

**Bullying among youth in Russia:
A study on the influence of social
media**

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<p>Abstract</p> <p>The thesis focuses on the topic of cyberbullying among youth in the Russian Federation. Cyberbullying has become a major concern of both youth and adults worldwide. As a comparatively new phenomenon in Russia, cyberbullying has grown at an accelerated pace, and yet the internal and external triggers are not fully understood. The effects of cyberbullying appear in multiple spheres of Russian youths' life.</p> <p>The objective of the study was to identify cyberbullying's influence on Russian youth by revealing behavioral patterns of the primary stakeholders, and to formulate a theory that could stop or even prevent cyberbullying.</p> <p>The data was initially collected through a survey and then through individual interviews among young people who faced cyberbullying. Afterwards, based on the insights gained from the youth sample, a focus group discussion was implemented to more deeply understand the educators' vision of the present situation.</p> <p>The results shed light on young people's experiences, their attitudes to social media throughout each stage of cyberbullying, and most importantly, the level of youths' and educators' awareness of the phenomenon.</p>		

Based on the results and analysis, recommendations for cyberbullying prevention are provided to help young people better understand the situation. Additionally, recommendations contain suggestions for further research of cyberbullying.

Keywords/tags (subjects)

Cyberbullying, social media, culture, gamification, youth, Russia

Miscellaneous (Confidential information)

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1 Introduction

1.1 The researcher's background and motivation for conducting the study

The country of origin of the researcher is Russia, Moscow. The researcher left the country at the age of 18 to continue her education at the University of Applied Sciences of Jyväskylä, Finland. Therefore, the researcher's identity and personality were formed primarily in Russia and were affected particularly by interpersonal relationships within the youth. The researcher encountered the rising popularity of social media in Russia being a teenager. Hence, the nature of social media, its influences, and consequences were comprehended on the personal level.

Hereafter in high school, the researcher assisted teachers with minor orders in a local school in Moscow to maintain discipline, support students, and facilitate educational processes. The researcher noticed a growing tendency for social media to attract learners' attention and prevail over live communication. Simultaneously, the researcher drew a parallel between this phenomenon and bullying among pupils. Continuously, both issues affected students' behaviour and portended successive difficulties in socialization and dependency on outer assaults. Teachers were concerned about the situation and were trying to minimize consequences by asking students to discuss their issues personally in a peaceful manner. However, bullying started to appear in social media. Preventing bullying in virtual life reality proved harder than face-to-face discussion, especially with the growing popularity of anonymous social media apps. However, back in Russia, cyberbullying was never discussed as an appearing issue, while its outcomes led to isolation, frustration, and causeless anger among learners.

After moving to Finland, during Marketing courses in JAMK, the researcher gained a different vision of social media as profit-oriented businesses, which operate all over the world. Continuously, during Cross Cultural Management track, the researcher joined New Horizons Youth Project development. The researcher interest in both

topics in addition to active participation in the project's progress aroused dedication for further topic exploration.

Simultaneously, the researcher faced significant differences between the countries in perceiving bullying. The level of awareness of the subject among inhabitants was vastly higher continuously leading to preventing campaigns in various forms. Therefore, the interest and motivation of the researcher is to analyze the current situation regarding bullying via social media, define its main characteristics, and methods of exposure to decrease and eradicate it.

1.2 Stakeholder approach

According to Hovland (2005, 8), a stakeholder is a party, which is somehow involved in a project, program or process, or is somehow influenced by its' outcomes. Regarding this definition, for this research Stakeholder approach is undertaken to ensure understanding of multiple-side vision. For this study stakeholders were identified based on personal involvement, participation, and interest in the research's outcomes. Stakeholder approach to the topic of influence of social media on bullying of the young generation in Russia distinguishes several stakeholders: young people involved in cyberbullying, friends of young people involved in cyberbullying, family members, social media sites, professionals, and teachers. Accordingly, justification of each party, its interest, and influence in this study are explored below.

Young people involved in cyberbullying

The first stakeholder described in this research is young people, who are somehow involved in cyberbullying. This term refers to people, who were victimized in social media, or/and who were instigators of cyberbullying, or/and those, who have witnessed actions classifying like bullying in social media sites. This research focuses on this stakeholder's behavior examination in order to create links between it and social media sites' perception.

Friends of young people involved in cyberbullying

Friends of young people involved in cyberbullying are defined as another stakeholder of this research. This stakeholder is considered to be a witness of bullying via social

media. However, friends are emotionally attached to young people involved in cyberbullying. Therefore, they are affected by this situation and/or they are trying to affect the situation somehow. In this research, the behavior of this stakeholder is explored to complement the overall perception of the phenomenon.

Social media sites

Social media sites are another party of this topic. This stakeholder has an influence on the cyberbullying and is affected by the problem due to the influence on the image of these webpages. This stakeholder is observed throughout the study to reveal the methods of prevention of cyberbullying, and to describe the perception of social media in the eyes of the young generation in Russia by creating links of vision and preventing tools.

Teachers

Teachers as a stakeholder are described in this study for several reasons. To begin with, they are working with youth daily and therefore, may provide information about the level of awareness. Furthermore, they may provide a subjective opinion based on their own observation and perception about young people behavior in situations related to online bullying. Finally, this stakeholder sheds light on the phenomenon from another angle, which is important as it helps to compile holistic vision on the very first stage of problem exploration.

Family members

Family members are identified as another important stakeholder concerning this topic. Young people aged 13 to 20 in Russia tend to live with their parents during this period of personality formation. Therefore, this stakeholder may observe the young person on a daily basis and notice the slightest changes in their behavior or attitude. Additionally, the level of awareness on cyberbullying topic may be revealed and subjective perception of the situation may be analyzed from the parental angle.

Professionals

This stakeholder assumes psychologists, psychotherapists, doctors, and other profession related to the youth and their wellbeing. This stakeholder may provide the vision on the problem of cyberbullying from the professional side. Specialists may help to reveal the level of awareness about the phenomenon however, medical confidentiality regarding personal information of patients must be strictly observed.

1.3 Structure of the research

This study commences with Introduction section (1), which primarily explores the researcher's background and motivation for conducting the study. Altogether, this subsection provides reasoning for chosen topic, the researcher's inner perception, and explains the way this research is compiled. The Introduction section describes the structure of the research with general explanation of chapters' order.

Continuously, it introduces the Stakeholder approach to familiarize the reader with the main strategy of this research and provide the reader with various perspectives on this topic. The Literature review section (2) explores New Horizons project, broadens the knowledge related to previous studies on the topic. It includes detailed phenomenon descriptions from different angles, recent statistics, and general facts. Therefore, after this section, secondary data is compiled for coherent primary data procedures. The third chapter is the Methodology section (3). This chapter contains description of some data collection and data analysis strategies, population and sampling, and research questions. Continuously, this chapter describes ones utilized in this study and provides reasoning. Furthermore, in the methodology chapter the timeline of this research is indicated. In the Results section (4) includes the main findings on the topic of social media's influence on bullying of the young generation in Russia. Continuously, the Discussion (5) is the fifth chapter of this research. This chapter creates links with Literature review justifying findings, implies researcher's vision on the topic, and reveals similar patterns through the study. summarizes data in order to provide theory based on the findings in accordance with inductive approach. Additionally, this section refers to generalization of previous findings and reasoning regarding the relevance of research questions' answers. The Conclusion chapter (6) finalizes the study. In this chapter the theory is formulated. Additionally, it recalls aspects for further researches concerning this topic, drafts for New Horizons

Youth deck game, and recaps suggestions to ensure cyberbullying prevention for the young generation in Russia.

2 Literature review

2.1 New Horizons history overview

The New Horizons project's story begins in the year 2015 at JAMK University of Applied Sciences. According to Crawford, the project was formed by students in a form of campus-wide campaign as the reaction to the current situation with the global refugee crisis (2018, 1). Furthermore, the project attracted attention of other students and professors which demonstrated the urgency of the topic for modern reality.

The global refugee crisis was caused by a combination of factors such as irreconcilable Syrian civil war, global economic crisis and social inequalities in many countries. Hence, forced migration was largely provoked by armed conflict together with cruelty, poverty, and assault in Afghanistan, Iraq and neighboring countries. Consequences of the crisis were viewed throughout all Europe, significantly affecting such countries as Turkey, Greece, Germany, Italy, France. (Voitenko 2018, 8.)

Despite the fact, that the neighboring countries could become the first choice for refugees to immigrate in, due to poor infrastructure, overpopulation, and unavailability to accept the heavy influxes of people, refugees had to migrate further from their motherland (Dollman 2015). Therefore, the problem reverberated to other countries all over the world. Notwithstanding long and dangerous trip to Europe, more than a million refugees had taken this chance of changing their residence looking for a better life. In fact, the movement continues till present: in the year 2017, more than 170.000 refugees and migrants reached Europe by sea (Refugee crisis explained 2018).

Finland, among other European countries, contributed to problem resolution by providing shelters and citizenship to refugees. During the year 2016 – 2017, Finnish Immigration Service received 63.000 application for residence permits, international

protection, and citizenship which is unprecedented considering the fact that population of Finland is 5.5 million people (Throckmorton 2017). Continuously, the situation was followed by an ambiguous reaction of local citizens. Many Finnish people demonstrated their unwillingness to see newcomers in their country and some of them were scared about the situation (Voitenko 2018, 8).

Continuously, the JAMK United Refugee project was launched in response to the situation. This project is characterized as reifying intention in strengthening and unifying JAMK community that is aware of its cultural surroundings, embraces diversity as a strength and strives to find positive ways of making a difference in the world. (Crawford 2016, 2.)

In the beginning, the project was integrated in Cross-cultural management course by a senior lecturer Steven Crawford with the help of two other JAMK lecturers Ronan Browne and Diane Ruppert. In other words, the initial goal was to raise awareness concerning the global refugee crisis' consequences. Afterward, students engaged to the project, they shared their cultural background and explored various forms of solutions. The purpose of this activity was to create a safe environment in JAMK University of Applied Sciences, to embracing the benefits of diversity, empathy, understanding, and acceptance. (Voitenko 2018, 9.)

Being an innovative and pioneering campaign, the JAMK United Refugee project faced a plethora of challenges. The major issues were encountered due to the lack of resources and communication. Communication problems appeared in consequence of diversified cultural backgrounds within the management team, hence each member had different visions and approaches towards the work. (Auvinen, Kortelainen 2016, 27.)

The JAMK United for Refugee project has collaborated with a strategic partner and interculturalist Dr. George Simons. Together with Simons, the project's management team consisted of three JAMK senior lecturers and three students. As a result, the team created New Horizons card game, that enhances intercultural empathy, understanding, the game that values diversity and contributes to building a meaningful dialogue between communities. (Crawford 2016, 3.)

Throughout three years, the project has passed numerous adjustments, transformations, translations, and testing. Figure 1 indicates 5 main stages of the project's growth and development.

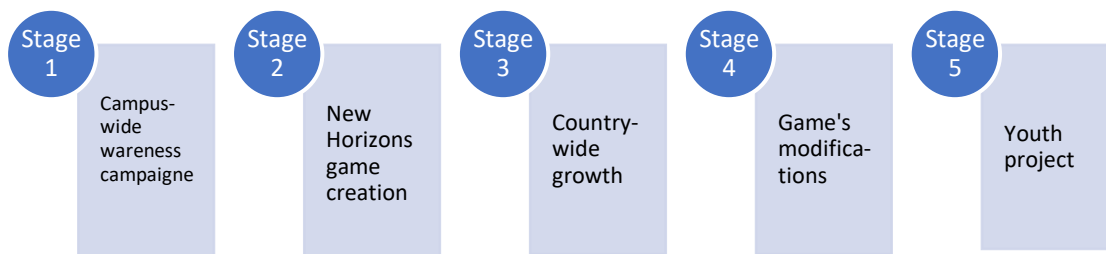


Figure 1. Stages of New Horizons' project development

After successful implementation of the first stage, research and development took place to compile the first card game out of received knowledge. According to Crawford (2016), the original New Horizons game aims at widening the cultural borders, therefore, considers the cultural demographics of all refugee population in Finland. Consequently, the team included materials concerning Afghani, Somalian, and other migrant cultures. Additionally, each card had a translation in Finnish and English to broaden the spectrum of participants and increase involvement. (2–3.)

Continuously, the following intentions of the project were aimed at shifting New Horizons into the nationwide response. According to Crawford (2017, 3), in order to achieve this goal, the management team started to work on marketing, promotion, R&D, content improvements, and language adjustments.

Describing the 4th stage, Voitenko (2018) puts an emphasis on minor games' improvements, i.e. broadening networking, increasing involvement, attracting new people willing to contribute to the game in addition to ongoing research and development activities. Simultaneously, the importance of the tool was approved within another sphere. The New Horizons project aimed to ensure teachers, trainers, and social workers to apply the card game within their work. The management team realized the importance of reliable pedagogical approaches. Thus, it constituted to solid theoretical base of the project, for providing it with greater academic value. (11–13.)

Currently, the New Horizons faces its fifth stage which aims to increase awareness about topics of concern among youth all over the world. Hitherto, for the year 2018 this project reached several significant milestones in its growth. Among them were spring facilitation season at the SIETAR India 2018 conference in Pune, India, and the 2018 NAFSA conference in Philadelphia, the United States of America, which is the world's largest international education gathering. Thereby, the New Horizons project managed to attract new faces and make outstanding success outside of Finland by collecting enthusiastic reviews.

2.2 Gamification and game-based learning

For an individual, there are commonly several suitable ways to adopt information and boost learning processes usefully. Overall, there are seven styles of learning: visual, aural, verbal, physical, logical, social, and solitary (Ferriman 2013).

Visual style refers to the learning with the application of pictures, images, colors, diagrams or mind maps. Aural learning consists of preferences to learn throughout music, rhythms or recordings. Verbal-style learners choose to use words in speech as well as in writing. In other words, they are making the most of word-based techniques, i.e. scripting and reading content aloud. Physical learners are people who learn throughout actions, they are using their body to assist in learning. For instance, drawing schemes, using physical objects or playing a role. The logical style consists of the usage of rational thinking, reasoning or explanation to understand the concept. Social learners are the ones who learn the concept throughout the group studies, they learn faster whilst they are in a team. The solitary learners favor to learn alone and through the self-study. (ibid.)

Continuously, an individual either aims to combine different styles or strives to adhere to a specific one in specific circumstances. Nonetheless, there is a case, when the majority of learning styles can be applied at once to ensure better memorization. For instance, through the games. The application of instilling gameplay into learning has two approaches: gamification and game-based learning.

Gamification is an integration of game elements and game thinking in a nongame situation. It is considered as an efficient tool for improvements in business operation,

training processes and education. The major advantage of gamification is in its safe environment for interplay and learning. Whilst playing in a team, the players are uniting with each other. Altogether, they become a part of the shared reality, where each one has a special role. Despite games divert from everyday problems and help to increase productivity, they are helpful for sensitive topics, as the players are in the low-risk emotional environment (Simons 2018).

Another beneficial aspect of gamification is assistance in youth cognitive development. With the implementation of this technique in cognitive improvement, it increases the activity of the brain's regions and enables adequate development. Games which that are enhancing cognitive development are basically called "brain games". Brain games are based on various questions, problems or situations that the user or the player should answer or solve. The excellence of these games an increase in the rate in which the brain processes and maintains information. (Deese 2018.)

While gamification employs already formed environment and improves it with a game-like mechanism, game-based learning applies characters, storylines, interactive gameplay, feedback and awards to strengthen leaning content and provide individual feedback.

Despite borrowing certain gaming principles, game-based learning does not function for short-term joy only. In opposite, it designs learning activities that can instantly introduce the concept to the player and guide him or her towards the goal. Moreover, games include competition, points, motivation and feedback loops. With these concepts, players are getting more and more involved in the game willing to win. However, there are games that are unique for each player and dependent upon their actions and decisions. Thus, players themselves become producers, rather than consumers of the content. In fact, sometimes games require physical interactions. Hence, through this way of learning the player enables almost every style of learning at once, i.e. physical, visual, logical and social. (Vandercruyssen, Vandewaetere, & Clarebout 2012, 629.)

Gamification and game-based learning are two concepts that are always getting muddled. Gamification is the practice of adding game-designed components in a

non-game situation. On the other hand, game-based learning uses the concept of introducing games to facilitate and enhance the learning experience. Both approaches are used as powerful training instruments and educational experiences helping to acquire new knowledge and skills.

Currently, gamification is utilized in numerous areas aiming to broaden the boundaries of perception on everyday chores, simplify solutions' findings, and enhance involvement in activities. However, implementation of this process requires a diversified approach towards the problem. Figure 2 specifies the fundamental elements of successful gamification technique.



Figure 2. Components of successful gamification

To begin with, gamification sessions are indissoluble with the anticipatory understanding of the audience and the context. These factors define the main approach to the audience throughout the session. Furthermore, clear learning objectives are established for both parties. Thus, the session is structured in a coherent manner, which exerts of the following stage of curriculum creation and verification. The last two stages refer to game development and implementation in accordance with previously described components. (Hall 2014.) These principles are fundamental for facilitators to ensure the global dynamics.

2.3 diversophy®

Diversophy® is an interactive learning game designed to develop the global and local competence you need to find opportunities and meet challenges, as well as handle conflicts and crises in multicultural collaboration and living situations (Simons 2016). This card game with purpose has been produced by George Simons since 1973.

The mechanism of this game is based on personal involvement combined with low-risk environment of the artificial playground. Therefore, based on human interactions the term gamification widens its spectrum becoming a powerful tool for personal development. Games developed by diversophy® are aimed for training in big multinational companies to increase awareness of various issues. Continuously, intercultural competences of each individual will increase causing improvements in the surrounding working environment. Utilizing diversophy® tools promotes integration to a new working environment, the overall perception of human differences and peculiarities, and accelerate work processes. (diversophy® n.d.)

Initially, the company was focusing on wide spectrum topics related to cultural issues. However, as the modern high technology world is a constantly growing and quickly altering system as well as the importance of various topics was revealed, further development of the company and production proceed. Nowadays, the spectrum of this phenomenon is constantly growing via the increasing amount of partnerships and collaborations. Therefore, more new and urgent topics are covered, i.e. new games exploring such topics as HealthCare, Tastes, Gender and sexual identity are presented in various languages. (ibid., n.d.)

One of the latest partnerships of diversophy® is the ongoing JAMK University of applied sciences United for Refugees project. According to Crawford (2016), New Horizons card game was initially developed in JAMK as a response to the refugee crisis in Finland. That is a real-life example of a quick reaction to the urgent situation. Currently, there are more than 120 cards that are available online. Thus, the accessibility of the game itself is simplified stimulating spreading. (3–4.)

According to diversophy® (n.d.), there are five types of cards:

- DiversiCHOICE cards describe situations and asks a question about an issue. Participants should choose an appropriate answer, check with the answer provided on the card and have a discussion on the topic.
- DiversiGUIDE cards share wisdom about the culture via proverbs and citations.

