

Cyberbullying prevention

A Media and Information Literacy report
by the European Project Semester

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Table of Contents

Introduction	2
Methodology	3
User research	3
Desk research	3
1. What is media and information literacy for cyberbullying	4
2. What is cyberbullying	6
Definition cyberbullying	6
Cyberbullying Types	7
3. The impact of cyberbullying	8
Cyberbullying and suicidal behavior	8
Cyberbullying (both victims and perpetrators) and somatic concerns	8
4. How does cyberbullying differ between countries	9
United States	9
Korea	9
Europe	10
5. What is being done to combat cyberbullying	11
6. Which types of games are available	12
7. Conclusion	13
8. Recommendations or proposed follow-up	14
Look & Feel	14
Subject of the game	14
Purpose	14
Reference List	15
Appendix A	18
Appendix B	21

Introduction

This research report is for the project Media and Information Literacy and how it relates to cyberbullying. This research report focuses on how Media and Information Literacy and its effects on today's youth specifically 13 to 15-year old's with regards to Cyberbullying.

To answer the main question ***How does Media and Information literacy effect cyberbullying amongst today's youth.*** The decision was made to formulate a subquestion to give background information about the subject of Cyberbullying and Media and Information Literacy.

These subquestion are:

- What is media and information literacy for cyberbullying?
- What is cyberbullying?
- The impact of cyberbullying.
- How does cyberbullying differ between countries?
- What is done to combat cyberbullying?

By answering these questions (the main and sub) it becomes clear what Media and Information Literacy and Cyberbullying is. This knowledge will serve as a starting point to create a product to combat and inform about Cyberbullying. *The product target-group is children aged 13 till 15 years.* Because, they grew up with digital-technology, so it easier for them to bully other people online. Now that a wider variety of social media platforms and digital-devices are operative victims will more frequently be harassed. Besides this problem the project group have chosen to write a report about Media and Information literacy and its relation to Cyberbullying. The basis of the report is the about, if victims of cyberbullying can be helped, and if they are made more literate to the different tools to help and combat cyberbullying.

To be able to engage in Cyberbullying someone needs to be media Literate, as far as this report is concerned, that is not an issue. Unfortunately, the bullies are media literate enough to use the devices for nefarious purposes. This report is also interested in exploring the impact bullying has to its victims and how it may differ in countries. The goal is to give a recommendation for a product, which will teach kids to use digital devices in an ethical way. And help them decide when help is considered, similarly where they can go for help.

Next, cyberbullying and media and information literacy background information as the main focus, containing the accessibility of cyberbullying information. In order, to inform readers on the subjects and interpretations. Thought that Media and Information Literacy is an enormous subject, therefore relations on MIL to cyberbullying where researched to improve accessibility. Also, today's relevance on cyberbullying topic is high, and thereupon a good project subject. Therefore, flexible guidelines are adopted to tackle cyberbullying, which creates freedom flexibility in the product realization process.

Methodology

User research

The research in this report is quantitative. For this report Desk Research was used, because it is a Economical and effective way to quickly do research. That means that more time can be spend analysing data then actually gathering it. (Pros an cons, 2018)

Which for this report is more valuable seeing as this report focuses on gathering information about Media or Information literacy and Cyberbullying. This report will in a later stage serve as the foundation for further research and final product. As far as User Research, there has been no user research so far (specifically: interviews, usability test and observations). During the course of this report the group came to the conclusion that desk research is sufficient at this stage of the course the get to the information needed to make a report.

