not everything that is written in e-mails and IMs is true. Children as well as adults recognize nonsense when they read it, and there is no need to worry that they will believe the nasty things written about someone (ibid.).

As a conclusion, Kalman (2009) recommends not trying to convince people not to believe the stuff that is going around about you, because you will look foolish and automatically lose. The author advises asking a magic question: Do you believe it? If the answer is “No,” you can answer “Good,” and you win. If they say, “Yes,” answer, “You can believe it if you want,” and you win. The author is convinced that the nastiness will stop; kids will admire you for not letting anything bother you (ibid.). Teenangels share this point of view and advice that adults explain to the youngsters that sometimes, kids say nasty things on-line that they would not express face-to-face. The adults also have to teach young people that spreading rumors is no more acceptable in cyber-space than it is anywhere else (ibid.).

*16. Not letting the computer win over somebody's life*

The other way to deter cyber-bullying is not letting the computer win over somebody's life. Pupils should be encouraged to find friends by joining a club or participating in other activities where it is possible to meet real, but not virtual people. With the purpose of preventing cyber-bullying, pupils should be provided with conditions conducive to developing friendlier and healthier behavior, some positive peer relations and social cohesion where peers and friends can be bystanders and will intervene, support and protect.

For example, Smith (2009) thinks that the computer does not have to take over one's life. He says that it is a good idea to make friends with mutual interests because these friends can protect the person in case of bullying. In addition, Media Awareness Network, a national non-profit education organization, suggests encouraging shy pupils to participate in classroom and school activities (ibid.).

Bullying in cyber-space or the playground is a social problem.

*17. Educating on safe and responsible use of technology*

Li (2007) and Ybarra and Mitchell (2004) discovered that knowledge of cyber-safety predicts cyber-victimization. Still a number of anti-bullying organizations recommend educating on cyber-safety. In particular, Australia's educational communities recommend education about safe and responsible use of technologies. They think that cyber-bullying occurs in on-line environments where there are no responsible adults present, and that it therefore is important that young people are taught to prevent cyber-bullying independently. They advise curriculum programs incorporating social skills and values education as well as direct teaching of "netiquette" that could help to reduce cyber-bullying (Australia's educational communities).

Moreover, Johnson (2008) also recommends educating pupils about the appropriate use of the Web 2.0 to genuinely protect them. He thinks that the danger to kids in Web 2.0 comes not from what they may find on-line, but from what they may put on-line for others to find. In addition, Teenangels recommends teaching children privacy. Members of this organization think that it's risky to share passwords, even with a best friend, which is why adults should warn the children not to store passwords on someone else's computer, which can easily happen when the child goes on-line while visiting a friend (ibid.).

*18. To collect and distribute cyber-bullying related information*

Further, I refer to Manifesto against bullying (2009–2010). The Norwegian Directorate for Education and Training emphasizes collecting and distribution bullying related information, reinforcing efforts in the work with the challenges of digital media



through information, guidelines, and courses as a preventive measure against all kinds of bullying. This measure is valid for cyber-bullying prevention too.

In particular, it is recommended to collect experiences of independent control committees and ombudsmen for pupils in Norway and Nordic countries to assess whether or not a central pupil ombudsman should be established.

The Norwegian Directorate for Education and Training also recommends collecting and distributing information and emphasizing knowledge about how schools can create a good and inclusive learning environment. The anti-bullying measures of The Norwegian Directorate for Education and Training also include implementing “Mental Health in Schools,” distributing information about children’s mental health to staff and guardians, ensuring that school and after school club staff have skills in and plans for anti-bullying work, arranging courses/training and distributing information about anti-bullying work, and clarifying the responsibilities associated with anti-bullying work through discussions and job related ethical issues. In Manifesto against bullying (2002 – 2006) it is recommended to support the implementation of measures and programs with documented effects with respect to learning environments and anti-bullying work (Utdanningsdirektoratet).

### **3. Research method**

#### ***3.1 Grounded theory qualitative approach***

So far, my research question is related to Norwegian principals’ reflection upon cyber-bullying prevention. I found it reasonable to use the qualitative approach. Yin (2011), Stake (2010), and (Kvale, 1996) underline that qualitative research studies the meaning of people’s lives, under real-world conditions. Qualitative research is also interpretive; it is focused on the meanings of human affairs as seen from different views. Qualitative research is aimed at understanding the world from the subjects’ point of view, to unfold the meaning of peoples’ experience and seeks to describe the meanings of central themes in the life world of the subjects. I have chosen the qualitative interview. Stake (2010) specifies that by *qualitative*, we mean relying primarily on human perception and understanding.

According to Strauss and Corbin (1990) grounded *theory approach* is a qualitative research method that uses a systematic set of procedures with the purpose of developing an inductively derived grounded theory about a phenomenon. Goulding (1999) says that grounded theory emphasizes new discoveries, and the method is usually used to generate theory in areas where little is already known, or to provide a fresh slant on existing knowledge about a particular social phenomenon.

Goulding (1999) explains that the theory evolves during the research process itself and is a product of continuous interplay between data collection and analysis of that data. One should not wait until all the data is collected before analysis begins. The search for meaning through the interrogation of data commences in the early stages of data collection (ibid.).

The whole process took me approximately 2,5 years.

2009		2010		2011	
Spring	Autumn	Spring	Autumn	Spring	Autumn
Literature review			Interview	Interview analysis	

### 3.1.1 Literature review and theoretical sensitivity

The main tools that have been used for collecting the core data for this research are the face-to-face in-depth-recorded interviews. There is an opinion that interview can be started without previous literature review. For example, Strauss and Corbin (1990) think that one cannot start with theory and then prove it. One should rather start with a field of study, and then all that is relevant to this area, should have a chance to manifest. Stake (2010) writes that the issue should emerge from the people and not be introduced by the researcher. According to Kvale (1996), categories of interest should emerge from informants, rather than be identified a priori by me as a researcher. A major differentiating feature of grounded theory is the emphasis on the close examination of empirical data before focused reading of the literature (Glaser & Strauss, 1967).

As Goulding (1999) noted, usually, researchers adopt grounded theory when the topic of interest has been relatively ignored in the literature or has been given only superficial attention. Consequently, he thinks that the researcher's mission is to build his/her own theory from the ground. However, most researchers will have their own disciplinary background, which will provide a perspective from which to investigate the problem. According to Goulding (1999), nobody starts with a blank sheet.

Strauss and Corbin (1990) mention the concept *theoretical sensitivity*. This concept refers to the attribute of having insight, the ability to give meaning to data, the capacity to understand, and the capability to separate that which is pertinent from that which is not. All this is done in conceptual rather than concrete terms. It is theoretical sensitivity that allows one to develop a theory that is grounded, conceptually dense, and well integrated – and to do this more quickly than if this sensitivity were lacking (ibid.). According to Strauss and Corbin (1990), the sources of theoretical sensitivity include literature and professional and personal experience.

Goulding (1999) rightly pointed out that grounded theory research requires an understanding of related theory and empirical work in order to enhance theoretical sensitivity. Strauss and Corbin (1990) themselves admit that literature review can be used to stimulate theoretical sensitivity of concepts and relationships, identified a priori in the literature, which may appear to be meaningful and significant. Accordingly, they underline the important role of the literature. In particular, it can stimulate questions and assist in deriving an initial list of pertinent themes.

Goulding (1999) noted that informants usually want some guidance about the nature of the research and what information is sought. Consequently, in the formation of the interview guide the art lies in finding a balance that allows the informant to feel comfortable enough to expand on their experiences, without telling them what to say.

According to Goulding (1999), the researcher should avoid being too structured in their methods of collecting information because this would defeat the objective, which is to attain first-hand information from the point of view of the informant. Structured interviews may also be merely an extension of the researcher's expectations. According

to the Goulding, a totally unstructured interview causes confusion and incoherence and results in meaningless data.

### *3.1.2 Semi-structured interview*

The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). The semi-structured interview is the most appropriate for finding answers to my research questions. It is a low-cost, rapid method for gathering information from individuals or small groups. This interview was partially structured by a written interview guide.

The key element of the research is the preparation of the interview guide (Dalen, 2004). The flexible guide ensured that the interview staid focused on the development issue at hand, but at the same time, the interview was conversational enough to allow participants to introduce and discuss issues that they deemed to be relevant (Social Analysis). The qualitative semi-structured interview does not imply predetermined responses, and I as an interviewer was free to probe and explore within these predetermined issues areas. Interview guides ensured good use of limited interview time; they made interviewing multiple subjects more systematic and comprehensive and helped to keep interactions focused. In keeping with the flexible nature of qualitative research designs, the interview guide was inconsiderably modified over time to focus attention on areas of particular importance (Lofland & Lofland, 1984). The interview guide is bilingual, in English and Norwegian, because the thesis is written in English, but the informants are Norwegian. Questions in the interview guide are divided into three main categories in accordance with my research questions. They are: understanding of cyber-bullying, preventive measures and challenges in cyber-bullying prevention.

The category "Understanding of cyber-bullying" is not divided into subcategories. The category "Preventive measures" is divided into 19 categories. Each subcategory contains open questions concerning every single preventive measure. The category "Challenges in cyber-bullying prevention" contains six subcategories. Each subcategory contains open questions concerning every single challenge. All the

informants wanted the interview guide to be sent in advance with the purpose of getting prepared for the interview.

- *Planning*

As Kvale (2005) suggests, the qualitative interview was fulfilled in seven stages: thematizing, planning, interviewing, transcribing, analyzing, verifying, and reporting. Repstad (2004) thinks it is necessary to have access to the environment where the research will be carried out. I have observed the hierarchy and got the formal permission from the leader of the organization, who was that intermediary who gave me access to the field of research by introducing me to the possible informants.

Kvale (2005) recommends interviewing as many people as necessary for obtaining the necessary knowledge. To avoid making this master's thesis too extensive and to make it possible to interpret the information well, taking into consideration that I was working with a "miniature population," I have interviewed four principals from different schools. The interview time was on average 1 hour 13 minutes. All four interviews were accomplished approximately within one month, but it took a long time to write down the interviews because it was necessary to write it down thoroughly. Repstad (2004) thinks that the right choice of place is essential for the interview to be successful. The interviews took place where the informants were not disturbed. All the informants preferred to be interviewed in their studies at their work.

- *Purposeful sampling*

Purposeful sampling is the dominant strategy in qualitative research. Purposeful sampling seeks information-rich cases that can be studied in depth (Patton, 1990). There are about 16 different types of purposeful sampling. The details can be found in Patton 1990. I have used combined or mixed purposeful sampling that allows flexibility in the research and meets different interests and needs. I will combine homogeneous sampling and criterion sampling. The informants who participated in the interview were principals who had dealt with cyber-bullying prevention in primary school in Norway.

### 3.1.3 Ethical issues

All researches have very strict ethical requirements that are registered in the law (Dalen, 2004). Kvale (2005) highlights three ethical rules regarding person research: consent, confidentiality, and consequences.

- *Consent*

The informants have the right to have information about the field of the research (NESH, 2006). This rule was kept by writing the personal information circular to the informants. The informational circular contained information about the research: purpose, main entries of the project, advantages and disadvantages of participation in the research project (Kvale, 2005). The information circular provided information that the informants could participate on voluntary basis and leave the project any time they wanted, because it was important to avoid coercion (ibid.). Consent prevents violation of personal integrity (NESH, 2006).

- *Confidentiality*

It is important to protect the private life of the informants by changing their names and other information that can help to identify them (Kvale, 2005). According to the Personal Data Act, all research and student projects that include treatment of personal information should be reported to the Norwegian Social Science Data Services (NSD; Ringdal, 2001). Before the interviews started, the report to NSD was sent<sup>8</sup>. In the report, I have explained what will be researched, who are going to be informants, and how the interview will be performed. It was important to show that respondents were not identifiable. In this way, I have ensured that all the information is to be treated confidentially, and that I will respect privacy in order to protect the persons against unwanted interference or control (ibid.).

- *Consequences*

The interview was planned with the consideration to the possible damage that can be

---

<sup>8</sup> See attachment 5. NSD. Receipt of notification, processing of personal data. NSD. Kvittering på melding om behandling av personopplysninger.

inflicted to the informants as well as the advantages that the informants are going to have (Kvale, 2005). I kept in mind that an open and intimate interview situation could provoke the person to say things he/she would regret afterwards (ibid.). That is why the interview was deleted from the recording device after I had completed the research.

Results and knowledge should be available for informants (NESH, 2006). I have prepared the written report about the main tendencies and findings of the research and delivered it to every school from which I had informants.

### *3.1.4 Interviewing*

According to Repstad (2004), the result of the interview depends on the degree of confidence that is established between researcher and informants. I tried to minimize the distance between informants and me as the researcher. At the beginning of the interview, I had informed the respondents about the researched topic, interview duration and research purpose. I had also told them that the information will be anonymous, and that recorded information would be deleted right after the research was completed.

I followed Befring's (2002) recommendations and motivated the informants to answer frankly, to be neutral, was understanding about everything that was said, asked questions word for word as they are in the interview guide, repeated questions in case they were not understood, did not initiate discussion. During all stages of the interview, there was a focus on that everything that had been said was very valuable. All stages are valuable and may bring precious information (ibid.).

Patton (1990) says that a tape recorder is "indispensable" during the interview. With the purpose of avoiding missing the data and focusing on the interview, I have recorded all four interviews with a digital recorder. In addition, during the interview I made field notes of the most important and interesting moments of the interview. The briefing was ended with mentioning of the most important and interesting points of view that appeared during the interview, expecting informants to comment on them.

Kvale (2005) recommends preparing interview material for analyzing by transferring oral speech to written speech. As both Kvale (2005) and Postholm (2005) recommend, I wrote an observation protocol and made note of an attitude, behavior, body language, the first impression, and mood during the interview with the purpose of expressing the emotional tones and of making the reader feel that he was present during the interview. Each informant got a code, and the date of each interview was indicated.

### *3.1.5 Analyzing*

After the interview was done and the data was transcribed, the data did not speak for itself, it needed to be interpreted (Repstad, 2004). According to Goulding (1999), one of the most common requests is for *illustrations* of the process to show how theories are developed. However, as with any methodology, within the final body of the work, the actual processes of coding, reduction and concept development become subsumed and invisible in the final interpretation and presentation of the analysis.

I have used coding (axial, open, and selective) as an integral part of the grounded theory data analysis (Strauss & Corbin, 1990). Strauss and Corbin (ibid.) underlined that the boundaries between codes types deriving are artificial. Different types of coding are not necessarily bounded to certain stages of the study. In a coding session it is possible quickly and without embarrassment to move from one form of coding to another, especially between the open and axial coding.

Theoretical sampling was performed on the basis of the concepts that have proved theoretical relevance to the evolving theory. Concepts were regarded as considerable as they have been repeatedly present or notably absent when comparing one case with the other. Moreover, these concepts possessed sufficient significance to be given the category status. Questions were used as a common and central technique for all coding procedures.

- *Open coding*

Under the open coding, I have compared, contrasted with each other, and correspondingly coded similar incidents and phenomena. Questions like “What is this?” and “What does it represent?” were asked about phenomena (Strauss &



Corbin, 1990). Grounded theory is based on a constant comparative method (Strauss & Corbin, 1990). Therefore, I began analyzing data at an early stage, already before data collection, and analysis continued under the transcribing too. When creating the interview guide, I used the literature. The drawing (attachment 3) represents the process of theory development. Field 1 in the drawing represents the categories that were used for the interview guide. Categories painted in rose are research based; categories painted blue emerged in the process of the literature review.

After the field data was collected, I performed the initial coding by means of scrutiny of the data and giving labels to events, activities, functions, relationships, contexts, influences, and outcomes. Initial coding implied word-for-word, line-by-line and phrase-by-phrase transcript analysis. Initial analysis gave me the basis to develop the core codes or concepts. Some codes are named after sociological constructs, and *in vivo* codes are used too. Thirty-one codes are shown in field 2 of the drawing. The arrow between fields indicates the constant comparative process.

