

# **Abusive behavior in social media**

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# Outline

## **Introduction**

- Abusive behavior
- Problem definition
- Challenges
- Solution approaches

## **Abusive Yahoo! comments**

## **Aggressive Twitter accounts**

## **Conclusion**

# **Abusive behavior**

# Abusive behavior



# Abusive behavior



# Abusive behavior



# Abusive behavior



# Abusive behavior

## Types

- Frequency (aggressive behavior ↔ bullying)
- Channel (physical, verbal, relational, property)

## Offline

- All of the above



# Abusive behavior



# Abusive behavior

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- All of the above

## Online

- Physical ✗
- Property ?
- Relational ✓
- Verbal ✓

# Abusive behavior

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- Physical
- Property
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# Problem definition

## General

- detect (stop) abusive behavior
- here “behavior” = textual communication

## Operator's perspective

- available information
  - actor ( $\approx$  real person/consistent  $\leftrightarrow$  anonymous)
- problem modeling
  - abusive user
  - abusive content

# Problem definition | Examples

## Facebook

- user  $\approx$  real person
- friends
- likes
- activity patterns
- ( $\rightarrow$  qualities of user that engages in abusive behavior)

## 4chan

- consistency throughout one session
- ... maybe
- ( $\rightarrow$  abusive content)

# Challenges

## User

- intentional obfuscation
- sarcasm
  - false positives
  - bullying

## Language

- multi sentence
- social context
- language changes

# Challenges | Examples

## Intentional obfuscation

- \$hit
- SHIT
  - ↗ cyrillic capital letter byelorussian-ukrainian i (U+0406)
- shit
  - ↗ zero width non-joiner (U+200C)

# Challenges | Examples

## Sarcasm

- false positives:  
“oh of course we should kill them all that would clearly solve all the problems.”
- bullying:  
“what a genius idea!”  
“who would’ve thought of that? amazing!”  
“damn you’re smart!”  
“you REALLY know what you’re talking about!”  
...



# Challenges | Examples

## Multi sentence

- “I tell you the [ethnic group] are the reason. We’d better get rid of them all.”

## Social context

- utterance X
  - acceptable to group A
  - not acceptable to group B

## Language changes

- offensive words loose their impact over time  
→ new offensive words

# Solution approaches

## Word lists

- ✗ blacklists
- ✓ features

## n-grams

- example: 3-grams → exa, xam, amp, mpl, ple
- padded: \$\$p, \$pa, pad, add, dde, ded, ed\$, d\$\$
- level: character / token

# Solution approaches

## tf-idf

- word importance
- $\#term|_{Doc} \cdot \log \frac{\#Doc}{\#Doc|_{contains\ term}}$

## POS tags

- word-category disambiguation
  - noun
  - verb
  - preposition

→ similarity

# Solution approaches

## Domain specific

- URLs
- hashtags
- CAPS
- mentions
- emojis
- etc.

→ similarity

# Solution approaches

## Distributional semantics

- word embeddings
  - “the ice cream melted quickly”      0 1 0 0 0
  - “the ice cream melted quickly”      1 0 1 1 1
- word2vec: king – man + woman = queen

## Inter word dependencies

- “[ethnic group] are lower class pigs”



→ context

# Solution approaches

## Beyond just text

- user
  - likes
  - activity patterns
  - profile (picture, age, ...)
- network
  - centrality
  - popularity
  - reciprocity
- ... if possible

# Two concrete approaches

## Targets

- Abusive Yahoo! comments [1]
- Aggressive Twitter accounts [2]

## Discussion

- Data
- Features
- Experiments

[1] C. Nobata, J. Tetreault, A. Thomas, Y. Mehdad, and Y. Chang.  
Abusive language detection in online user content.  
WWW '16, pages 145–153, 2016.

[2] D. Chatzakou, N. Kourtellis, J. Blackburn, E. D. Cristofaro, G. Stringhini, and A. Vakali.  
Mean birds: Mean birds: Detecting aggression and bullying on twitter.  
CoRR, abs/1702.06877, 2017.