Desk research

Alternatively, this report is completed by quantitative desk research: a research method where sub-conclusions are gathered from existing materials. Which contains three different phases within it. First pre-research, which describes the definitions of the topic. Then, literature research where thesauruses are used for synonyms; thesises from databanks are used to search for abstracts, A Massive, Open Online Courses (MOOC) MIL CLICKS is finalized to gain expertise on Media and Information Literacy. Last secondary research, a in depth read or summarization read on a thesis. While, this process executed sources and specifically thesis were combined to a research result. For this report desk research was used due combination of many historical data and inexpensively. (Baarda, 2017; Brand-Gruwel & Wopereis, 2014)

1. What is media and information literacy for cyberbullying

Generally, Media and Information Literacy (MIL) is a combination of knowledge, attitudes, skills, and practices required to access, analyse, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights. (IFLA, 2012) However, the ecology of MIL is split into multiple literacy's (See Grizzle et al., 2013, Figure 1.7), such as Media Literacy and Information Literacy, Digital Literacy, et cetera. However, there is various debates amongst professionals and on the usage of the terms. (See Appendix A, Figures 1) Therefore, an emergian of the literacies needed to be made in order to make a game. (Costa, Tyner, Henriques, & Sousa, 2018) below, there is an in depth clarification on the MIL topic.

In addition, individuals with knowledge of MIL can use diverse media. (IFLA, 2012) This means, that they know how to use a multifunctional phone, computer to do harm to other individuals. Correspondingly, students will need to know what kind of information they need. Namely, where they can obtain the sources of information. (IFLA, 2012) Expressively, this can be done by handing out folders, web pages, prints, radio fragments, television fragments, or other sharing mediums. Furthermore, these resources can be provided by teachers. Even, they can give guidance in accessing the information. (Lee, Zi-Pei, Svanström, & Dalal, 2013)

Furthermore, individuals with knowledge on this matter, can analyze information, messages, beliefs and values conveyed through the media and any kind of content producers, and can validate information they have found and produced against a range of generic, personal and context-based criteria. In addition, an understanding in who created the information and why it is important, as well as the roles, responsibilities and functions of media, information providers and memory institutions, is mandatory. (IFLA, 2012) Generally, a set of factors are concerned for this: subjective perceptions, goals of discussions or media, social presence within a community. Under those circumstances is Media and Information Literacy (MIL) a liberating concept because it promotes "Freedom of Speech" and "Freedom of Expression". Which promotes that opinions cannot be hold and interfered by individuals.

On the other hand, in this report the ethical use of media and information literacy means that individuals can make use of media devices in a way that it does not intentionally hurt others. For this reason, the goal of the final product is to help with curing the symptoms of cyberbullying and not the disease. A most compelling evidence for this is the netiquette (network etiquette), which describes the conventions of politeness in online use. (Hambridge, n.d.; Park, Na, & Kim, 2014)

However, within the cyberbullying topic freedoms can be violated. For instance: It can lead to conduct of physical or emotional intimidation, wherever a tough or speech gets powered, limiting of accessing information whenever a denial of internet service occurs by human-operability. In spite of these violations, self-regulation is where information accuracy, fairness and balance is maintained. (University of Athabasca, UNESCO, & Canada's Open University, 2019)

2. What is cyberbullying

Definition cyberbullying

In order to be able to answer the main question of this report it is important to know what cyberbullying actually is. Cyberbullying is the term that refers to bullying via the usage of digital devices. These devices can be cellphones, tablets or computers. It can be done via text, SMS, apps, online forums, social media platforms and (online) gaming. If there is a possibility for people to upload and share content it can be used as a platform for cyberbullying. Although there are virtually endless platforms that can be used for cyberbullying the most common ones are:

- Social media (examples included: Twitter, Facebook, Instagram and Snapchat).
- SMS
- Instant messaging (Whatsapp, Facebook messenger, Instagram (direct messaging)).
- E-mail

(StopBullying.gov, 2018)

Digital devices have the ability to always stay connected, this means that it can be hard for people to disconnect from the digital world. It gives people the opportunity to bully others non-stop, the result of this can be severely damaging. Seeing as that there does not seem to be a safe place to find any kind of relief from the bullying. Cyberbullying does not differ that much from bullying someone in person. Except that it is taken digitally which gives the possibility for a greater audience to participate in the bullying. The fact that multiple people can join in on the bullying means that bullying can potentially become more severe.