- *Axial coding*

Axial coding follows open coding. During the axial coding, I have reassembled the data by making connections between categories. During the axial coding, I moved from inductive to deductive analysis. During inductive analysis in the exploratory phase, I let the analytic themes emerge from the study of the data. I performed the axial coding by taking into consideration conditions, context and consequences. Seven codes are shown in field 3 of the drawing.

- *Selective coding*

The axial coding process is followed by the selective coding, which requires the selection of the focal core code, the central phenomenon. Selective coding is done in three stages: analyzing the description of the core category, relating other categories to the core category, and validating these relationships by creating a meaningful picture (attachment 3). The core code was derived from the axial coding with the help of exclusion method and as response to the questions “what is the central activity occurring here” (Strauss & Corbin, 1990).

### 3.1.6. Verifying

Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Instead, terminology that encompasses both, such as credibility, transferability, and trustworthiness, is used. Reliability is a consequence of validity. Reliability and validity are conceptualized as trustworthiness, rigor, and quality in a qualitative paradigm (Golafshani, 2003). Reliability shows how trustworthy results are, and validity shows whether the interview study researched the questions it was supposed to research (Kvale, 2005).

Trustworthiness refers to the rigor or validity of the study, and the extent to which findings are authentic and their interpretation credible (Lincoln & Guba, 1985). The basic question addressed by the notion of *trustworthiness*, according to Lincoln and Guba, is simple: “How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?” (1985, p. 290). Lincoln and Guba (ibid.) suggest that terms that imply methodological rigor include *credibility*, *confirmability*, *dependability*, and *transferability*.

*Credibility*, according to Lincoln and Guba (1985), refers to the extent to which findings and interpretation are reflective of the participants’ point of view. This study will achieve credibility by my using member checking. Member checking entails returning to the field to seek verification or confirmation of the accuracy of data from respondents (Lincoln & Guba, 1985). For this purpose, I telephoned all the informants and informed them that the data was transcribed from oral Norwegian into written English, and asked if they wanted to check the accuracy of the data transcribed. All four informants said that they trusted the transcribed data and saw no necessity to check it.

*Confirmability* is the process of confirming and measuring the accuracy of the data and the extent to which it is grounded in the stories of respondents or researcher bias (Lincoln & Guba, 1985). Processes used to enhance confirmability included the maintenance of a reflexive journal and a triangulation of data sources. The reflexive journal included a record of the researcher’s feelings, interpretations, hunches, and preconceptions (Taylor & Bogdan, 1998). Triangulation of data sources is also

referred to as *confirmability achieving*. Triangulation refers to using two or more sources to achieve a comprehensive picture of a fixed reference point (Padgett, 1998). According to Creswell and Miller, the triangulation is “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (cited in Golafshani, 2003, p. 604). In this study, data triangulation, the use of more than one data source, was employed (Padgett, 1998).

*Transferability* refers to the extent to which study findings are applicable to another context (Lincoln & Guba, 1985). In this study, I have achieved transferability through thick description for those who want to make a transfer of the findings. Unfortunately, generalizability cannot be achieved in this study because of the small sample population.

## **4. Presentation and discussion of results**

### ***4.1 How do primary school principals understand the concept cyber-bullying?***

#### ***4.1.1 Presentation of result***

In order better to understand the research questions and building a basis for interpreting them, it was necessary to find out how informants understand the concept *cyber-bullying*. Questions were asked on the basis of different definitions of the concept. In particular, I was interested in how informants understood the concept, what was the reason for cyber-bullying, and if it was repeated or a single action.

Regarding the question about the understanding of the concept *cyber-bullying*, all the informants seemed to be well prepared and familiar with the concept and gave extensive answers. However, at the same time, I got the impression that informants tightly connected cyber-bullying with ordinary bullying. The clear boundaries between bullying and cyber-bullying as a subcategory of bullying were not felt, for in their answers, informants used both the word *bullying* and the word *cyber-bullying* although in the question, only the word *cyber-bullying* was used.

In particular all the informants related cyber-bullying to the use of digital media, especially PC and mobile phone. The following digital media were mentioned as being used in cyber-bullying: social networks,” private Internet sites and SMS.

The above-mentioned conclusions came from the following quotes: Informant A said, “Cyber-bullying is a use of the digital tools, Facebook, Twitter, mobile phone and digital media.” Informant B said, “Cyber-bullying happens with the help of the digital things such as PC, Internet and mobile phone.” Informant C said, “Cyber-bullying happens by means of mobile phone and PC, SMS, Internet sites.” Informant D said, “Cyber-bullying happens by means of the digital media, most commonly by mobile phone and in the social networks such as Nettby and Facebook.” Cyber-bullying includes “harassment, exclusion, unacceptable use of words and power abuse,” informant C thought.

Further, I have asked the informants why cyber-bullying happens. They hesitated before answering this question. They did not repeat each other. Several reasons were named: Informant A mentioned self-promotion, where “ the bully participates in the act of cyber-bullying attempting to highlight his own personality. In other words, one part (bully) uses power to expose the other part (victim) in a bad light, and in this way, the bully gets even more power.” Informant A also said that “cyber-bullying can be the result of the easily accessed technologies.” Informant B said that “technologies provide the easy way of bullying, where the bully avoids the strain of seeing the results of the bullying.” The other reason for being involved in cyber-bullying is “feeling inferior to others,” said informants B and C. According to informants B and C, both bullies and victims can experience this feeling, and it can be the reason that both parts appear to be involved in cyber-bullying. Power abuse was mentioned both as a reason for and as a component of cyber-bullying. Informant C also told me that “cyber-bullying can happen as a result of a conflict,” while informant D said that “the bully may want to be cruel with others and initiate cyber-bullying acts.”

On the question of whether cyber-bullying was considered as single or a repetitive act, all the informants answered unanimously that it is a repeated act. They said that if something happened once, it would not be regarded as cyber-bullying. Cyber-bullying, according to all informants, is repeated over the time, not a single incident. The single

incident was referred to as a conflict. Informant D, for example, said, "In the definition of bullying it was said that it is a repeated action. If it is a single action, it is called a conflict, but if it is repeated action, it is bullying."

As was mentioned above, informants had received the interview guide in advance, and the reason for the unanimous answer could be the influence of the literature, which they might have read before the interview, as one of the informant said, "I start from the definition of cyber-bullying."

#### *4.1.2 Summary and discussion*

The informants in my research understand cyber-bullying as a repetitive act of harassment, exclusion, unacceptable use of words and power abuse that takes place in social networks, on private Internet sites and also related to use of mobile phones. Reasons for cyber-bullying are a feeling inferiority to others, self-promotion, power abuse and conflict.

In accordance with Vandebosch (2008), my research shows that repetition is the important feature of bullying and cyber-bullying in particular, though a single negative act via the Internet or mobile phone that followed on traditional ways of bullying was also considered to be cyber-bullying. Neither in Willard 2007 nor in Shariff 2007 is cyber-bullying characterized as repetitive, while this is the common characteristic of ordinary bullying. Harassment, exclusion and unacceptable word use as characteristics of cyber-bullying were mentioned in my research, and on this I agree with Willard (2006, 2007), calls unacceptable use of words *flaming* (directing angry and vulgar language against another). The informants mentioned power abuse both as a reason for cyber-bullying and as a component of cyber-bullying. It looks like power abuse causes even more power abuse. Aftab (2006) showed interactive device to be the main tools for cyber-bullying. A social network as well as private Internet sites and mobile phones are characterized by interactivity too. My research has accordingly shown that social networks, private sites and mobile phones are used for cyber-bullying.

Willard (2007), Shariff (2007) and Vandebosch (2008) think that hurting others and being cruel are components of cyber-bullying, while informants in my research mentions willingness to hurt and willingness to be cruel as reasons for cyber-bullying.

Li (2007) supposed that it is possible for bullying to start in the real world and extend to cyber-space. My study shows accordingly that cyber-bullying can be a result of conflict. This corresponds to Dılmaç's (2009) finding that aggression can positively predict cyber-bullying.

Dılmaç (2009) has also found that need for change and succorance positively predicted cyber-victimization. To my mind, this finding has certain things in common with the result of my study concerning self-promotion and feeling of inferiority to others, which can be the reason for being involved in cyber-bullying.

#### ***4.2 What preventive measures used against cyber-bullying in primary school are considered by principals to be effective?***

##### *4.2.2 Presentation of result*

###### *1. Information for teachers and parents*

All headmasters reported themselves to be in the close contact with teachers in the process of cyber-bullying intervention. Informant C said that the school "has a special team that consists of a welfare teacher<sup>9</sup> and school principles. The team meets on a regular basis." The role of this team is to foresee and to discuss the possible various bullying situations and plan measures in the form of the document that all members of the team have created and with which they are familiar. The team holds tight contact with the other teachers because they are most likely to discover cyber-bullying by means of observation of the pupils and gathering of information from them. The bullying team consults with the principal and contacts relevant pupils while implementing the relevant anti-bullying measures.

All informants mentioned that parents are given a key role in cyber-bullying prevention. That is why they are regularly being informed about anti-bullying measures at school. The reason for this is that all the parents who send their children to school have the same knowledge basis concerning how their children should behave themselves. Parents are contacted by e-mail and SMS. The school's Internet site is

---

<sup>9</sup> Welfare teacher (sosiallærer (no.))

also regarded as a way of informing parents. Parents are also informed during the parent-teacher meeting.

Parents usually receive information about the anti-bullying program that is enacted at the school, the rules pattern, and the anti-bullying measures. According to informants A and D, parents are regarded as a “people who are in the closest contact with their children,” and informing parents is one of the most important stages in cyber-bullying prevention. Informants think that parents must study rules made for children regarding secure Internet use. Consequences of wrong Internet behavior should also be discussed at home. Informant B supposed that “the hindrance for cyber-bullying prevention can be that some parents accept Internet behavior rules while the others may not accept them. It is important to achieve consent. For achieving the best result in cyber-bullying prevention, school and home should act simultaneously.”

## 2. Making rules

All the informants reported having rules at their schools. However, those rules were not directly elaborated to prevent cyber-bullying. Cyber-bullying as a subcategory of ordinary bullying is implied to be included into these rules. According to informants A and B, “rules were suggested by different organizations,” engaged in cyber-bullying prevention, such as the Norwegian organization Redd Barna and the Norwegian Center for Child Behavioral Development, and adapted to the needs of the particular school.

Three of four schools were so-called PALS schools. The Norwegian Center for Child Behavioral Development developed the PALS<sup>10</sup> program, which was effectively used in all schools. PALS attempts to create a safe learning environment characterized by clear expectations for positive behavior and social competence. The model is based on research and aims to develop a good culture of learning. The purpose is to prevent and deal with behavioral problems and promote pupils’ academic and social skills. From the very first year of the PALS implementation, three main rules were used. They are: *Show responsibility, show respect and show care.*

---

<sup>10</sup> PALS (Positiv atferd, støttende læringsmiljø og samhandling (no.), Positive behavior, supportive learning environment and cooperation.

Informant A specified that “the staff emphasizes positive behavior and provides predictable responses to negative behavior.” In case of bullying, there is a definite procedure, which includes conversation with the principal as well as information to and dialogue with the parents. It is expected that bullying will cease; if it does not, a new dialogue will be initiated, and PPT<sup>11</sup> will be contacted.

Among other school rules the rules for well-being were mentioned. Informant C said that “in the rules for well-being, it is described how pupils are expected to behave, and what will happen if one breaks the rules.” The mentioned rules also set clear requirements for the adults. Informants A and D said that Internet behavior rules were to be taught to pupils by the school’s IT consultant.

### *3. Classroom management*

Farrington and Ttofi (2009) refer techniques that can be used for classroom management in detecting and dealing with bullying behavior.

*How can cyber-bullying be predicted?* Informant A reported that the “personnel is familiar with the classes. Teachers observe pupils, their interaction and well-being together or conflicts.” Informant B said that “teachers have dialogue with pupils who can reveal possible cyber-bullying.” Peers are regarded as an important informational resource. The reason is that for various reasons, such as lack of confidence and feelings of shame, cyber-bullying is not discussed with adults. However, cyber-bullying is often reported to peers. As Informant D puts it, “we are dependent on peers who always know something and tell it. Victims tell it to their friends. They do not report to adults because they think it is a shame, and prefer to keep it as a secret.”

Informants think that bullying is visible before it occurs on the digital arena, and consequently, ordinary bullying is a predictor of cyber-bullying. According to informant C, “to predict cyber-bullying, one must use the same principles as when one predicts ordinary bullying.”

---

<sup>11</sup> PPT (Pedagogisk-psykologisk tjeneste (no.), Educational and psychological services.



Who are at risk of being involved in cyber-bullying? The informants said that it is difficult to find who are at risk before cyber-bullying happens; it may be the pupils you would never suspect could be involved in cyber-bullying. As informant B puts it, "one should observe pupils, their behavior, comments, eyes contact." According to informant D's experience, it can be "pupils who are involved in ordinary bullying." Informants B and C admitted that "girls are most likely to be involved in cyber-bullying." Informants A and D have reported that it is "pupils with good knowledge of digital media" (can use mobile phone, are registered on social network services).

Who are likely to be perpetrators of cyber-bullying? The informants drew a general picture of the possible cyber-bully. Informant A thought that cyber-bullies are "pupils who have a good knowledge of the digital media." According to informant B, they are "popular, have social status and are kinds of leaders, they are conspicuous, show themselves by picking on others and have 'soldiers' around them." Informant C stated that "sometimes, it is group pressure: A group of friends wants to entertain themselves owing to the other person. They start with a harmless joke or humor, which may increase in amount and seriousness. They do not realize that they bully." Informant D said that "usually they are strong persons who attack those who are weaker." Informant B specified that "girls are more likely to be cyber-bullies because they are more creative and disposed to psychological bullying, while boys are more disposed to physical bullying."

Who may be victims of cyber-bullying ? According to all informants, everyone may be cyber-victim. Informants B and C specified that "girls are most likely to be ." The informants repeated each other to some extent and drew a portrait of the typical cyber-victim. The cyber-victim is "calm," "introverted" and "weak in some way," "not able to protect himself," "deficient in social skills," "friendless," "alone and outcast," and "tired."

Informants C and D reported that experience show that victims may be those who were involved in cyber-bullying before. As informant C said, "roles may exchange. Victim may become bully or vice versa."

What can be done to prevent possible involvement of risk pupils in cyber-bullying?

Informant A proposed inviting the involved organizations "with the purpose of

informing pupils and parents”; informant B suggested performing a “risk analysis.” Informant D said that it is worth having “focus on the well-being of pupils at the school and developing their social skills.” Informant C thought that “regular conversation with the teachers, following and observing every single pupil is also essential.”

What tools can be involved in cyber-bullying? The informants repeated each other and mentioned mobile telephone with camera (MMS, SMS) and PC (social network services, one’s own sites, and chat channels).

What can be done to reduce use of these tools with the purpose of cyber-bullying? “Pupils have no right to use mobile phone at school,” said all the informants. Informant D specified that “the school uses the terminal server for logging in with the purpose of tracing their Internet activities.” According to all informants, the PC is used under the supervision of teachers.

Where may cyber-bullying occur? Everywhere, but mostly in private homes, when there is no supervision of adults, in the pupils’ spare time, in the evening or at night, answered informants unanimously. As informant C said, “mostly in the spare time. It is not a big problem in this school. Those cases we were involved in, took place in the spare time with the use of PC and mobile phone. But mostly it happens in connection with the use of the various social networks.”

How may the possible places where cyber-bullying happens be controlled? Informant A and D said that “it is difficult to control places where cyber-bullying may happen.” The reason for this is that “Internet servers are based abroad, and it is difficult for the school to manage the situation. Moreover, pupils can log on with a false identity.” Informant B also noted that it is “parents’ task to supervise their children at home.” Informant C said, based on his own experience, that “schools cannot force pupils to unveil the information which is located on their private mobile phones and web sites. Without pupils’ concern it is impossible to perform control over places where cyber-bullying happens.” However, in the school, it is possible to take control over the learning platform, since users have to log on with a username (created by the school’s IT services) and a password. Informant D said that “schools can also

prohibit using mobile phones, and it is possible for teachers to supervise the use of PC at school.”

