Cyberbullying and School Librarians’ Role as Perceived in YouTube

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Abstract
The aim of this study is using content analysis to (1) examine how cyberbullying is addressed in YouTube videos in school settings; (2) identify the core messages of the videos to infer the roles of school librarians in addressing cyberbullying. Preliminary findings on 40 YouTube videos show that most videos successfully indicated cyberbullying behaviors, impact on victims’ emotions and appropriate measures toward cyberbullying, but less have addressed the reasons people became bullies, and the self-protected strategies. The involvement of libraries/librarians is rarely mentioned in the videos. Further detail descriptive statistics and narrative analysis will be provided in the next step. This study may provide an overview of how school cyberbullying is told in YouTube, and have suggestions on applying videos to school cyberbullying instruction. Also, the possibility of librarians’ involvement in school cyberbullying is expected to be added to the field of library and information as a new insight.

Keywords: cyberbullying; YouTube video; school librarian


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1 Introduction
Cyberbullying is an issue that receives more and more attention in the society (Hinduja & Patchin, 2008). When it comes to children and young adults, cyberbullying becomes a serious problem because these young groups may not have enough knowledge as to how to protect themselves or may not have awareness of this issue. What may compounds this problem is that parents may not be aware of the fact that their children are being bullied while online (Bernal & Angulo, 2013; Mishna, Saini & Solomon, 2009; Vandebosch & Van, 2008; Willard, 2007).

According to Shariff (2013), cyberbullying has been a focus of new important research across many disciplines. However, studies on cyberbullying are less often found in the field of information studies. As the view of Chevillotte (2009) and Shanahan and Farmer (2010), it is librarians’ responsibility to provide students with sufficient studying resources as well as instructions regarding cyber ethics. A number of authors advocated including school librarians in the anti-cyberbullying committee, because they believe that school librarians’ role is as important as parents, educators, law enforcement officers, and school administrators (Nathan, n.d.; Willard, 2007). Phillips (2014) argued that librarians’ role is to help young adults being well in the information society, so that school librarians can become a support system on the cyberbullying issue and help children, young adults, teachers, and parents to deal with it, as they provide awareness of and materials related to this issue. (Adam, 2009; Diamanduros & Downs, 2011).

As the society pay more attention on cyberbullying, so do social media sites, such as YouTube, have increasing contents on this issue. In fact, YouTube has been used by researchers to examine how serious issue in the society (e.g., obesity, smoking, and bullying) has been addressed. For example, Yoo and Kim examined how obesity issue is discussed. Kim, Paek and Lynn (2010) applied content analysis in smoking fetish videos and suggested that youth tend to form their perception of smoking based on the video contents. Paek, Kim and Hove (2010) found out the relationship between the features appeared in the
antsmoking videos and the viewer’s response. Lister, et al. (2013) investigated anti-bullying videos and figured out that most videos were lack of theoretical supports and ineffectively attracting viewers.

Currently, most articles that indicate the importance of librarian to be an actor in cyberbullying issue are opinions from experts, such as senior librarians, media specialists or library science scholars, but not empirical studies from the practical aspect. On the other hand, past studies have contributed on practical finding of health issues by using content analysis of YouTube videos. Indeed, among the video website market, YouTube has over a billion users and almost covers 95% of the Internet population and draws around 10% of Web traffic, which means YouTube video contents may have considerable impact on Internet users in this digital society (YouTube, 2016; Cheng, Dale, & Liu, 2007). However, little research had explored the YouTube content on the cyberbullying topic. Thus, the aim of this work-in-progress study is: (1) examine how cyberbullying is addressed in Youtube videos in school settings; (2) identify the core messages of the videos to infer the roles of school librarians in addressing cyberbullying.

This study addressed the following research questions:

RQ1: How is cyberbullying in schools described in YouTube videos?
RQ1a: What types of cyberbullying behaviors are mentioned?
RQ1b: What kinds of intervention and/or prevention measures are indicated?
RQ2: To what extent are school librarians involved in the videos on cyberbullying in schools?