(Anderson, 2018)

It is also stored online forever unless specifically asked to remove it. People build up and online reputation through the content they upload and share online and also the way they act. This reputation is seen by others (friends, family, potential employers). An online reputation can also tremendously differ from a real life reputation, occasionally it seems easier to be someone different online than in real life. This makes it difficult for parents to know exactly what their children are doing online, they sometimes have no clue. (Bullying UK, n.d.)

Cyberbullying Types

The definition of cyberbullying depends on how countries view or deal it. So there are many kinds of things that are classified. Below is a list of the most frequently classified types (Willard, 2007).

Cyber Stalking	The repeated use of electronic communications to harass or frighten someone, for example by sending threatening emails.
Cyber Slander	The act of conveying abusive language or offensive messages.
Cyber Impersonation	Dissemination of unwanted photos or videos to others in order to criticize or insult a particular person
Cyber Coercion	Use the Internet or smartphone to ask a person for money, cyber money, characters(like ID), etc. or to induce paying for data or small payment.
Sexting	The act of sending a sexual message to a particular person, such as a sexual insult.
Cyber Exclusion	The act of intentionally excluding a particular person from the friend list.
Flaming	Intentional act of deliberately provoking a particular person in a public online space to cause controversy or confusion.
Cyber Outing	The act of distributing or sharing information that you do not want to share with others without your consent

3. The impact of cyberbullying

Cyberbullying affects people from any age including children and teens who feel distressed and alone as consequence of being bullied online. Cyberbullying can makes a person feel totally overwhelmed which can result in many feeling embarrassed that they are going through such a devastating time. No longer limited to schoolyards or street corners, modern-day bullying can happen at home as well as at school — essentially 24 hours a day. Picked-on kids can feel like they're getting blasted non-stop and that there is no escape. As long as kids have access to a phone, computer, or other device (including tablets), they are at risk. (Nixon, 2014)

Severe, long-term, or frequent cyberbullying can leave both victims and bullies at greater risk for anxiety, depression, and other stress-related disorders. In some rare but highly publicized cases, some kids have turned to suicide. Experts say that kids who are bullied — and the bullies themselves — are at a higher risk for suicidal thoughts, attempts, and completed suicides. Moreover, the effects of cyberbullying have been predominantly explored in the area of mental health concerns. There is a significant relationship between cybervictimization and depression among students. Specifically, results showed that higher levels of cyberbullying victimization were related to higher levels of depressive affect. 93% of cyber victims reported negative effects, with the majority of victims reporting feelings of sadness, hopelessness, and powerlessness. (Nixon, 2014)

Cyberbullying and suicidal behavior

Several researchers have examined the association between involvement with cyberbullying and students suicidal behavior. The both targets and perpetrators of cyberbullying were more likely to think about suicide, as well as attempt suicide, when compared to their peers who were not involved with cyberbullying. This relationship between cyberbullying and suicidality was stronger for victims, as compared to perpetrators of cyberbullying. Specifically, targetings of cyberbullying were almost twice as likely to have attempted suicide (1.9 times), whereas perpetrators were 1.5 times more likely compared to their uninvolved peers. (Nixon, 2014)

Cyberbullying (both victims and perpetrators) and somatic concerns

A significant relationship between cyberbullying and psychosomatic difficulties has been established. For example, those youth who were both victims and perpetrators of cyberbullying experienced more severe forms of psychological (e.g. anxiety, depression, and suicidal behavior) and physical health concerns (e.g. problems sleeping, headache, poor appetite, and skin problems). Cyberbully victims were more likely to experience somatic problems, including difficulty sleeping, headaches, and stomachaches, as compared to their unaffected peers. (Nixon, 2014)