#### *4. Making school policies*

Informants A, B and D reported that schools mainly use PALS policies. These policies are also extended with the measures of other programs, such as “Steg for Steg”<sup>12</sup> and “Det er mitt valg”<sup>13</sup>. All the policies are individualized for every single school. School policies consist of rules for how one should behave on Internet, how one use should use the computer equipment, and what digital equipment is not allowed to use at school. Anti-bullying rules and well-being rules are also reported to be a part of the school policies. The informants admitted that there are no policies especially elaborated for the prevention of cyber-bullying. Cyber-bullying is not directly mentioned, but it is implied, because those policies are directed towards developing a positive way for people to relate to each other, said the informants.

The other important aspect of cyber-bullying prevention is ensuring a safe, appropriate, and responsible use of Web 2.0 by pupils and making the correspondent policies for use at school. It seems that informants were not familiar with the concept *Web 2.0*, so a short explanation was necessary.

Two aspects of the school policy regarding safe Web 2.0 use were mentioned: Web 2.0 use at school and Web 2.0 use in the pupils’ spare time. Informants A and D mentioned only “adults’ supervision” and “logging in via the school server during school hours” as school policies that work preventively. As was said by informant D, “logging via the school server helps to trace the user’s activity during the school hours; moreover, the school server stops access to social network services. School has also filtering software which does not allow pupils searching certain words.”

Informant B showed skepticism regarding the efficiency of school policies in the pupils’ spare time. He mentioned that “pupils always find ways to trick the filtering software.” Informant C said that “disagreement between parents and the school plays a

---

<sup>12</sup>“Steg for Steg”,

[http://www.prososial.no/index.php?option=com\\_content&task=view&id=14&Itemid=29](http://www.prososial.no/index.php?option=com_content&task=view&id=14&Itemid=29)

<sup>13</sup> “Det er mitt valg”, <http://www.determittvalg.no/>

negative role because parents give children permission to visit the particular Internet sites.” Informant B elaborated his point of view and said that “children are disobedient, they have their private PC in their private rooms, and it is difficult to control. Logging into different servers which are placed abroad happens with a false ID.”

It was also pointed out by informant A that all school personnel, health care personnel (“it can be easier to say things to the nurse than to the teacher”) and parents are involved in this policy implementation although cyber-bullying happens independent of whether family, school and health care centers, social support networks are involved or not. “All instances which can and will contribute something must be involved. It is better with too much than too little, and cooperation will bring positive results,” informant D said. Cultural characteristics of the population do not play a considerable role. “Prevention should be based on the knowledge of the local society and the families,” informants A and B thought.

*5. Work with victims, and bullies and cooperative group work among experts (teachers, counselors and others)*

Preventive work with cyber-victims. Prevention is an everyday work at school.

Informants A and B expressed the opinion that in preventive work with cyber-victims, the involved professionals can “give the information” concerning what the victims can do in this situation with the aim “of providing the cyber-victims with psychological help and help to get legal support.” According to informant C, cyber-victims can also be provided “the possibility of creating a dialogue between the victim and the bully which will result positively for both sides.” One can also assist cyber-victims by helping to create self-confidence and a positive self-image, though it takes a long time. Informant D thought that it is “important elaborating exercises which give experience of mastering, suggesting to pupils that he or she is valuable as a person although he or she does not have any tangible achievements yet.” Informant D also added that the “most part of the above-mentioned measures are being taken at the pupil’ home, it takes a long time, and it is difficult to measure the result.” Informants B and D thought that the school is helpless without the support of parents. As informant D puts it, “if parents are not performing the role of the controlling organ at home, then we, the

school, have very little power. At school we can enable rules, take preventive measures, but it helps little if we do not enlist the parents' support."

Preventive work with cyber-bullies. Informant A expressed the opinion that in preventive work with cyber-bullies, the involved professionals can explain that cyber-bullying is "totally unacceptable behavior; it's illegal and entails consequences." For the purpose of explanation, it is worth inviting representatives of the relevant organizations, such as Barnevakten, thought informants B and D. Prohibition of mobile phones and supervision during Internet use are also options, thought all the informants.

Helping the involved children. Though the informants reported having few cyber-bullying cases, they admitted that if cyber-bullying has taken place, it is essentially necessary to ask the individuals involved in the cyber-bullying how they would like to be helped. The welfare teacher, the supervisory teacher, or the school principals do this. As informant C said, "the supervisory teacher works with the individual approach to every single pupil. We also use the welfare teacher. If there are conflicts, the principal and the welfare teacher individually approach each pupil, and together they find a conflict solution. We use an individual approach; we ask why the conflict happened, and what we can help with."

Informant A mentioned that it is essentially important to share information about negative consequences of cyber-bullying to both cyber-bullies and cyber-victims. He said, "Information should be given at the class level that if the rule is broken, there will be consequences. For, if someone is aware of the consequences, this will limit cyber-bullying." At the same time, informant D said that "one should find a reasonable balance of how much information should pupils get because it can provoke bullies. It should also be emphasized that there are consequences not only for victims, but also for bullies."

Informant B said that "sometimes, the child does not realize the seriousness of his actions, but the proactive information about the consequences will prevent the child from the wrong ." In addition, "the emphasis should be put on the fact that cyber-bullying is as harmful as ordinary bullying," informant C said.

The informants have also confirmed the importance of teaching pupils and their parents cyber-ethics and the laws, how one should behave on the Internet. As informant A put it, “the school does it (mostly at the class level) because not all the parents have sufficient knowledge about the topic and are able to provide their children with such information.” Informant B specified that “the laws themselves are not as important as knowledge about those laws and that they can be applied to somebody engaging in cyber-bullying. It is especially those pupils who lack empathy who need to be educated about laws and consequences.”

All informants think that librarians and psychologist have almost the same role as teachers in the prevention of cyber-bullying because, as it was specified by informant C, “the above-mentioned specialists are the part of the schooling process.” Psychologists are given a special role in cases with separate pupils involved in cyber-bullying. After-school activities personnel is not involved into the schooling process. All informants said that the school does not have the responsibility to inform them about behavior tendencies and to what they should pay attention. All the informants expect everybody who works with children “to have open eyes,” “to see, hear observe pupils who look outcast, excluded” and “to speak with pupils.” In addition, parents are expected to intervene if they discover undesirable behavior.

The questions about ignoring or stopping cyber-bullying seemed to be provocative for informants. They answered positively for both alternatives. The informants thought that it is worth advising pupils to ignore cyber-bullying. As informant D expressed it, “if we advise pupils to ignore cyber-bullying, the pupils will stop paying attention to it. Consequently, the feeling of being cyber-bullied will disappear, which will result in disappearance of the problem itself.” The other reason to ignore cyber-bullying is that the bully will lose interest if they do not see a reaction and a response. “To ignore means to show power,” said informant B.

At the same time, informants said that it is a duty to stop cyber-bullying in general and especially if it happens during the school hours. If cyber-bullying has happened in the evening, the parents will be contacted.

It was also earlier remarked that one should observe how cyber-bullying is being interpreted. Many feel that they are being cyber-bullied when in fact they are not. In any case, “children should be advised that any incident should be reported to adults,” said informant B. Children and parents should be told that it is “illegal,” “forbidden,” “damaging” and “unacceptable” and “against the rules of coexistence in society,” thought all the informants. A consensus concerning the necessity of proactive empathy and social skills training was also achieved. Empathy training is advantageous because it helps to set the absolute behavioral limits. Informant A said that “the person who does not have empathy, can be regarded as dangerous.”

The informants noted that teachers do not have competence to provide such type of training. This task is more suitable for psychologists. The welfare teacher is partly engaged in such training activities. Moreover, empathy and social skills is implicit in such school subjects as religion and social science. Moreover, PALS itself is a sort of empathy training program.

#### *6. School conferences/assemblies providing information and videos about bullying to children*

School conferences/assemblies and videos providing children with information about bullying were not reported to be used at schools. However, some comments were made. Informants A and D said that cyber-bullying was not documented at their schools but that they expressed hope that it would be properly documented. Informants C and B told that the Norwegian Center for Child Behavioral Development conducts bullying related research every year. Research has two purposes. One of them is “to document extend of cyber-bullying at the school”, and the other is to “help elaborate cyber-bullying prevention measures.”

According to informant B, the last research data showed that the “problem is not too extensive because only 1 pupil out of 300 reported to be cyber-bullied.” All the informants thought that the research data would not reveal the actual scope of cyber-bullying. The reason for it is that children are not able to interpret research questions correctly. Informant B thinks that so far, the “extend of cyber-bullying is so minimal that it is not worth informing children about the extent of cyber-bullying at their school, which may encourage children to try things that might appear new and

unfamiliar to them.” “If it is not a problem, we’ll not create a problem,” said informants B and C. All informants said that the school prefers focusing on training of social skills and empathy rather than on the negative things.

#### *7. Parent training/meetings*

I have the impression that schools do not focus too much attention on cyber-bullying during the parent-teacher meetings. One of the reasons, according to informant A, is that the “school would prefer to speak about positive things, such as well-being and satisfaction, rather than negative things, such as bullying.”

The informants said that cyber-bullying, as a kind of ordinary bullying, which is a part of the PALS program, is discussed during parent-teacher meetings. Informant A said that “parents have different points of view as to what cyber-bullying is and different points of view regarding what is allowed or not allowed for pupils to do on the private home PC in the evening.” Informants B and C thought that “parents play an important role in cyber-bullying prevention.” “If parents do not perform their role, then the school’s attempts are in vain,” informant C said. According to informants C and D, parents have not been explained cyber-ethics and legal consequences of cyber-bullying yet, but informants reported to have plans to invite representatives of the relevant organizations with the purpose of providing parents with such information.

#### *8. Working with peers*

While answering the question, informants did not focus their answer on cyber-bullying; they talked about bullying in general. Bystanders, according to informants, play an important role in the bullying process. Informant A said that “without them, bullying loses its punch.” “Bystanders who will stay passively and only observe the bullying situation is equal to those who bully,” said informant C.

Further, the informants offered the number of preventive measures applicable to bullying bystanders. In particular, it was recommended to arrange a role-play as a form of carrying out of the preventive measure for peers and recommending intervening and stopping the bullying. Conversation about consequences of bullying, explanation that bullying is illegal, forbidden, damaging, and unacceptable and against the rules of coexistence in society will also help. A separate role was given to empathy



education. “All should be educated in empathy. If the peers have empathy with the victim, it will be easier to support the victim,” said informant B. Empathy educations, suggest the informants, will help stop bullying and reduce the quantity of bystanders because they will get aware of the thing they did not think about before.

#### *9. Disciplinary measures (punitive and non-punitive)*

Informant C expressed the point of view that “one should be careful with the concept *punishment* in connection with the school. It’s better to use the concept *consequence*.” Pupils follow a rules matrix where a certain activity has a certain predictable consequence. Under this system, the privileges can be reduced if they are used for the wrong purpose. All the informants reported this preventive measure to work positively.

Non-punitive preventive measures implied proactive work with pupils’ social skills and attitudes. Informants A, B and D also admitted that PALS puts the emphasis on underlining pupils’ positive deeds and complimenting them rather than noting negative actions and implying consequences. Positive response is more important than negative. Informant D put it like this: “Non-punitive methods are the most important. Pupils should have encouragement and reward instead of reproaching and punishment. We prefer emphasizing the positive part.” The program PALS, in particular, promotes such disciplinary methods as encouraging and rewarding.

#### *10. Improved supervision*

The informants reported the school PCs as poorly supervised, and they expressed the necessity of supervision improvement. Informant A explained the reason for this; he said that “school personnel have limited time, and there are many PCs, so it makes it difficult to supervise all of them.” As to controlling the children’s’ Internet activities, the informants were not too much enthusiastic. No one tried to google names of the school pupils with the purpose of tracing their Internet activities. During the interview, I got the feeling that informants did not consider it very necessary and possible although they did not talk directly about it and said that this measure is implied.

#### *11. Virtual reality computer games*

A virtual reality computer game was not reported to be used at schools as an anti-cyber-bullying measure although informants commented on this anti-cyber-bullying measure. Headmasters were positive about using computer games in the cyber-bullying prevention although they had never done so before. Informant B in particular thought that “computer games will be accepted especially if they are implemented early with the youngest pupils.” Informant C thought that “computer games are very attractive because interactivity creates stimuli which are very important especially for the youngest pupils.” It could be great to have some computer games educating empathy, thought all the informants.

### *12. Installing filtering software*

As to the filtering software in the cyber-bullying prevention, informants were very skeptical. The negative attitude to filtering software use for cyber-bullying prevention was based on the informants’ experience. Although the filtering software was reported to be installed at two out of four schools, informant C noted that “it can prevent access to the useful Internet resources, and children find the possibilities to get around it.” While the school limits the access to certain Internet resources, pupils come home and have easy access to any information they want, thought informants A and D. Informant C suggested that “technology does not help restricting pupils; it is the pupil who himself takes a decision not to do things that are illegal or unacceptable.” It helps with supervision and building attitudes of responsibility for one’s own behavior, all the informants thought.

### *13. Gathering evidences and reporting cyber-bullying*

The informants were unanimous regarding that in any case it is worth collecting evidences although in some cases it can be difficult to do it. Informant B noted that “with the purpose of getting evidence one must have access to the log-in service. This cannot be done without permission from the pupil; the school cannot force the pupil to give the school excess to evidences.” Informant C suggested that “making a screen image is an option.” Informant A thought that “evidence might be useful if the case is so serious that police or the Internet provider must be contacted.” However, all informants said that the police or the Internet provider will not be contacted before the parents and the school office is contacted.

*14. Hiding the feeling of anger and meeting hate with love*

Hiding the feeling of anger and meeting hate with love was used at three out of four schools as a preventive measure. Informant B told that “pupils seldom meet hatred in the school context; they meet difficult situations which can lead to the feeling of anger.” Informant A and B said that in such situations, it is necessary “to possess different communications techniques” and “show the ability to communicate properly.”

Informants B and D mentioned a program for mastering the feeling of anger which is used at their schools. Informant D noted that “we have a right to be angry, but we have to learn to display anger in the other way.” Informant B admitted that it is “important to work proactively.” That is why the schools offered their pupils different anger mastering programs conducted by external specialists. Teachers also perform this training because those external professionals educated them. According to informant D, “in the framework of the mentioned program for mastering the feeling of anger, pupils train to prevent a splash of anger by means of the role-playing; they practice how to react in different situations.”

*15. Regarding cyber-bullying as a freedom of speech*

Regarding cyber-bullying as a freedom of speech was not reported to be used as anti-cyber-bullying measure at schools. However, some comments were made. Informants A and D said that there are clear boundaries between freedom of speech and cyber-bullying. To quote informant D, “cyber-bullying is a kind of violence, and doing violence to others is not freedom of speech.” Informant B said that “it is important to make pupils understand that freedom of speech does not imply writing or saying offensive things; that is why it is also necessary to educate children about source criticism.” Informant C said the phrase that can be logical continuation of all above said: “One can show disagreement but should avoid being violent.” Informant C also noted that “there should be limits especially applicable to children.” If any information is to be published on the Internet, the permission should be asked, all the informants thought.

*16. Not letting the computer win over somebody's life*

The PC should be used in a positive way, the informants think. They completely agree that the computer should not win over a child's life. That is why constructive attitudes to PC use should be developed. One of the ways for not letting the computer win over a child's life is "to limit time that a child spends with PC," informant A said. "There must be clear rules regarding PC use," in informant B opinion. "The reason that some children spend much time at the PC may be the lack of social skills or bad class environment. That is why constant improvement of the class environment is essential," informant D suggested. "Children should practice social skills, be praised, recognized, and commended," informant C said.

### *17. Educating on safe and responsible use of technology*

To begin with, I tried to find out how informants understand the concept *safe and responsible use of technology*. Two categories emerged from the answers.

The first one is familiarity with the existing technology. This means, according to informant B, that "one can use PC without risking virus and loss of personal data." Informant C explains this category thus: "One should be able to program the PC with firewall and anti-virus program." To be familiar with the existing technology, according to informant D, means also "to know what the digital media can be used for." The second category is empathic use of the technology. Informant A explained his vision as that "one should never use technology or words or physical power with the purpose of hurting others." Informant D said that "to use the technology empathically is to be aware that the user is responsible for the way in which the media is being used."

