

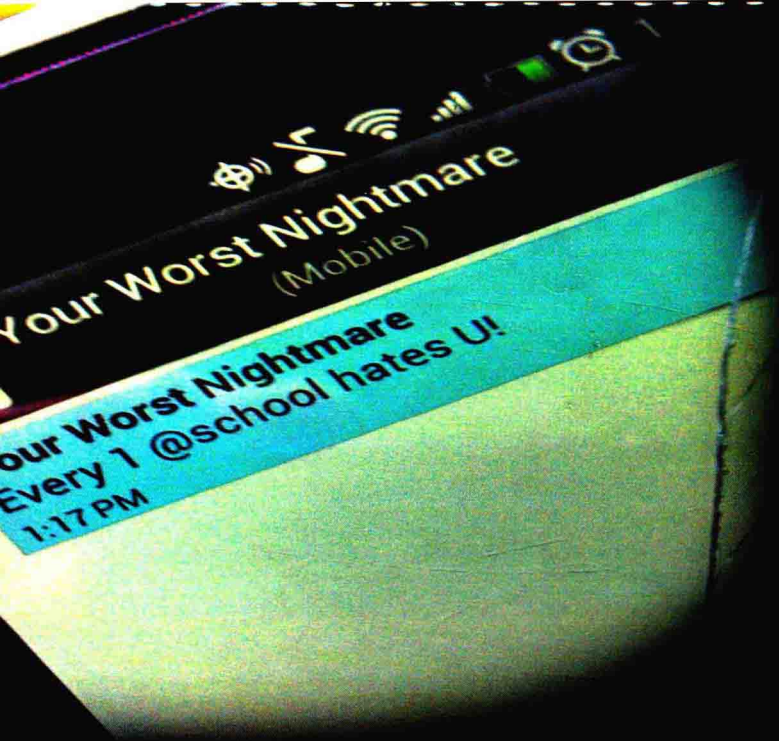
*Internet Policies and Issues*

Ria Hanewald  
Editor

# From Cyber Bullying to Cyber Safety

*Issues and Approaches in Educational Contexts*

NOVA



Ria Hanewald  
Editor

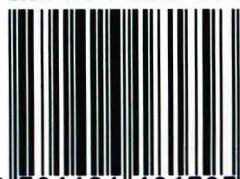
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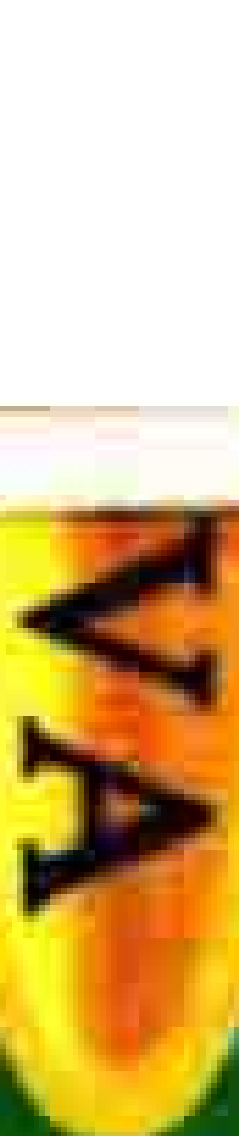
[www.novapublishers.com](http://www.novapublishers.com)

ISBN 978-1-62618-179-3



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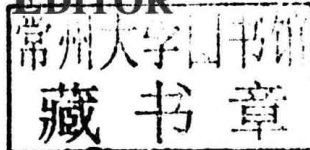
INTERNET POLICIES AND ISSUES

# FROM CYBER BULLYING TO CYBER SAFETY

ISSUES AND APPROACHES  
IN EDUCATIONAL CONTEXTS

RIA HANEWALD

EDITOR



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publishers  
*New York*

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### **Library of Congress Cataloging-in-Publication Data**

From cyber bullying to cyber safety : issues and approaches in educational contexts / editor, Ria Hanewald.

pages cm

Includes index.