- DiversiRISK cards put a participant into a situation where his cultural background may influence his or her behavior. It helps to understand the environment, analyze consequences, and related outcomes.
- DiversiSMARTS cards question about historical facts, statistics, and documented procedures. A participant should choose the answer from provided options, check it with the one on the card, and have a discussion with his or her group.
- DiversiSHARE cards open a discussion within the playing group. Participants should read the statement and reflect on their own experience or common sense. There are no right or wrong answers.

2.4 The Young New Horizons project

The Young New Horizons project is the fifth stage of the overall campaign development. The Young New Horizons card game is perceived as a tool via processes of prevention and publicity are easy to be implemented with. Wide spectrum accessibility and modern form of gamification play its role in making the tool not only substantial in terms of the global awareness but also involving.

According to Voitenko (2018, 17), the starting point of this project was the publication of the Meaningful in Finland Action Plan launched by the Ministry of Education and Culture of Finland. The outline of this action plan contains specific suggestions on the topics of racism counteractions, hate speech antagonism, and furtherance of the social integration into Finnish society (Meaningful in Finland Action Plan 2016, 2). The manifest served as an inspiration for the New Horizons management team for further actions on content development due to close coherence with the New Horizons JAMK United Refugee project.

Therefore, The Young New Horizons project is a new emerging project related to youth issues in different countries all over the world. It is aimed to determine differences which young people face all over the world and underline A similarities via cre-

ation of internal links. According to Voitenko (2018), primarily, Cross-cultural management academic track students started to collect data via classes activities. For further material approbation and improvements high schools in Jyväskylä were engaged:

“The collaboration with high school students started from entering the New Horizons “Bridge-Building” game play session that took place in Jyväskylän Lyseon lukio (high school of Jyväskylä) on October 23rd. JAMK students facilitated the game play session: game play in small teams and a debriefing discussion when students talked about their experience of playing the game, asked questions, expressed their feelings and concerns.”

Therefore, collaboration was beneficial for smooth and fast development. Cards ideas were collected from participants, topics related to the youth were defined, and JAMK students compiled fifty cards which established a lasting basement for onwards complementation. (20–21.)

Continuously, the content of the project is aimed to combine topics from various perspectives. Therefore, it may be implicated in different social groups, where the cross-cultural issues may be faced. In accordance with Cupar, Linno, Kiilakoski, Hästbacka, and Korhonen (2017), youth project should involve personnel working with the youth underlying cooperation, competence development, and sharing expertise, increasing the importance of the issue. Teachers, tutors, psychologists, coaches, and other related to youth professions can provide another vision for appearing issues, fulfilling the overall picture of the youth project. (8–9.)

In 2018 the content development was continued with the new students of the track. In addition, new institutions, people, and organizations were attracted to broaden topics variety and complete already existing ones: i.e. school, family, relationships with peers, migrants, and future choice. To achieve steady implementation, students within the track were adhering to an accurate order of stages for proper Client Development process indicated via Figure 3.

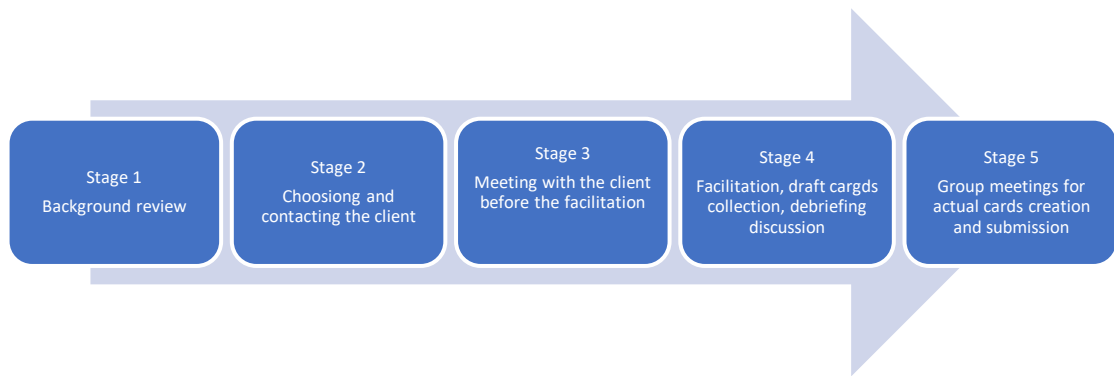


Figure 3. Stages of Client Development process

Thereby, students were able to regulate and control data, ensure expedient research, and stimulate the development of the project. As a result, students working together in small groups managed to create approximately fifty cards with the new content about the youth from various perspectives.

Another important reason to launch and develop the youth project is to encourage collaboration of the youth and participation in vital discussions. Wide awareness and active discussions of these topics among different countries will promote volunteering programs in this sphere, endorse national movements supporting youths' rights, and inspire people all over the world to participate in various development processes in their countries (World Assembly of Youth 2018). Therefore, this project is an important step in the bigger scale of the modern reality.

2.5 Youth research in Finland

Youth is a period in a life course between adolescence and adulthood. In comparison with a fixed age-group, youth is defined as a more fluid category. According to UN, for statistical consistency across regions, defines 'youth', as those persons between the ages of 15 and 24 years. (What do we mean by "youth" n.d.) In fact, youth is commonly indicated as a person the age between when he or she leaves the compulsory education and the age he or she finds his or her first employment.

Nowadays, many countries focus their attention to the youth. The reason for this action is in the belief that youth participation is an essential key in the national development. In order to empower youth to contribute abundantly and efficiently towards the nation's competence, the Governance takes responsibility to provide youth with

applicable facilities and knowledge of the modern era. (The Role of the Youth in Nation Building 2013.) However, to understand the current conditions of the youth in a country or what fields need to be improved, the youth research needs to be done.

Youth research is defined as a multidisciplinary process with a focus on young people that underlines research areas as youth culture, ethnic relations, education, attitude and quality of the work.

With support from the Finnish Ministry of Education and Culture, the Youth Research Society was founded. The purpose of the Society is to elaborate youth research and to provide data and expertise on the matter relating to young people as studies, perspectives, interpretations and political stands. (Society n.d.)

Along with the Youth Research Society, Finnish Youth Research Network was formed. The aim of this network is to adopt multisource research information on urgent topics concerning the youth for further active discussions within Finnish society. Therefore, to procure full-scale incidence, topics of two types should be included: ones – acknowledged by modern society and widely-discussed, others – themes neglected and rejected. (Research n.d.)

Continuously, to simplify perception and analysis of collected data the Youth Research Networks' topics are subdivided into three main categories. The first field displays interpersonal relationships within the young generation. The second one defines democracy, by focusing on equality and inequality. The third category indicates youth involvement in outer operations, services, and work. Furthermore, the research is made in cooperation with the ministries, the Academy of Finland, universities, universities of applied sciences, organizations, scientific societies, and many other institutions. (ibid., n.d.)

Although, the themes of research can be divided into three above described fields, the entire youth research process, can be observed in four aspects: youth barometer, youth living conditions, indicators with statistics and evaluations.

The Youth Barometer monitors the values and attitudes of young people of the country. In other words, youth barometer tracks fields of education, training, employment, social life together with the satisfaction of life and the various areas of it. The

Youth Living Conditions are written in a yearbook, that provides all the studies and statistical information concerning young people over the year. Moreover, the publications of the yearbook are gathered in accompaniment with the State Youth Council, the Finnish Youth Research Society and the National Institute for Health and Welfare. The annual publications may be found on the official website of State Youth Council (Valtion nuorisoneuvosto). Indicators and statistics data of the youth barometers and the wellbeing can be found on the website called Tietoa nuorista, which collaborates with the State Youth Council. Throughout the indicators, the researchers are able to filter data through Respondents' gender, educational background, living area or the age group. At the same time, the statistical data can provide the user with the ability to select a specific database and regions. (ibid., n.d.)

Moreover, in Finland, the Regional State Administrative Agencies is evaluating the availability of common services as well as the municipalities' youth work and observes the realization of regional equality.

2.6 Themes and topics relevant to youth in Finland

Ulla Ceesay in 2017 formed the basis for the content of the cards' creation in the Young New Horizons Game. According to Ceesay (2017, 4), the term "youth" defines persons between the ages of 13 to 20. The present study focuses on this age group.

In accordance with the results of collected interviews, the most important topics related to the youth and most frequently referred to by the youth are family, communication via devices, independence, friends, future, and hobbies. These topics were formed out of both direct and indirect referencing from the youth. Teenagers were describing them from various perspectives, oftentimes drawing interconnections and sequences. Additionally, while being interviewed, the youth emphasized other valuable topics such as health, dating and relationships, and psychological issues. Depending on the age, the importance from one topic to another was emphasized. For example, from the age of 16 to 19, participants tended to pay attention to their phones and social media, while younger ones mentioned family and friends more often. Additionally, it should be noticed that the interest in independence topics is growing after the age of 17. It should be concluded that the age difference plays a significant role in prioritizing topics. (ibid., 10.)

Another topic of interest is the environment. Interviewees paid attention to access to clean water and climate change as a concern from the global perspective. Many hoped for the development of more efficient and clean sources of energy. The youth also called for the enterprises' responsibility to minimize environmental detriments. (UN Youth Delegate of Finland 2016.)

The range of areas of concern for adults working with the youth is much wider. Accordingly, professionals working with the youth encounter various issues and are simultaneously exploring different potential problem areas to be supportive and helpful. For instance, adults mention sharing, safe Internet, and outside world pressure. However, there are a lot of similarities between topics discussed by the youth and by professionals. The difference is revealed in exploration depth. For example, while teens are worried about how being different is viewed, adults examine the branch and complement it with additional psychological adjunctions such as social pressure, negative effects of social media, and fear of being different. (Mind map of youth and educators n.d.)

2.7 Social media

According to Thapa (2018, 7), social media is a computer-based technology that facilitates communication through the Internet and aims at sharing information, interests, and concerns. High popularity among the population is explained because of free and easy access, appealing design, and an opportunity to keep in touch being far away from each other.

Therefore, social media has a huge variability of purposes for its users. According to Barnhart, there are 5 types of social media: Social Networking Sites, Images Sharing and Messaging Sites, Video Sharing Sites, Social Blogging, and Social Community and Discussion Sites.

Social networking sites serve to ensure communication between users. They are aimed at posting updates of one's life, create and share communities, and contact a person directly. The most popular social networking sites are Facebook, Twitter, and LinkedIn.

Images sharing and messaging sites help to share visual content. The global trend on image creation promotes increased attention to this area. Such websites as Instagram and Pinterest are widely used by both private individuals and companies in order to promote their product or service. Reducing abundant texts and information leads to a better perception of the content.

Video sharing sites, such as YouTube, focus on visual content as well as Images sharing and messaging sites. However, Video sharing sites require even fewer efforts from its user, i.e. he or she explores the content only by watching videos without scrolling or reading massive texts. Continuously, videos are easy to create and release due to modern technologies making Video sharing sites' auditory constantly growing.

Social blogging webpages in opposite to Images sharing and messaging sites focus on sharing large text on a concrete topic. Frequently, posts on these websites are narrative and descriptive, approved by personal experiences and perception. Social blogging webpages help to broaden a blogger's auditory and engage larger spectrum of readers leaning on one's interests.

Social community and discussion sites help to unite people with common interests for further discussion on urgent topics. With the help of these webpages the audience's opinions are shared, solutions for problems are provided, and feedbacks are collected on a larger scale. (2017.)

Social media in the Russian Federation

In the Russian Federation worldwide famous social media sites are competing with ones produced by the domestic market. VKontakte and Odnoklassniki are the most popular Social networking sites in addition to Facebook and Twitter.

Accordingly, VKontakte is preferable among the young generation, while Odnoklassniki serves to age generation helping to find their ex-classmates. These Social networking sites aim to satisfy leisure time needs, i.e. play games, post pictures, listen to music, watch videos, join communities based on one's interest, and direct messaging. (Sergeeva 2018.)

2.8 Bullying as a phenomenon

According to Modecki, Minchin, Harbaugh, Guerra, & Runions, (2014, 603), there are three terms that are included in the bullying identification: intentionality of harassment, repeatability of action, and power imbalance between engaged parties.

Bullying is a growing phenomenon faced by numerous young people all over the world. In order to compile wholesale research engaging various countries, and implicating multiple data sources, two studies were conducted by UNESCO Institute for Statistics (UIS): Global school-based Student health Survey and Health Behaviour in School-aged Children study. For the final analysis, data was gathered from 144 countries.

According to UNESCO Institute for Statistics, one out of three teens experienced bullying on a worldwide scale. Continuously, the statistics includes 16.1% of pupils who have faced physical bullying with the highest rates in North African countries, and 11.2% have faced sexual bullying appearing majorly in Central America, the Middle East, and North Africa. (UNESCO report reveals a high rate of violence and bullying at schools 2018.)

However, bullying among the young generation is not a new phenomenon. In modern reality, the awareness about this issue and its consequences is perennially increasing. A special role in this tendency ensures the growing number of communities, open discussions, and publications. The first research on the topic of school bullying was conducted by Dr. Dan Olweus at the end of the 20th century.

Olweus (1978) defines regular, systematic actions with the aim of humiliation, victimization, and harassment as bullying of peers. Simultaneously, negative actions are addressed to weaker students by other stronger ones. (7–8.)

Oftentimes, bullying emerges on the grounds of personal aspects, which differ from the surrounding environment. Commonly, these factors are race, religion, gender and sexual orientation, appearance, manner to behave, family issues, and disabilities. Globally, according to UNESCO Institute for Statistics, the prevalent reason for being bullied at school is appearance: 15.3% of student are shamed for the way their face

or body looks like (UNESCO report reveals a high rate of violence and bullying at schools 2018).

Another factor that influences people's perception is bias. According to Gardenier, and Resnik (2002, 65), bias is a personal trait expressed in choice preferences. Navarro (2018) emphasizes, that there are two types of biases: conscious (explicit) biases and unconscious (implicit) biases. In opposite to conscious, unconscious biases tend to form stereotypical thinking about other individuals or social groups continuously, it influences interpersonal communication by causing prejudices. While being prevalent, unconscious bias has a strong influence on daily life and may even cause mismatches with a person's values. (Unconscious bias.)

2.8.1 Types of bullying

According to Gordon, students face 6 main types of bullying: Physical bullying, Verbal bullying, Relational aggression, Cyberbullying, Sexual bullying, and Prejudicial bullying.

Physical bullying, which is aimed at attaining control over a person by exercising physical force: kicking, hitting, punching, slapping, shoving, and other physical attacks. Frequently, bullies are stronger and, therefore there is a high probability of serious affecting the physical health of the person who is bullied.

Verbal bullying, which pursues a similar goal as the first type. However, bullies of this type use verbal insults and abuse in order to humiliate and hurt another person. This type is hard to disclose, as it occurs oftentimes when adults are not around.

Relational aggression is a despicable way of bullying, consisting of sabotaging person's social position and status among society. Females are exposed to a higher risk of relational aggression by spreading rumors, boycotting, and manipulating others.

Cyberbullying is characterized by the usage of the Internet or any other type of technology to harass a targeting person. Bullies, in this case, are not afraid to humiliate another person by commenting, posting photos, or sending offensive texts as cyberbullying is often anonymous and therefore, assumes less risk of being disclosed.

Online bullying is especially inferior and means, while it simultaneously tends to prevail nowadays.

Sexual Bullying is targeting a person sexually. Repeated actions such as name-calling, inappropriate vulgar gestures, pornographic materials, and derision on the sexual ground aimed to assault sexually the target. Commonly, females are more exposed to sexual bullying as well as becoming sexual bullies themselves. Slut-shaming is the most wide-spread form of this type of bullying.

Prejudicial Bullying is the last type of bullying. It is formed of prejudices about distinguishing features among students. Prejudicial bullying includes humiliation on the base of appearance, religion, social status, and religion via possible additional involvement of other types of bullying such as cyberbullying, for instance. Prejudicial bullying frequently precedes hate crimes. (ibid., 2018.)

2.8.2 Types of bullies

Two main parties are involved in the process of bullying: a person being bullied, and another one who is intimidating the victim. Continuously, the second party may consist of a group of people combining their forces to threaten the first one.

Bullies are targeting an individual, who is considered to be weaker, more vulnerable, and defenseless. The main target of bullies is to gain control, show power, and assert themselves in the eyes of others. (Gluck 2019.) There are six types of bullies: Bully Victims, Popular bullies, Relational bullies, Serial bullies, Group bullies, and Indifferent bullies (Gordon 2018).

Bully Victims are those people who start to bully others after being bullied themselves. Their goal is to raise self-esteem after being humiliated. This type appears frequently among students due to an unsafe school environment.

Popular bullies have a high level of self-confidence, popularity at school, and a group of followers trying to support the bully and be under their protection. Characteristically, Physical bullying is frequently chosen by male bullies, while for female bullies the commonly faced type of bullying is either Relational aggression or Verbal.

The Relational bully strives to maintain control by deciding whether a concrete person is authorized to be a part of the social group. Therefore, the way to implement and exercise the power is an exception, segregation, and ostracization. Frequently, females tend to become Relational bullies.

Serial bullies are double-faced. For parents, teachers, and other adults they are kind and charming. However, from inside, they are tactical, manipulative, and tend to cause pain for their peers knowing their vulnerabilities. Frequently, to simplify sabotage, they are ready to make fake friends, fawn, and confuse traces. Thus, they are hard to disclose.

Group bullies feel their strength due to the togetherness of spirits. Altogether, participants of these groups feel differently from being alone. However, acting like a party they tend to share guilt and responsibility as "everyone in the group is doing it." Additionally, this type is dangerous as bullying is becoming stronger and tougher from day to day.

Indifferent bullies are the last type. People of this type are oftentimes less emotional, self-focused, and cold to peers' emotions. Indifferent bullies are rare yet dangerous. The aim of bullying for this type is to make another person perish. To minimize objections from their side, Indifferent bullies should be addressed to professionals while typically school interference does not have any effect on bullies. (ibid., 2018.)

2.9 Cyberbullying

As described in chapters above, cyberbullying is one of the six types of bullying which refers to the usage of technical devices and the Internet. Being the focus of the present study, this phenomenon is examined in the chapter more carefully including the understanding of this particular environment.

The research on the topic of bullying among different countries indicated the correlation between online and offline bullying. The results showed, that 49% of students have experienced online bullying, 71% experienced offline bullying and 86% were

bullied both online and offline. (Microsoft 2012.) Therefore, Cyberbullying is also perceived and widely utilized by bullies as an additional tool to reinforce the impact of offline bullying.

However, the exact number of cyberbullying victims and cyberbullies is arduous to estimate due to teenagers' unwillingness to report promoted by online anonymity. Therefore, the percentage revealed from studies is lower than in real-life circumstances. A research on the topic of cyberbullying conducted in the year 2007 in the United States of America disclosed, that out of 4000 students only 11% reported being bullied on the Internet, 4% confessed acting like bullies, and 7% informed about both being bullied and acting like bullies. Simultaneously, the growing popularity of cyberbullying is justified by attracting attention of potentially huge audience regardless the time of the day, free access to the Internet, the variability of Social Media platforms, and impunity. (Peebles 2014.)

2.10 Consequences of bullying

As described in previous chapters, bullying among schoolchildren obliquely affects learning processes, lowering the level of focus during studies, increasing detachment, and impartiality. However, its direct influence reverberates on the young generation on a deeper level.