Informants B and C commented that during these years, teachers have learnt to use the technology safely and responsibly, but that pupils and their parents should learn more. Informant D underlined the role of parents who are to inform their children about what is available on the Internet and about the use of mobile phone. The reason for this, according to informant D, is that "children are disposed to try more than their parents, which is why children should be more aware of the consequences of technology use." It was also pointed out by informant A that "to some extent it is the responsibility of the school to teach parents safe and responsible use of technology." It is also important that the school and parents should collaborate, informants A, B, and D thought.

*18. To collect and distribute cyber-bullying-related information*

The informants said that cyber-bullying-related information and knowledge is obtained from the organizations that are engaged in bullying prevention. Moreover, the school selects the proper information for school use. To quote from the informant B, “if we see that it is relevant, then we share it with the pupils and parents.” The information is also being given to teachers. Informant C said, “If there are some special occasions, then it is worth distributing knowledge and sharing experience with colleagues.”

According to informant D, “schools also have an internal system for registration of undesirable behavior.” Informant D also added that “this system is not developed especially for cyber-bullying registration but for the registration of unwanted behavior in general.”

*4.2.3 Summary and discussion*

*1. Information for teachers and parents.* With the purpose of ensuring good information for parents and teachers, the bullying team was created. While Farrington and Ttofi (2009) say nothing about a digital source of information for parents and teachers, the interview showed that Norwegian principals use both digital and non-digital means for providing parents with anti-bullying information; response and support is being expected from the parents’ side. Disagreement between parents and school is regarded as a hindrance for cyber-bullying prevention.

*2. Making rules.* The interviews showed that behavior rules are elaborated with the purpose of creating a safe learning environment. These are built on general concepts such as *responsibility respect* and *care*. However, cyber-bullying experts such as Sandell (2001) and Parry Aftab suggest that any bullying should have consequences. Moreover, Farrington and Ttofi (2009) have mentioned certain classroom rules against bullying that pupils were expected to follow. The main principle of those rules is emphasizing the positive behavior and providing predictable responses to negative behavior. Interviews have also shown that cyber-bullying rules are not directly mentioned but are implied to be included into the general behavior rules. This agrees

with Farrington and Ttofi (2009), who do not mention any separate rules against cyber-bullying.

3. *Classroom management.* Klingenberg (2007) confirmed that bullies are popular and gifted. They enjoy a good reputation among both teachers and classmates. This interview has also shown that the cyber-bully is usually a girl who is conspicuous, has good knowledge of the digital media, and is strong. The cyber-victim is usually a girl who is calm, introverted, weak, lacking in social skills, alone, outcast, possibly involved in ordinary bullying or cyber-bullying earlier. Li (2007) documented that knowledge of cyber-safety predicts cyber-victimization. Ybarra and Mitchell (2004) have also confirmed that traditional bullying and knowledge of safety strategies predicts cyber-victimization.

Qing Li (2007) and Smith et al. (2008) found that engagement in the traditional form of bullying is a very strong predictor for both cyber-bullying and cyber-victimization. Similar to this finding, my interview showed that the person at risk is usually involved in ordinary bullying. However, the present interview specified that the risk persons have good knowledge of the digital media. Moreover, being a bully can predict being a victim or vice versa.

This interview has also shown that it is possible to detect and reduce cyber-bullying at school. Risk analysis, focus on well-being, regular observation and dialogue with every single child can help to detect cyber-bullying. Prohibition and limitation of those digital media that are most commonly used for cyber-bullying are a part of the prevention.

Slonje and Smith (2008) and Sætre (2009) found that cyber-bullying occurred largely outside school. This interview added to the previous knowledge. It was said by informants that it is difficult to detect and reduce cyber-bullying in pupils' spare time. Adults' supervision and access to the places where cyber-bullying happens is required.

4. *Making school policies.* Willard (2008) provides the information that many state legislatures are now adding statutory provisions requiring schools to incorporate cyber-bullying into bullying prevention policies. However, interviews show that in the Norwegian context, no policies are especially developed for cyber-bullying

prevention. Existing policies are directed towards developing positive attitudes and constructive ways for people to relate to each other. Prohibitions do not work. Cooperation in cyber-bullying prevention will bring positive result. This corresponds to what Neto (2005) and Campbell (2007) assert. The interview has also shown that cyber-bullying prevention in the Norwegian context should be based on the knowledge of the local society and the families. Campbell (2005) thinks that social, economic and cultural characteristics of the population should be taken into account.

*5. Work with victims and bullies, and cooperative group work for experts (teachers, counselors and others).* This interview shows that cyber-bullying-involved children and their parents should be provided legal and psychological help. While Neto (2005) points out that bullies must be provided with the conditions to develop friendlier and healthier behavior, the interview shows that it should be explained that cyber-bullying is illegal and entails consequences.

Teaching pupils and their parents cyber-ethics and the laws and proactive training of empathy and social skills is essential. This is in accordance with Campbell (2007), who concluded that in order to prevent cyber-bullying, one needs to intervene early.

For successful implementation of the cyber-bullying prevention measures, the school must enlist the parents' support. Prohibition of mobile phones and supervision during Internet use is also an option. This is in agreement with Farrington and Ttofi (2009) who describe work with bullies and victims as individualized work, and Campbell (2007), who suggests asking young persons how they would like to be helped and individualizing the solution. Informants have also confirmed that cyber-bullying-involved children should be individually approached and asked how they would like to be helped.

According to Diamanduros, Downs, and Jenkins (2008), school psychologists have a vital role in addressing the problem of cyber-bullying in the schools. The interview showed a similar result: The welfare teacher, the supervisory teacher, or the school principal and psychologist play the main roles in cyber-bullying prevention at school. My interview has also shown that children should be advised that any incident, independent of whether it is just a conflict or any serious kind of bullying, should be

reported to adults, while Campbell (2007) thinks that psychologists can assist schools in increasing cyber-bullying reporting.

6. *School conferences/assemblies providing information about bullying to children, and videos.* The interview shows that Norwegian schools do not put direct emphasis on cyber-bullying during the school conferences because there is no necessity for it. Farrington and Ttofi (2009) showed that school conferences were used to inform pupils about the extent of bullying behavior in their school and were means of announcing the formal beginning of the intervention program in the school. The cyber-bullying problem is not extensive, and there is no need to focus on the negative things, informants said during the present interview.

7. *Parent training/meetings.* Notwithstanding that Midthassel and Roland (2008) recommend holding regular class meetings and parent-teacher meetings, where the topic of bullying can be discussed and necessary information can be distributed, this interview showed that cyber-bullying is not paid separate attention to during the parent-teacher meeting. It is discussed in the framework of the PALS program enacted at schools. Disagreement between parents and school regarding Internet behavior rules is traced although schools need to enlist parents' support in cyber-bullying prevention.

8. *Working with peers.* In agreement with Long (2008), who thinks that addressing the bystander is the best way to curb cyber-bullying, this interview shows that peers play a key role in the bullying act, and that one should address them in order to prevent all sorts of bullying. Empathy education and information about consequences is regarded to be effective bullying prevention. This corresponds to Willard (2007), who thinks that one of the most important strategies in addressing cyber-bullying will be stimulating more pupils to become helpful bystanders although Farrington and Ttofi (2009) confirmed that work with peers was associated with increase in bullying and not significant increase in victimization.

9. *Disciplinary measures (punitive and non-punitive).* This interview shows that punitive preventive measures in traditional understanding of this concept were not used and were reported as ineffective, while Farrington and Ttofi (2009) named disciplinary methods as firm methods for tackling bullying. Moreover, the Olweus



program, which according to Farrington and Ttofi (2009) was the most effective, included a range of firm sanctions, including serious talks with bullies, sending them to the principal, making them stay close to the teacher during recess time, and depriving them of privileges.

Non-punitive preventive measures include proactive work with attitudes and emphasizing positive deeds. My informants characterized this preventive measure as a necessary one.

It appeared the third category of preventive measures, called *the predictable consequences for the certain behavior*. It was reported to give good results in prevention of undesirable behavior.

*10. Improved supervision.* While Mason (2008) promotes the idea that effective use of filtering software in combination with supervision can help reducing inappropriate on-line behavior, Farrington and Ttofi (2009) confirmed that the measure improved playground supervision is not the one most frequently used. It is used only in 12 of 44 bullying prevention programs. Campbell (2007) and Willard (2006) have also expressed the necessity of watching what children are posting on the Internet.

This interview showed that supervision improvement is needed, but that the lack of time and resources is the main obstacle. This can be regarded as a reason that this preventive measure is not being emphasized at school. The informants confirmed that they did not single pupils' names with the purpose of tracing Internet activities.

*11. Virtual reality computer games.* According to my informants, cyber-bullying prevention by means of a computer game will have a positive effect. Farrington and Ttofi (2009) point out that such a game will raise awareness. This interview shows that interactivity in games creates a stimulus that makes it easier to convey the message to the auditorium.

*12. Installing filtering software* Filtering software is being used for cyber-bullying prevention, but this idea got a negative response. While Mason (2008) promotes the idea that effective use of the filtering software in combination with supervision can

help reduce inappropriate on-line behavior my informants showed that filtering software can hinder the learning process, may not be useful outside the school, and is not suitable for cyber-bullying prevention. Building attitudes of responsibility for one's own behavior was preferred to any restrictions in cyber-bullying prevention.

*13. Gathering evidence and reporting cyber-bullying.* In agreement with Sandell (2001), informants showed that gathering evidence is necessary, although it can be difficult. The interview has also shown that police and the Internet provider will be contacted only in the very severe cases. This coincides with recommendations by Campbell (2007) and Kalman (2009), although Kalman does not recommend getting kids in trouble for cyber-bullying if they are not making serious threats and evidently are planning to harm.

*14. Hiding the feeling of anger and meeting hate with love.* The interview shows that anger control training is essential for mastering difficult situations. Similarly, Kalman (2009) calls anger a source of all relationship problems. That is why in case of on-line and off-line bullying, he recommends learning to hide the feeling of anger. The interview has also shown that proactive anger control training is important.

*15. Regarding cyber-bullying as freedom of speech.* Kalman (2009) advises regarding cyber-bullying as freedom of speech, while informants suggest that cyber-bullying cannot be regarded as freedom of speech. It is important to set limits for children and educate them in source criticism.

*16. Not letting the computer win over somebody's life.* According to my informants, attitudes development, rules making, social skills practicing, class environment improvement and recognition of every single child is a solution. This resembles recommendations by Smith (2009) and Campbell (2007), namely providing the client with some positive peer relations and social cohesion, where peers and friends can support and protect.

*17. Educating on safe and responsible use of technology.* Johnson (2008) recommends educating pupils about the appropriate use of Web 2.0 in order genuinely to protect them. He thinks that the danger to kids in Web 2.0 comes not from what they may find

on-line, but from what they may put on-line for others to find (ibid.). The informants similarly understand the concept *safe and responsible use of technology* as being familiar with the existing technology and having empathy while using technology. Parents are to inform their children about existing tendencies and consequences of Internet use. The school is partially responsible for providing parents with information about Internet behavior.

*18. To collect and distribute cyber-bullying-related information.* The Norwegian Directorate for Education and Training in Manifesto against bullying (2009 – 2010) also recommends collecting and distributing information and emphasizing knowledge about how schools can create a good and inclusive learning environment (Utdanningsdirektoratet). Accordingly, the interview shows that schools select and use the relevant anti-cyber-bullying information provided by external organizations. Teachers, pupils, and parents are receivers of this information. An internal system for registration of undesirable behavior is also available.

#### ***4.3 What kind of challenges do primary school principals experience as regards implementing preventive measures against cyber-bullying?***

##### *4.3.1 Presentation of result*

###### *1. Lack of problem awareness*

The informants confirmed that lack of cyber-bullying awareness is a challenge in cyber-bullying prevention. This challenge can be overcome in three ways. They say the first way is providing the target groups with information. The informants suggested that communities could provide the schools with information about existing tendencies on the Internet. In particular, informant A said, “It is necessary to inform pupils about what is available on the Internet.” The other thing is that the pupils have to know about the concept cyber-bullying. Informant A said also that “it is necessary to explain to pupils the concept of cyber-bullying and give examples”, while informant B elaborated his point of view and mentioned that “the explanation should be carried out at all levels.” Informants C and D offered the following solution to the problem: “to achieve a general understanding of the concept by all pupils.” The reason for this is that different pupils understand the concept *cyber-bullying* in different ways, and that some pupils do not realize what they do. The second way according to informant B is

“to work in general with school well-being, a positive learning environment, friendly relationships and social skills.” The third way is creation and using the cyber-bullying questionnaire survey for creating awareness and involvement among staff, pupils, and parents, agreed the informants. Informant C noted that “it is a ‘must’ for personnel and parents but we have to be careful with pupils because if one is not aware of details he’ll not want to try it.” It was also recommended by informants A and D not to focus children’s attention on cyber-bullying too much because the problem may increase.

“The questions should be adjusted to the target survey group,” suggested informant D. Further, it was explained by informant D that “it is not always easy for the children to interpret questions correctly. Wrong interpretation of the questions results in wrong data results.” Informants A, B, and D also think that the actual amount of cyber-bullying is larger than the survey shows.

## *2. The reporting of cyber-bullying*

If bullies do not report cyber-bullying, it is not easy, and there is nothing to do because bullies never confess, said informants pessimistically. However, it may help with “explanation about cyber-bullying and empathy education to bullies,” informants B and D said. Informants A and C have also suggested “establishing confidential relationships between adults and children” with the purpose “of making peers report possible cyber-bullying.” Here one should note the important and interesting fact that although informants were encouraged to talk about how to make a cyber-bully report, the cyber-bullying informants gave necessary advice and ended with “to make peers report possible cyber-bullying” instead of assuming “to make bullies report the cyber-bullying.” This can be explained by the prolonged duration of the interview, where informants were rather tired, or that the informants really think that it is unrealistic for a cyber-bully to confess and report cyber-bullying.

If the cyber-bullying is not reported by victims, the solution is “to create an atmosphere of confidence,” informants A and C thought. The reason for keeping silent was explained: “Victims think it is a shame.” Creating confidential relations is important because the victim must be sure that he or she will get help and support. This can be proved by the following quote: “Victim must be sure that he’ll get help and support.”

Adults can also observe the pupil and note “if the child behaves differently” or other features. However, the main source of information is, of course, peers. This can be seen from the following quote of informant B: ”We are dependent on the information of the third party: parents, peers.” “It is always victims or bystanders who report unwanted behavior,” noted informant C. If cyber-bullying is not reported by parents, the solution, offered by informants B and C, is “creating confidence in the school, informing them about rights they have and how can the school help them.” “Parents should have good contact with the school. Parents must be sure that after reporting they will solve the problem,” informant A thinks. Informant D has also admitted the tendency that presently more parents report other problems, but that the cyber-bullying problem was not mentioned. Peers reported the cases of cyber-bullying. The following quote proves what is said above: “I have never experienced parents reporting cyber-bullying. It was pupils who did it.”

### *3. Anonymity*

The informants confessed that anonymity is the problem in cyber-bullying intervention and prevention. If it happens in the school time, it is possible to find out who was involved. Informants A, B, and D mentioned that ”at the school, pupils do not have the right to have a mobile phone with them,” and that they are “supervised by adults.” However, there are always ways to cheat; as noted by informant C, “pupils can spy the password from a classmate.”

It is worse if cyber-bullying happens outside the school. As informant B and D noted, “an unknown nickname is often used,” and this makes it difficult and even impossible to trace the person “especially if a public PC was used.”

Informant C proposed that “in the serious cases of cyber-bullying, the police and the Internet provider should be contacted, and the IP address can be investigated.”

It was also admitted that peers are the most important and easiest informational source. It can be proven by the following quote of informant C: “In any case one is dependent on squealers, someone who reports something. Listening to squealers is the easiest way to find out the anonymous cyber-bully.”