4. How does cyberbullying differ between countries

There is a difference in cyberbullying in each country. According to research, Russian and Japanese parents expressed extremely high levels of confidence that their children did not experience cyberbullying of any kind (Russia- 1%, Japan- 5%). Meanwhile, Indian parents remained among the highest to express confidence that their children were cyberbullied at least sometimes, a number that only grew from 2011 to 2018 (37%). Moreover, across Europe and the Americas, it also appears that more parents are either becoming aware of their children's negative encounters with cyberbullying, or their children are increasingly experiencing such attacks online. Below is a detailed description of countries with extreme cases where cyberbullying appears. (Cook, 2018)

United States

According to the survey conducted in 2018, 59% of teens have been bullied or harassed online, and a similar share says it is a major problem for people their age. They experienced at least one of six types of abusive online behaviors.

Among them, the most common type of harassment youth encounter online is name-calling. 48% of white people do this and this is the highest percentage of Blacks and Hispanics. Additionally, about a third (32%) of teens say someone has spread false rumors about them on the internet. Also, smaller shares have had someone other than a parent constantly ask where they are, who they're with or what they're doing (21%) or have been the outcast of physical treats online(16%) (Anderson, 2018).

Korea

In South Korea, most people between the age of 10 and 39 are regular internet users. When someone in the society speaks popular opinion in South Korea. They risk being the outcast of the nasty online campaign. Which will have led to some suicides. In the cyber world, people hiding behind the cloak of Internet anonymity so they can be offensive.

Over one in four South Korean students have been the subject of cyberbullying, according to a survey. 4,000 students between 12 to 17 took place in the survey. About 27.7% of them were reported being the victim of the cyberbully. However, the most commonly-cited case was the deliberate leaking of private information online by their peers, which 12% of respondents said they had experienced. One in ten said they were bullied while playing games online, which can involve being coerced into providing lucrative items from a game or being forced to play a game on behalf of someone. Other cases involved verbal abuse on messaging apps, in chat rooms and on social media, the report said. (Lim Ke Rou, 2016)

Europe

Among the various behaviours the following emerge as particularly common across EU Member States: submission of nasty messages or emails, spreading fake information/defamation, posting humiliating videos or photos without consent, personification in the form of hacking into social network accounts, blackmailing, and exclusion. At global level, research shows that name calling is the most common form of cyberbullying, followed by gossiping and spreading rumours. Although cyberbullying may be carried out in different ways, the detrimental effects that such behaviours can have on the life of victims are the same. Victims can experience psychological maladjustment, social isolation and feelings of unsafety. (Pozza, Di Pietro, Morel, & Psaila, 2016)

The 2014 Net Children Go Mobile Report showed that the most common technologies used by children for cyberbullying are social networking sites (7%), followed by SMS and texts (3%), phone calls (2%), instant messaging (2%) and gaming websites (2%). Data collection at national level confirmed that cyberbullying mostly occurs through social media especially among teenagers. Online social networks, instant and text messages, were mentioned as the main channels for perpetrating cyberbullying in 24 Member States. (Pozza et al., 2016)

5. What is being done to combat cyberbullying

Cyberbullying is a threat for youth in many of their stages, talking about childhood to adolescence, and most of the time kids decide to do not find the right solution because, in fact, they do not know how. Generally, they just would try to evade the problem, however, if it increases there is a higher chance they take risky decisions on how to stop it.

Many countries aim at the prevention and initiative rather than punishment of cyberbullying. In Korea, the law on cyberbullying is not set aside, but the law on school violence was revised in 2012, which included cyberbullying in the scope of school violence. However, even though cyberbullying has different characteristics from ordinary bullring(school violence), it is applying the same discipline. Because of that, it is very difficult to punish it properly. (Choi, 2014)

The US Government has taken action to prevent bullying and protect children, but the issue is that actually there is no federal law that specifically applies to bullying. Consequently, most state laws, policies, and regulations require districts and schools to implement a bullying policy and procedures to investigate and respond to bullying when it occurs. (StopBullying.gov, 2012)