# Two concrete approaches

## Targets

- Abusive Yahoo! comments [1]
  - abusive content
- Aggressive Twitter accounts [2]
  - abusive users

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# Abusive Yahoo! comments

## Detect

- hate speech
- derogatory language
- profanity

## In

- Comments
  - Yahoo! News
  - Yahoo! Finance

# Abusive Yahoo! comments | Data

## Data sets

% abusive

- |                    |    |                  |
|--------------------|----|------------------|
| • primary (2.1 M)  | 13 |                  |
| • temporal (1.2 M) | 7  |                  |
| • WWW15 (1 M)      | 6  |                  |
| • evaluation (2 K) | 50 | (trippel labels) |

## Labels

- Yahoo! employees
- Amazon Mechanical Turk\*

# Abusive Yahoo! comments | Features

## Features

- n-grams
- syntactic
- linguistic
- distributional semantics

# Abusive Yahoo! comments | Features

## Features

- n-grams
- syntactic
- linguistic
- distributional semantics

## Syntactic

- inter word dependencies, POS tags

## Linguistic

- average word length, number of CAPS,
- URLs, tokens, punctuations, hate speech words, ...

# Abusive Yahoo! comments | Experiments

## Primary data set

## F-scores

- |                  |      |      |
|------------------|------|------|
| • all features:  | 0.80 | 0.82 |
| • token n-grams: | 0.77 | 0.74 |
| • char. n-grams: | 0.73 | 0.77 |

## Goal and interpretation

- assess feature contribution (only highlights shown above)
- n-grams alone give high quality results

# Abusive Yahoo! comments | Experiments

## WWW15 dataset

- F-score: 0.78 -
- AUC now: 0.90
- AUC '15: 0.80

## Goal and interpretation

- outperforms approach from 2015 [3]

[3] N. Djuric, J. Zhou, R. Morris, M. Grbovic, V. Radosavljevic, and N. Bhamidipati.  
Hate speech detection with comment embeddings.  
WWW '15, 2015.