#### *4. Harmful off-campus on-line speech*

If the cyber-bullying has already taken place, especially in the pupils' spare time, it cannot be prevented if the school has not enlisted the parents' support. It comes from the quote of informant A: "We cannot prevent further cyber-bullying if it happens in the spare time if we do not enlist the parents' support."

In practice, in those cases the informants had, cyber-bullies were unveiled and stopped at once. It was not any challenge to make them stop bullying, said the informants. In particular, informant C said, "I came across only two cyber-bullying cases and, when the cyber-bullies were unveiled, they stopped at once. It was not any challenge to make them stop bullying. They surrendered at once they admitted their deed to be unacceptable and stopped."

The informants were unanimous concerning the response to harmful off-campus on-line behavior. In particular, informant B said, "If the incident happened outside of the school, but school pupils were involved, there is no right to take any measures because it happened in their private time." Informant D repeated his point of view: "If cyber-bullying is occurring outside the school with pupils from another school, the school is not authorized to censure and intervene."

Informant C has admitted that teachers can also be cyber-bullied. The same principle is valid here: If it happened in the spare time, it is difficult for the school to do anything about it. The only thing that the school can do in response to harmful off-campus on-line behavior is "to contact parents or colleagues from the other school" and even police and "contribute with knowledge and advice about how to resolve the conflict." "More than this it feels like a consequence when the school knew about it and parent knew about it," concluded informant C.

#### *5. Lack of knowledge about cyber-security*

When asked about knowledge of cyber-security, cyber-ethics and laws, all informants said that they knew quite enough but would like to know more. Informant B specified, "I have quite enough knowledge, but I cannot regard myself as a professional in this field. Net-ethics is easy and OK, and I am aware of the most

common laws, but I am not an expert in all the laws applicable to cyber-bullying.” It was also said by informant A that it would be “reasonable to have a course on international laws related to technology use.”

Further, I have asked about what can be done if the technologies are given to pupils for security and learning purpose but are not purposefully used. These questions were felt as provocative by informants – most of them tarried before answering. ”The children do not have the right at all to have mobile phones at school. It contradicts the school rules,” was the common answer. More than this school rules specify that there can be limitations on the ICT use.

If the child however uses mobile phone for taking pictures etc., “it will be taken and returned when the child goes home,” specified informant C. Actually, it was admitted that nobody has the right to take cyber-media from pupils, but if it is not appropriately used, it will be taken away and is substituted with something else. It can be concluded from the following quote: “Yes, everything that interferes with learning can be taken away. If the child uses a PC and the unwanted behavior happens, then this way of learning will be substituted by the other way.”

The informants have also mentioned many reservations as to mobile phone use. In particular, in cases where it is necessary for a child to have and use a mobile phone, there must be agreement between the school and the parents. If the child has a mobile phone, then it should be turned off or used in silent mode. Finally, a mobile phone can be used only in the presence of the teacher. In other cases, if contacting a child is urgent, parents can call the school office or the teacher’s mobile phone.

#### *6. Other challenges*

The last question was about those challenges in cyber-bullying prevention that were not mentioned here. The informants said that they could not name any other challenges. However, judging by the interview, three other challenges appear to be present. The first one is frequent disagreement between parents and the school concerning Internet behavior rules. The second challenge is preventing cyber-bullying without making it looking attractive. The third is no access to the places where cyber-bullying happens.

As was said earlier, at school, children are given username and password, but outside the school on private PCs, they use net sites that are allocated abroad, and children use their own not identifiable logins there. The school has no right to force children to put personal usernames, passwords, etc. at the schools' disposal. The child's permission is obligatory. Informant A also said that "if we do not have access to the places where cyber-bullying happens, then we cannot prevent its continuation." Consequently, concluded informant B, "If the school does not have access to the places where cyber-bullying happens, it means that the places where cyber-bullying happens has no connection to the school."

The informants said that the solution is to report parents, colleagues, police and Internet provider. According to informant D, "if there is no access and no control, then the case can be reported and transferred to the police or the Internet provider. They have a certain power and can use it."

#### *4.3.2 Summary and discussion*

This interview has shown, in agreement with Campbell (2005), that Norwegian informants admit that there is a lack of cyber-bullying awareness, and that this is one of the challenges in cyber-bullying prevention. With the purpose of overcoming lack of cyber-bullying awareness, one has to provide target groups with relevant information and create school well-being, a positive learning environment, and friendly relationships and practice social skills.

In accordance with Olweus (2005), the interview has also shown that using the cyber-bullying questionnaire survey for creating awareness and involvement among staff and parents is necessary. However, one should be careful when using the questionnaire survey so that one does not give too much cyber-bullying-relevant information to children. In addition, the questions in the questionnaire survey should be adjusted to the target survey group.

The interview also confirmed that all pupils should achieve a general understanding of the concept *cyber-bullying*. This is in agreement with Campbell (2005), who thinks



that one of the first steps in any prevention is to ensure that people are aware of the problem. Norwegian informants have also agreed that there is a problem with cyber-bullying not being reported. The informants explain such behavior of pupils by fear that certain restrictions will be imposed.

The informants did not mention any reason for cyber-bullying not being reported, but some solutions were offered. If cyber-bullying is not reported, it helps with empathy education to adults and children, cyber-bullying-relevant information to all and the establishment of secure and confidential relationships. According to Campbell (2007), bullies do not self-refer, and they are often not referred by their parents. The informants agreed with this fact and suggested using peers as a possible source of information about unwanted behavior. The other solution for cyber-bullying prevention, if cyber-bullying is not being reported, is observing children and establishing good contacts.

In conformity with Li (2007), it was admitted in the interview that anonymity was a challenge in cyber-bullying prevention. The informants said that it is easier to trace a cyber-bully at school than outside the school. The informants agree with Shariff and Hoff (2007) concerning the fact that children are difficult to control at home. While Li (2007) does not offer any solution to the problem of how to overcome this challenge, Norwegian informants proposed to use information that comes from squealers. The informants also proposed to direct serious cases to the police and the Internet provider. Willard (2008) together with Shariff and Hoff (2007) think that pupils' on-line discourse that occurs outside supervision boundaries, comprises an additional challenge in cyber-bullying prevention. The interview has shown that Norwegian schools are not authorized to censure cyber-bullying that happens outside the school. Moreover, teachers may also be victims of cyber-bullying. The interview showed that harmful on-line speech, that is regarded as cyber-bullying, may be the result of conflict. The informants think that the parents' support is necessary if one is going to be able to stop the harmful off-campus on-line behavior. The school can contact parents or colleagues from the other schools and the police with the purpose of contributing with knowledge and advice.

Miners (2009) found out that more than 60 percent were interested in learning more about cyber-security. This interview has also shown that informants are positive about their cyber-security knowledge, and that they noted that such knowledge is an advantage. At the same time, the cyber-media is not going to be prioritized for achieving the educational goal. The interview showed that if cyber-media is not purposefully used, it will be taken away and be substituted with something else. Restrictions regarding mobile phone use are already a part of cyber-bullying prevention in primary schools in Norway. Beside all the above-mentioned challenges, a number of additional challenges appeared in this interview. The first one is frequent disagreement between parents and the school concerning Internet behavior rules. The second challenge is to prevent cyber-bullying without making it looking attractive. The third is to prevent access to the places where cyber-bullying happens.

The informants mentioned the first two challenges when they were asked about preventive measures. The third challenge was mentioned when they were asked about other challenges not mentioned above. Regarding the third challenge, it was added that outside the school, the children's activities are impossible for adults to trace. Children use Internet resources that are difficult to reach because of the password and username absence and not knowing where the net resource is allocated. Reporting to the police or the Internet provider can be a solution.

#### ***4.4 Important aspects of the discussion***

##### ***4.4.1 Cyber-bullying or no cyber-bullying***

Researchers, the Norwegian Directorate for Education and Training and informants circumscribe bullying clearly. Definitions do not differ much from each other. Manifesto against bullying (2011–2014) defines cyber-bullying as repeated negative or malicious behavior from one or more persons directed towards someone who has a hard time defending himself. Systematic exclusion or repeated teasing in an unpleasant manner is also considered to be bullying. Three features are inherent to bullying: Harassment is malicious and striking, the progress continues over time, and there is an imbalance of power, both physically and mentally (Regjeringen.no). During the interview, informants have described cyber-bullying as a repetitive act of harassment,

exclusion, unacceptable use of words and power abuse that take place in social networks, on private Internet sites or with the use of mobile phones.

School leaders noted that many pupils feel that they are being cyber-bullied but in fact, they are not. It depends on how the person interprets the wrong Internet behavior. Manifesto against bullying (2011–2014) similarly emphasizes that it is important to note that the experience of bullying is subjective. Right to use the definition of *cyber-bullying* can be used by those who feel themselves cyber-bullied (Regjeringen.no). Consequently, such unacceptable Internet behavior can be the result of the conflict and be interpreted as cyber-bullying by one person and freedom of speech by another. The interview shows that cyber-bullying cannot be regarded as freedom of speech, and in any case, it should be reported to adults, although according to Kalman (2009), only serious threats should be paid attention to and reported.

However, Kalman (2009) recommends ignoring cyber-bullying and not making a problem out of it. The informants' opinions are in agreement with Kalman (2009), i.e. that if cyber-bullying is ignored, the problem will self-destruct. It was also said that it is worth paying attention and accenting positive things rather than negative things. The question is to what extent one should accentuate cyber-bullying in primary school in Norway with the purpose of preventing it.

#### *4.4.2 Reasonable information*

Manifesto against bullying (2011–2014) states that with the purpose of combating bullying, it is important to have a common understanding of what bullying is (Regjeringen.no). The informants agree that all pupils should achieve a general understanding of the concept *cyber-bullying*. More than this, teaching pupils and their parents cyber-ethics and the laws is essential, and creating awareness and involvement among staff and parents is necessary. It was also mentioned that the relevant anti-cyber-bullying information is being “selected,” and specified that teachers, pupils and parents are receivers of this information. At the same time, the interviews show that cyber-bullying information is not being distributed at school level and is being cautiously distributed at class level.

The informants explained such cautiousness concerning distribution of cyber-bullying-related information. Firstly, there is no need to accentuate cyber-bullying because the amount of it is too small. Secondly, informants expressed anxiety that such information can appear to be provoking for the primary school pupils. It gave me the basis to conclude that it could be difficult to find the balance concerning how much information can be given and who must receive this information.

#### *4.4.3 Indirect cyber-bullying prevention policies*

According to Mentzoni and Abrahamsen (2008), the school management has a central role in dealing with communication and disagreement in the organization with the purpose of contributing to innovation and development. The school's responsibility, according to Manifesto against bullying (2011–2014), is to develop pupils' social skills, including practicing various forms of interaction together with problem and conflict resolving. School leaders should take responsibility for preventing and dealing with bullying. Manifesto against bullying (2011–2014) states also that the most important anti-bullying efforts should be deployed locally (Regjeringen.no). In elaborating cyber-bullying prevention, informants were directed by the principle that prevention should be based on the knowledge of the local society and the families. The interview showed that the schools have few direct cyber-bullying prevention policies. Cyber-bullying prevention is implied to be included in prevention of unwanted behavior.

Unwanted behavior prevention is built on several principles. The *first principle* is proactive development of positive attitudes in general and especially proactive development of responsibility for one's own behavior. The *second principle* is emphasizing positive behavior and providing predictable responses to negative behavior. The *third principle* is proactive empathy training. Empathy training pervades the prevention of undesirable behavior as a whole. More than this, one should have empathy while using digital tools.

#### *4.4.4 Reasonable interactivity*

With the concept *interactivity*, I mean the dialogue of human beings with the environment. Interactivity was reported as creating a stimulus and as making it easier

to convey the message. At the same time, Aftab (2006) thinks that interactive devices can be used with the purpose of frightening, embarrassing, harassing or targeting another person.

Proactive anger control training was also reported as essential for mastering difficult situations. I see the logical explanation for this: Anger is a response to or an interaction with a negative situation. Consequently, anger is a stimulus for this negative situation.

All the above-mentioned gives me the reason to conclude that absence of interactivity between child and a computer environment can prevent or stop cyber-bullying. However, at the same time, the absence of interactivity between child and a computer environment can also prevent the child's communication. The informants answered this dilemma by suggesting that responsible use of technology is the empathic use of it.

#### *4.4.5 Prohibition: the controversial question*

This interview shows that at schools, prohibition against mobile phones and prohibition against certain Internet sites are actively used for cyber-bullying prevention. The informants reported prohibition to be included to those cyber-bullying prevention measures combination of which gives few cyber-bullying cases or no cyber-bullying cases. At the same time, the informants admitted that filtering software (which is a kind of prohibition) could hinder the learning process. Moreover, according to the informants, filtering software may not be present in the children's spare time because of differences between Internet use policies at the school and in the family. Does this mean that prohibition can interfere with the learning process?

Ybarra and Mitchell (2004) reported that active use of the Internet predicts cyber-bullying. Does this mean that prohibiting use of Internet can keep children from cyber-bullying, or that limiting the access to the Internet can result in cyber-bullying reduction or disappearance? Does it mean that prohibition is not suitable for cyber-bullying prevention?

#### 4.4.6 School principals' perspective

As was said earlier, school principals should be able to motivate and guide, implement changes, set up and communicate the direction, formulate performance requirements, create the arena for development, motivate and inspire, follow up the school's teaching performance, provide clear feedback to the school staff, and safeguard all aspects of leader roles, both the strategic, the professional, the innovative and the administrative.

- *Working beyond school boundaries*

Among the school leaders' numerous tasks is the implementation of bullying prevention. It is stated in White Paper 31 (2007–2008) *Quality in Education* that school principals must have the ability to establish and follow rules of order and behavior (ibid.). Manifesto against bullying (2011–2014) also underlines that school principals should take responsibility for bullying prevention (Regjeringen.no). OECD underlines that school leaders should work beyond their school boundaries so that they can contribute not only to the success of their own school but also to the success of the system as a whole.

The interviews have shown that ordinary bullying seems to predict cyber-bullying, and that being a bully can predict being a victim or vice versa. This is a confirmation of the results of earlier research. Li (2007) and Maher (2008) found that engagement in the traditional form of bullying is a strong predictor of cyber-bullying. Smith (2008) has similarly concluded that many cyber-victims were traditional victims, and that many cyber-bullies were traditional bullies. Li (2007) has also found it to be possible that the harassment began in the virtual space, and that the perpetrators took it to the real world, which leads to face-to-face bullying.

The informants in this interview agree with Sætre (2009), who confirmed that bullying mostly happens in the spare time. The interview also showed that the informants lack the time and resources to monitor every single child's activities on the Internet. Consequently, if a pupil is involved in ordinary bullying, there is a big chance that the same pupil will be involved in cyber-bullying, and if any kind of bullying happens

during school hours, there is a big chance that it is going to be continued outside the school.

How can bullying be prevented outside the school when the informants in this interview confirmed that they have no access to the places where cyber-bullying happens in the spare time outside the school, not the time and resources, and poor or no access to the child's Internet activities in the spare time?

The answer to this question can be read in Manifesto against bullying (2011–2014). In particular, the school's responsibility is to develop pupils' social skills, including practicing various forms of interaction and conflict management. Moreover, informants consider developing social skills to be an important part of the prevention of unwanted behavior.

- *Collaboration*

The task that is the most prioritized is to ensure cooperation. Roald (2010) emphasizes that cooperation between specialists and communities plays an important role in increasing of the school outcome. He underlines that everybody who can and will contribute with something must be involved. It is better with too much than too little, and cooperation will bring positive results (ibid.). The same message is conveyed by White Paper 30 *Culture of learning*.<sup>27</sup> Manifesto against bullying (2011–2014) also states that concerted efforts in different arenas, from different parties and on different levels, are going to give positive results. It is important that children and young people themselves, and their parents, participate actively in the work (Regjeringen.no). Erstad (2005) highlights the task which that is very important for school principals regarding implementation and use of ICT. In particular, it is important to be able to build a network internally and externally, establish teams, and be able to put oneself in a learner's position.