ISBN 978-1-62618-179-3 (hardcover)

1. Bullying in schools. 2. Cyberbullying. I. Hanewald, Ria.

LB3013.3.F76 2013

371.5'8--dc23

2013005771

*Published by Nova Science Publishers, Inc. † New York*

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## PREFACE

### Aims of the Book

Through the past couple of decades, cyber bullying research has produced an increasingly articulated set of research findings, prevention and intervention approaches as well as broader legal issues.

This edited monograph seeks to provide an accessible and coherent up-to-date account of cyber bullying research across a growing number of countries and from a host of different perspectives. It is intended as an introduction and guide for those new to the field, and interested in researching cyber bullying or designing projects to increase cyber safety but also a companion for seasoned cyber bullying researchers. Readers are expected to come from across the academic spectrum: sociology, psychology, communication, media studies, education, health, law & legal studies, global studies and so on.

The edited book elucidates the theoretical currents and key controversies but also different approaches to intervention and prevention programs to combat cyber bullying.

Because cyber bullying and interest in cyber safety are global phenomena, contributors – both leading authorities and new voices – are including from a wide geographical spread and from a variety of disciplinary background. Although coherence is pursued in this edited book, it also reflects the empirical, theoretical and methodological diversity typical for this burgeoning field of research.

### Organization of the Book

The 17 chapters of this volume have been arranged in five sections that each highlight a key aspect of cyber bullying research. While this works well for most chapters, some have been difficult to classify because issues in cyber bullying and cyber safety are usually intertwined.

*Section one* is *Framing the field of cyber bullying* and provides an overview of the field by discussing, theorizing and conceptualizing the issues, tensions and broader context of cyber bullying research. It traces the emergence, current status and predicts future trends of cyber bullying (Hanewald); pinpoints key issues and research questions in cyber bullying on a global scale (Oblad and Trejos-Castillo); offers a framework for healthy digital environments (Kearne and Sterling) and makes the connection between practice and policy to afford cyber safety to young people (Maher).



*Section two* focuses on *Cyber bullying research issues* and is empirical in nature. The team of Kowalski, Schroeder and Smith investigate the role of bystanders and their willingness to intervene in cyber bullying situations; the parent-child disconnect in social networking and Internet safety is explored (Langran) and Online social networking behaviours, cyber-bullying and mental health in students is examined (Maher).

*Section three* concentrates on *Legal Issues* such as the legal risk in online social networking environments (Henderson, deZwart, Lindsay and Phillips), an investigation of schools' duty of care when students use Information and Communication Technologies outside of school hours (Tamblyn and Cambell) and subsequently how schools can be kept out of court (Shariff).

*Section four* deals with *Prevention and Intervention approaches* such as an Australian community initiatives that nurture digital citizenship (Masters); the Prevention Program Surf-Fair (Pieschl and Urbasik), the enquiry into what high schools can do to prevent cyber bullying (Williamson, Lucas-Molina and Guerra) and eSmart School program that moves from theorising to realising (Craig).

*Section five* is *Moving beyond current approaches in cyber bullying* through a probing of the Progress and Limitations in the Measurement of Cyberbullying (Dredge, Gleeson and de la Piedad Garcia); a changing of the student experience of cyber bullying through a cyber-safety program (Hanewald) and the setting of an agenda for future research in to cyber bullying using social network analysis (Wegge, Van Cleemput, Vandebosch and Eggermont).

While this collection covers a broad spectrum of issues, it cannot claim to cover the whole dispersed universe of cyber bullying and cyber safety approaches. Moreover, the field is in flux due to technological innovations and the rapidly developing trans-disciplinary research groups. It is strongly believed that the future of cyber bullying research will depend on the continued effort to engage in constructive dialogue with different stakeholders across the global to produce a more integrated knowledge base.

## ABOUT THE CONTRIBUTORS

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