According to Gini and Pozzoli (2013, 10), children who have experienced bullying are twice more likely to be exposed by deteriorating health. Therefore, students who faced bullying tend to suffer from headaches, depressions, and a vulnerable psyche. Furthermore, according to statistics, 19% of bullied teens claimed that victimization has lowered their self-esteem and 9% revealed the relation between bullying and decreasing physical health conditions (National Center for Educational Statistics, 2016).

Additionally, according to Limo (2017), among those students, who have experienced bullying the relational coefficient of suicidal thoughts and self-harm is nearly six times higher than among those students, who have not been victimized: 24.9% versus 4.5% for middle school. (13–14.)

Continuously, there is a connection between bullying and the Imposter Syndrome. First, children's self-esteem decreases due to repeated humiliating actions via the Internet. Second, pleasing pictures of someone's success develop a sense of inferiority in a person causing the detracting of his or her achievements. (Ehmke n.d.)

2.11 Bullying in the Russian Federation

In the Russian Federation, the awareness of bullying and its consequences is one of the lowest in the world. For the cyberbullying the awareness among Russian population is 56% which is the third place from the end surpassing France 50% and Saudi Arabia 37% (Statista 2018). However, the low level of awareness does not correlate with the level of bullying at schools.

The statistics of National Research University of Higher School of Economics, almost 66% of students in Russian schools faced bullying among peers at least once a month. Bullies compound the process of learning for their victims by scoffing during the classes and following them after school (Lysenko 2018). While outcomes and aftereffects of bullying are harmful from various perspectives, there is a settled opinion in the society which perceives bullying as an indispensable part of adulthood and the formation of strong spirit among teenagers.

In the year 2017, a research was held in order to determine the level of bullying, teenagers' involvement, participation, and willingness to report about the incident. The results of the research are indicated via Figure 4.

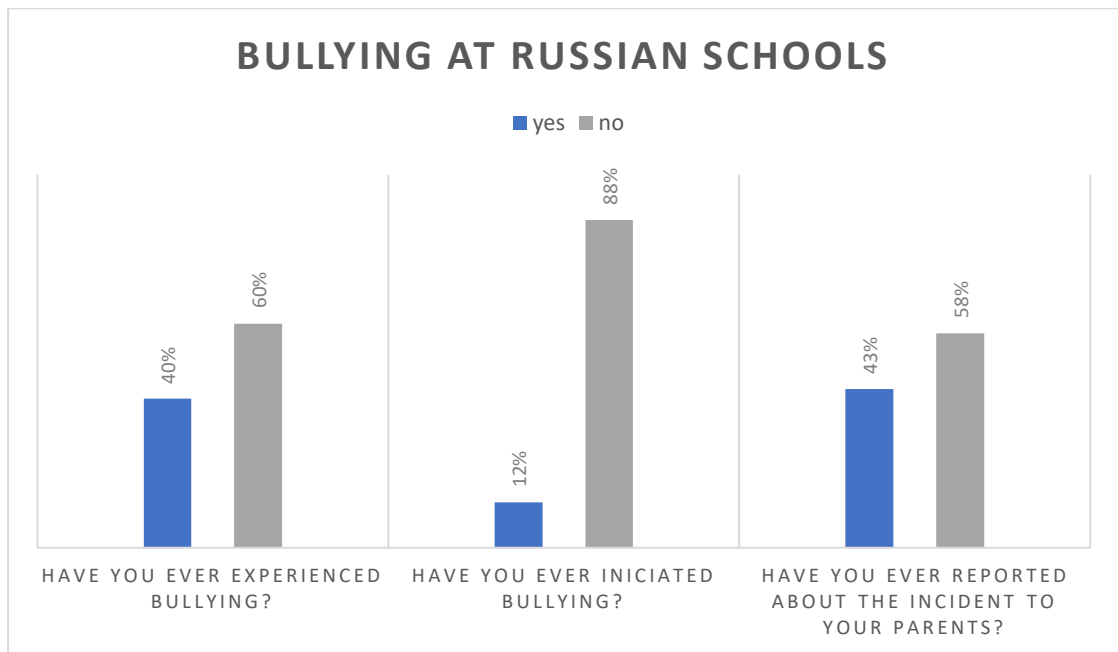


Figure 4. Bullying at Russian schools (adopted from Milkus 2018)

According to the results of the research, about 40% of participants have experienced bullying, about 12% have initiated bullying, and about 43% have reported bullying to their parents and other adults. The survey was conducted among 1200 students in Moscow and Moscow regions. (Milkus 2018.)

Even though the level of reporting is high, adults can barely influence the situation due to lacking awareness of the phenomenon at schools. Therefore, the level of students experiencing bullying and school victimization is enormously high making the learning conditions inappropriate for proper knowledge absorption.

The situation with cyberbullying is even worse in Russian schools. In the year 2012 research was conducted by Microsoft to determine the level of bullying in different countries and compile a list of regions where bullying has widely spread. About 50% of students aged from 8 to 17 affirmed experiencing bullying which affected the position of the country on the list: the Russian Federation took fifth place out of 25 countries. (Microsoft 2012.)

According to Soldatova and Zotova (2012), about 10% of students suffered from cyberbullying, while the European average is merely 6%. Russian teachers tend to pay less attention to cyberbullying, whereas pupils tend to conceal online conflicts more than their peers from European countries. (50–51.)

The metrics indicated via Figure 5 were compiled in accordance with Microsoft research on cyberbullying in various countries worldwide (Microsoft 2012). It visualizes correlation between Russian and other countries and simplifies data perception.

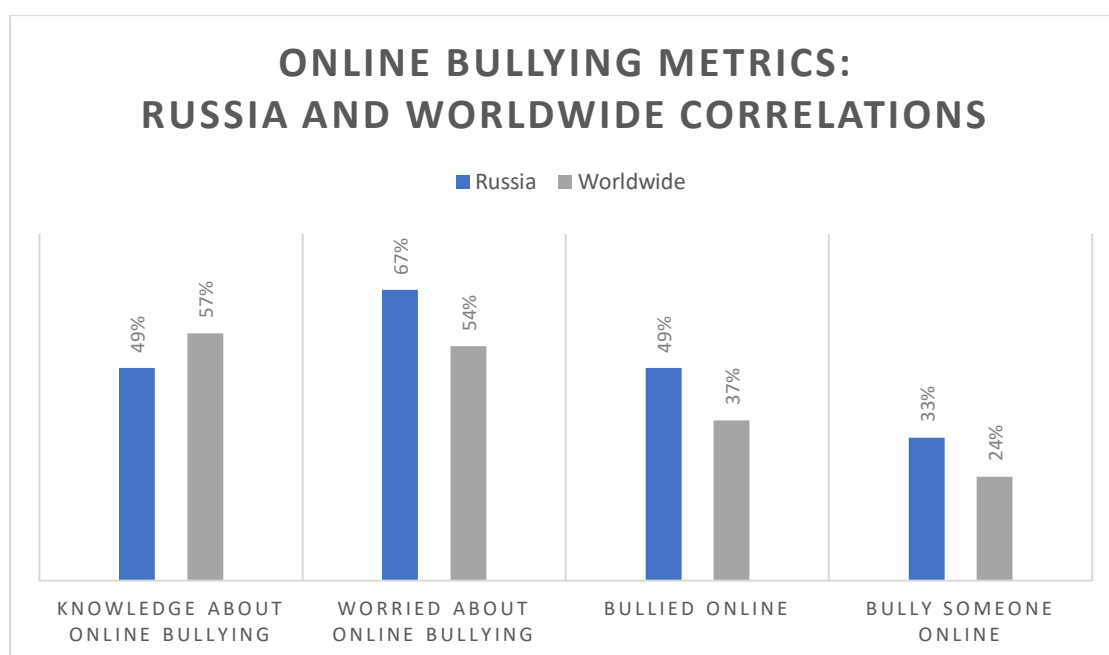


Figure 5. Online Bullying Metrics: Russia and Worldwide correlations (adopted from Microsoft 2012)

Summarizing the data, it should be concluded, that despite the low level of awareness of such a phenomenon as cyberbullying in the Russian Federation, the level of victimization among students is higher than in other countries. Schoolchildren do not report actively about the cases of Online bullying and teachers do not react in order to minimize the outcomes.

Recent research by Microsoft shows, that for the year 2018, 71% of users faced bullying in Russia, while for the rest of the world the average is 51%. However, Russian users of social network sites revealed to have the lowest rate of susceptibility – only 46% of participants claimed having serious emotional worries after being bullied, while the world average is 55%. (Mazanov 2018.)

In the Russian Federation, there is another perception of bullying as a phenomenon among the young generation. Some teachers and parents believe, that bullying helps to form personal traits, teaches children how to overcome difficulties which they may face later, and assists in finding appropriate approaches to peers. (Tsybaleenko

2018.) This perspective justifies the low level of school educators' engagement in finding solution to the problem.

2.12 Theoretical framework

According to the United Nations, Sustainable Development Goals compile a list of topics to take into consideration for the sustainable future of humanity. Overall, there are 17 goals, which cover various urgent topics of current relevance. Some of the Sustainable Development Goals are Sustainable cities and Communities, Industry, Innovation, and Infrastructure, No poverty, and Zero Hunger. Thus, proper and expedient teaching corresponds to the fourth Sustainable Development Goal: Quality Education. (Sustainable Development Goals n.d.)

However, in previous chapters consequences of bullying were described as ones negatively affecting not only physical and psychological state of a person experiencing it. Continuously, the consequences of bullying negatively affect learning processes lowering performance. Therefore, bullying interferes with the third Sustainable Goal: Good Health and Wellbeing, and indirectly involves Goal 5: Gender Equality, and Goal 10: Reduced Inequalities, impeding implementation of these Sustainable Goals.

Quality of Education, in turn, has a great influence on the business sphere. According to Bloom (1976, 208), consumer behavior is the ability of an individual to make decisions associated with purchasing. Therefore, education and proper learning influences consumer behavior and market trends, continuously effecting demand and supply. Next, poor schooling is affecting unemployment which worsens the economic situation in a country by attenuation of its industries.

Simultaneously, there is no doubt, that social media sites are profit-oriented business operating all over the world. These organizations face various difficulties related to cyberbullying.

First, in order to minimize bullying social media increase costs on bullying prevention. For instance, Facebook started to partner with the Yale Center for Emotional Intelligence. Thus, its users will be aware of how to react to online bullying, how to report, and reduce its consequences.

Second, in Europe to minimize cyberbullying restrictions on social media webpages were implemented by the European Parliament. To register on these websites, children are either supposed to be older than 14, or parental consent is required. However, in the Russian Federation State Duma has decided not to adopt A similar legislation. (Kretsul 2016.) For social media, these restrictions mean a decrease in the number of users which simultaneously will affect the income.

Most importantly, cyberbullying affects the reputation of social media sites by putting them in a bad light. Due to Online bullying, social networking pages spoil the trust-base relationships with their users creating negative associations. Therefore, the image of social media is affected.

3 Methodology

The methodology chapter explores the choice of the research methods and explains their relevance for this topic. The aim of this section is to find an appropriate technique for answering the following research questions:

What is the level of awareness about cyberbullying among the young generation in Russia?

What are the current trends of social media's influence on cyberbullying in Russia?

What is the mechanism of cyberbullying?

How is the problem being addressed?

Accordingly, the research's purposes are: to determine the level of awareness about bullying as a phenomenon among the young generation in Russia; to define what kind of impact and influence social media has on the young generation in Russia; to reveal why, how, where, and who forms cyberbullying tendencies; and what is done to solve this problem.

This research is structured in order to compile a theoretical framework for the Young New Horizons deck. Accordingly, it will serve to broaden the Russian oriented content of urgent topics related to the youth.

3.1 Research approach

The research approach consists of a structured plan which assumes consistent stages from broad hypothesis to detailed method of data collection, analysis, and explanation of the phenomenon. There are two categories of research approach: Data Collection and Data Analysis. Continuously, Data collection approaches refer to information gathering strategies, such as qualitative and quantitative, while the research's approach for Data analysis focuses on data examination. (Chetty 2016.)

3.1.1 Data collection

According to Phillips and Stawarski (2008), there are two main sources that should be utilized by a researcher in his or her work: Primary and Secondary sources. The usage of Primary sources leads to primary data collection meaning that the data was gathered directly within this research. Secondary sources contain secondary data previously collected by other researchers. (36–37.) These sources are applied regardless approach chosen by a researcher.

According to Creswell (2013), there are three main elements, which altogether serve for coherent research perception. These elements are the worldviews, the designs, and methodology for conducting a study. The design stage is also called strategies of inquiry. (3–4.) This element is described in the following chapter.

The design is expressed in qualitative, quantitative or mixed approaches. According to Minichiello, and Aroni, (1990), a qualitative approach focuses on human behavior in order to frame tendencies and dynamics for negotiated reality. It assumes unstructured in-depth interviews, participants' observations, and a small sample. Quantitative, on the opposite, strives to reveal facts about a social phenomenon, focuses on a fixed and measurable reality, and larger samples. It is based on statistics, numbers, and correlations. (5–6.)

Continuously, Data collection approaches assume Methodological choices: Mono method, Mixed method, and Multiple method. The mono method assumes the usage of either qualitative or quantitative approach. The multi-method refers to combination of these approaches, while the mixed method, in turn, is expressed by a specific

combination of both qualitative and quantitative approaches. (Saunders, Lewis, and Thornhill 2008, 151.)

Continuously, it is important to define a clear research strategy. Strategies are utilized in order to reach purposes of the research and simultaneously to answer research's questions. There are seven main research strategies indicated via research onion: Experiment, Survey, Case study, Action research, Grounded theory, Ethnography, and Archival research.

According to Hakim (2000), one of the research strategies is Experiment. The experiment focuses on defining links between variables: the strategy aims to indicate, whether the change in one independent variable necessarily leads to a change in another dependable variable. Therefore, the experiment strategy suits for natural sciences and social sciences due to its psychological nature. (15–16.)

The survey is another research strategy associated with managerial researches. The data is often collected via questionnaires and therefore, allows comparison and correlation of its results. It simplifies reasoning between variables with the usage of quantitative data. (Saunders et al. 2008, 141.)

The case study assumes an empirical examination of a phenomenon with the usage of numerous evidences. Simultaneously, the boundaries between the phenomenon and its context are not obvious therefore, this strategy is undertaken when the context induces the researcher's interest and rich understanding of the environment is gained. (Robson 2002, 178.)

The definition of the action research is wide and includes several elements. According to Saunders et al. (2008), this strategy focuses on research's context by informing it in obedience to previous studies with A similar contexts. The main difference of the action research is in its in-action nature rather than study about actions. (147–148.)

The grounded theory helps to predict and explain behavior by building a theory out of observations. As a result, the theory of the research is generated out of collected data and therefore, may be addressed to a particular study and based on several observations. (ibid., 148.)

Ethnography focuses on large cultural groups and their observation. It helps the research to describe and explain internal processes within these groups as well as explore the context of the social environment. This research strategy requires the researcher's flexibility and open-minded perception due to constant changes. (ibid., 149–150.)

Archival research strategy enables the researcher to create links between past and present utilizing historical documentation. Thus, this strategy involves Secondary data analysis. (Brynam 1989.) Furthermore, the research strategies are implemented within various data analysis approaches, described in the following chapter.

3.1.2 Data analysis

There are three research approaches for data analysis: deductive, inductive, and abductive. The deductive approach assumes general rule in a specific application on a particular case. As a result, it leads to a specific truthful conclusion. The deductive approach is widely utilized with quantitative data. The inductive approach focuses on specific observation in order to generate a universal conclusion, which may be truthful. Oftentimes, this approach contains qualitative data. The abductive approach leads to the best prediction about the future based on the analysis of the present state. (Chetty 2016.)

According to Creswell (2013, 3), one of the elements of the research approach is the worldview. This term refers to philosophical assumptions and serves to define the researcher's vision reflected in the study. The philosophical stance is a set of beliefs, which influences the nature of the research, the author's role and position. (Hathaway 1995, 536).

According to Holden (2004), to ensure a holistic understanding of philosophical stance and its appropriate choice, a researcher should explore the nature of science and examine core assumptions, underlying subjectivist and objectivist philosophies. These philosophies are opposed to one another. On the one hand, Objectivism philosophy assumes, that there is only one concrete reality which works as a concrete structure within concrete processes. According to this philosophy, the world is an independent structure, individuals cannot affect it regardless of their cognitive efforts.

Therefore, the world will still exist and function as an empirical entity. Objectivism is utilized to study systems, processes, and changes via quantitative approaches. On the other hand, Subjectivism refers to reality as a production of human imagination. According to this philosophy, reality is a social construction, while the research is undertaken in order to understand how this reality is created and to gain phenomenological insides. (4–8.)

These two major philosophical traditions should be explored within three philosophical studies: Ontology, Epistemology, and Axiology. According to Saunders et al. (2008), Ontology explores the nature of reality. It focuses on beings and their relations. Epistemology refers to the understanding of knowledge. Axiology, in turn, is the study of values, aesthetics, and goodness. (111–114.)

The last element is the methodology of the study. Creswell (1998) emphasizes, that for this part of the study a researcher should justify his or her choice of data collection and data analysis, their relevance, and their contribution to the fulfillment of the main purposes of this study. The quantitative approach should be used for those studies, where data consists of numbers and statistical results. Oftentimes, for the quantitative approach a research question starts with “how many” and seeks quantifiable answer. This approach is highly structured and requires the usage of specific tools, such as questionnaires. Simultaneously, the qualitative approach is descriptive in nature, involves exploration, and understanding of a phenomenon. This approach’s methods are less structured: data may be gathered through observations. Continuously, results of this approach may be presented subjectively. (17–18.)

3.2 Population and sampling

According to Saunders et al. (2008, 205), the population for research consists of individuals who continuously compile samples for the research. The process of choosing the sample out of the population is called sampling. However, due to a large number of participants involved in research, sampling techniques are utilized to simplify data collection methods and further analysis. Continuously, sample is the defined group of individuals who participated in the study.

According to Patton (2002, 240), in order to reveal the sample for the beginning of the study nonprobability techniques should be implemented. This approach assumes that the initial samples should correspond to the core criteria of the research's objective.

The population is a wider group of individuals who are generalized by the results of the study. Additionally, the research population is frequently defined as a group of individuals with shared characteristics. This study focuses on the young generation in Russia. Therefore, the population of this research is large.

Simultaneously, the sample is the subset of defined population. Thus, to address the objective of the study, the initial sample is formed of young Russian individuals aged 13 to 20. This age range was chosen in accordance with Ulla Ceesay sample framework. Continuously, those individuals from Russia who have not yet reached 13 years of age, or those individuals who have already reached the age of 21 do not suit the sampling criteria.

According to Voitenko (2018, 47), to ensure comprehension of the phenomenon, a researcher should select individuals with high potential of bringing different angles perspective on the problem examined. Therefore, to broaden the vision of the phenomenon, the sample involves young individuals from Moscow, Saint-Petersburg, and Petrozavodsk. According to the age characteristics, those individuals are schoolchildren from the 6th to 11th grade in Russian school system and students in Russian Universities. Thus, this study does not include JAMK students, as a multicultural environment would hinder the purposes of this study. There are three main sample strategies which are utilized in this study to ensure satisfactory level of population involvement.