2 Method

Content analysis is employed to examine the cyberbullying YouTube videos.

2.1 Sample

Videos were selected from www.YouTube.com during the third week in September 2016 using five specific search queries: 1. cyberbullying schools; 2. cyberbullying school*; 3. cyberbullying in schools; 4. cyberbullying "school librarians"; and 5. cyberbullying 'school librarian*'. These searches returned 577,219 videos. YouTube videos are sorted by relevance: the first few pages retrieved from a search query present the most relevant results. The researcher viewed first 2-3 pages (20 videos per page) of each search query, and selected the first 40 results that excluded duplicate and irrelevant ones. For query 1-3, 40 videos were selected from each search term, for query 4, only 4 videos were relevant; and query 5 came back as 24 relevant videos. The total samples were 148 videos.

2.2 Coding

As of the writing of this abstract, coding has been completed for 40 videos retrieved on the first query (cyberbullying schools). Additional coding is being performed for the rest of the videos. The coding scheme included 11 themes. The first 5 themes (A-E) are informed by Lister et al. (2013) and general in nature: basic video information (title, length, published time, times viewed, numbers of like and dislike), video style, target audience, bullying setting and targets of bullying. Another 5 themes (F-J) include: defining cyberbullying, subjects features, consequences, providing online self-protect strategies, specifying appropriate measures toward cyberbullying occurrences. These themes are informed by previous studies on cyberbullying (Shariff, 2008; Hinduja & Patchin, 2008; Beale & Hall, 2007; Beaufort, Fabian & Jaros, 2013; Willard, 2007; Li, 2008; Leung & Lee, 2011; McKenna & Bargh, 2000; Patterson, Allan & Cross, 2015; Smith et al., 2008; Biegler & Boyd, 2010; Ybarra, Diener-West, & Leaf, 2007; Baht, Chang & Linscott, 2010; Keith & Martin, 2005). The last theme (K) is to code how school libraries/librarians involve in the cyberbullying issue. Since few study have practically investigated school librarians’ involvement on this topic, this theme is open coded narratively. The coding scheme is shown in the Appendix A.
3 Preliminary Findings

Based on the result of the pilot coding work of 40 videos, the date that the sample videos were uploaded range from 2010 to 2015, and the average length is 5:03. Around half of the videos are promotional ones that include short stories and informative contexts; half are stories that only state the cyberbullying situation; less are news or educational videos. Half of the videos target both bullies and victims, and half are for parents or teacher. The bullying setting of all videos is in-school environment, and almost all of them are about generic bullying.

All the videos mention several cyberbullying behaviors and the ways that cyberbullying may occur, but less indicates the environment of cyberbullying. Around half of them mentioned denigration and hostile harassment as the cyberbullying behaviors; the device related to cyberbullying behaviors that appears in every video is cell phone; Facebook is also mentioned in the majority of the videos. Girls are more likely to be either bullies or victims, and the bullies are usually groups while victims are individuals. Almost every video expresses sadness as the consequence of the victims’ emotion, in fact, videos tend to focus on victims’ emotions and feelings, rather than point out the reasons that bullies want to bully others. Finding support from adults and thinking positively are most mentioned in the theme of appropriate measures toward cyberbullying occurrences, but there are not many videos address the self-protected strategies.

The characters of school cyberbullying include students, teachers, parents, school authorities and polices. However, videos that are based on the search query “cyberbullying schools” do not clarify the involvement of school librarians at all.

4 Next Step

The coding and the analysis presented in this poster description was the first step. The pilot coding result was reported in a narrative way. At this point, this study has been approved by the Institutional Review Board (IRB). For the future analysis, there are following procedures:

The other coder will be trained to code with the researcher, and two coders will code the rest 108 videos independently. Theme A-J will be reported with detail descriptive statistics, and the researcher will generally describe how cyberbullying behaviors, interventions and prevention measures were presented in YouTube videos in the school setting. For theme K, with open coding narrative, the researcher will generate what and how do school libraries/librarians involve in school cyberbullying.