To educate students about prevention and response to cyberbullying, use videos or online movie episode related to cyberbullying. And help students discuss issues regarding cyberbullying and think for themselves. Collier' believes that digital citizenship and a new MIL approach are the most practical. (Choi, 2014)

An interesting regulation that some schools have taken is to do not allow the use of cellphone during the school day. However this did not decrease the rate of cyberbullying, indeed it grow in a significant percentage. (See Appendix A, figure 2)

Schools that did not allow their students to use cell phones had a reportedly higher rate of daily/weekly cyberbullying (16.4 percent of schools) than did schools that allowed cell phone use (9.7 percent of schools).(Eanes & Consulting, 2019)

6. Which types of games are available

Part of this report was doing research into different games (types). The decision made was to research game types instead of games. This was done because the consensus was that it would be more valuable to do, seeing as they are not really specific games with the main purpose education(Hurst, 2015)

Adventure

These are usually single player games and are often set in fantasy or adventure worlds. Users complete puzzles to advance levels. The game generally starts with a back story of its character and let them know what their mission is. Because of the structure of the game it can potentially lend itself as a good basis for game which focusses on MIL and cyberbullying.

Puzzle

These games appeal to those who love to solve difficult puzzles. There are many levels, from beginner to expert, and games usually have colored shapes and simple actions. Adding puzzles elements to a game makes it more challenging, which creates the urge to come back and better oneself each to time.

Educational

Train in a variety of subjects, using games to make learning fun instead of boring. There are testing functions, where it can answer multiple choice questions. The most common types of education games are for math, science, and ICT. Education is more of a subsection of gaming and not a standalone genre. It usually accompanies other genres and places itself more as a subplot/mechanic.

7. Conclusion

Media and Information literacy (MIL) is a term which covers many different aspects. These aspects are: knowledge, attitudes, skills, and practices required to access, analyse, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights. For this report MIL is used in combination with cyberbullying.

In addition, cyberbullying is the act of bullying someone with the usage of an online device. Besides this, there are a variety of ways people can be cyberbullied, most common ones being: Cyber slander (The act of conveying abusive language or offensive messages), Sexting (The act of sending a sexual message to a person, such as a sexual insult) and Flaming (Intentional act of deliberately provoking a person in a public online space to cause controversy or confusion). The sole intention of someone's who engages in this kind of conduct is to harm other.

Furthermore, when someone is being bullied they can feel a range of different emotions. These emotions can range from (social) isolation to depression or in the worse cases suicidal thoughts. Because of the severity of these feelings victims often find it difficult to talk about the fact that they are being bullied. The fact that the bullying is being done digitally and has a potential of being nonstop (24/7) does not help. It gives victims no time of from bullying (so to speak) and makes them constantly feel bad.

Parents and governments are getting more and more aware of the effects of cyberbullying because of this several countries across the world (America, Korea and The Netherlands) have set up anti-bullying campaigns. But even with these campaigns there is still a fraction of parents in countries like Russia and Japan who are (still) confident that their child is not being bullied online. This consensus differs from Europe and the Americans where parents are getting more and more aware of cyberbullying amongst their children.

But even with all these measures being taken by different countries across the globe. There still are not any specific anti (cyber) bullying laws being made or in use at this time.

To come back to the main question: ***How does Media and Information literacy effect cyberbullying amongst today's youth.*** The consensus after this report is that educating children on the effects of cyberbullying and teaching them where to go when they are being victimised, will result in making them information literate with regards to information about cyberbullying.

8. Recommendations or proposed follow-up

Based on the results obtained, the final product needs to be able to hold by itself in this digital age and be used as a funny educational tool in the teaching about bullying by creating a product which is not only enjoyable to utilise but also educational.

To be able to reach the maximum number of users the game is going to be browser based. By doing this there is no need to download anything on a computer to play the game. Which means that It can be easily used at schools.