# Abusive Yahoo! comments | Experiments

## Evaluation dataset

- F-score all agree: 0.84
- majority: 0.83
- 2 of 3: 0.43

## Goal and interpretation

- test ground truth (calculation) variations
- language is hard to judge

# Abusive Yahoo! comments | Experiments

## Temporal data set

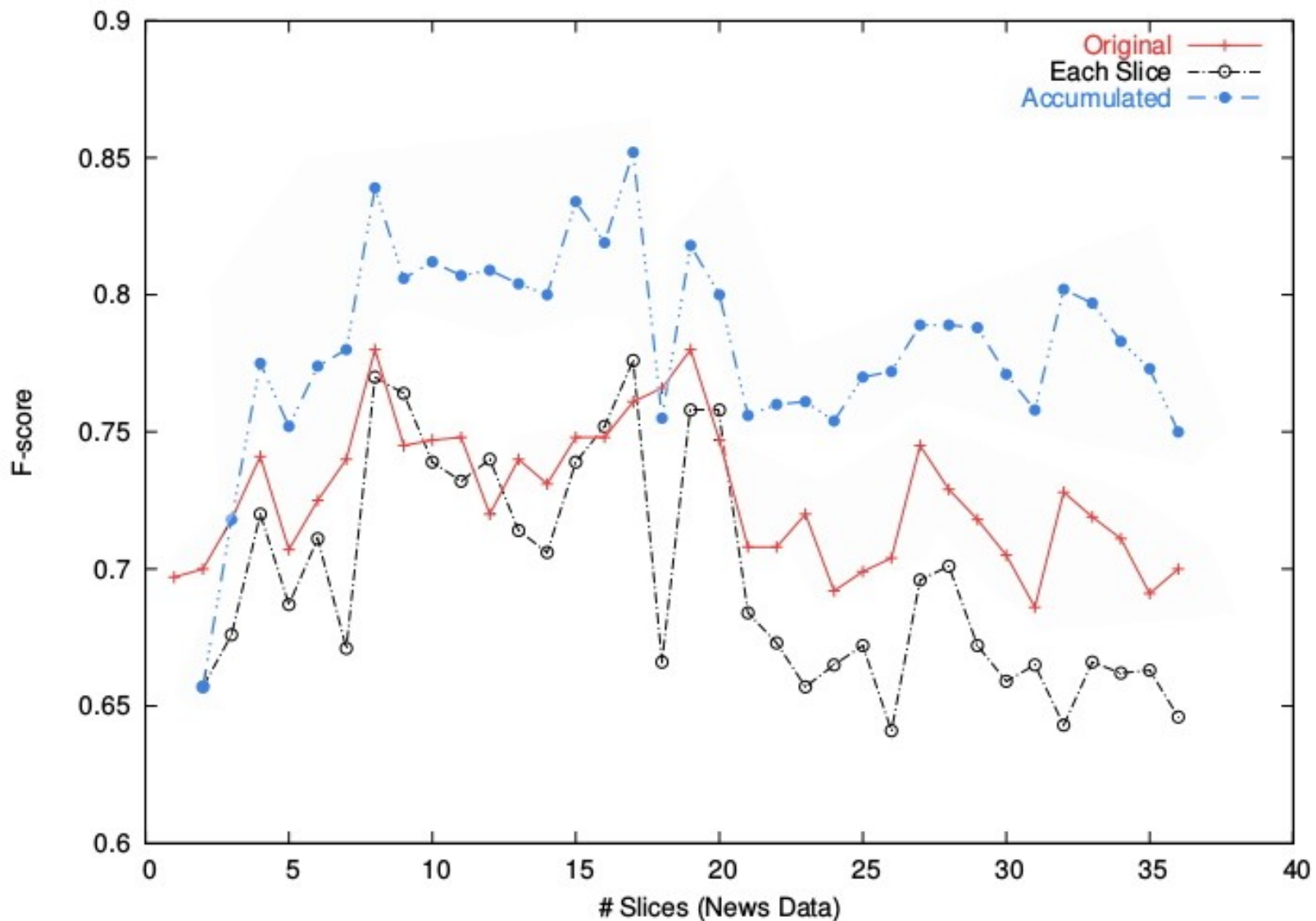
- |               |                             |                           |
|---------------|-----------------------------|---------------------------|
| • Original    | <code>train(primary)</code> | <code>predict(t)</code>   |
| • Each slice  | <code>train(t)</code>       | <code>predict(t+1)</code> |
| • Accumulated | <code>train(0..t)</code>    | <code>predict(t+1)</code> |

## Goal

- assess how much training data is necessary
- assess if updating a model is necessary



# Abusive Yahoo! comments | Experiments



# Abusive Yahoo! comments | Experiments

## Temporal data set

- |               |                             |                           |
|---------------|-----------------------------|---------------------------|
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| • Accumulated | <code>train(0..t)</code>    | <code>predict(t+1)</code> |

## Interpretation

- Each slice close to Original
  - reasonable predictions for small training data
- Accumulated best
  - recent training data more important than much

# Aggressive Twitter accounts

## Detect

- bullying
- aggressive behaviour

## In

- Twitter accounts
  - Tweets
  - profile

# Aggressive Twitter accounts | Data

## Data sets

- baseline (1 M)
- hate related (650 K)
  - #GamerGate

## Labels

- CrowdFlower
- fivefold, majority
- → 9,484 annotated
  - 60% normal
  - 32% spam
  - 4.5% bully
  - 3.5% aggressive

# Aggressive Twitter accounts | Features

## User

- account age, verified,
- interarrival time, num. tweets,
- session statistics

## Text

- num. hashtags, emoticons, URLs,
- hate score, word embeddings

## Network

- num. friends, followers, popularity (fo/fr),
- reciprocity, centrality scores

# Aggressive Twitter accounts | Experiments

## Features

- 12 not useful
  - (session stats, hate score, word embeddings, etc.)

## Classification

- 4-classes: bully, aggressive, normal, spam
- 3-classes: bully, aggressive, normal

# Aggressive Twitter accounts | Experiments

## Features

- 12 not useful
  - (session stats, hate score, word embeddings, etc.)

Classification	precision	recall	(in %)
• 4-classes:	72	73	
• 3-classes:	90	92	

## Interpretation

- actual textual content comparably not very useful
- approach works well

# Conclusion

## Central differences

- abusive content vs. behavior
- target: comments vs. users

## Take-home messages

- natural language is hard
- context is valuable
- what about other languages?
- what about non-textual abusive behavior?



# Discussion & Questions

"Participation in discussions [...] is  
also part of the final grade assigned"  
(no pressure)