First, the Stratified Random sampling strategy is used. According to Saunders et al. (2008), Probability sampling ensures sample formation for survey-based strategies. Stratified Random sampling assumes that larger population is divided into smaller groups, while one of the common methods of classification are age groups. (214–216.) Therefore, in accordance with Stratified Random sampling and assuming the difference in context perception and attitude among ages from 13 to 20, this sample is divided into two age segments: individuals aged 13 to 16 and individuals aged 17

to 20. Continuously, Stratified Random sampling strategy expects smaller groups' characteristics not to overlap with each other, while each member of a smaller group to be distinctive in a helpful for the research way.

Second, Purposive Non-probability sampling. Purposive sampling is also referred to as Selective sampling. This strategy enables the researcher to select samples in accordance with his or her research purposes. Therefore, these cases may be unusual, their importance for the study is high, and they provide the research with diversified views. Continuously, the heterogeneous sample strategy will be utilized. This strategy focuses on different individuals within the segment. (Saunders et al. 2008, 239.) Accordingly, for this research, a small sample with large variety of representatives is chosen to provide divergent visions. Therefore, 8 individuals of both genders and different ages from 13 to 20 are chosen purposively for individual interviews.

Finally, Purposive Non-probability sampling is utilized again for the last group interview. Accordingly, from each age segment, a teacher is chosen to raise the visibility of the phenomenon from different perspectives.

3.3 Implementation and analysis

To provide a holistic understanding of the topic for this research both Primary and Secondary sources are utilized. Secondary data involves materials related to Young New Horizons project during the year 2018–2019, in class and extracurricular activities within CCM track, and New Horizons project in cooperation with diversophy's® French team. The primary data for the research was collected in accordance with the Implementation and analysis chapter.

The purpose of this research is Explanatory. Therefore, this research aims to draw the connection between the phenomenon, understand reasons, and examine effects. This research explores current trends of social media on cyberbullying in order to continuously analyze revealed data and explain the tendency.

To ensure proper data collection and expedient analysis, the inductive approach was chosen. Inductive reasoning assumes observations followed by pattern formation,

hypothesis creation, and the theory development. Thus, theory is designed out of collected and analyzed data, which leads to a generalized conclusion.

The strategy of this research is Grounded theory. Grounded theory as a strategy corresponds to inductive approach chosen for this research. According to this strategy, theory formation takes place after data collection and analysis. Continuously, data collection and data analysis processes are undertaken by a researcher simultaneously. Grounded theory is beneficial for this research's purposes as this strategy enables an extensive approach to the phenomenon, flexible data collection methods, and concrete definition of independent and dependable variables.

For this research Mixed method of data collection is applied. Continuously, for this research data collection method consists of three stages indicated via Figure 6.

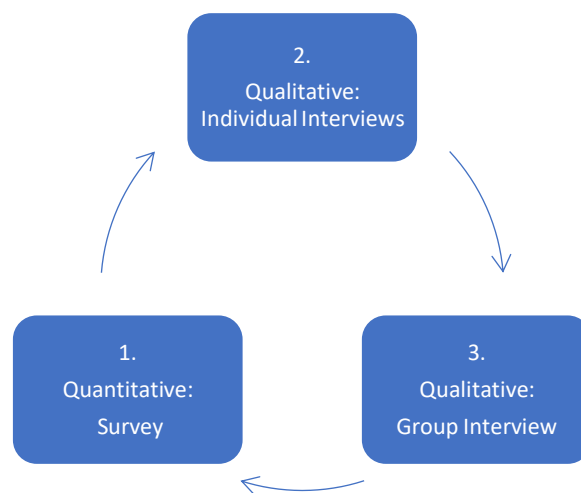


Figure 6. Data collection method

First, in order to reveal facts and collect numerical data for further analysis quantitative survey is applied. This stage helps to identify popular social media sites among Russian youth, reveal the level of awareness about cyberbullying, and draw the connection between age segments and attitude to the phenomenon. The quantitative approach outlines this phenomenon in chosen span creating the base for further qualitative approaches. Therefore, in accordance with the definition of the quantitative approach, the number of samples is large to ensure accurate

outcomes. Continuously, after the first step, quantitative data is collected and analysed revealing aspects of particular interest explored within the next stages.

Second, qualitative individual interviews are utilized to examine the phenomenon from the perspective of the young generation. According to Jamshed (2014, 87), individual interviews as a method is frequently used in qualitative studies due to its informativeness. In-depth individual interviews are chosen over group interview due to personal topic discussed within the context of this phenomenon. Additionally, during individual interview sessions, young participants are more likely to disclose personal emotions, share private thoughts, and stay open-minded during the process.

Third, the qualitative group interview is undertaken. This stage is oriented on teachers of both age segments to reveal the complete understanding of the phenomenon from various perspectives. Group interview is chosen over individual interviews as the phenomenon is discussed from the perspective of the youth. Therefore, teachers are not involved directly as well as the topic does not involve them personally. However, this type of interview helps to address the problem from different angles, reveal hidden causes, and supplement the concept.

In accordance with the definition of Grounded theory, data collection and data analysis are implemented at the same time to complement the addressed issue. Stages of data collection are built assuming that each element will support the following one via analysis of collected data.

According to Bernard and Ryan (2010), Grounded theory is defined by four main stages: codes, concepts, categories, theory. Codes refer to key aspects of collected data. The emphasis is put on useful for research purposes statements which altogether compile conceptual components of further development. Concepts appear out of frequently occurring codes. Categories simplify concepts perception by structuring them. Theory is the final stage. It is based on Concepts and corresponds to the subject of the research. Simultaneously, Grounded theory strategy should include three steps: coding texts and theorizing, memoing and theorizing, and Integrating, refining, and writing theory. The first step assumes concepts development out of perceive patterns and codes. The second step focuses on the exploration and description of each category out of observation and notes were taken. The third step implies

formation of theory via links creation between categories. (20–22.) The time scale of this study is cross-sectional. It focuses on the examination of the phenomenon in a particular time. Continuously, cross-sectional time scale considers different samples.

Interpretivism is chosen as a philosophical stance for this research. In accordance with Interpretivism, the nature of reality is socially constructed and therefore, multiple. Relationships between society and individuals are perceived as a complex mechanism. The reality is objective, while each individual has his or her own vision. Continuously, people’s reaction to the same context may vary significantly due to different understanding and comprehension of this situation. Simultaneously, it is important to understand the relationship between the subject and the researcher within Interpretivist assumptions. Accordingly, the researcher is emotionally involved by the topic. He or she is cooperative, participative, and interactive especially, regarding data collection processes. Interpretivism is subjective. It minimizes the generalization of findings and tends to have weak predictions. The goal of the research is to understand the phenomenon and continuously examine the variability of individuals’ reactions which the phenomenon causes. Interpretivism is frequently used with qualitative methods which help to obtain in-depth insides about respondents’ actions and their ability to manage situations, gain an empathetic understanding of causes and effects, and reveal participants’ attitude to problems. However, Interpretivism is also used with Mixed methods. (Edirisingha 2012.) Continuously, data collection and data analysis processes described above correlate with each other and compile a coherent system for smooth research’s development stages.

3.4 Timeline of the research

The timeline for this research is represented via Table 1.

Table 1. Research’s Timeline

Time period	Research implementation matter	People involved
January 2019	Research plan confirmation	Steven Crawford (Thesis supervisor)

February 2019	Literature review formation	Steven Crawford
March 2019	Methodology chapter formation;	Steven Crawford; Informants of the study
April 2019	Quantitative survey	Informants of the study; Steven Crawford
May 2019	Qualitative individual interviews	Informants of the study; Steven Crawford
June 2019	Qualitative group interview	Informants of the study; Steven Crawford
July 2019	Finalizing of the primary data collection;	Informants of the study; Steven Crawford
August 2019	Results chapter development	Steven Crawford
September 2019	Discussion chapter development; Draft cards development	Steven Crawford
October 2019	Conclusion section development; Abstract writing	Steven Crawford
November 2019	Thesis submission	Steven Crawford; The second reader of the thesis; Thesis committee

According to the Table 1 depicted above, there are three main graphs: Time period, which indicates estimations of the time frame for each section, Research implemen-

tation matter, which reflects on the stage of the research, and People involved section, which shows individuals engaged during the processes of the stage. By the end of January 2019, the research's plan is confirmed by thesis supervisor Steven Crawford. The research plan was developed during Thesis 1 course. February 2019 involves writing the Literature review and the Methodology sections. These chapters form base for further Data collection and Data analysis sections and therefore, these chapters should be approved by thesis supervisor. Continuously, Data collection and Data analysis stages are implemented simultaneously starting from the 2nd half of February and lasting till the 1st half of April. After these stages, drafts for the Young New Horizons project are developed. During May 2019, in accordance with inductive approach, the Theory is formed, the Discussion and the Conclusion parts of the research are designed. Finally, by the end of June 2019 Thesis is submitted and evaluated by thesis supervisor, the second reader of this study, and thesis committee.

4 Results

In the Results chapter findings from Questionnaires, Individual Interviews, and Focus group Interview are described. This chapter aims to summarize the primary data collected throughout this study and attach interviews' notes, transcription, observations, and additional supplementing information to the findings. The section is organized in accordance with the consistent order indicated in the methodology chapter. Each data collection methods' results are described separately.

The Results chapter provides answers to the research questions specified in the methodology chapter. The answers are presented regarding each stakeholder examined in this study to complement the stakeholder approach.

As described previously, in the Results chapter clarification comments based on observation and notes are applied to reduce misunderstanding and ensure proper understanding of the interviewees' answers. Questionnaires, Individual Interviews, and Focus group Interview were initially collected in the language of origin of participants. Thereafter, all data was transcribed from Russian language into English language in order to correspond to this research.

4.1 Quantitative: Survey

Highlights of Demographics summarized from the Questionnaires are indicated via Table 2. The purpose of this table is to outline two the most important factors for this research, which are Gender distribution and Age segment division.

Simultaneously, nationality and country of origin are neglected as the sample for this data collection stage was defined as young people from the Russian Federation without any previous multicultural experiences.

Table 2. Demographics summarized from the Questionnaires

Distribution factor	Number of informants	Total % (N=130)
Gender		
Male informants	40	30,8%
Female informants	90	69,2%
Age segments		
13 – 16 years	65	50%
17 – 20 years	65	50%

4.1.1 Findings derived from the Questionnaires

In the following subchapter quantitative survey's questions and tables with responses are presented:

Table 3. Choose up to three of the most frequently used social media apps for you.

Response options	Number of informants	Total % (N=130)
Instagram	108	83,1%
Vkontakte	122	93,8%

YouTube	107	82,3%
Twitter	12	9,2%
Ask.fm	1	0,8%
Facebook	8	6,2%

Table 4. Do you know what bullying is?

Response options	Number of informants	Total % (N=130)
Yes	81	62,3%
No	49	37,7%

After the fourth question indicated via Table 4, participants were asked to answer an optional open-ended question. This optional question was oriented only on those participants, who answer on the previous question positively. The following question required participants to formulate the definition of bullying.

Question 5. If your answer on the previous question was yes, write your definition of bullying.

The most common answer among informants of the first age segment from 13 to 16 years was the synonym of bullying – *'harassment'*. Even though a synonym of the word should not be perceived as a proper definition, the Russian word for harassment [травля] has a close meaning to the original term.

Concerning short, up to three-words-definitions, both segments mentioned *'mockery'*, *'humiliation'*, *'insult'*, and *'belittling'*. The most common answers were various combinations of these terms. For instance, *'bullying is humiliation and insults'*. Some participants of both age segments described bullying as *'humiliating actions'* and *'motiveless actions, which aim to offend a person'*.

Continuously, among complexly constructed definitions, participants highlighted the peculiarities of the phenomenon. Some of them underlined the number of bullies as a party: *'collective harassment of a person without any reason'*, and *'intentional repetitive intimidation and humiliation of a person by a group of people'*; other informants in their definitions referred to other inequalities of parties involved in bullying: *'bullying is persistent humiliation and aggression towards a weaker and defenseless person'*, *'bullying is a form of aggression from physically stronger people or those, who are higher in the hierarchy towards ones lower in the hierarchy or weaker'*, and *'bullying is humiliation, when the victim is not able to defend him/herself due to inequality of involved parties'*; or either combined these specifications: *'group action aiming on humiliation of a weaker person'*.

Some informants defined bullying as harassment actions in a specific environment, such as in online settings: *'insulting actions via social media'*, *'Indignity or harassment online'*, and *'cyberbullying in the Internet'*; or in offline environment: *'harassment at school'*. Other participants put an emphasis on bullies' motivation in bullying: *'harassment towards a person for self-assertion'*, and *'harassment for the purpose of humiliation and suppression on the victim's mental state'*. In several definitions repetitiveness of action was mentioned: *'repetitive action based on humiliation'*, *'people on purpose humiliate others throughout a long period of time'*, and *'regular intimidating actions oral expressions towards another person'*.

Some answers for this question, were unique: *'psychological terror'*, *'physical and verbal violence'*, *'insults towards one student from other students'*, *'calm place to spend one's leisure time to relax, eat, and compete in agility and accuracy'*, and *'when you infringe nerds'*.

After optional open-ended question number 5 the definition of bullying was provided for all participants in order to enable correct understanding of the term used in the following questions. Definition of bullying provided in the survey was compiled out of definitions explored in the Literature review section and combines all indispensable elements of the term: "Bullying is an intentional, repetitive action, which aims at humiliation and assumes inequality of parties involved in it". This definition was formed according to secondary data explored in the Literature review chapter and

includes the most important components which compile this phenomenon. In the next question indicated via Table 5, participants were asked to estimate their understanding of the phenomenon.

Table 5. In your opinion, was your definition of bullying precise?

Response options	Number of informants	Total % (N=130)
Yes	81	62,3%
No	49	37,7%

The following question indicated via Table 6 allowed participants to choose multiple answers. It was assumed that one person might have been in different roles.

Table 6. Have you ever been involved in bullying in social media?

Response options	Number of informants	Total % (N=130)
Yes, I was a bully	20	15,4%
Yes, I was a victim	26	20%
Yes, I was a witness	82	63,1%
No	37	28,5%

The next question indicated via Table 7 was optional and referred only to those participants, who answered '*Yes, I was a victim*' or '*Yes, I was a witness*'. This question allowed multiple answers.

Table 7. If earlier your answer was "a victim" or "a witness" did you inform others about the incident?

Response options	Number of informants	Total % (N=100)
Yes, I informed my parents	7	7%

Yes, I informed my teachers	1	1%
Yes, I informed my friends	46	49%
No, I did not tell anyone	46	49%

In the last question indicated via Table 8, participants were asked to estimate the significance of bullying on a scale from 1 to 10 in modern world regarding their previous experiences and personal analysis.

Table 8. On a scale from 1 to 10, how significant is bullying as a social problem?

Response options	Number of informants	Total % (N=130)
1 (not a problem at all)	3	2,3%
2	2	1,5%
3	5	3,8%
4	13	10%
5	10	7,7%
6	19	14,6%
7	21	16,2%
8	32	24,6%
9	17	13,1%
10 (is a very significant problem)	8	6,2%

4.2 Qualitative: Individual Interviews

Individual Interviews is the second qualitative part of this study. Highlights of Demographics summarized from the Individual Interviews are indicated via **Table 9**.

Table 9. Demographics summarized from the Individual Interviews

Distribution factor	Number of informants	Total % (N=8)
Gender		
Male informants	3	37,5%
Female informants	5	62,5%
Age segments		
13 – 16 years	4	50%
17 – 20 years	4	50%

Table 10 indicates the list of participants, their unique study code, and explanatory comment. Accordingly, this system enables proper coding and anonymity of the information. Each study code of participants consists of three digits. The first letter of the code refers to the serial number of the participant. The second letter indicates gender: F for female participants and M for male ones. The third letter represents the role of a participant in cyberbullying: V for a victim, B for a bully, and W for a friend as a witness. The last number of the code indicates the age of the informant. In further chapters, this code system is utilized to refer to a concrete participant and his or her answer.

Table 10. Informants' of Individual Interviews study codes and an explanatory comment

Study code of the informant	Explanatory comment
1MV13	Male informant, Victim of cyberbullying, 13 years old

2FW14	Female informant, Witness of cyberbullying, 14 years old
3FV15	Female informant, Victim of cyberbullying, 15 years old
4MW16	Male informant, Bully, 16 years old
5FV17	Female informant, Victim of cyberbullying, 17 years old
6MB18	Male informant, Witness of cyberbullying, 18 years old
7FV19	Female informant, Victim of cyberbullying, 19 years old
8MB20	Male informant, Bully, 20 years old

4.2.1 Findings derived from the Individual Interviews

In the following subchapter qualitative Individual interviews' questions and responses are presented. Informants' responses are presented two major forms: tables with answers and following explanations are created for those responses, where comparison of provided answers is required, and citations of participants' answers with comments for those responses, where the variability of answers is higher.

As described previously in the methodology chapter, Individual Interviews are supported by questions and findings derived from the first quantitative surveys. Therefore, some questions from the quantitative part are addressed to the participants in order to receive more in-depth answers and reasonings. Table 11 indicates the first question each participant was asked.

Table 11. Do you know what bullying is?

Response options	Number of informants	Total % (N=8)
Yes, I know	6	75%
No, I do not know	2	25%

After the first question, informants who gave positive answer, were inquired to give their definition of bullying. Table 12 reflects on participants' definition of bullying.

Table 12. Definitions of bullying provided by informants

Study code of the informant	Informant's response
3FV15	Bullying is the process when your peers humiliate you trying to intimidate you.
4MW16	Bullying appears when some guys who are stronger mentally or physically are discriminating other guys, who were weaker.
5FV17	Bullying happens when people are trying to humiliate you no matter if their words are true or not, and simultaneously they are invading your personal space.
6MB18	Bullying is the process of purposive humiliation of one person by another.
7FV19	Bullying is a violent behavior towards a person which appears in aggression.
8MB20	Bullying is a process of humiliation and intimidation

Informants 1MV13 and 2FW14 acknowledged, that they have never heard of bullying. Thus, their answers were not represented on the Table 12. All participants were provided with the definition of cyberbullying regardless their previous answer. This step was essential for the general understanding of the phenomenon and for the reliability of findings. The definition of bullying for informants of Individual Interviews was the same as for informants of the Survey: "Bullying is an intentional, repetitive action, which aims at humiliation and assumes inequality of parties involved in it".

The next question indicated via Table 13 aimed to determine, which social media does the participant use the most for further explorations in the study.

Table 13. Which social media sites do you use more often?

Informant's response	Number of informants	Total % (N=8)
Instagram	8	44,2%
Vkontakte	8	44,2%
YouTube	2	11,1%

After question indicated via Table 13, informants were asked to reflect whether they have ever faced bullying in social media sites they mentioned previously. Participants responses are summarized via Table 14.

Table 14. Have you ever faced bullying in social media sites you mentioned previously?