Additionally, the following aspects are going to be included:

Look & Feel

The game is going to have a relatively simple and easy to understand UI (User Interface), the reason for this is that it needs to be accessible for a wide variety of users. As far as UX (User Experience) is concerned seeing as one of the core values of the game is education. Moreover, a good balance between education and fun is required.

Subject of the game

With best method which is reducing the Cyberbullying, the game will be set so that users can learn about the dangers of cyberbullying unconsciously by not only educational things but also entertaining things. The subjects from the game should be taken from the report, there will be some cross referencing/research into the ways people engage in cyberbullying.

Purpose

The purpose of the game is to give children the tools and skills to conduct themselves in a safe and ethical way online. Additionally it will teach children who are being bullied what to do and where to get help. However, whether this help is being sought digitally or physically is not very important.

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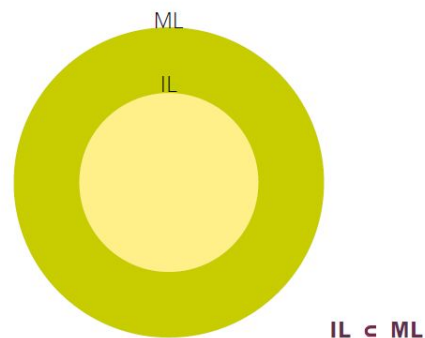
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Appendix A

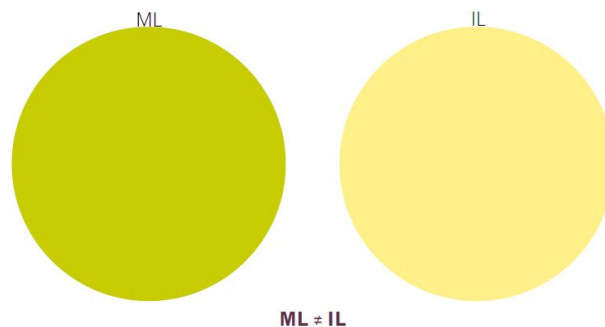
Media and information literacy

Figure 1.1 Information Literacy (IL) is part of Media Literacy (ML)



" $IL \subseteq ML$ " Some actors in the field see media and information literacy as distinct and separate fields (➤ See Figure 1.4). Others experts acknowledge that there is a level of intersection or overlap between ML and IL but maintain that certain distinctions remain(➤ See Figure 1.5). (Grizzle et al., n.d.)

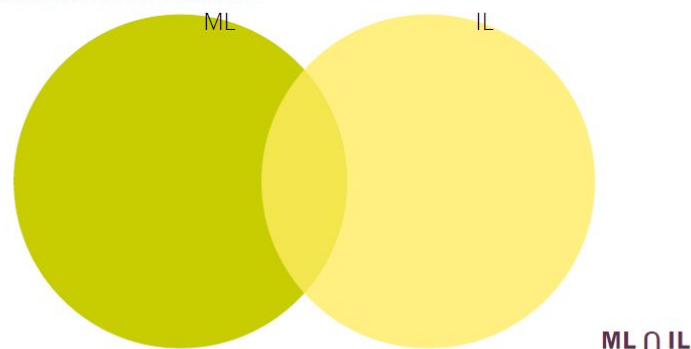
Figure 1.2 Media Literacy (ML) different from Information Literacy (IL)



" $ML \neq IL$ " Livingstone, S., Couvering Van, E. and Thumin, N.(2008). Converging traditions of research on media and information literacies: disciplinary, critical and methodological issues. In Coiro, J., Knobel, M., Lankshear, C. and Leu, D.J. (eds). Handbook of research on new literacies. New York, USA: Routledge, Lee A. (2013). Literacy and competences required to participate in knowledge societies. In Lee A., Lau J., Carbo T. and Gendina N.(2013):Conceptual Relationship of Information Literacy and Media Literacy in Knowledge Societies, World Summit on the Information Society (WSIS), Paris, France:UNESCO. Catts, R., Lau, J., Lee, A.Y.L, and Chang, H.H.(2012).Theoretical and conceptual framework for media and Information literacy (MIL) Indicators. Draft paper submitted to the Communication and Information Sector.Paris, France:UNESCO. (Grizzle et al., n.d.)