In the interview, it was underlined that help is expected from the parents although it was noted by informants that the Internet behavior policies of families do not always coincide with that of the school. Accordingly, in White Paper 31 (2007–2008) *Quality in Education*, one can read that a survey of the collaboration between home and school

in secondary schools shows that both teachers and parents are often unsure of what a home–school collaboration means, and what responsibilities the school and the home should have. Teachers do not feel that they have knowledge about how they should create a good cooperation, either. Parents in their turn are often uncertain about how much they should be involved (ibid.).

### Parents

The informants believed that collaboration will give the best results in cyber-bullying prevention, and parents are given one of the most important roles in this collaboration. Pupils spend much time at school and are observed by teachers, but it is the parents who are closest to their children. That is why parents are expected to give information about cyber-bullying to their children. At the same time, the informants reported that there is often disagreement between the parents' and the school's policies on digital media use.

The interview has shown that a successful implementation of cyber-bullying prevention measures requires that the school must enlist the parents' support. The solution can be found in White Paper 31 (2007–2008) *Quality in Education*. A good interaction between home and school requires that both parts communicate clearly, so that the school's and the parents' expectations are clarified and misunderstandings are avoided. Clear guidelines for communication between school and home are particularly important when meeting new challenges in connection with increasing use of ICT for learning (ibid.).

### Peers

What is expected from peers? Peers play an important part in the bullying process. In this interview, it was said that absence of peers makes any bullying meaningless; consequently, cyber-bullying requires the presence of peers. The informants suggested empathy education and information about consequences and preventing peers to play the negative role in the act of cyber-bullying, which coincides with the opinion of Long (2008) and Willard (2007), who think that addressing bystanders is useful with the purpose of preventing cyber-bullying. Moreover, the informants offered using bystanders as a source of information.



In contrast, Farrington and Ttofi (2009) confirmed that work with peers was associated with increase in bullying and not significant increase of victimization.

The question of to what extend the peers or bystanders should be involved in the cyber-bullying process I consider open for further research.

## **5. Conclusions and implication for further research**

Questions about some preventive measures are still open for further discussion. As was mentioned earlier, the question of to what extend one should accentuate cyber-bullying in primary school in Norway with the purpose of preventing it can still be discussed. Consequently, the effectiveness of such cyber-bullying prevention measures as 13 (gathering evidence and reporting cyber-bullying) and 5 (working with victims, bullies and cooperative group work among experts (teachers, counselors and others)) is still undecided.

My informants also mentioned that it could be difficult to find the balance concerning how much cyber-bullying-related information can be given, and who should receive this information. This gave me the basis to question the effectiveness of such cyber-bullying prevention measures as 1 (information for teachers and parents), 7 (parent training/meetings), and 18 (to collect and distribute cyber-bullying related information).

The question of whether prohibition is suitable for cyber-bullying prevention can also be considered open for the further discussion. Accordingly, the effectiveness of such preventive such measures as 10 (improved supervision) and 12 (installing filtering software) is undecided.

The same is applicable to the question of to what extend the peers or bystanders should be involved in the cyber-bullying process. I consider this question open for further discussion too. Consequently, effectiveness of preventive measure 8 (working with peers) is undecided too.

School leaders think that cyber-bullying prevention in the framework of unwanted behavior prevention can be considered effective in the Norwegian context. Such

prevention should be based on proactive development of positive attitudes, proactive development of responsibility for one's own behavior, emphasis on positive behavior, predictable responses to negative behavior and proactive empathy training.

The preventive measures formulated by the informants are based on the above-mentioned principles and are used for cyber-bullying prevention in Norwegian schools. These preventive measures are closely interrelated with preventive measures, previously defined in the theory chapter.

<b>Preventive measures defined in theory chapter</b>	<b>Preventive measures formulated by informants</b>
2. Making rules	1. Making rules and policies
9. Disciplinary measures	2. Non-punitive disciplinary measures, where positive deeds are emphasized and predictable consequences are applied in response for negative deeds.
14. Hiding the feeling of anger and meeting hate with love.	3. Anger control proactive training.
17. Educating on safe and responsible use of technology.	4. Educating on safe, empathic, and responsible use of technology.
16. Not letting the computer win over somebody's life.	5. Creating safe social and learning environment, where the computer will not dominate over wholesome interpersonal relations.

This conclusion confirms and enhances finding of Farrington and Ttofi (2009), who define preventive measures 2 (making rules) and 9 (disciplinary measures) as used for bullying prevention. Preventive measure 2 (making rules) is according to Farrington and Ttofi (2009) the most frequently used. Cyber-bullying is regarded as a subdivision of bullying; the above-mentioned measures could also be regarded as effective for cyber-bullying prevention.

## References

- Aftab, P. (2006). *Parry's Guide to Cyber-bullying*. Accessed 19<sup>th</sup> January 2009 from <http://www.bebo.com/Cyber-bullying.jsp>
- Australia's educational communities (2009) *I wonder what our school is doing about it?* (2009). Accessed 2<sup>nd</sup> February 2009 from <http://www.bullyingnoway.com.au/talkout/spotlight/cyber-bullyingSchools.shtm>
- Befring, E. (2002). *Forskningsmetode, etikk og statistikk*. Gjøvik: Det norske Samlaget
- Bruk hue (2011). *Bruk hue - skoleturné om digital mobbing*. Accessed 20<sup>th</sup> February 2010 from <http://www.brukhue.com>
- Campbell, M.A. (2005). Cyber-bullying: An old problem in a new guise? *Australian Journal of Guidance and Counselling*, 15(1), 68-76.
- Campbell, M.A. (2007). Cyber-bullying and young people: Treatment principles not simplistic advice. Available from ATEKST
- Conn, K. (2004), *Bullying and harassment: a legal guide for educators*, Association for Supervision and Curriculum Development.
- Cyber-bullying.us (2009). Accessed 18<sup>th</sup> January 2009 from <http://cyber-bullying.us/index.php>
- Dalen, M. (2004). *Intervju som forskningsmetode – en kvalitativ tilnærming*. Oslo: Universitetsforlaget.
- Diamanduros, T., Downs, E. & Jenkins, S.J. (2008). The role of school psychologists in the assessment, prevention and intervention of cyber-bullying. *Psychology in the Schools*, 45(8), 693-704.

Dilmaç, B. (2009). Psychological Needs as a Predictor of Cyber-bullying: a Preliminary Report on College Students. *Educational Sciences: Theory & Practice*,9(3), 1307-1325.

Erstad, O. (2005). *Digital kompetanse i skolen: en innføring*. Oslo: Universitetsforlaget.

Farrington, D.P. & Ttofi, M.M. (2009). School-based programs to reduce bullying and victimization. *Campbell Systematic Reviews*.

Federal bureau of investigation (n.d.). *On-line caution*. Accessed 20<sup>th</sup> July 2010 from <http://www.fbi.gov/publications/pguide/pguidee.htm>

Fight Crime: Invest in Kids (n.d.). *Cyber-bullying*. Accessed 20<sup>th</sup> May 2009 from [www.fightcrime.org/cyber-bullying/index.php](http://www.fightcrime.org/cyber-bullying/index.php)

Glaser, B.G. & Strauss, A.L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine De Gruyter.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research", *The qualitative report*, 8(4), 597-607.

Goulding, C. (1999). Grounded Theory: some reflections on paradigm, procedures and misconceptions. *Working Paper*. University of Wolverhampton.

Harmon, A. (2004). Gives Teenage Bullies Weapons to Wound From Afar. In: *New York Times*. Accessed 10<sup>th</sup> July 2009 from <http://www.nytimes.com/2004/08/26/education/26bully.html?ex=1233205200&en=8a7f90a999d3618d&ei=5070>

Joinson, A. (1998). Causes and effects of disinhibition on the Internet. In J. Gackenbach (Ed.), *The psychology of the Internet: Intrapersonal, interpersonal, and transpersonal implications* (pp. 43 – 60). New York: Academic Press.

- Johnson, D. (2008). Staying Safe on the Read-Write Web. *Library Media Connection*. March 2008.
- Kalman, I., *Bullies to Buddies*. Accessed 15<sup>th</sup> January 2010 from <http://www.bullies2buddies.com/resources/download-free-manuals>
- Katch, J. (2001). Under deadman's skin: Discovering the meaning of children's violent play. Boston: Beacon Press.
- Klingenberg, B. S. (2007). *Arbeid mot mobbing*. Master theses. University in Oslo.
- Kvale, S. (1996). *Inter Views: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Kvale, S. (2005). *Det kvalitative forskningsintervju*. Oslo: Gyldendal Akademisk
- Lenhart, A. et al. (2006). *Teens and the Internet: Findings submitted to the House Subcommittee on telecommunications and the Internet*. Washington, DC: Pew Internet & American Life Project. Accessed 10<sup>th</sup> April 2009 from <http://www.pewinternet.org/~media/Files/Presentations/2006/Pew%20Internet%20findings%20-%20teens%20and%20the%20internet%20-%20final.pdf>
- Li, Q. (2007). Bullying in the new playground: Research into cyber-bullying and cyber victimisation", *Australasian Journal of Educational Technology*, 23(4), 435.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Lofland, J., & Lofland, L. H. (1984). *Analyzing social settings*. Belmont, CA: Wadsworth Publishing Company, Inc.
- Long, C. (2008). Silencing Cyberbullies. *NEA Today*. May 2008.
- Maher, D. (2008). Cyber-bullying. *Youth Studies Australia*, 27(4), 50-57.

- Mason, K. L. (2008). Cyber-bullying: A preliminary assessment for school personnel. *Psychology in the Schools*, 5(4), 323-348.
- Media Awareness Network. (2006). Cyber-bullying. Understanding and Preventing Online Harassment and Bullying. *A Journal of the Canadian Association for School Libraries*. Accessed 21<sup>st</sup> February 2010 from <http://www.cla.ca/casl/slic/254cyber-bullying.html>
- Mentzoni, K.O. & Abrahamsen, R. (2008). *Que sera, sera" eller målrettet handling?: en kvalitativ analyse av ledere og lærere i et lærende nettverk*. Universitetet i Tromsø.
- Mesch, G.S. (2009). Parental Mediation, Online Activities, and Cyber-bullying", *CyberPsychology and Behavior*, 12(4), 387-393.
- Midthassel, U. V. & Roland, E. (2008). The Norwegian Manifesto Against Bullying: Opportunities, Challenges And Results On A National And School Level, *Understanding and Addressing Bullying*, pp. 215.
- Miners, Z. (2009). Who's Keeping Students Safe Online? *District Administration*, 45(1), 12.
- NESH (red.) (2006). *Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, jus og teologi*. Oslo: Forskningsetiske komiteer.
- Neto, A.L. (2005). Bullying—aggressive behavior among students. *Jornal de pediatria*, 81(5), 165.
- NOU 2003: 16 (2003). *I første rekke. Forsterket kvalitet i en grunnopplæring for alle*. Oslo: Statens forvaltningstjeneste. Accessed 20 May 2010 from <http://www.regjeringen.no/nb/dep/kd/dok/nouer/2003/nou-2003-16/21/3.html?id=370819>
- Nordvik G.R. (2010). Digital mobbing. *Østlands-Posten*, p.12. Available from ATEKST

- OECD. Directorate for education. *Improving School Leadership: Executive Summaries*. Accessed 15<sup>th</sup> February 2009 from: <http://www.oecd.org/dataoecd/6/52/40545479.pdf>
- Oftebro, I. (2006). *IT avisen*. Til krig mot digital mobbing. Accessed 11<sup>th</sup> February 2010 from [http://www.itavisen.no/sak/312537/Til\\_krig\\_mot\\_digital\\_mobbing](http://www.itavisen.no/sak/312537/Til_krig_mot_digital_mobbing)
- Olweus, D. (2005). A useful evaluation design, and effects of the Olweus Bullying Prevention Program", *Psychology, Crime and Law*, 11(4), 389-402.
- Opplæringsloven. Det psykososiale miljøet*. (2002). § 9a-3. Accessed 20<sup>th</sup> February 2008 from <http://www.lovdatabasen.no/all/nl-19980717-061.html>
- Padgett, D. K. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage Publications.
- Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyber-bullying. *Youth Violence and Juvenile Justice*, 4(2), 148 – 169.
- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods* (2nd ed.). Newbury Park, CA: Sage Publications, Inc.
- Postholm, M. B. (2005). *Kvalitativ metode. En innføring med fokus på fenomenologi, etnografi og kasusstudier*. Oslo: Universitetsforlaget.
- Regjeringen.no (n.d.). *Manifesto against bullying. (2011-1014)*. Accessed 25<sup>th</sup> March 2011 from [http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Manifestmotmobbing\\_2011\\_2014.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Manifestmotmobbing_2011_2014.pdf)
- Repstad, P. (2004). *Mellom nærhet og distanse*. 4. opplag. Oslo: Universitetsforlaget
- Ringdal, K. (2001). *Enhet og mangfold: Samfunnsvitenskapelig forskning og kvantitativ metode*. 2. utg. Bergen, Fagbokforlaget.

Roald, K. (2010). *Kvalitetsvurdering som organisasjonsl ring mellom skole og skoleeigar*. The University of Bergen.

Sandell, L. (2001). Web Watchdog Parry Aftab's Battle Against Online Crime. *Biography*, 5(5), 92.

Schancke (2005). *Forebyggende og helsefremmende arbeid, fra forskning til praksis. En kunnskapsoppsummering med r d og anbefalinger*. Skrift Nr. 1/2005. Nordnorsk Kompetansesenteret – Rus, ved Nordlandsklinikken.

Schmidt, M. (2009). Bad Advice on Stopping Cyberbullies. *Futurist*. 43(1).p.4.

Shariff, S. (2005). Cyber-dilemmas in the New Millennium. *McGill Journal of Education*, 40(3), 467-487.

Shariff,S.& Hoff,D.(2007). Cyber-bullying: Clarifying Legal Boundaries forSchool Supervision in Cyberspace. *International Journal of Cyber Criminology*,1(1), 76.

Slonje, R. & Smith, P.K. (2008). Cyber-bullying: Another main type of bullying? *Scandinavian journal of psychology*, 49(2), 147-154.

Smith. F. (2009). Going After Cyberbullies .*Prevention*. Accessed 10<sup>th</sup> February 2010 from [http://www.prevention.com/cda/article/going-after-cyberbullies/0f759cc3dd8c5110VgnVCM20000012281eac\\_\\_\\_\\_/health/healthy.relationships/healthy.kids](http://www.prevention.com/cda/article/going-after-cyberbullies/0f759cc3dd8c5110VgnVCM20000012281eac____/health/healthy.relationships/healthy.kids)

Smith, P.K. & Sharp, S. (1994). *School bullying: Insights and perspectives*. Routledge.

Smith at al. (2008). Cyber-bullying: its nature and impact in secondary school pupils. *Journal of Child Psychology & Psychiatry*, 49(4), 376-385.

Social Analysis (2008). *Semi-structured Interviews*. Accessed from: <http://go.worldbank.org/Y029NNN4W0>



Stake R. E. (2010). *Qualitative Research. Studying How Things Work*. The Guilford Press. New York London.

Stone, B. & Fryer, B. (1998). The keyboard kids. *Newsweek*, 131(23), 72.

Stop Cyber-bullying (n.d.). *Prevention*. Accessed 20<sup>th</sup> February 2009 from [http://www.stopcyber-bullying.org/what\\_is\\_cyber-bullying\\_exactly.html](http://www.stopcyber-bullying.org/what_is_cyber-bullying_exactly.html)

Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications, Inc.

Sætre, J.T. (2009). *Digital mobbing i ungdomsskolen: om mobbeoffer, medelev og lærar si oppleving av problemet*. Høgskolen Stord/Haugesund, Stord.