Study code of the informant	Informant's response
1MV13	Yes, I have probably faced it.
2FW14	Yes, I am sure I have faced it.
3FV15	Yes, I face bullying in social media quite often. Maybe free times per week in comments.
4MW16	Yes, I face it as a witness quite often.
5FV17	Yes, I believe I have noticed bullying in social media.
6MB18	Yes, it is a very popular phenomenon there.
7FV19	Yes. I faced bullying there several times. I was a witness and a victim.
8MB20	Yes, I am afraid that I have faced bullying

Continuously, participants were asked to define their role in the case they wanted to describe for the study. Responses are represented via Table 15.

Table 15. In which role did you face cyberbullying in the case you will describe for this study?

Response options	Number of informants	Total % (N=8)
Yes, I was a bully	2	25%
Yes, I was a victim	4	50%
Yes, I was a witness	2	25%

After this question, the informants of the interview were divided into three categories in accordance with the group they belong to bullies, witnesses, or victims. Further questions were addressed regarding the division described before.

For expedient structuration of Individual Interviews data is summarized using narrative. According to Saunders et al. (2008), structuring data via narrative is a holistic approach utilized throughout data collection and data analysis processes. The narrative is resorted by researchers when informants of individual interviews compile a story as a part of their response. The narrative refers to subjective, temporary vision provided by the participant, which is a combination with narrative's flow, social context, and participant's engagement helps to form a coherent story. (497 – 498.)

Victims.

Victims are people, who suffered from bullying. In this study, victims are referred to as a group of informants, who were bullied in social media environment. In this study informants 1MV13, 3FV15, 5FV17, and 7FV19 identified themselves as victims of cyberbullying regarding the case they described for this research.

1MV13

Informant 1MV13 recalled the beginning of the school year. He entered the 6th grade in his new school. He described: *"I went to the 6th grade. It was at the very beginning*

of the school year when I changed my school". In addition to these changes, the participant mentioned wearing glasses to improve his eyesight. The participant did not have any negative prejudices about wearing glasses at that time. However, a group of boys started to react to his appearance: "In a week time my new classmates started to laugh at me because of my glasses". Boys' reaction was purposed on humiliation, and their actions were repeated, which indicates the beginning of bullying in real-life environment. Physical bullying was continuing for one week and then it changed the vector: "Then they started to comment on my photos in VKontakte. They also wrote private messages from fake accounts". From this moment, bullies' actions are categorized as cyberbullying due to social media involvement. This informant remembered, that first, he received private messages on his account in VKontakte from those bullies, who were involved in real-life bullying. Then, he started to receive anonymous messages from unknown accounts: "They did it both openly and anonymously, but I knew who wrote to me. However, from these fake accounts, it was not obvious. There was no personal information". Subsequently, the participant revealed anonymous accounts' identities: "However, later I revealed that fake accounts were made by my other classmates who did not approach me personally. They were afraid of doing it in real-life conditions and therefore, they used anonymous accounts to bully me". Cyberbullying lasted for 2 weeks. The informant received a lot of negative comments regarding glasses, his appearance, and intelligence. The situation affected the informant's mental state: "I was stressed and frustrated". Cyberbullying had an influence on performance rate, as this participant faced his bullies every day at school. Moreover, cyberbullying provoked the informant's reaction in comments: "First, I answered then aggressively, just the way they were writing me. Then, I asked them to stop". However, these attempts were to no avail. They did not stop bullies in the online environment. Finally, Informant 1MV13 felt devastated by the situation. It drove him to desperate actions: "It all ended up when I took my glasses off. I told my mom I that I started to see better, but this was not true".

3FV15

Informant 3FV15 claimed that she was first victimized via cyberbullying when she posted a video of herself in VKontakte: "I posted a video of me in VKontakte. In this video I was dancing in a funny way. Maybe even provocatively". This video had a

great public outcry: *"Guys who studied at the same school as I but were older than me started to comment on it negatively and share this video all over my school"*. She received a lot of negative comments under the video, private messages condemning her appearance. This participant received comments from both anonymous and open pages. Some of the bullies she knew personally, others were just complementing humiliating comments. However, this informant did not experience physical bullying of any form in real-life environment. Informant tried to delete the video from her webpage. However, bullies managed to make copies and screenshots. Cyberbullying acquired increasing rate: *"They changed it by making various remixes and reverses. They made memes of me via this video fragments"*. Informant 3FV15 remembered noticing changes in her mental and physical states. She refused to go to school, her performance decreased: *"I wanted to stay at home as I was sad and resentful. I thought that I did not deserve this just because of the video I have posted"*. Cyberbullying caused fears: *"I was afraid that cyberbullying will become real – life bullying"*. Continuously, the participant agreed to attend lessons while it was still hard to concentrate on education, as she felt oppression. Cyberbullying lasted for 3 weeks. Closer to the end of the third week, informant 3FV15 recalled that some negative comments did not relate to the video content: *"They slut-shamed me. Afterward, it did not even matter for them anymore what was there in the video. They were just projecting their anger on me"*. Informant 3FV15 tried to stop cyberbullying: *"I was trying to defend myself first, but then elder people recommended me to ignore them"*. Cyberbullying was over when school direction became aware of the situation and took action.

5FV17

Informant 5FV17 recalled receiving a private message in VKontakte. A boy who was younger than she was trying to get to know her there: *"In VKontakte one guy was trying to get to know me. I saw him a couple of times at school"*. However, this participant was not willing to start a conversation. Therefore, she refused him politely. From this message cyberbullying started. Informant 5FV17 claimed that after her refusal the boy's behavior changed drastically: *"When I refused, he started to insult me unreasonably. I was shocked because of the changes in his spontaneous behavior"*. However, after the first insulting messages, informant noticed negative messages

from other users: *“Not long after some other guys started to message me directly from different accounts trying to insult me. They slut-shamed me”*. The informant mentioned that these accounts were anonymous. There was no personal information or photos. Therefore, the participant found it difficult to reveal their identities: *“I am not sure whether other guys who also bullied me via social media were his friends or it was he himself creating new fake accounts”*. Cyberbullying lasted for 2 months. Though, throughout this period, the intensity of humiliating actions fluctuated: *“Well, in its intense faze it lasted about 2 months. I received humiliating messages with different content almost every day. They wrote to me actively and creatively. Then the pace started to decrease. I received messages twice a week and then even less”*. Informant 5FV17 described her first feeling caused by cyberbullying: *“I was shocked with the first humiliating message. I was and I am still a small girl. I have never heard of cyberbullying or faced it before”*. She emphasized the fact, that she did not understand what was happening: *“I did not understand why this was happening to me. I was upset”*. However, soon informant managed to define the influence of cyberbullying on her: *“Later on, I started to perceive it as not a big problem. If it happened in real-life than I would be worried more”*. After the situation, the bully apologized: *“They boy apologized. I accepted his apologies. However, it turned out that to accept his apologies was not enough for him. He started to bother me messaging all the time waiting for a reaction. He did not offend me anymore through”*.

7FV19

Informant 7FV19 recalled the background of cyberbullying, as it compiled an indispensable part of the process. The participant described herself as a hardworking student, who had trustworthy relationships with her teachers: *“I was a hard-working student and the favorite one among teachers. Frequently, I served as an example for those people who did not make that much success in the learning process”*. She claimed that in the beginning, she was bullied personally: *“It all started in real-life bullying which lasted for 1,5 months. I have managed to ignore them”*. Additionally, the informant explored personalities of her offenders: *“Unfortunately, it turned out that a part of those people were also aggressive and harsh people. They were trying to assert themselves via this behavior”*. Bullying in real-life environment attracted teachers' attention: *“Also, teachers who saw their behavior were protecting me”*.

Then, cyberbullying started. People, who humiliate informant 7FV19 in real-life started to insult her online in VKontakte. Some accounts they used were fake to broaden their influence. The participant recalled that numerous accounts were involved: *“There were a lot of accounts. Up to 70”*. This informant was trying to block those pages, however simultaneously new ones were appearing. Comments had different negative content: *“They commented on my appearance, especially popular were comparisons of my appearance and my learning abilities such as clever but ugly. They commented on my personal traits calling me smarmy because of the teachers’ attitude to me. In the end, I was also slut-shamed”*. The participant characterized those comments as unreasonable. Cyberbullying lasted up to three months. However, after the second month, the intensity started to decrease. The informant revealed the connection between this situation and her mental state: *“I felt humiliated. Continuously, I had a crisis”*. This participant described the relation between her mental and physical state conditions: *“I can remember psychosomatic symptoms. I got sick frequently, I had a fever a couple of times with no reason, I had several colds”*. Furthermore, she defined changes in her educational progress: *“Then, I did not want to attend lessons any longer. My grades decreased as well as my overall performance”*. Informant 7FV19 defined the point from which cyberbullying started to decrease: *“I believe that they just lost their interest in me. Probably, they were ashamed of what they had done”*.

After participants’ stories, they were asked further questions defined below. Questions were addressed in accordance with the defined category of participants 1MV13, 3FV15, 5FV17, and 7FV19 – Victims.

Question 1. Did you inform anyone about this situation?

Participant 1MV13 claimed that he did not inform anyone about this situation: *“I did not tell anyone about my situation at all”*. He expressed concerns about his friends’ reaction: *“I did not tell my friends as they could start to bully me as well. They would not understand my feelings”*. This participant did not inform his parents as well: *“I did not tell my parents as I was afraid that they will take action. If so, I would be bullied even more. I was afraid to make the situation worse”*. The participant was worried about his appearance: *“I did not want to appear weak”*.

Participants 3FV15 and 7FV19 informed their parents as they were not able to hide their feelings from them and were seeking for help and advices. Informant 3FV15 specified her relationships with her mother: *"My mother is my best friend. We have a trustworthy relationships"*. Informant 7FV19 asked her parents for their support. Though, she felt that this was not enough: *"Eventually, I felt that I needed to consult with a professional to manage this situation"*.

Informant 5FV17 recalled that she did not inform her parents. She was worried about her appearance in their eyes: *"It was embarrassed of getting called a prostitute even though it was unreasonable. Therefore, I did not want my parents to know about the situation"*. This participant concretized her mother's awareness about social media sites: *"I understood that my mother, for example, does not have any accounts online"*. She linked this factor with her conclusions: *"She will not be able to help me"*. However, participant 5FV17 informed her friends about the situation: *"I guess I have told some of my close friends to whom I trusted entirely"*. Informant 3FV15 also reported about being victimized online to her friends: *"I also told my friends and they were nearby to support me"*. Another participant 7FV19 described her friend as the first people who were informed about the situation: *"First, I was afraid to tell anyone. I started to share about this situation with my friends"*.

Participants 3FV15 and 7FV19 admitted going to professionals. Both informants recalled that psychologists were last instances to whom participants contacted as they were not able to cope with their feelings on their own. Informant 3FV15 emphasized: *"I went to the school's psychologist to stable my mind. I just could not get over it myself"*.

Informant 3FV15 recalled that her mother contacted teacher and school direction to solve the situation: *"My mother informed my school. She called the principal and told her about the situation. The whole direction of my school became aware of the situation"*. Informants 1MV13, 5FV17, and 7FV19 did not inform their teacher at school.

Question 2 was addressed to those participants, who answered positively on previous question. For this question, participants were asked to analyze, whether people who were informed about cyberbullying undertook actions and if those actions influenced the situation.

Informant 3FV15 mentioned that her friends were protecting her from external negativity: *"I also told my friends and they were nearby to support me. They were trying to defend me"*. However, their support had moral nature. Main actions aimed to increase awareness about the situation and stop humiliating actions were undertaken by this informant's mother, who informed school direction. After her actions, teachers at school had to undertake actions: *"Teachers had to talk to each class about the situation as my mom informed the direction"*. However, this informant defined the nature of their preventive actions as volatile: *"But it was just because of this situation. After it was just ignored as usual"*. This informant acknowledged that psychologist's advice was helpful in overcoming the situation.

As well as informant 3FV15, informant 5FV17 claimed that her friends morally supported her. This participant stated that she did not want anyone to help her to solve her problem. Therefore, she did not inform her teachers. Informant clarified her perception of teachers' involvement: *"When you tell your teachers about other students' behavior this becomes snitching which is immoral from my point of view. I was solving it myself. At least I tried to"*.

Participant 7FV19 reported, that her friends helped her to defend herself in social media sites: *"My friends were trying to block accounts and messaging them directly"*. However, bullies found ways to continue cyberbullying: *"Bullies were blocking my friends so that they were not able to message them anymore. These actions did not stop bullies"*. Informant 7FV19 recalled attempts to intimidate bullies: *"One of my friends was trying to frighten them as his father worked in the Police. This made bullies decrease the intensity of cyberbullying but then it started to increase all over again"*. Participant 7FV19 reported that psychologist helped her to manage her feelings: *"The professional helped me to change my perception of this situation"*.

Question 3. Did you change your opinion about social media sites after this situation?

Informant 1MV13 recalled that he was using VKontakte less frequently when he was cyberbullied. He explained in the following way: *"I used VKontakte less frequently when those guys were humiliating me. When I was online, they wrote to me all the time"*. This attitude towards social media sites during cyberbullying period followed by a consistent refrain from those sites was mentioned by all participants categorized

as Victims. Participant 3FV15 confessed: *"I did not want to use VKontakte anymore. Especially, when my mom recommended ignoring bullies. That was an easy way to avoid these intimidators"*. Informant 7FV19 mentioned avoiding VKontakte in favor of other social media sites: *"When it all happened, I started to use them less frequently. I contacted my friends and family via WhatsApp, for instance"*. Continuously, participants' vision changed after the situation. When cyberbullying was over, informant 1MV13 changed his behavior: *"After all, I still used social media sites frequently. As for VK I did not stop using it, as I need it"*. Informant 7FV19 recalled appearing questions regarding social media sites: *"I had a lot of questions regarding the safety of these sites"*. Participant 5FV17 shared her vision of social media sites' safety: *"I do not think that I started to feel anything bad towards social media sites afterward. It is not them its people who do it while social media help you to control it"*. Nevertheless, informant 3FV15 reported another perception. Accordingly, she emphasized: *"I do use VKontakte now. However, I do not post videos anymore at all. I guess I never will"*.

Question 4. What was the influence of this situation on you as a person afterward?

Informant 1MV13 acknowledged that this situation changed his perception of bullies: *"I do not want to talk with them anymore. They are cruel"*. Moreover, he admitted changes in his reaction to others' comments related to his appearance: *"Now, I am more sensitive to what others' say about me. I may become even aggressive when I hear some negative comments. I will not let anyone offend me"*.

Participant 3FV15 shared her feelings about being victimized: *"Well, the situation left an indelible impression on me"*. At the same time, informants 7FV19 and 5FV15 referred to cyberbullying victimization as an important experience that had a great influence on their lives. 7FV19 mentioned: *"Now I realize that this was a situation which taught me a lesson. I learned how to form a proper attitude to this kind of people"*. She emphasized the significance of this experience in personality formation: *"I learn how to become a better version of myself by protecting my mental stance from unreasonable negative comments"*. Participant 5FV15 learned new skills: *"After my own cyberbullying story I realized that not each and every opinion about me is true. I*

learned how not to react to others' negative opinions. I started to understand which comments I should analyze, and which should forget".

Question 5 Why do you still use social media sites after cyberbullying?

All participants named several reasons to use social media sites. Among all options, "communication with peers and family", "inspiration and motivation", "education and self-development" were the most common topics. Informant 1MV13 mentioned spending leisure time there: *"I listen to music there, watch videos, play games, and contact my friends"*. He defined the place of social media sites in his life: *"Social media sites are very important for me. I can't just stop using them"*. Furthermore, participant 3FV15 referred to social media sites as an indispensable part of teenagers' lives nowadays: *"It is impossible to imagine the 21st century without an account in social media sites. I can't just stop using them"*. This participant claimed that correctly allocating time is a part of wise social media usage: *"I do not spend my time reading negative posts or bullies' comments"*. Informant 5FV17 preferred Instagram due to a larger scale of opportunities, which provides this social media: *"Instagram shows you different people and their different lives. You can watch what your friends are doing, or you can watch other people travelling across Africa, how designers reveal trends. Just the platform which helps you to watch and follow everything and everyone you want"*. Accordingly, it stimulates diversified thinking and broadens life perspectives. Participant 7FV19 mentioned self-expression via social media sites: *"It is the way to express my thoughts and feelings."*

Witnesses.

In this research Witnesses is a category of participants, whose friends suffered from cyberbullying. In this study informants 2FW14 and 4MW16 decided to contribute to the research by sharing their stories about cyberbullying.

2FW14

Informant 2FW14 shared a story of her close friend being victimized. It started in Instagram, where the friend posted private pictures of her: *"My friend had an account. There she published some private photos of her. For example, where she was wearing a swimming suit"*. The friend started to receive negative comments concerning her

appearance. Participant 2FW14 and her friend knew some of the bullies personally, while other accounts were fake. Bullies were trying to broaden their sphere of influence: *"They just commented without a shade of embarrassment. They also wrote her privately in the Direct"*. Offensive comments concerned friend's appearance on those photos: *"These comments were so rude! They called her fat, ugly, and slut-shamed her"*. No one approached the informant's friend in real-life. Cyberbullying lasted for 1 week, then the intensity of comments started to decrease. Participant 2FW14 described her friend's emotional state during the victimization period as unstable and vulnerable: *"My friend was depleted. She cried a lot at the beginning"*. Additionally, this informant recalled her friend's learning progress decrease: *"She did not want to go to school. Her performance decreased but she could not do anything about it"*. When informant 2FW14 noticed changes in her friend's behavior, she described her feelings about the situation: *"Probably, these pictures were not good. Definitely, she did not deserve all these negative comments just because of them. It was unfair"*. Informant 2FW14 and her friend were close. Thus, this participant was among the first people with whom the victim decided to share. Continuously, the informant was trying to support her mentally by giving advice about her behavior: *"First, I was trying to talk to her personally about the situation. I was trying to tell her that she should just disregard all those comments"*. Then, the informant undertook actions to stop bullying: *"Second, whenever someone wrote her directly, I was nearby to help her to defend herself"*. This informant characterized her communication with bullies: *"I was asking them to stop and even threatening them when I was too angry to talk peacefully"*. These actions did not have any effect on cyberbullying. Moreover, bullies were trying to offend the informant 2FW14: *"When I defended my friend, bullies humiliated me the way they did with her. I was ignoring this"*. After two weeks, bullies lost their interest in the participant's friend.