Figure 1.3 Media Literacy (ML) intersects with Information Literacy (IL)

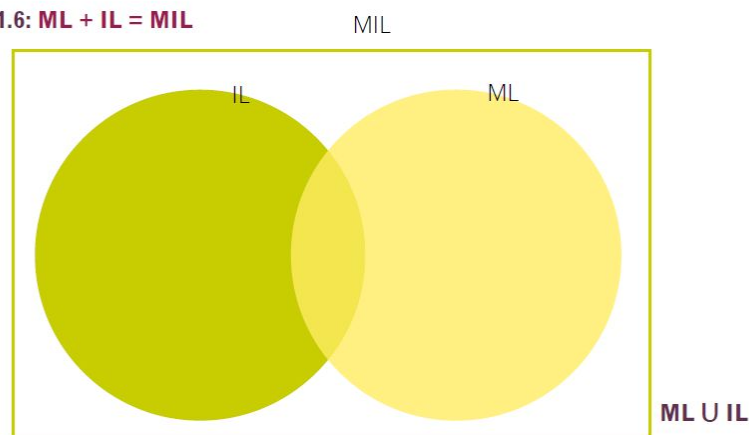
Figure 1.5: ML intersects with IL



“ $ML \cap IL$ ” In Figure 1.6 UNESCO envisages the combination of all the competencies encompassed by ML and IL, thereby merging these two formerly distinct areas under one umbrella term: Media and Information Literacy (MIL). It is thus crucial that, as we seek to empower children, youth and citizens, in general, media and information literacy is considered as a composite concept including interrelated media and information competencies (knowledge, skills and attitudes). (Grizzle et al., n.d.)

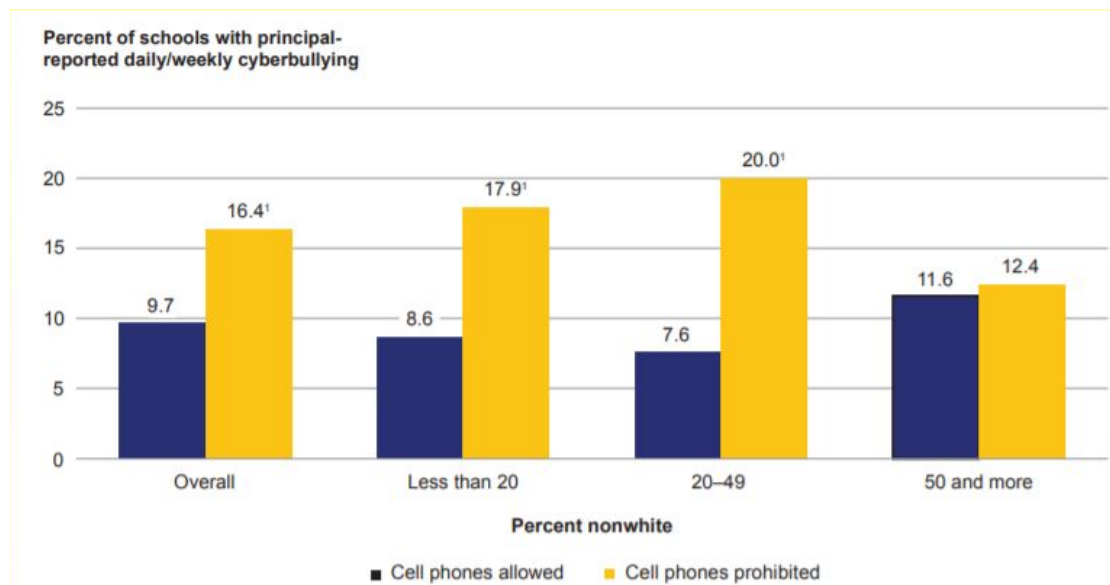
Figure 1.4 Information Literacy (IL) + Media Literacy (ML) = Media and Information Literacy