Taylor, S. J. & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). *New York: John Wiley & Sons, Inc.*

Teenagles (n.d.). A division of wired safety organization. Accessed 20<sup>th</sup> February 2010 from <http://www.teenangels.org/index.html>

The General Civil Penal Code (1902). *Act of 22 May 1902 No. 10*. Accessed 22<sup>nd</sup> March 2010 from <http://www.ub.uio.no/ujur/ulovdata/lov-19020522-010-eng.pdf>

Torjusen,A. (2010). Fredrikstad-elever vil motvirke digital mobbing etter "Bruk hue"-kampanje. *Fredrikstad blad*. Accessed 25<sup>th</sup> May 2010 from <http://www.fb.no/nyheter/fredrikstad-elever-vil-motvirke-digital-mobbing-etter-bruk-hue-kampanje-1.1938513>

Utdanningsdirektoratet (n.d.). *Manifesto against bullying*. (2002 – 2006). Accessed 25<sup>th</sup> May 2010 from [http://www.utedningsdirektoratet.no/upload/MMM/Manifest\\_mot\\_mobbing\\_tiltaksplan\\_0608\\_engelsk.pdf](http://www.utedningsdirektoratet.no/upload/MMM/Manifest_mot_mobbing_tiltaksplan_0608_engelsk.pdf)

- Utdanningsdirektoratet (n.d.). *Manifesto against bullying. (2009 – 2010)*. Accessed 24<sup>th</sup> February 2010 from <http://www.udir.no/Brosjyrer/Manifest-mot-mobbing-20092010/The-Anti-Bullying-Manifesto-20092010/>
- Vandebosch, H. & Van Cleemput, K. (2008). Defining Cyber-bullying: A Qualitative Research into the Perceptions of Youngsters. *CyberPsychology & Behavior*, 11(4), 499-503.
- Wagner, C. (2008). Beating the Cyberbullies. *Futurist* 42 (5), 14.
- White Paper 30 (2003-2004) *Cuture for learning*. Stortingsmelding 30 ( 2003-2004) *Kultur for læring*. Oslo: Tilråding fra Utdannings- og forskningsdepartementet. Accessed 20 May 2010 from <http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/20032004/stmeld-nr-030-2003-2004-.html?id=404433>
- White Paper 31 (2007-2008) *Quality in Education*. Stortingsmelding 31 (2007-2008) *Kvalitet i skolen*. Oslo: Tilråding fra Utdannings- og forskningsdepartementet. Accessed 5 May 2011 from <http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2007-2008/stmeld-nr-31-2007-2008-.html>
- Willard, N. (2006). Flame Retardant. *School Library Journal*, 52(4), 55-56.
- Willard, N. (2007). Educator's Guide to Cyber-bullying and Cyberthreats. Available from <http://www.cyberbully.org/cyberbully/docs/cbcteducator.pdf>
- Willard, N. (2008). We hate Ashley. *District Administration*, 44(10).
- Wilson, H. & Hutchinson, S. (1991). Triangulation of qualitative methods: Heideggerian hermeneutics and grounded theory. *Qualitative Health Research*, 1, 263-276.

Ybarra, M.L. & Mitchell, K.J. (2004). Youth engaging in online harassment: associations with caregiver–child relationships, Internet use, and personal characteristics. *Journal of adolescence*, 27(3), 319-336.

Yin, Robert K. (2011). *Qualitative Research from start to finish*. The Guilford Press. New York London.

## **Attachment 1. Information circular**

**To the headmaster. Request to participate in the interview in connection with master thesis.**

**Til en rektor. Forespørsel om å delta i intervju i forbindelse med en masteroppgave**

Jeg er masterstudent i IKT i læring ved Høgskolen Stord/Haugesund, og holder nå på med den avsluttende masteroppgaven. Temaet for oppgaven er forebygging av digital mobbing, og jeg skal undersøke hvordan skolen kan forebygge forekomst av digital mobbing. Jeg er interessert i å finne ut hvordan skolelederne forstår begrepet "digital mobbing". Hvilke forebyggende tiltak mot digital mobbing brukes? Hvilke forebyggende tiltak mot digital mobbing er mest effektive, og hvilke utfordringer opplever skolelederne ved implementering av disse forebyggende tiltak?

For å finne ut av dette, vil jeg bruke kvalitative, semistrukturerte intervju med intervjuguide. Jeg ønsker å intervjuer enkeltvis i alt 6 personer som er rektorer på barna skole.

Spørsmålene vil dreie seg om forståelse av begrepet "digital mobbing" de ulike forebyggende elementer mot digital mobbing og utfordringer ved implementering av disse.

Jeg vil bruke båndopptaker og ta notater mens vi snakker sammen. Intervjuet vil ta omtrent 1 ½ - 2 timer, og vi blir sammen enige om tid og sted. Det er ønskelig at intervjuet gjennomføres på skolen.

Jeg skal utarbeide skriftlig rapport om hovde tendenser og funn av forskning og levere den til alle skoler jeg hadde informanter fra.

Det er frivillig å være med, og du har mulighet til å trekke deg når som helst underveis, uten å måtte begrunne dette nærmere. Dersom du trekker deg vil alle innsamlede data om deg bli slettet.

Opplysningene vil bli behandlet konfidensielt, og ingen enkeltpersoner vil kunne gjenkjennes i den ferdige oppgaven. Opplysningene anonymiseres og opptakene slettes når oppgaven er ferdig, i utgangen av juni 2011.

Dersom du har lyst å være med på intervjuet, er det fint om du skriver under på den vedlagte samtykkeerklæringen og sender den til meg.

Hvis det er noe du lurer på kan du ringe meg på 97707993, eller sende en e-post til [svitlana.vestvik@gmail.com](mailto:svitlana.vestvik@gmail.com). Du også kan kontakte min veileder Kjellfrid Mæland ved Høgskolen Stord/Haugesund på telefonnummer 53 49 13 38

Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste A/S.

Med vennlig hilsen  
Svitlana Vestvik  
Solviksveien 26  
4280 Skudeneshavn

Samtykkeerklæring:

Jeg har mottatt informasjon om studien av forebygging mot digital mobbing i skolen, og ønsker å stille på intervju etter nærmere avtale.

Signatur ..... Telefonnummer

.....

## **Attachment 2. Bilingual interview guide.**

### **Understanding of cyber-bullying.**

#### **Forståelse av digital mobbing.**

How do you understand the concept cyber-bullying?

Hvordan forstår du begrepet digital mobbing?

Why do you do you think cyber-bullying happens?

Hvorfor tror du digital mobbing skjer?

Do you consider cyber-bullying as a single act or a repetitive act? Why?

Oppfatter du digital mobbing som en enkelt handling eller en gjentatt handling?

Hvorfor?

### **Preventive elements.**

#### **Forebyggende tiltak.**

### **1. Information for teachers and parents.**

#### **1. Informasjon for lærere og foreldre.**

How are parents being informed regarding the anti-bullying initiative in their school?

Why?

Hvordan blir foreldrene informert om anti-mobbing initiativ på skolen deres? Hvorfor?

How do you consult teachers on implementation of the cyber-bullying intervention?  
Why?

Hvordan rådfører du deg med lærere i gjennomføringen av intervensjonen mot digital mobbing? Hvorfor?

What contribution to anti cyber-bullying work do you expect from parents? Why?

Hvilket bidrag i arbeidet mot digital mobbing forventer du av foreldrene? Hvorfor?

## **2. Making rules.**

### **2. Å lage regler.**

What rules regarding behavior in the cyber space or rules against cyber-bullying are being implemented in this school?

Hvilke regler for oppførsel på nettet eller regler mot digital mobbing blir anvendt ved denne skolen?

What is the source of these rules?

Hva er kilden(e) til disse reglene?

## **3. Classroom management.**

### **3. Klassens ledelse.**

What do you think predicts cyber-bullying? Why?

Hvordan kan du forutse digital mobbing? Hvorfor?

Are you able to find a group of pupils who are at risk to be involved in cyber-bullying?  
How do you do it? Why?

Er du i stand til å finne ut hvilke elever som er i fare å bli involvert i digital mobbing?  
Hvordan gjør du det? Hvorfor?

Who can be predators in the cyber-bullying act? Why?

Hvem kan være mobberen i en akt av digital mobbing? Hvorfor?

Who can be victims in the cyber-bullying act? Why?

Hvem kan bli ofre i en akt av digital mobbing? Hvorfor?

What do you do to prevent possible involvement of the risk pupils into cyber-bullying?

Hva gjører du som pedagog og rektor for å hindre mulig involvering av risikoelever i digital mobbing?

What tools can be involved in cyber-bullying?

Hvilke verktøy kan være involvert i digital mobbing?

What do you do to reduce usage of these tools for the purpose of cyber-bullying?

Hva gjører du som pedagog og rektor for å redusere bruken av disse verktøyene for digital mobbing?



Where do you think cyber-bullying can occur? Why?

Hvor tror du digital mobbing kan oppstå? Hvorfor?

How can you control the possible places where cyber-bullying happens?

Hvordan kan du utføre kontroll over de mulige stedene der digital mobbing skjer?

#### **4. Making school policies.**

##### **4. Skolens overordnede regler mot mobbing**

Does the school have overall rules against bullying, or does the school follow an anti-bullying program?

Har skolen overordnede regler mot mobbing, eller følger skolen et antimobbeprogram?

Is this policy individualized for this school?

Er disse retningslinjene laget spesielt for denne skolen?

What does this policy consist of? Why?

Hva består disse retningslinjene av? Hvorfor?

Is cyber-bullying prevention included into this policy?

Er digital mobbing forebygging inkludert i disse overordnede retningslinjene?

Who are involved into this policy implementation? Why?

Hvem er involvert i gjennomføring av disse retningslinjene?

How can safe, appropriate and responsible use of web2 by pupils be ensured?

Hvordan kan trygg, hensiktsmessig og ansvarlig bruk av web2 iblant elever bli sikret?

Do you think it is worth using the ecological model (family, school and commune, health care centers, social support networks can be involved and social, economic and cultural characteristics of population should be taken into account) of cyber-bullying prevention? Why?

Tror du at det er verdt å bruke den økologiske modellen (familie, skole og kommune, helsestasjon, sosiale støttenettverk kan være involvert og sosiale, økonomiske og kulturelle kjennetegn av befolkningen bør tas i betraktning) for forebygging av digital mobbing? Hvorfor?

**5. Working with victims, bullies and cooperative group work among experts (teachers, counselors and others).**

**5. Å arbeide med ofre, mobbere og samarbeid blant ekspert grupper (lærere, rådgivere og andre).**

What can the involved professionals do in preventive work with cyber-victims?

Hva kan de involverte fagfolk gjøre i forebyggende arbeid med ofre av den digitale mobbingen?

What can the involved professionals do in preventive work with cyber-bullies?

Hva kan de involverte fagfolk gjøre i forebyggende arbeid med digitale mobbere?

Is individual approach (asking the cyber bullying involved individuals how they would like to be helped) being used in work with the above mentioned categories? Why?

Blir individuell tilnærming brukt (å spørre individer involvert i digital mobbing hvordan de ønsker å bli hjulpet) i arbeidet med de ovennevnte kategoriene? Hvorfor?

Do you think it is worth informing pupils about the consequences of cyber-bullying? Why? How?

Tror du at det er verdt å informere elever om konsekvensene av digital mobbing? Hvorfor? Hvordan?

Do you think it is worth educating pupils on cyber ethics and the laws? Why? How?

Tror du at det er verdt å undervise elever nettetikk og lover? Hvorfor? Hvordan?

What contribution to anti cyber-bullying work do you expect from librarians, psychologist, after school club?

Hvilket bidrag forventer du i arbeidet mot digital mobbing av bibliotekarer, psykologer, og ledere for fritidstilbud etter skoletid?

Is it is worth advising pupils to ignore cyber-bullying? Why?

Er det verdt å råde elever til å ignorere digital mobbing? Hvorfor?

Is it is worth advising pupils to stop cyber-bullying? Why?

Er det verdt å råde elever til å stanse digital mobbing? Hvorfor?

Is it is worth carrying out of empathy training and education program? Why?

Er det verdt å arrangere og gjennomføre trenings - og undervisningsprogram i empati? Hvorfor?

**6. School conferences/assemblies providing information about bullying to children and videos.**

**6. Skolekonferanser / samlinger som gir til elevene informasjon om mobbing og video.**

Is the cyber-bullying extent documented in this school, if yes, what was the result?

Er omfang av digital mobbing dokumentert ved denne skolen, hvis ja, hvilket resultat viste kartleggingen?

Is it worth informing children about extent of cyber-bullying in their school? Why?

Er det verdt å informere barna om omfanget av digital mobbing i skolen deres?  
Hvorfor?

What means are used to inform children about cyber-bullying? Why?

Hvilke ressurser og midler brukes til å informere barna om den digitale mobbingen?  
Hvorfor?

**7. Parents' training/meetings.**

**7. Foreldre kurs møter.**

Is cyberbullying being discussed during parents meetings? Why?

Blir digital mobbing diskutert under foreldremøter? Hvorfor?

Does the school educate parents about cyber ethics and legal consequences of cyber-bullying? Why?

Underviser skolen foreldrene om nettetikk og rettslige konsekvenser av digital mobbing? Hvorfor?

### **8. Working with peers. 8. Arbeid med jevnaldringer.**

What can the involved professionals do in preventive work with bystanders?

Hva kan involverte fagfolk gjøre i forebyggende arbeid med tilskuere?

What do you think the work with bystanders will result in? Why?

Hva tror du arbeidet med tilskuerne vil resultere i? Hvorfor?

### **9. Disciplinary elements (punitive and non-punitive). 9. Disiplinære tiltak (straffende og ikke-straffende).**

What punitive and non-punitive prevention methods can be used? Why?

Hvilke straffende og ikke-straffende forebyggingsmetoder kan brukes? Hvorfor?

What methods do you think will work best in prevention of cyber-bullying? Why?

Hvilke metoder tror du vil fungere best for forebygging av digital mobbing? Hvorfor?

**10. Improved supervision.**

**10. Bedre tilsyn.**

How can effective supervision and monitoring of pupils' online activities be ensured?

Hvordan kan effektivt tilsyn og oppfølging av elevene sine aktiviteter på Internett bli styrket?

Is it being practiced to google the child's name, address, and cell phone number, monitoring of any information that child would like to post on the internet?

Er det praktisert googling av eleven sitt navn, adresse og mobiltelefonnummer i overvåking av informasjon som barnet ønsker å legge ut på internett?

**11. Virtual Reality computer games.**

**11. Virtual Reality dataspill.**

What do you think will be result of using special computer games for prevention of cyber-bullying? Why?

Hva tror du blir resultatet av å bruke spesielle dataspill for forebygging av digital mobbing? Hvorfor?

**12. Installing filtering software.**

**12. Installere filtreringsprogramvare.**

What do you think will be result of using filtering software for prevention of cyber-bullying? Why?

Hva tror du blir resultatet av å bruke filtreringsprogramvarer for forebygging av digital mobbing? Hvorfor?

### **13. Gathering evidences and reporting cyber-bullying.**

#### **13. Å samle bevis og rapportere digital mobbing.**

How and why can the evidences of cyber-bullying be gathered?

Hvordan og hvorfor bør man samle bevis av den digitale mobbingen?

Is it worth contacting the internet provider and police in case of cyber bullying? Why?

Er det verd å kontakte internettleverandøren og/eller politi i tilfelle av digital mobbing? Hvorfor?

### **14. Hiding the feeling of anger and meeting hate with love.**

#### **14. Skjule følelsen av sinne og møte hat med kjærlighet.**

What do you think about providing pupils with training to hide the feeling of anger and to meet hatred with love? Why?

Hva synes du om å tilby elever trening i å skjule følelsen av sinne og å møte hat med kjærlighet? Hvorfor?

What do you think about teaching clients different communication techniques?

Hva synes du om å undervise elever i ulike kommunikasjonsteknikker?

### **15. Regarding cyber-bullying as a freedom of speech.**

**15. Se på digital mobbing som uttrykk for ytringsfrihet.**

What do you think about advising clients to take possible unpredictable cyber behavior as a freedom of speech? Why?

Hva synes du om å råde elever å ta mulig uforutsigbar nettatferd som uttrykk for ytringsfrihet? Hvorfor?

**16. Not letting the computer to win over somebody's life.**

**16. Ikke la data maskinen få vinne over eleven sitt liv.**

How can safe and secure school environment, respectful and tolerant attitudes among pupils that lead to friendly and healthy behavior and positive peer relations be created?

Hvordan skape et sikkert og trygt skolemiljø, med respektfulle og tolerante holdninger blant elevene som fører til vennlig og sunn atferd og positive relasjoner?