4MW16

Participant 4MW16 recalled the beginning of his friend's online victimization: *"A close friend of mine had an account in Instagram. One day she noticed offensive comments under one of her pictures"*. This informant described their relationships with his friend as a close friendship: *"We are best friends. Even though she is a girl and I*

am a boy". The participant emphasized the trustworthy atmosphere of their friendship: *"We shared secrets all the time. Therefore, I was the first one whom she informed about it"*. He recalled his feelings about the first negative comment: *"She was such a lovely girl! I was shocked by this comment. It was just unfair"*. However, comments started to appear more frequently: *"At some point, we realized that under each photo on her account there were negative comments"*. Bullies started to message the victim directly: *"First, it was just in the comments and then she started to receive these comments to her Direct"*. Informant 4MW16 clarified the nature of negative comments: *"There were some comments about her appearance and about the content of her posts. They also slut-shamed her unreasonably"*. This participant shared that comments were sent from anonymous accounts: *"She received messages from fake accounts. There was no information about the people, whose accounts these were"*. Cyberbullying lasted for 2 months. This informant described his friend's mental state during victimization: *"She was afraid. She did not know whose accounts were messaging and she did not understand what was going on"*. He recalled that the situation affected her mood but not her performance at school: *"This situation influenced her mental health but not grades"*. Additionally, this participant shared his feelings during that period: *"I was literally feeling her pain"*. Later, informant 4MW16 and his friend managed to reveal identities of bullies: *"In the end, it turned out that this account was created by girls from our school"*. He assumed bullies' motivation: *"They were trying to offend her without being revealed"*. Additionally, this informant clarified the status of bullies in real-life environment: *"These girls were not cool at school. They were just ordinary girls and our classmates"*. Informant 4MW16 reported his actions for cyberbullying prevention: *"I was always near my friend. We were deleting those negative comments together"*. He emphasized moral support: *"I was trying to support her morally by giving advice"*.

Question 1. Did you inform anyone about this situation?

Informant 4MW16 admitted, that his friend asked him not to tell anyone about the situation: *"She informed me but no one else. She begged me not to tell anyone"*. He suggested his explanation of this wish: *"She was ashamed of being slut-shamed. Even though it was unreasonably"*. Participant 2FW14, as well as participant 4MW16, was asked not to inform anyone. She referred to a similar nature of this situation: *"She*

was afraid of making this situation even worse. She was trying to cope with this herself. She was embarrassed". However, informant 4MW16 explained that they decided to inform his friend's parents: *"It lasted for so long. She was not able to cope with that anymore"*.

Question 2 was addressed to those participants, who answered positively on previous question. For this question, participants were asked to analyze, whether people who were informed about cyberbullying undertook actions and if those actions influenced the situation.

Informant 4MW16 was the only person categorized as Witness for this study, who decided to inform elderly people. He recalled that his friend's parents undertook actions immediately: *"When my friend explained the situation to her parents, they contacted school direction right away"*. He described teachers' reaction to the situation: *"Teachers had to organize meetings with us"*. Teachers' actions had an influence on the situation: *"After those meetings, cyberbullying stopped"*. Though, this informant reported, that these meetings were not held any more after this situation and gave his opinion about it: *"They organized those meetings only when the situation was urgent. However, we did not have them after the situation. That is why these actions should not be considered as preventive ones"*.

Question 3. Did you change your opinion about social media sites after this situation?

Both informants 2FW14 and 4MW16 summarized, that this situation did not change their perception of social media sites. However, participant 2FW14 observed changes in her behavior there: *"I rarely comment photos not to offend others with my subjective opinion. Because now I know how unpleasant it all can be"*. Informant 4FW16 claimed that cyberbullying occurs because of people, not social media sites: *"These things happen regularly. That's not the problem of the social media. It's the problem of people there"*.

Question 4. What was the influence of this situation on you as a person afterward?

Informant 4MW16 reported changes in his attitude towards cyberbullying and bullies: *"I realized that you should take it all easy"*. He claimed that cyberbullying and

real-life bullying should be perceived differently in terms of their influence on a victim: *"It should not worry you if it does not have any physical form"*. This participant emphasized the importance of self-protection online: *"You should not be afraid to delete those posts and protect yourself. It can happen to everyone"*. Participant 2FW14 mentioned shared her vision on online victimization: *"After that situation, I understood that anyone can become a victim of cyberbullying"*.

Question 5. Why do you still use social media sites after cyberbullying?

Informant 2FW14 claimed that social media sites have several benefits in terms of communication: *"I can't stop using these sites. Nowadays, it is the easiest way of quick communication"*. As well as participant 2FW14, informant 4MW16 mentioned communication via social media sites: *"I want to communicate with all my friends and watch their lives"*.

Bullies.

Bullies are people, who intimidate others. However, in this study bullies are referred to as a category of participants, who intimidated others online due to specific peculiarities of this research's objectives and focus on the online environment. In this study informants 6MB18 and 8MB20 identified themselves as instigators of cyberbullying.

6MB18

Informant 6MB18 claimed that he had a close friend who was studying together with him in the same class with a girl. He recalled his friend sharing a situation concerning this girl: *"He was informed that this girl was thinking that they were in love. First, it was just a rumor. Then, she started to talk about it constantly"*. This participant explained his friend's feelings about the situation: *"He was confused at first. He did not have any romantic feelings towards that girl"*. However, the girl did not stop rumor-ing about her love relationships with the informant's friend: *"Everyone in our class started to discuss them as a couple"*. Informant 6MB18 noticed changes in his friend's attitude: *"He started to get very angry on her. He did not want to hear those rumors anymore"*. From this point, real-life bullying started. The participant's friend started to comment negatively girl's appearance. Then, informant 6MB18 started to feel empathy towards his friend: *"She slandered him! This affected his image as a*

person at school". He clarified his feelings: *"I wanted to teach her a lesson"*. Then, bullying moved to online reality. Informant 6MB18 claimed that his friend started to write the girl directly in VKontakte. Later, this participant joined his friend: *"We commented on her photos and directly in VKontakte"*. He clarified the nature of the comments they sent: *"In the beginning, we called her a liar. Later, we started to comment on her appearance"*. This participant reported the growing intensity of cyberbullying: *"At some point, other guys joined us. They were our classmates. We created fake accounts as well"*. With the growing intensity of humiliation, comments' orientation changed: *"During the most intense faze, we commented on her appearance and behavior mostly. Those comments became harsher. We slut-shamed her"*. Simultaneously, this participant recalled real-life bullying to continue: *"We still bullied her personally. We were laughing at her even without hiding it"*. Cyberbullying lasted for 4 months.

8MB20

Participant 8MB20 shared a story of him victimizing a girl online. He explored the real-life environment of the situation: *"I liked a girl who studied together with me. I was trying to show her my attention"*. This participant strived to gain her favor: *"I was trying to find an opportunity to talk to her. I presented her small gifts"*. However, the participant supposed that the girl did not feel the same way towards him: *"We communicated but more like friends. I think she did not like me"*. Soon after, the girl entered a romantic relationship with another person: *"Then, she started to date someone"*. Informant 8MB20 described his feelings about that situation: *"I was so angry at her. I did not understand why she chose him"*. The real-life situation exacerbated his perception: *"I could not bear it. I saw her every day at university. I just could not get rid of those negative feelings"*. From this point, the participant started to victimize the girl online. Informant 8MB20 recalled writing the victim directly in VKontakte: *"I was just trying to understand her choice, but she was not very nice to me"*. Informant 8MB20 mentioned that he started to bully the girl in private messages. Later, he commented openly on her page. He explored the intensity of his comments: *"My comments became worse and worse from time to time. I slut-shamed her"*. He confessed, that he did not bully her in reality: *"In real-life, I did not*

insult her". This informant was trying to expand his influence: *"I also bullied her in Instagram. I created fake pages, too"*. Cyberbullying lasted for 3 weeks.

Question 1. Did the victim inform anyone about this situation?

Informant 6MB18 supposed that the girl he was cyberbullying did not inform her parents: *"I do not know for sure, however if they had been informed, they would have contacted us"*. He recalled that the teacher was aware of real-life bullying and was trying to prevent it: *"Our class teacher was aware of bullying in real-life environment though, she did not know about online bullying"*. Respondent 8MB20 recalled that his victim did not inform elderly people: *"I know she did not tell anyone. She was embarrassed of being slut-shamed"*. Both informants shared that their victims informed their close friends about the situation.

Question 2 was addressed to those participants, who answered positively on previous question. For this question, participants were asked to analyze, whether people who were informed about cyberbullying undertook actions and if those actions influenced the situation.

Respondent 6MB18 recalled his class teacher undertaking actions to finish bullying in real-life: *"Our class teacher saw me and my friend humiliating this girl in reality. She had a meeting with us to stop our actions"*. This participant claimed that after this meeting they started to bully the girl online more than in reality: *"We knew that our teachers would not know about it"*. Informant 8MB20 shared that after cyberbullying was over, his victim visited a university psychologist: *"I became aware that she went to our university psychologist from a friend of her"*.

Question 3. At what point did you start to feel that you should stop?

Participant 6MB18 shared his feelings: *"At some point, I just felt that it was enough. We even exceeded all norms from my perspective"*. He claimed that he was one of the first bullies, who stopped cyberbullying. This informant confessed, that he did not encourage anyone to stop: *"I did not ask anyone to stop. Even my close friend"*. He explained his actions: *"I was afraid of being bullied myself"*. Informant 8MB20 explained that he stopped when he realized that bullying in online reality affected the

girl in real-life environment: *"I saw her in our university. She was depleted. She was truly afraid of me"*.

Question 4. What do you feel about the situation afterward?

Both informant 6MB18 and 8MB20 feel embarrassed about the situation. Participant 6MB18 stated: *"I'm ashamed of this situation"*. He suggested that problematic situation should be solved in a different manner: *"We should just talk with her not just bully her. We could solve it in a peaceful manner. I'm ashamed, truly ashamed"*. Participant 8MB20 shared: *"I am very embarrassed about this situation. I wish I did not do it to her"*. He regretted that he did not solve this situation on his own: *"I should just overcome those feelings on my own. I should not take it out on her"*. This participant is disappointed that his regrets were not accepted: *"I wish she answered my apologies. I would never do something like that to anyone again"*. Both participants reacted emotionally on this question.

Question 5. Did you apologize?

Participant 6MB18 acknowledged: *"I was too afraid to approach her personally. I did not apologize, I just stopped to bully her"*. Respondent 8MB20 recalled apologizing to his victim via social media: *"I was trying to apologize to her. Online"*. He explained his behavior: *"I was not brave enough to talk to her personally"*. This informant shared the victim's reaction: *"She read my message but did not reply"*. Thus, this participant was trying to assure the girl about his actions: *"I wanted to convince her, that I would stop writing all negative messages and comments and I would ask my friends to stop doing it as well"*. However, informant 8MB20 did not receive a reply: *"She read all of those messages. She did not answer though"*.

Question 6. Did cyberbullying changed your perception of social media sites?

Informant 6MB18 stated: *"I started to understand that cyberbullying is bullying"*. He claimed that cyberbullying is harder to overcome than the real-life bullying: *"Also, it is probably even harder to overcome it for a victim. There are a lot of comments there"*. This participant projected it on his situation: *"The girl was affected by all them and very disappointed. It has the same level as bullying in real-life"*. Respondent 8MB20 shared a similar opinion: *"When you influence someone's account, it will have*

an effect on the person in real-life as well". He gave his characteristics of social media sites: *"Social media is a powerful tool"*.

After participants' stories and questions, related to their categories, informants of Individual Interviews were addressed summarizing questions to reveal their position on social media. Those questions are indicated below.

The first question addressed to the participants is indicated via Table 16. Informants were enquired to analyze their behavior in terms of cyberbullying online, when they or their friends were not involved directly.

Table 16. Have you ever tried to prevent cyberbullying is social media?

Response options	Number of informants	Total % (N=8)
Yes, I have undertaken actions	2	25%
No, I have never interfered	6	75%

On the one hand, participants 2FW14 and 3FV15 claimed that they undertook actions to stop cyberbullying. Informant 2FW14 declared her personal position: *"I am trying to stop cyberbullying whenever I face it"*. She linked her position with the situation of cyberbullying she faced: *"I remember my friend being there. That's why I am doing everything to explain those online bullies that they are not right"*. Respondent 3FV15 shared the position with informant 2FW14: *"I always try to stop cyberbullying because I was there myself and I know how hard it can be"*. Additionally, this participant reported her preventive actions: *"Usually, I just start to bully those bullies myself"*.

On the other, informants 1MV13, 4MW16, 5FV17, 6MB18, 7FV19, and 8MB20 answered negatively. Respondent 1MV13 shared his fears: *"No, because I cannot. I am afraid of being bullied myself"*. Informant 4MW16 reasoned about the methods against cyberbullying: *"There is no benefit in hate against the haters"*. Participant 5FV17 also shared her vision of interference: *"I have realized quickly that it only gets worse as you work as a trigger provoking them only to comment more"*. She linked

interference with the growing intensity of cyberbullying: *“They will not stop to bully the person I am trying to protect. They will just start to bully me as well as this person”*. This informant claimed that all attempts to stop bullying online would not lead to desirable results: *“They will not acknowledge that they were wrong”*.

Participant 8MB20 explained his decision not to interfere: *“It’s hard to help with it”*. As well as informant 1MV13, informant 8MB20 shared his concerns: *“I am afraid to become a part of the conflict. I might be bullied myself”*.

Furthermore, informants were familiarized with three social media sites: Instagram, VKontakte, and YouTube. These social media sites were chosen in accordance with previous quantitative findings. Participants were asked to recall, on which of them they faced cyberbullying more frequently. Simultaneously, they could choose several options. Results are indicated via Table 17.

Table 17. Where do you face cyberbullying more often?

Response options	Number of informants	Total % (N=8)
Instagram	6	60%
VKontakte	3	30%
YouTube	1	10%

Informants 1MV13, 5FV17, and 7FV19 voted for VKontakte, informants 3FV15, 4MW16, 5FV17, 6MB18, 7FV19, and 8MB20 selected Instagram, while informant 2FW14 chose YouTube as the social media site, where they face cyberbullying frequently.

In order to explore the previous question, participants were asked to describe what kind of posts on these websites attract bullies’ attention. All informants named *“appearance”* as the number one reason causing inappropriate reaction and cyberbullying. Participant 1MV13 stated that in VKontakte appearance provoke negativity: *“I guess photos where a person looks bad or silly receive a lot of negativity”*. Referring to appearance, respondent 4MW16 mentioned new ideas promoted in society. He

clarified: *“Feministic posts get a lot of attention. These ideas are new to Russia and the topic is provocative”*. He reasoned about the nature of that reaction: *“They are representing their bodies trying to prove that it is appropriate, but the society is not ready for it sometimes”*. Informant 3FV15 shared this position: *“Something new in terms of appearance: weird make-ups or clothes”*. Moreover, this informant set another popular perspective on cyberbullying: *“We post on Instagram daily. The more we post, the more negativity we receive”*. Respondent 7FV19 also referred to frequency of posts and more opportunities for leaving comments: *“On Instagram we can post daily. There is no limitation on the number of comments under the post”*. Participants 6MB18 and 5FV17 claimed that jealousy is the key factor, which leads to negativity. Respondent 5FV17 shared about the nature of posts on Instagram: *“It is not just a platform about photos anymore. People describe there their lives, their thoughts, and promote ideas, their business, themselves anything!”*. She linked posts’ nature with a high level of cyberbullying: *“Because if it is a text, you should first read it and understand while pictures are obvious”*. This informant also mentioned provocative content: *“When you see something provocative like a pregnant woman who took naked photos you can quickly react such a disaster!”*. 6MB18 concluded: *“When people are showing their happiness and when they think that they are beautiful. Others get jealous. These good-looking girls get a lot of negative comments”*. Informant 2FW14 discoursed about the nature of negative comments on YouTube: *“Frequently, videos receive bad comments whenever bloggers do something really bad, behaving inappropriately, sharing private videos or bullying another blogger for example”*. She argued that by making private content public a person receives a lot of negativity: *“In Instagram and VKontakte posts of private content provoke cyberbullying”*. She also referred to the frequency of posts: *“Bloggers post on a regular base and so they get a lot of comments”*.

The third question suggested participants of Individual Interview analyze, which of the two age segments identified in this research faces cyberbullying more frequently. The results of the third question are indicated via Table 18.

Table 18. Which of two age segments faces cyberbullying more frequently?

Response options	Number of informants	Total % (N=8)

Age segment from 13 to 16 years old	7	87,5%
Age segment from 17 to 20 years old	1	12,5%

On the one side, respondents 1MV13, 2FW14, 3FV15, 5FV17, 6MB18, 7FV19, and 8MB20 claimed that young people from 13 to 16 years old are more vulnerable to cyberbullying. Informant 8MB20 explained the correlation between age and behavior: *“Younger children are angrier. They are more aggressive”*. This position was also mentioned by participant 6MB18: *“Children are cruel. They do not know how to overcome their aggression. Therefore, they just project it on others”*. Informant 5FV17 linked inexperience in social media usage and cyberbullying: *“People of this age are too young to understand what kind of pictures they should, and they should post. They have less experience with online platforms and more chances to receive negative feedback on their content”*. Continuously, she referred to the inability of the first age segment to formulate their thoughts properly and analyze their influence on other people: *“They do not think about the effect which their words have on a person”*. This position was shared by informant 3FV15. She claimed: *“These are young people and their personalities are not yet formed properly. They want to prove to everyone that they are worthy, and they are already grownups. Also, this segment suffers most as victims. They do not know yet how to use social media. They do not know what to post”*.

On the opposite, informant 4MW16 named people from 17 to 20 years old being more involved in cyberbullying. He compared real-life and online bullying: *“The younger segment faces bullying in real-life environment more often”*. This participant stated that people face cyberbullying when they get older and start to share private issues publicly online: *“Then you start to share your personal life via the social media, and it all begins”*.

The next question addressed to informants concerned safety in the online environment. This question is indicated via Table 19.

Table 19. Do you believe that social media sites is a safe environment regarding cyberbullying and its prevention?

Response options	Number of informants	Total % (N=8)
Yes, it is a safe environment	6	75%
No, it is not a safe environment	0	0%
It depends	2	25%

Informants 1MV13, 3FV15, 4MW16, 6MB18, 7FV19, and 8MB20 gave positive responses. Participant 1MV13 justified his choice due to various methods to prevent or stop cyberbullying: *“There are a lot of ways to take control over the situation. For example, you can block a user or do not read a message or even delete it leaving unread”*. He recalled not knowing about these opportunities online: *“I did not realize it in that time”*. This position was shared by other participants. Informant 3FV15 stated: *“I can easily block haters”*. She compared preventive methods online nowadays with those before: *“Now it is getting better, I believe”*.

Respondent 2FW14 and 5FV17 found it difficult to answer. Informant 2FW14 shared her opinion on cyberbullying becoming real-life one: *“Whenever you start to bully in social media you should be ready that it all can become real-life bullying”*. She suggested thinking of possible consequences: *“You might even get into a fight if you meet a person you have bullied in social media personally”*. Informant 5FV17 examined both options. She acknowledged methods of cyberbullying prevention: *“In opposite to real-life bullying in social media you can block a user or complain on the account”*. Though, this participant commented on the intensity of cyberbullying growth: *“However, cyberbullying is growing much faster”*. She linked safety in social media environment with private content: *“This happens because you make your private life public. There is a lot of information about you everywhere in social media. You can easily reach anyone you want online. You can reveal every single detail about the person you want to: where does he or she study etc.”*. Still, she believed in the security of online reality: *“Nowadays social media sites are working on cyberbullying prevention. You can make your account safe if you want to”*.

The fifth question assumed the comparison of cyberbullying and face-to-face bullying among the young generation in Russia. Informants were asked to compare the frequency and intensity of these phenomena. The fifth question is indicated via Table 20.

Table 20. Where do you face bullying more often in real-life or online?