Figure 1.6: $ML + IL = MIL$



“ $IML \cup IL$ ” Media Literacy plus Information Literacy equals Media and Information Literacy. This forward-looking approach harmonizes the field and stresses the need for a multi perspective theoretical approach. It is harmonizing because it encapsulates the many notions of related literacies. These include: library literacy, news literacy, digital literacy, computer literacy, Internet literacy, freedom of expression and freedom of information literacy, television literacy, advertising literacy, cinema literacy, and games literacy (-> See figure 1.7). As technologies develop, new terms emerge, such as the coinage of the term social networking literacy illustrates. It is also worth noting that social literacies such as scientific, global, political, family, financial and cultural literacies are widely discussed. Media and Information literacy underpins all of them. (Grizzle et al., n.d.)

Figure 2 Frequency of principal-reported daily/weekly cyberbullying by school cell phone rules by percent nonwhite: School year 2015-2016



¹Indicates a significant difference between schools where cellphones are allowed and where prohibited. Information presented does not imply causality. (Eanes & Consulting, 2019)

Appendix B

Search terms

id	Database	Explanation	Seachterms	Filters
1	ERIC	Media skills of international students	international education AND media AND education level:High schools	
2	Google	Bullying by county/region	country:belgium AND cyberpesten	
3	Google Scholar	Other term for extra results	country:belgium AND cyberbullying	
4	DuckDuckGo	Bullying by county/region	bullying AND uk	
5	DuckDuckGo	Bullying by county/region	bullying AND usa	
6	DuckDuckGo	Bullying by county/region	bullying AND global	
7	DuckDuckGo	Bullying by county/region	bullying AND canada	
8	Google	Bullying by county/region	bullying AND global	
9	DuckDuckGo	Bullying by county/region	bullying AND international	
10	Google	Bullying by county/region	bullying AND global	
11	Google Scholar	Bullying by county/region	Bullying AND Germany	
12	DuckDuckGo	Bullying in general	pesten	
13	ERIC	Bullying in within education	Cyberbullying	Publication: Since 2018, Educational level: High school
14	Google	Unesco definitions on MIL	Unesco AND MIL	
15	Google Scholar	risks of bullying related to MIL	"media and information literacy" AND risks AND bullying	
16	Google Scholar	Snowball effect: on anti-bullying watching related articles	anti-bullying	Related to: Effectiveness of anti-bullying school programs: A meta-analysis
17	Google Scholar	Behaviour of teens on the trust of sources	"media and information literacy" AND teens AND trustful sources	

18	ERIC	The role of media (Press and Papers) within education	roles AND media	Since: 2015, Article: Full-Text-Only
19	LISTA	The social role of social media and instant messaging	roles AND social media AND instant messaging	Since: 2017
20	ERIC→Google Scholar	Information on MIL games within education	games AND "Media and information literacy"	
21	Google Scholar	The trust in information sources	trust AND sources AND information AND reputation	
22	ERIC	Different types media used in education	media AND types	Since 2015
23	Google Scholar	The explanation for the use of a privacy friendly search engines within desk research	various AND search engines AND research AND duckduckgo	
24	Google		What is cyberbullying	
25	Google		What is Media and Information Illiteracy	
26	Google		What is Media and Information literacy	
27	Google		Effects of Cyberbullying	
28	Google		Cyberbullying in England	
29	Google		How to combat Cyberbullying	
30	Google		Cyberbullying campaigns	

* → Means that it was first search had a reference or citation without any document or data, and afterwards it was received from another database or search engine.