**17. Educating on safe and responsible use of technology.**

**17. Utdanne til trygg og ansvarlig bruk av teknologi.**

How do you understand the concept "safe and responsible use of technology"?

Hvordan forstår du (hva legger du i) begrepet "trygg og ansvarlig bruk av teknologi"?

What do you think regarding educating parents and teachers about safe and responsible use of technology? Why?



Hva tror du angående opplæring av foreldre og lærere om trygg og ansvarlig bruk av teknologi? Hvorfor?

What do you think regarding educating pupils about safe and responsible use of technology? Why?

Hva tror du angående opplæring av elevene om trygg og ansvarlig bruk av teknologi? Hvorfor?

**18. To collect and distribute cyber-bullying related information.**

**18. Å samle og distribuere digital mobbing relatert informasjon.**

How cyber-bullying related information and knowledge is being gathered and distributed?

Hvordan blir informasjon og kunnskap om digital mobbing samlet og distribuert?

What is the source and content of the information being distributed?

Hva er kilde(r) og innholdet i den informasjonen som blir distribuert og formidlet?

**19. Common questions regarding preventive elements.**

**19. Felles spørsmål angående forebyggende tiltak.**

1. Which of the above mentioned elements were implemented in this school?

1. Hvilke av de ovennevnte tiltakene blir gjennomført ved denne skolen?

2. What was the result of those preventive elements? Why?

2. Hva er resultatet av de forebyggende tiltakene? Hvorfor?

3. Were these cyber-bullying preventive elements applied on school level, class level or individual level? Why?

3. Blir disse forebyggende tiltakene anvendt på skolenivå, klassetrinn eller individuelt nivå? Hvorfor?

### **Challenges in cyber-bullying prevention.**

#### **Utfordringer i forebygging av digital mobbing.**

#### **1. Lack of the problem awareness.**

#### **1. Mangel på bevissthet om problemet.**

How is it possible to overcome the lack of cyber-bullying problem awareness?

Hvordan kan man overvinne mangel på bevissthet av digital mobbing problem?

What is your opinion concerning creation and using the cyber-bullying questionnaire survey for creating awareness and involvement among staff, pupils, and parents?

Hva er din mening om etablering og bruk av spørreskjemaundersøkelse om digital mobbing for å skape bevissthet og engasjement blant ansatte, elever og foreldre?

**2. Reporting of cyber-bullying.**

**2. Rapportering av den digitale mobbingen.**

How to overcome of the following problem?

Hvordan kan man overvinne følgende problemer:

- ✓ Cyber-bullying is not reported by bullies.
- ✓ Digital mobbing er ikke rapportert av mobberen.
  
- ✓ Cyber-bullying is not reported by victims.
- ✓ Digital mobbing er ikke rapportert av offeret.
  
- ✓ Cyber-bullying is not reported by parents.
- ✓ Digital mobbing er ikke rapportert av foreldrene.

**3. Anonymity.**

**3. Anonymitet.**

Do you experience that it is a challenge to prevent cyber-bullying if it is impossible to detect the cyber-bully because of anonymity? Why?

Opplever du at det er en utfordring å hindre digital mobbing hvis det er umulig å oppdage den digitale mobberen på grunn av anonymitet? Hvorfor?

How can the anonym cyber-bully be detected?

Hvordan kan man oppdage anonyme digitale mobbere?

**4. Harmful off -campus online speech.**

**4. Farlig off-campus online tale.**

Did you experience that it is a challenge to prevent further cyber-bullying if it has already taken place? Why?

Har du opplevd at det er en utfordring å hindre fortsettelse av digital mobbing hvis det allerede pågår? Hvorfor?

Does the school have authority to impose discipline in response to harmful off -campus online behavior? Why?

Har skolen myndighet til å straffe elever som konsekvens av skadelig nettoppførsel utenfor skolen? Hvorfor?

Does the school have the right of censure and intervene if the cyber bullying is occurring outside the school or with pupils from another school? Why?

Har skolen rett til å sensurere og gripe inn hvis digital mobbing oppstår utenfor skolen eller med elever fra en annen skole? Hvorfor?

**5. Lack of knowledge on cyber security.**

**5. Mangel på kunnskap om digital sikkerhet.**

Can schools take away pupils' mobile phones if they have been given to the children for safety reasons? Why?

Kan skolene ta mobiltelefoner fra elever hvis de er gitt til barn av sikkerhetsmessige årsaker? Hvorfor?

Can schools refuse to allow a student access to the Internet or a computer if it interferes with a student's learning? Why?

Kan skoler nekte en elev tilgang til internett eller en datamaskin hvis det forstyrrer læring? Hvorfor?

What do you, as a school principal and an educator, know about cyber-security, cyber-ethics and the laws?

Hva vet du som rektor og pedagog om nettsikkerhet, nettetikk og lover?

What more do you wish to know about cyber-security, cyber-ethics and the laws?

Hva ønsker du å vite mer om nettsikkerhet, nettetikk og lover?

What other challenges are being experienced at implementation of preventive elements against anonym cyber-bullying and how do you as a school principal cope with these challenges?

Hvilke andre utfordringer blir opplevd ved gjennomføring av forebyggende tiltak mot anonym digital mobbing og hvordan takler du som rektor og pedagog disse utfordringene?

# Attachment 3. The process of the theory development.



- Field 1. Preventive elements.**
1. Information for teachers and parents.
  2. Making rules.
  3. Classroom management.
  4. Making school policies.
  5. Working with victims, bullies and cooperative group work among experts (teachers, counselors and others).
  6. School conferences/assemblies providing information about bullying to children and videos.
  7. Parent training/meetings.
  8. Working with peers.
  9. Disciplinary measures (punitive and non-punitive).
  10. Improved supervision.
  11. Virtual Reality computer games.
  12. Installing filtering software.
  13. Gathering evidences and reporting cyberbullying.
  14. Hiding the feeling of anger and meeting hate with love.
  15. Regarding cyberbullying as a freedom of speech.
  16. Not letting the computer to win over somebody's life.
  17. Educating on safe and responsible use of technology.
  18. To collect and distribute cyberbullying related information.

**Field 1. Cyberbullying**  
1. Cyberbullying

- Field 1. Challenges**
1. Lack of the problem awareness.
  2. Reporting of cyberbullying.
  3. Anonymity.
  4. Harmful off-campus online speech.
  5. No access to the field of cyberbullying.
  6. Lack of knowledge on cyber security.
  7. Other challenges.

**Field 2. Open coding categories**

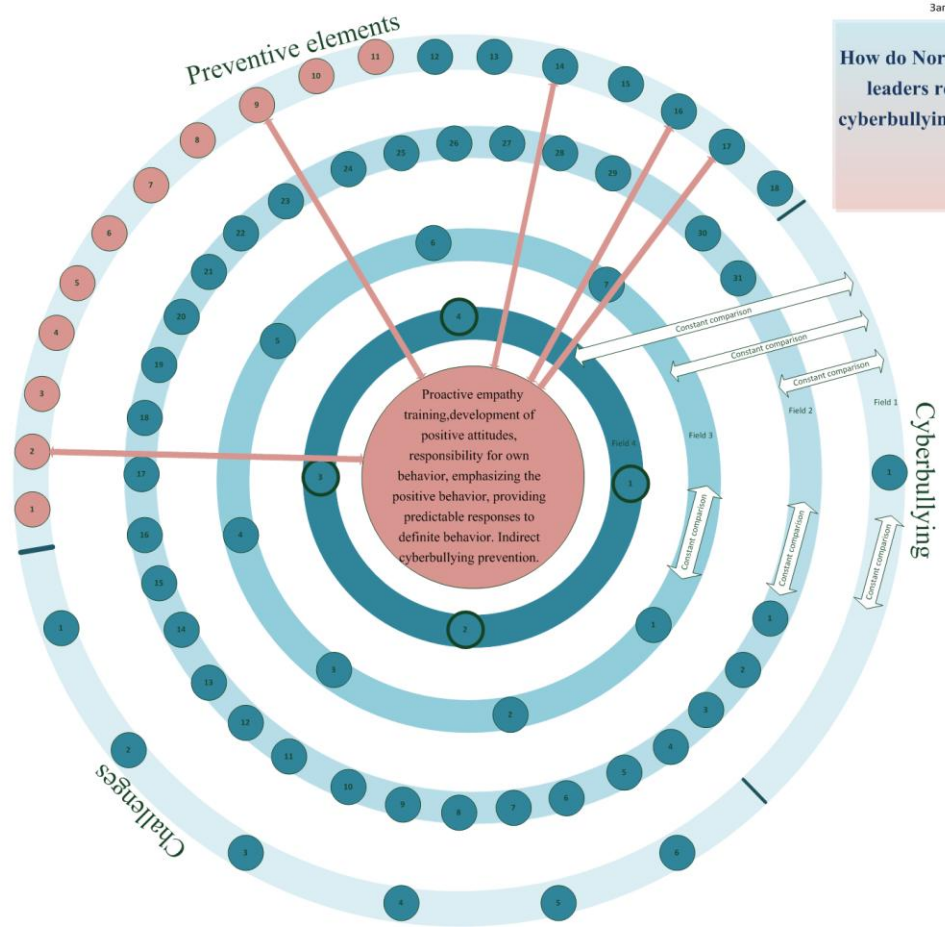
1. Cyberbullying is not extensive problem.
2. No need to focus on the negative things.
3. Cyberbullying awareness.
4. Digital and non digital means.
5. Good knowledge of the digital media.
6. Interactivity.
7. Emphasizing the positive behaviour.
8. Predictable responses to definite behaviour.
9. Information about consequences.
10. Anger control.
11. Proactive training.
12. Work with attitudes.
13. Empathy education.
14. Empathy at the technology use.
15. Parents' support.
16. Giving information.
17. Disagreement with parents.
18. Cooperation.
19. Prohibition.
20. Supervision.
21. Regular observation and dialogue with every single child.
22. Create safe learning environment.
23. Knowledge of the local society.
24. Recognition of every single child.
25. Individual approach.
26. Provide legal and psychological help.
27. Roles can exchange.
28. Peers.
29. Pupils free time.
30. Indirect cyberbullying prevention.
31. Cyberbullying prevention without making it looking attractive.

**Field 3. Axial coding categories**

1. Cyberbullying or not cyberbullying
2. Reasonable information
3. Indirect cyberbullying prevention policies
4. Reasonable interactivity
5. Prohibition controversial question
6. Working beyond the school boarders
7. Collaboration

**Field 4. Selective coding categories**

1. Accenting cyberbullying
2. Giving information
3. Prohibition
4. Peers




Заголовок

**How do Norwegian school leaders reflect upon cyberbullying prevention?**

## Attachment 4. An e-mail from Karianne Christensen, adviser, Child Helpline / Norwegian Red Cross.

**VS: questions from the master student to the leaders of campaign "Bruk Hue"** Входящие | X

★ от **Karianne Christensen** <Karianne.Christensen@redcross.no> [Скрыть подробные сведения](#) 20.04.10  [← Ответить](#) ▼

кому ● "solring@bigmir.net" <solring@bigmir.net>  
дата 20 апреля 2010 г. 11:15  
тема VS: questions from the master student to the leaders of campaign "Bruk Hue"

Hi!

Sorry the delay, here is some background information on the "Bruk Hue"-campaign.

I am sending you some of the background material (evaluation of the campaign), but unfortunately I only have Norwegian versions. I hope you are able to get them translated.

**NB!**

I send you all the foils, but please take notice that you are not able to use any of the information in the medias, without permission from the partners.

To our knowledge no one one has previously run a campaign on cyberbullying of this magnitude in Norwegian schools. The idea came during the launch of Telenor's "mobbefilter" (cyberbullying filter) on mobile phones in nov 2008 . A survey showed a lack of information on cyber bullying among parents, and that it was a growing problem among children (See: oppsummering undersokelse.doc).

We have no specific theoretical background, but all the partners (Red Cross, Medietilsynet, BarneVakten and Telenor) have contributed with facts, knowledge and experience.

One of the main challenges in implementing this kind of campaign, is that many children already have experienced cyber bullying. The pupils/parents/teachers wonders how to handle those situations, whereas this campaign's main goal is preventive rather than curative. The pupils are then encouraged to contact the Red Cross Helpline for Children and Youth, and the parents/teachers to contact BarneVakten.

Short summary of the campaign:  
"Use Your Head"-campaign (2009 – 2010):  
The campaign is a tailor-made program for youngsters in secondary schools – touring the country with a 45 minute show-lecture for the pupils during school hours, and then their parents the same night.

During the fall of 2009, 10.000 people (50 schools) saw the campaign, which consists of a film presenting a life-like example of cyberbullying, with regard to legal issues, friendship, source criticism, identity theft and privacy issues.

The tour has been very well received, and has had phenomenal media coverage in Norway. The partners in this project are Safe Use- project, Norwegian Red Cross (NGO, dialogue Children), Barnevakten (parental organization/ NGO) and Telenor (Industry, Norway's largest mobile company). The project continues in other parts of Norway in 2010 (100 schools in total). (Evaluation, see: Bruk Hue\_felles evaluring)

Youtube: a short version of the film <http://www.youtube.com/TelenorNorway#p/p/E620099F2BFD2D69/0/mOrhk12qYL0>

I hope this answers your questions, good luck!

## Attachment 5. NSD. Receipt of notification processing of personal data processing. NSD. Kvittering på melding om behandling av personopplysninger.

Norsk samfunnsvitenskapelig datatjeneste AS  
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfages gate 29  
N-5007 Bergen  
Norskeby  
Tel: +47-55 58 21 17  
Fax: +47-55 58 96 50  
nsd@nsd.uib.no  
www.nsd.uib.no  
Org.nr. 985 321 884

Kjellfrid Møland  
Avdeling for lærerutdanning og kulturfag  
Høgskolen Stord/Haugesund  
Postboks 5000  
5409 STORD

Vår dato: 20.10.2010

Vår ref: 25110 / 3 / RKH

Deres dato:

Deres ref:

### KVITTERING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 28.09.2010. All nødvendig informasjon om prosjektet forelå i sin helhet 19.10.2010. Meldingen gjelder prosjektet:

25110

Behandlingsansvarlig  
Daglig ansvarlig  
Student

Forebygging av digital mobbing

Høgskolen Stord/Haugesund, ved institusjonens øverste leder  
Kjellfrid Møland  
Svitlana Vestvik

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i maddeskjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven/helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, [http://www.nsd.uib.no/personvern/forsk\\_stud/skjema.html](http://www.nsd.uib.no/personvern/forsk_stud/skjema.html). Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://www.nsd.uib.no/personvern/prosjektoversikt.jsp>.

Personvernombudet vil ved prosjektets avslutning, 30.06.2011, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen  
Bjørn Henriksen

Ragnhild Kise Haugland  
Ragnhild Kise Haugland

Kontaktperson: Ragnhild Kise Haugland tlf: 55 58 83 34  
Vedlegg: Prosjektvurdering

Kopi: Svitlana Vestvik, Solviksveien 26, 4280 SKUDENESHAVN

### Personvernombudet for forskning



### Prosjektvurdering - Kommentar

Prosjektnr: 25110

Utvalget består av ca. seks rektorer og undervisningsinspektører som rekrutteres fra ulike skoler etter avtale med avdelingsjef for skole i den aktuelle kommunen. Studenten tar selv kontakt med utvalget.

Utvalget får skriftlig informasjon om prosjektet, og de som ønsker å delta samtykker skriftlig. Personvernombudet finner informasjonsskrivet mottatt 19.10.2010 tilfredsstillende utformet.

Opplysningene samles inn gjennom personlig intervju. Det gjøres lydopptak av intervju, og lydopptakene behandles på PC.

Det registreres navn på deltakerne i prosjektet; i datamaterialet erstattes navn med et referansenummer som viser til en atskilt navneliste.

Når prosjektet er fullført, senest innen 30.06.2011, skal innsamlede opplysninger anonymiseres ved at lydopptak og navneliste slettes og eventuelle indirekte identifiserende opplysninger slettes eller omskrives/kategoriseres slik at det ikke lenger er mulig å føre opplysningene tilbake til enkeltpersoner.