By analyzing cyberbullying videos on YouTube in depth, this study may enhance public’s understanding on how school cyberbullying is told in the most visited video website, and discuss the possible influence of these video on forming children and young students’ perceptions about cyberbullying. As Burke, Snyder & Rager (2009) and Diamanduros and Downs (2011) suggested, YouTube can be a teaching tool in schools to engage students in the classroom, and students may accept cyberbullying information easier by watch YouTube videos, by investigating the most mentioned cyberbullying behaviors and prevention measures, the present study may also provide suggestions to school administrators, teachers and librarians on applying YouTube videos to school cyberbullying instruction. Furthermore, the researcher also hopes to add new insight in the field of library and information by indicating the possibility of librarians’ involvement in school cyberbullying.

5 References


Appendix A

<table>
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<tr>
<th>Coding Schema</th>
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<tbody>
<tr>
<td><strong>Theme</strong></td>
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| A. Video Information | 1. Number  
2. URL  
3. Title  
4. Date  
5. Time  
6. Views  
7. Like  
8. Dislike |
| B. Style | 1. News  
2. Story  
3. Educational  
4. Promotion Video |
| C. Central Audience | 1. Student-Bully  
2. Student-Victim  
3. Student-Bully/Victim  
4. Parents  
5. Teacher  
6. Librarians |
| D. Bullying Setting | 1. In-school-classroom |
E. Targets of Bullying
1. LGBT
2. Race/Minority
3. Obesity
4. Deviant Appearance
5. Generic Bullying

F. Defining cyberbullying
a. Environment
1. Anonymity
2. Infinite audiences
3. Prevalent sexual and homophobic harassment
4. Permanence of expression
5. Ambiguous on legal judgment
6. Without time and space limit

b. Behavior
1. Hostile harassment
2. Intimidation
3. Purposely-aggressive actions
4. Flaming
5. Denigration
6. Impersonation
7. Outing and trickery
8. Exclusion
9. Cybertalking
10. Calling names
11. Anonymous phone call

c. Addressing possible ways that cyberbullying may occur
1. Computer
2. Cell phones
3. E-mail
4. Instant messaging
5. Text messaging
6. Social networking sites
7. Personal websites
8. Blogs
9. Digital images
10. Chatting rooms or bash boards
11. Voting booths
12. Hack other’s computer data
13. Voice message
14. Image related to sex-girl
15. Image related to sex-boy

d. Gender
1. Bully-boy
2. Victim-boy
3. Bully-girl
4. Victim-girl

e. Age
1. 6-12
2. 13-18

G. Subjects features
a. Bullies
1. Have difficulties on establishing relationship
2. Spend lots of time on the internet
3. Bully in real life
4. Bullied target in real life
5. Victim in cyberspace

b. Victims
1. Have difficulties on establishing relationship
2. Careless or unaware on protecting their online personal information
3. Spend lots of time on the internet
4. Bullied target in real life

H. Consequences
a. Bullies
1. Be punished by school policies
2. Engage in criminal accusation

b. Victims’ emotion
1. Anxiety
2. Sadness
3. Fear
4. Helpless
5. Depress

c. Victims’ behavior
1. Less confident
2. Lower school grade
3. Absent form school
4. Suicide
5. Low self-esteem
6. Suicide
7. Drug use

I. Providing online self-protect strategies
1. Think critically when using digital tools
2. Seek and sharing information resource ethically
3. Have proper manners when doing online activities
4. Have awareness on their personal information safety
5. Maintain proper online relationship
6. Be kind online
7. Educate friends from not to be bullies
8. Be able to say no
9. Using fake name

J. Specifying appropriate measures toward cyberbullying occurrences
1. Find support form adults
2. Stop spreading the harmful information when receiving it
3. Take screenshots of the improper messages evidences
4. Avoid retaliation to the bullies
5. Track the bully by clues that showed in the message
6. Report bullying incident to technology authority
7. Change personal information
8. Update software regularly
9. Delete the harmful message
10. Negotiate with the bullies

K. Role of librarian
Open coded