Response options	Number of informants	Total % (N=8)
Cyberbullying	8	100%
Face-to-face bullying	0	0%

All participants of the Individual Interviews claimed that cyberbullying is more popular nowadays. Some participants justified their choice by saying that people are afraid to approach personally. For example, informant 1MV13 shared his vision: *“I believe in social media, there are more situations of bullying. People are afraid to say things personally. But they can easily write it”*. Participant 3FV15 referred to online impunity: *“For bullies, it is beneficial that there is no one to stop you”*. She justified her choice by comparison of social media sites’ bullying and face-to-face bullying: *“While in real-life you can be even punished for your words physically”*. This informant underlined the influence of anonymity online: *“No one will ever find you in social media. You can stay anonymous via creating a fake account”*. This position was also mentioned by 4MW16: *“Bullies are sure that they stay anonymous and no one will punish them for their words. Especially via fake accounts”*. Informant 7FV19 emphasized that real-life bullying can be prevented by elderly people: *“Bullying in real-life can be easily blocked by teachers. Especially if the administration of the school is involved”*. Participant 8MB20 described the great variety of cyberbullying options: *“It is much easier to bully online. There are a lot of options on how to reach the victim”*.

The sixth question required participants to describe an emotional portrait of an online bully. Every informant of Individual Interview mentioned anonymity as the key moving factor. For instance, participant 1MV13 correlated anonymity and bullies’ self-security: *“Talking about cyberbullies, they were just silly boys and they would never approach me in real-life. Social network sites helped them to stay anonymous*

which made them braver". A similar opinion was mentioned by 2FW14: "He is afraid of saying personally, in social media he does this with impunity. He is afraid of having problems in real-life because of his comments". This participant emphasized emotional characteristics of an online bully: "Just an angry person". Another personal trait of online bullies mentioned by participants was the level of self-esteem. Respondent 3FV15 stated: "It is a young pupil with a low level of self-esteem". Participant 4MW16 linked low self-esteem with self-assertion: "He or she has low self-esteem, and this is the way he or she is trying to assert themselves". Informant 7FV19 believed that the level of self-esteem has an influence on bullies' behavior: "These people have low self-esteem. However, they want to look as they are worthy, and their opinion is important". Furthermore, some informants described cyberbullies as ones with low education level. Participant 3FV15 suggested that an intelligent person would not spend his or her time on arguments: "He or she cannot be called an intellectual. An intellectual does not have time for things like these". This opinion was mentioned by 7FV19: "These people are undereducated". Continuously, this informant correlates bullying with gender: "I face girls doing these things more frequently". She explained her assumption by referring to difference of genders' interests: "Maybe boys have other interests. While girls are always trying to watch and discuss others' lives". Some participants referred to free time prevalence in bullies' lives. For example, informant 6MB18 described the emotional portrait of a cyberbully in the following way: "He or she should have a lot of free time. Too much, actually". He also mentioned secretiveness as a predominant characteristic of a bully's mind: "He or she is close-minded and with a narrow outlook". Another probable personal trait was described by 4MW16: "Probably, this person is jealous and lonely. They feel that their opinion is that much important". Informant 5FV17 emphasized a bully's inability to feel empathy towards others: "First, of all this person does not understand how hard it is mentally to receive these negative responses". She suggested that a bully might be a victim of bullying him or herself: "Secondly, a bully might have faced cyberbullying himself or herself as a victim. It might be not even cyberbullying but any kind of negative comments". She mentioned peculiarities within a bully's family relationship: "Probably thought parents or something". Social status and relationships were also described by 8MB20: "They are people of low morality and high popularity among peers".

The following question was aimed to reveal, whether participants of Individual Interview have ever discussed cyberbullying as a phenomenon with other people. This question is indicted via Table 21. Participants could choose several options.

Table 21. Have you ever discussed cyberbullying as a phenomenon with others?

Response options	Number of informants	Total % (N=8)
Yes, I discussed it with my parents	3	21,4%
Yes, I discussed it with my teachers	1	7,1%
Yes, I discussed it with professionals	2	14,2%
Yes, I discussed it with peers	7	50,2%
No, I have not discussed it with anyone	1	7,1%

Informant 1MV13 stated that he has never discussed cyberbullying with anyone: *“I have never discussed it. I find it embarrassing as I was a victim”*. He clarified his position: *“I do not want anyone to know about it”*.

Respondent 3FV15 explored, that she discussed cyberbullying with teachers. However, she mentioned that those discussions took place only when she was victimized, and school direction became aware of the incident: *“Only after this situation, we had a discussion once or twice”*. Another informant stated her position on this aspect: *“I have never heard about teachers discussing this topic in any school. That’s weird, frankly speaking”*.

All participants of Individual Interview except informant 1MV13 reported having discussions about cyberbullying with their peers. Some of these respondents evaluated the importance of the problem as *“urgent”*. For instance, informant 2FW14 declared: *“This topic is urgent nowadays. I know a lot of people who were involved in it: bullies and victims”*. 3FV15 linked the urgency of the topic with personal involvement: *“Yes, it’s an urgent topic. As we were all involved in it personally somehow”*. Informant

4MW16 described the topic's discussion frequency and related factors: *"we do as we face it regularly. But especially when we face it, we discuss it"*.

Participants 2FW14, 4MW16, and 7FV19 shared that they discussed cyberbullying with their family members. Informant 2FW14 mentioned that she talked with her parents about this phenomenon only because of the situation she was involved in: *"I have told my parents about the situation, so we discussed it"*. She recalled his supportive but judgmental reaction: *"Simultaneously, they did not appraise the behavior of bullies. They do recommend me to stop using social media sites because of bullies. Or do not talk with those people"*. Informant 4MW16 mentioned similar reasons for the discussion of cyberbullying with his family: *"We discussed it just because of the situation"*. Respondent 7FV19 shared about her exceptional circumstance: *"We discuss it as my father is working in this sphere. It was a part of safe social networking discussion especially concerning which data to publish"*. Simultaneously, participant 3FV15, who shared that she did not discuss this issue with her family, declared her position on this topic: *"I have never discussed it with my parents. However, I believe that parents should know what cyberbullying is. They should also be aware of what their children are doing because oftentimes young people do not share"*. Informant 5FV17 also did not discuss cyberbullying with her parents. Even though, she mentioned discussing online webpages: *"No, we have not discussed cyberbullying. We discussed the content of social media sites but not the phenomenon"*.

Participants 3FV15 and 7FV19 shared about discussing cyberbullying with psychologists. Informant 3FV15 mentioned that she went to the professional as she was not able to cope with the situation on her own: *"I went to a psychologist to overcome my feelings"*. She evaluated the professional's assistance in the following way: *"She helped me to manage with it. She gave me advice during the cyberbullying"*. Informant 7FV19 stated that professional helped her to form a proper reaction to negative comments: *"I learned how to ignore those comments"*.

The eighth question requested participants to describe methods of cyberbullying prevention and cessation in Russia. Respondents named various ways to ensure online safety. Some of them explored options on how to make an account closed. Informant

2FW14 recalled opportunities in Instagram: *“In Instagram you can close your account. This way only your friends will see the content of your page”*. In addition to restrictions on your own account, respondent 4MW16 suggested to change the attitude about provocative comments: *“You can close an account. Also, you should ignore those comments and delete them. You should ban them”*. Informant 7FV19 proposed changing viewpoint on one’s own content: *“You can make your account private and be aware of posts you share. Whenever you post something, you should understand that this information stays there, and anyone could take a picture of it”*. Continuously, she promoted changes in attitude towards other users: *“You should respect others not to provoke aggression”*. This respondent finalized her position in the following way: *“Probably you should start with yourself”*. Other participants suggested methods to reduce others’ opportunities on your online page. For instance, informant 3FV15 evaluated a variety of methods: *“A lot of possibilities nowadays”*. She proposed administration engagement: *“You can complain on a user, block him or her, or even block comments”*. A similarly, informant 5FV17 stated: *“You can complain about the account by mentioning the reason or contact administration directly”*. She explored the topic of messages’ restrictions: *“In Instagram and VKontakte you can block a user or add him to spam so his messages will not reach you”*. Participant 8MB20 mentioned limitation on negative or inappropriate content one can imply on his or her webpage: *“You can block people. You can add a filter on bullying related words, so this content will be deleted from your page automatically”*.

The last question was adapted from Interviews. For this question, informants were evaluating the importance of cyberbullying as a phenomenon for the young generation in Russia on a scale from one to ten. The results are indicated via Table 22.

Table 22. On a scale from 1 to 10, how significant is bullying as a social problem?

Response options	Number of informants	Total % (N=8)
1 (not a problem at all)		0%
4	2	25%
7	2	25%

8	1	12,5%
10 (is a very significant problem)	3	37,5%

Informants 1MV13, 4MW16, and 8MB20 gave cyberbullying the highest grade. Respondent 1MV13 justified it with his own experience: *“I had to stop wearing glasses even though it was hard to see things”*. He commented on his feelings: *“I was deeply offended”*. Informant 4MW16 suggested methods of cyberbullying cessation: *“We should talk about it we should be all aware of it. Especially talk with elder people”*. He reasoned his position: *“It is so important as people do not speak about it in Russia”*. Participant 8MB20 linked his estimation and his experience: *“On my personal example I have learned about the outcomes”*.

Respondent 7FV19 answered 8 on this question. She reasoned: *“Cyberbullying has an awful influence on everyone”*. She explained the interconnection between the age and the level of affection: *“For different ages, the outcomes vary”*.

Participants 2FW14 and 3FV15 estimated cyberbullying of 7. Informant 2FW14 reported the frequency of bullying online: *“It happens every day not only with my friends”*. However, she evaluated the problem for Russian environment: *“In Russia, it is not that serious thought”*. Respondent 3FV15 explained her grade due to possible outcomes: *“Sometimes, cyberbullying can become a bigger problem, and young people may suffer from it seriously. They may even think about suicides”*.

Both informant 5FV17 and 6MB18 gave 4. 5FV17 compared cyberbullying in Russia and in the USA: *“Maybe in Russia the problem is not that serious than in the USA”*. She estimated the level of awareness: *“Maybe the problem is serious, but we just do not talk about it”*. Informant 6MB18 suggested that the young generation in Russia knows how to defend themselves: *“In Russia, youngsters can protect themselves”*.

4.2.2 Findings derived from the Focus-group Interview

Table 23 indicates the list of participants of focus group discussion, their unique study code, and explanatory comment. The system of individual coding utilized for

individual interviews is also applied for focus group discussion. Each study code of participants consists of three digits. The first letter of the code refers to the serial number of the participant. The second letter indicates gender: F for female participants and M for male ones. The third letter represents the place of participant's work: S for schoolteachers and U for university pedagogues. Finally, the last digit specifies the age of Respondent. In further chapters this code system is utilized to refer to a concrete participant, his or her answers ensure anonymity.

Table 23. Informants' of Focus Group study codes and an explanatory comment

Study code of the informant	Explanatory comment
1MS65	Male informant, 65 years old, Physics teacher, 10 th – 11 th grades
2FS25	Female informant, 25 years old, Class teacher of 6 th grade, Russian language teacher
3FS59	Female informant, 59 years old, Class teacher of 8 th grade, Chemistry teacher
4FU28	Female informant, 28 years old, Teacher of Russian history
5FS43	Female informant, 43 years old, Class teacher of 9 th grade, Biology teacher
6FS37	Female informant, 37 years old, Maths teacher, 6 th – 11 th grades

The aim of the Focus group discussion was to reveal how cyberbullying is addressed by this stakeholder. Continuously, cyberbullying understanding, its effect on students, safety and privacy issues, as well as teachers' involvement in the process were discussed. For the focus group discussion six educators were chosen to represent the largest variety of experiences. The age distribution was as following: two participants for the age group up to 30 years old, two participants for the age group from 30 to 50 years old, and two participants for the group older than 50 years old. The informants represented different schools and higher education institutions, while only one informant was a university teacher. This inequality was created

considering the system of higher education in Russia. Young people from 13 to 18 years old are more commonly studying at schools, thus only 19 and 20 years old continue their education in universities. Gender distribution of the informants of Focus group discussion was unequal, due to that fact that in Russia teachers at schools is commonly female specialization. Before the discussion, informants' experiences with children's cyberbullying was not examined.

The data from Focus group discussion was collected in Russian language, continuously transcribed into English, and analysed by rereading several times. Accordingly, the position of each participant was revealed, meaningful statements were emphasized for the following analysis. The final aim of this process was to define similarities in informants' expressions for patterns' compilation. These meanings were collected and structured for cluster themes establishment. Table 24 indicates four core cluster themes, which identify "what happened" concerning experiences shared by informants and their subjective judgments and 15 sub-themes which provides an answer on "how" the phenomenon indicated on the cluster theme was explored. These four core cluster themes and 15 sub-themes are explored in the following subchapter, which includes questions, related to the sub-themes, explanations of respondents' answers, and citations of participants' expressions.

Table 24. Four core cluster themes and 15 sub-themes emerged from Focus group discussion

Core cluster themes	Sub-themes
Social media sites	Social media sites for educational purposes
	Time spent online
	Communication and social life
Cyberbullying	Understanding of cyberbullying as a phenomenon
	The effect of cyberbullying on students

	The influence of social media on online bullying
	Bullying online and in real-life environment
	The newness of cyberbullying as a phenomenon in Russia
Cyberbullying prevention	Teachers' intervention
	Cyberbullying prevention via social media sites tools
	Students' reaction and online behavior
Parties involved in cyberbullying	Emotional portrait of an online bully
	Emotional portrait of a victim of cyberbullying
	Age segments and the frequency of encountering cyberbullying
	The scale of importance of cyberbullying for the young generation in Russia

Social media sites

One of the core purposes of this discussion was to identify the importance of social media sites for educators and their subjective opinion on its' usage. At the beginning of the meeting participants of Focus group discussion were addressed two following questions to formulate their vision of the topic:

1. What place do social media sites play in your lives?
2. What place do social media sites play in your students' lives, in your opinion?

Continuously, three subtopics were formulated in accordance with participants' answers. These sub-themes are: Social media sites for educational purposes, Time spent online, and Communication and social life.

Social media sites for educational purposes

Informant 5FS43 shared that social media sites help students for their studies: *"Children study there, everything can be reached online"*. This informant referred to moral values formation via social media sites: *"They learn «good» and «bad» things in the Internet"*. Participant 3FS59 mentioned that social media sites serve for learning process simplification. She explained the reason for having an account in Facebook: *"I do not have an account in VKontakte or Odnoklssniki, but I had to create one in Facebook. My students' parents use it to ensure quick communication with me regarding studies"*. This participant referred to the computerization of schools in Russia: *"When our school faced computerization, it was vital for teachers to know the system. Therefore, I have learned everything which was required from me"*. This respondent shared her skills and abilities in it: *"However, I am not that fluent. Oftentimes, I ask my colleagues to help me. Especially concerning all these minor details"*. Continuing talking about this aspect, informant 1MS65 compared the attitude and vision of schools' computerization from the perspective of younger and older teachers: *"For me, computerization was not that easy as well. I guess, for younger teachers, this process was much simple, than for older teachers"*. Informant 6FS37 stated that she prefers real-life communication with her students on school topics: *"I am trying to convince my students to ask me personally as online communication will never replace live communication. This concerns students and their parents especially"*.

Time spent online

Informant 3FS59 underlined that pupils choose inappropriate time to use social media sites: *"Unfortunately, children oftentimes choose the wrong time to use these social networks sites. Especially during classes! It takes too much time and their attention"*. A similar position was mentioned by respondent 6FS37. She drew a connection

between the time spent online and students' performance: *"As my colleague has already mentioned, students spend in social media too much time. They are not able to study properly, and their communication there is useless"*.

Participant 4FU28 compared to time spent online by young learners and by schoolchildren: *"Young people spend there even more time than schoolchildren!"*. She clarified her position on this aspect: *"Even though I am myself a young teacher, I have strong beliefs which make me unsatisfied with the current situation"*. She commented on her own time spent online: *"Unfortunately, I have a lot of accounts in social media sites and I have to use them frequently. This makes me irritated as it takes a lot of time"*. Continuously, informant 1MS65 agreed with the previous participant: *"I agree with you. Online communication takes a lot of time"*. He shared his vision: *"I believe that this time of communication is a useless way of spending one's time"*.

Communication and social life

Informant 5FS43 shared her vision of social media sites used for communication: *"Nowadays, all generations younger and older ones can't imagine their lives without the online reality. First, it serves for communication"*. Participant 3FS59 supported this suggestion: *"But yes, it has an important place in their system"*. However, she claimed that the current situation should be changed: *"This should be reconsidered after all"*. Respondent 1MS65 supposed that young people prefer online communication over real-life communication: *"I think that students replace face-to-face communication with the virtual one"*, and continuously shared his vision of this situation: *"It feels like this is inappropriate"*. Over against, informant 2FS25 shared her vision about the place of social media for young people in modern reality: *"However, I think that social media is an indispensable part of students' lives nowadays. That's their reality, that's their way of perceiving things"*. Continuously, she revealed her position on this topic: *"They just cannot and should not get rid of it as they will be simply cut off from society"*. This respondent also shared about her own perception of social media in her life: *"I like to use social media sites. It's quite involving. I have accounts on almost every popular website which I use to communicate with my friends and to share pictures"*.

Cyberbullying

First, participants of the Focus group discussion were asked to define real-life bullying and provide peculiarities of this phenomenon to ensure informants' understanding of the following discussion. The question was formulated in the following way:

1. Do you know what bullying is?
2. Have your students ever faced online bullying?
3. What was the influence of online bullying on your students?
4. What kind of influence does social media have on online bullying?
5. Where do your students face bullying more often in real-life or the online environment?
6. Does cyberbullying form personal traits?

Informants provided various definitions of bullying and covered every aspect of the phenomenon. Continuously, it was revealed, that the level of awareness among educators about the phenomenon is high. Second, informants were required to correlate bullying in virtual and real-life environment, provide their definition and share observations concerning modern tendencies of it.

Understanding of cyberbullying as a phenomenon

Informant 4FU28 emphasized inequality of parties involved in online bullying: *“Cyberbullying is a situation when seven are trying to harass one. Does not necessarily seven. By this, I meant inequality of involved parties in any form”*. She shared her own experience regarding this phenomenon: *“I faced it being a student as a witness. Paradoxically, there were some cases in our university as well”*. Respondent 3FS59 claimed that bullying is not a new phenomenon: *“Bullying always existed. The older generation faced it as well! At all times there were bullies who incited others against a person”*. She shared her experience with physical bullying: *“Undoubtedly, there were a lot of fights among students just in front of the school's building!”*. Continuing this position, informant 5FS43 stated that bullying is constantly changing: *“That's the truth! However, throughout the times bullying has changed”*. She explained her vi-

sion of this phenomenon: *“Previously, we have faced physical aggression with physical consequences while nowadays bullying becomes an online phenomenon”*. This informant gave her definition of cyberbullying: *“Online bullying becomes humiliation, violation of private life online, and is mainly aimed at the discomfort of a person who is not able to defend him/herself”*. Respondent 1MS65 described the nature of face-to-face bullying: *“Bullying in real-life is an element of self-assertion”*. Continuously, he compared motivation for face-to-face bullying with one for online bullying: *“Online bullying is just humiliation for humiliation. The main objective is to offend a person without being revealed”*. Participant 6FS37 defined parties involved in bullying: *“At all times there were leaders and so-called outsiders. Of course, aggressive behavior against outsiders was forbidden and discouraged. However, it always existed”*. She shared about the tendency of bullying to appear in virtual reality: *“Nowadays, it appears more and more in the invisible world of social media sites. Online reality”*

The effect of cyberbullying on students

The discussion began with a story about cyberbullying which was narrated by one of the participants. Informant 5FS43 shared a story of her student being victimized in the online environment: *“We had a case in our school. It gained publicity as all the school direction was involved in this case”*. She explained the situation which started in VKontakte: *“It happened with a girl from my class. She has published a photo of her in VKontakte”*. She recalled the class reaction: *“Her classmates saw that picture. She was laughed at in comments. She received a lot of negative comments in the Direct”*. This participant clarified, that the girl was not bullied in real-life environment: *“Personally, in real-life no one humiliated her. It was cyberbullying only”*. Continuously, she shared victims’ reaction to online bullying: *“Even though the girl from my class faced cyberbullying only, it was a chore for her. It had a great influence on her self-esteem”*. This respondent described, that cyberbullying had an influence on both girl’s attendance and overall school performance: *“At some point, she refused to go to school, she did not study at home”*. Furthermore, respondents 4FU28 and 2FS25 recalled that her student faced cyberbullying as well. Participant 4FU28 recalled: *“I also faced it among my students”*. However, she compared her cases with the one provided by the previous participant: *“But there were no big cases as such”*. Informant 2FS25 shared her vision about the influence of online bullying on students:

“Cyberbullying is a great problem especially for a child. He or she focuses on negativity, his or her mood is deteriorating. The victim starts to move further away from society”. She drew the connection between cyberbullying and learning abilities of students involved: *“Attendance and performance decrease due to this factor”.*

Some informants claimed that they have never heard about their students being involved in cyberbullying. For instance, participant 3FS59 suggested that she was not aware of those situations: *“Probably, there were some cases, but my students have never informed me”.* Respondent 1MS65 shared this position: *“In my practice, I have never faced it”.* He suggested his explanation of it: *“Probably, we do not know about these cases as the person who was being bullied is not willing to make this information public”.* This respondent proposed hidden feelings of involved students, who do not want to make it public: *“He or she is embarrassed by the situation preferring to hide it. He is afraid of becoming a laughingstock. He focuses on overcoming this situation alone and in complete silence”.* Respondent 6FS37 implied students’ perception of cyberbullying in comparison with the face-to-face bullying: *“I believe that students who face cyberbullying may not understand that this is bullying. They perceive online reality differently, not as the actual reality”.* Continuously, she shared her position: *“There is a difference between these two realities anyway”.*

Some informants who were not aware of their students facing cyberbullying, believed that students are affected by cyberbullying consequences. Respondent 1MS65 suggested that cyberbullying has an effect on students’ mental state: *“Children’s performance decrease, their mood becomes unstable”.* He clarified, that both parties involved in online bullying are under the influence of the situation: *“Both the bully and the victim in this situation feel the pressure. They feel uncomfortable”.* He suggested explanations: *“Anyway, we are a part of society. No matter online reality or real-life circumstances. We are dependable in some way from others’ opinion. Especially children, as their perception of themselves is not formed yet”.* Additionally, he clarified that the level of cyberbullying influence depends on the person’s perception: *“The rate of dependability varies from person to person”.* This position was shared with another respondent 6FS37. She declared: *“It depends on personal perception and vision of the situation”.* She explained her vision: *“Some students are more stable psycho-*

logically than others. More stable students can do not pay attention to comments under their posts or some negative comments of their comments. An individual with more vulnerable psyche will focus on this negativity". This informant recalled that she did not face her students suffering from cyberbullying consequences: *"I have never seen my students suffering from this"*. Other informants did not perceive negative effect of cyberbullying on students. Informant 3FS59 disagreed with her colleagues and shared her position: *"I have just the opposite vision. Cyberbullying does not have that much influence on the personal state of a victim"*. She explained her position on this aspect: *"It's my perception regarding my previous experience"*.

Participants vividly discussed, whether cyberbullying helps to form personal traits. From one perspective, informants 3FS59 and 6FS37 claimed that online humiliation encourages the formation of protective reactions on external triggers. Respondent 6FS37 claimed that cyberbullying encourages self-development: *"Online bullying may motivate one to achieve higher goals, to become a better version of oneself"*. Informant 3FS59 shared that from her perspective family members and teachers should form the correct vision of online aggression: *"Family should teach its children how to perceive online bullying as well"*.

From another perspective, informants 1MS65, 2FS25, 4FU28, and 5FS43 shared that from their perspective cyberbullying has negative consequences on young people minds. In opposite to respondent 3FS59, informant 1MS65 contradicted teenagers' behaviour during this phase: *"Trustworthy relationships are hard to establish throughout maturation during adolescence. Children tend to move away from their parents. They are trying to behave like a grown-up, to become an independent individual"*. Therefore, he believed that young people are less likely to share with elderly people. Additionally, this participant claimed that the consequences of cyberbullying have a great influence on victims: *"A person can be touched emotionally so deeply that he will be always an outsider"*. He commented, that deep emotional experiences may influence a person throughout his or her whole life: *"When he grows up, he still has a deep offense against everyone, against the whole world"*. This informant linked deep offenses with potential aggressive actions in the future: *"He may start to bully himself. Anonymously of course due to impunity"*. Respondent 5FS43 supported informant 1MS65 position regarding young people desire to share with their parents.

She suggested that professional should be involved in cyberbullying, as children are more likely to share their problems with unknown people: *"It feels like in these ages a child is probably willing to cooperate with a stranger more than with family members"*. Furthermore, she suggested that cyberbullying may lead to psychological breakdown: *"I believe that cyberbullying breaks children down. A child is not ready for all the negativity but simultaneously he is not ready to share with elderly people. It's a psychological breakdown"*. This informant underlined teachers' goal in cyberbullying perception: *"Our goal is to explain to the child, that he is not alone, and they should speak out and seek help from elderly people and professionals"*. Participant 4FU28 proposed that the reaction to cyberbullying may vary from person to person: *"I have faced cases where bullying did not affect people"*. Still, she believed that young people are more likely to suffer from online humiliation: *"However, more frequently it breaks the person"*. This informant commented on psychologists' involvement: *"Professionals should help to overcome the stress"*.

The influence of social media sites on online bullying

Informant 6FS37 claimed that social media is an indispensable part of people's lives nowadays: *"Social media has great importance as our lives are partly there. We post a lot we share photos"*. She proposed her vision of this situation: *"Definitely, that's not always good"*. She explained young people reaction to negative feedback online: *"Probably, teenagers are too vulnerable. When they receive reactions on their thoughts and words, on their private things when they make it public, they react themselves"*. This informant believed that inexperienced users are more attached emotionally to what they post and to what they get as a reaction to their posts: *"Of course, bullying appears whenever children do not know how to react when they post their feelings, as well as emotions and experiences. All these private things. When they make it public, they do not expect that everyone can react and not all reactions will be positive"* This thought was continued by another participant 5FS43. She stated that young people are not able to predict one's reaction while simultaneously students' vision of one's reaction is hard to predict. She suggested her explanation of why bullying online is easier for a bully than face-to-face bullying: *"Whenever children post private things, they become more vulnerable as it is easier to offend someone via social media sites: you do not see the person you are writing to, you do*

not feel empathy". She described the external emotional background of cyberbullying in the following way: *"You are sitting at home, in a calm atmosphere. You feel comfortable to comment on anyone's picture"*. Respondent 5FS43 linked this factor with the influence of social media: *"Therefore, social media sites are a powerful tool of influence on children"*. She defined the nature of this influence as one which is not well-explored nowadays: *"This tool is not fully examined yet. The possibility of oppression via social media sites contains a lot of unexpected opportunities"* This participant put a strong emphasis on young people moral state: *"Children are so vulnerable! They offend tenderest places of their perception. It is hard for them to give a proper reaction as bullying is so painful"*.

Respondent 2FS25 claimed that social media sites provide its users many opportunities to reduce the influence of negative posts and continuously prevent cyberbullying as they are aware of bullying online: *"Despite this influence, you can protect yourself there: you can close your account, block a user. You can delete comments and posts"*. Respondent 4FU28 argued that these methods do not help to prevent cyberbullying: *"However, before these actions, you will still receive this negativity"*. Respondent 2FS25 contradicted, that those methods are still useful as they have an influence on the situation: *"Still afterward you can solve it if you want to"*.

Participant 1MS65 claimed that the influence varies from person to person depending on the mental stability: *"If you are a strong person with a stable character, you can protect yourself. However, it depends on your perception"*. Informant 3FS59 explained the connection of social media sites and cyberbullying in the following way: *"Well, there are social media sites and there is bullying in them. It should not have such a great influence"*.

Bullying online and in real-life environment

On the one hand, respondents 1MS65, 2FS25, 4FU28, and 5FS43 chose cyberbullying to prevail over real-life bullying. Informant 1MS65 gave a brief explanation of his position: *"Cyberbullying is more popular due to anonymity and impunity"*. Participant 4FU28 shared a similar vision: *"Definitely, in online reality! People are less likely to approach you personally being afraid of consequences. Probably, this prevents from physical consequences. However, people still suffer in online reality"*. Informant 5FS43

compared the cyberbullying environment with real-life bullying: *“While in real-life circumstances some people would refrain from comments, via social networks it’s much easier”*. Respondent 1MS65 also provided his comparison of two realities underlining the nature of both: *“Real-life bullying is not that aggressive as cyberbullying. Face-to-face communication is still way different from online reality. There are always some exceptions”*.

On the other, informants 3FS59 and 6FS37 disagreed with their colleagues. Respondent 6FS37 claimed that in real-life environment social roles are simpler to be revealed and addressed: *“Children are communicating face-to-face, and the factors of victim characteristics are easier to reveal. They are too obvious: someone’s appearance is better; a mobile phone is newer”*. She examined the feelings caused by social inequality: *“It all causes jealousy. Leaders. Outsiders... they are all in real-life”*. This informant compared face-to-face and online realities: *“Social media is steadily becoming an indispensable part of our lives, but face-to-face communication still prevail over online communication”*.

The newness of cyberbullying as a phenomenon in Russia

Informant 4FU28 referred to social media sites in the Russian Federation as to a new phenomenon: *“Social media came to Russia recently considering the European countries”*. She linked it with the understanding of the urgency of the phenomenon: *“Therefore, some questions regarding online reality from our perspective are not that serious. On the west, for example, these issues were perceived earlier and more seriously”*. Respondent 6FS37 commented on the perception of the older generation on social media reality: *“In our country, elderly people approach towards social media communication with caution”*. She described the difference between generations regarding this aspect: *“For children, it all works the other way around. It involves them via various opportunities they have there”*. Continuing this theme, participant 1MS65 reported on the young generation perception of social media sites: *“It’s kind of a game for them”*. This informant compared this vision with elderly people’s: *“When you grow up, negativity forms caution. Then you will try to prevent your child from these situations. Children do not understand it”*. Informant 6FS37 outlined the experience with online communication among other countries, in which people used social

media sites earlier, then in Russia: *“Probably, on the west social media sites and online communication are not perceived that positively. We are just at the beginning of this journey”*. Furthermore, participant 1MS65 summarized, that people on Russia have not formed their perception on social media sites: *“We do not know what to expect from online reality”*. Then, he underlined, that cyberbullying is the phenomenon that is not fully explored for that country: *“Online bullying is new for us. We do not know how to react to things like these”*.

Cyberbullying prevention

Cyberbullying prevention was discussed throughout various perspectives: teachers’ intervention in cyberbullying, social media sites tools which ensure online safety, a proper reaction to cyberbullying by students, and discussion of cyberbullying with students as a method to increase awareness of cyberbullying as a phenomenon. All these methods were addressed by participants of the Focus group discussion and are described in the following subchapter. To cover the topic of teachers’ intervention into cyberbullying among students, informants were asked several questions:

1. What was your reaction to online bullying?
2. What actions did you undertake?
3. Did your actions have any effect?
4. What methods of cyberbullying prevention on social media sites do you know?
5. What kinds of posts may attract bullies’ attention online?

Teachers’ intervention

Participant 5FS43 shared about the intervention of teachers into the situation with a girl from her class being victimized: *“Her parents started to take actions when they realized all the importance of the situation. They informed teachers at school, they informed the direction and the headmaster”*. She recalled the high level of publicity in every class in her school about the situation: *“Everyone was aware of the situation with the cyberbullying in our class”*. Continuously, this informant shared about further actions undertaken by the school direction and teachers: *“When we got aware*

of the situation with the girl, we had to make a class meeting where we discussed cyberbullying, its influence and outcomes". She recalled the involvement of the professional: "Teachers were talking with pupils; school psychologist came to our meeting as well". This respondent described teachers' position on that topic: "We were explaining to the children that they should divide their reality and online reality. That they should not perceive negative comments there that seriously". This participant described the decreasing tendency of cyberbullying after preventive methods: "After long meetings and conversations with students, parents, and psychologist cyberbullying decreased". Even though, the victim still received negativity online: "However, in social media sites she still received some comments". She recalled the end of the situation: "After 3-4 weeks it was all over. We returned to our ordinary lives".

A dialogue as a method of intervention for the further cessation of cyberbullying. Informant 4FU28 stated: *"I believe that students should talk openly"*. She explained her position: *"Almost every problem can be solved in a peaceful conversation between the parties"*. She described her actions in the following way: *"I am willing to stimulate those conversations myself and I also recommend my students to visit our university's psychologist as he is the professional of human relationships"*. This respondent stated that psychologists' intervention should be considered as a helpful method: *"This will definitely help to solve the situation"*. She recalled the influence of these methods applied in practice: *"I have noticed that my students felt better after open conversations"*. Continuously, this participant shared, those methodologies should be applied in accordance with the individuality of each student: *"This is such an individual aspect though! Some of the students were still closed-minded. They were calm but they did not share much"*.

Participants 1MS65, 3FS59, and 6FS37 explained that they did not undertake any preventive actions as they did not face cyberbullying among their students. Participant 1MS65 commented: *"As I have never faced cyberbullying among my students, I did not undertake any actions. I did not interfere in the situation"*. Informant 6FS37 revealed her position: *"We did not react anyhow, as we are not aware of these situations in our school"*. She claimed that young people should try to manage with the situation themselves: *"Additionally, teenagers have to manage these situations themselves"*. She suggested that cyberbullying is a form of self-affirmation: *"Children*

are asserting themselves in many forms. Bullying is just one of them". This informant linked aging and the intensity of aggressive behavior: "After 20 the situation will not be perceived that urgently. It will be fine afterward". This respondent shared that the teachers in their school do not discuss cyberbullying with their students: "We have not discussed with our children cyberbullying". However, she stated declared her opinion on online reality which she shared with her students: "I am trying to explain that this is not reality. Social media sites and communication there are not real".

A similar position was shared by respondent 3FS59: *"I agree. It is an ordinary turmoil and the way modern children communicate one with another. This is their style of communication". She shared about the atmosphere in her class: "Probably, I am just a lucky teacher with a calm class like this. You would think that the 8th grade is more likely to assert their opinions. My children are either very peaceful or we have trust-worthy relationships so that all situations resolve themselves without discussions and inferences".*

Informant 2FS25 claimed that she did not interfere in cyberbullying among her students: *"Unfortunately, this is not something I can have an influence on". She shared her reaction to face-to-face bullying: "Of course, whenever I see bullying in real-life at school, I am doing everything to stop it and make both parties talk with each other". This informant compared face-to-face bullying with online humiliation: "However, online reality. Online bullying is the situation I have no control over. I am not a witness of this incident. I cannot interfere".*

Throughout the discussion on this aspect, participants proposed various solutions on how teachers should behave when their students face cyberbullying. Informant 4FU28 suggested that teachers should aware their students about the topic before they face it in online reality: *"We should approach this problem proactively. We should talk about this issue with children beforehand". This position was shared by respondent 5FS43. She stated that apart from teachers, other older people should spread awareness: "Not teachers only. Family members, professionals such as psychologists".*

Cyberbullying prevention via social media sites tools

Informant 2FS25 proposed online bullying prevention via restricting settings of an account: *"You can block an account who is bullying you. You can close your account so that only close friends will see your posts"*. This position was mentioned by respondents 1MS65 and 6FS37. Respondent 1MS65 stated: *"the most effective method is to restrict your account settings and the account settings of others"*. Participant 5FS43 suggested to rethink adding unknown accounts to one's friend list: *"You should not add some unknown people as your friends"*. This topic was supported by participant 3FS59: *"You should not be better proud of 2 000 friends online. Not all of them support and help you. You do not know them"*.

Students' reaction and online behavior

Among all preventive methods, informants advised students who face online victimization to pay attention to their own behavior. Participant 5FS43 recalled that the victimized girl in her class tried to influence the situation afterward: *"She deleted the photo from her account"*, however those actions did not influence the situation: *"but students managed to take a screenshot of it, so that her actions did not lead to decrease of cyberbullying intensity"*. Therefore, this respondent proposed preventive behavior against cyberbullying: *"If you want to post personal photos you should ensure that only trustworthy people have access to your account"*. Participant 4FU28 continued that though by recommending asking parental advice regarding which posts to publish: *"When you have doubts about the nature of the post or picture, you should discuss this with your parents, for example"*. She explained her position: *"They are more likely to give you good advice as they have experience"*. However, that opinion was only partly supported by informant 3FS59. She claimed that young people tend to hide their private issues: *"That's true! However, not all children are ready to discuss personal topics with family members, unfortunately"*. Therefore, this informant gave her recommendation to parents: *"As a parent, you should better develop various personal traits, and interests in different hobbies. To shorten their free time"*. Respondent 6FS37 supported respondent 3FS59 suggesting parents to undertake actions: *"Or you can restrict a child's time spent online"*. Additionally, informant 1MS65 suggested proper reaction to cyberbullying: *"Whenever you are trying to defend yourself your answer for bullying should be in a sarcastic manner. Then bullies will lose their interest in you knowing that their actions don't have any effect on you."*

They will not be able to break you". Participant 6FS37 mentioned that the young generation should take responsibility for their actions online: *"Children should acknowledge the level of their responsibility for their posts"*.

Participants of focus group discussion discussed posts, which might provoke negative reactions of peers online. Informant 6FS37 stated that the young generation's reaction is hard to predict: *"it is hard for us to judge about possible children's reactions. Even an emoji can cause negativity. A positive emoji under a sad picture may also cause negativity. That's unpredictable"*. Respondent 2FS25 agreed with the previous position. She claimed that for the older generation it is hard to analyze the young generation's behaviour: *"We did not face it ourselves. We do not think about it scrolling Instagram. We do not think about teenager's reaction"*. She underlined the individuality of each person: *"It also depends on the personal traits: one may laugh, another cry. That's a hard question"*.

Informant 5FS43 proposed that in nowadays reality people pay a lot of attention to other people appearance: *"Modern world is all about the way we look. Appearance causes comments and reactions. Under pictures there are a lot of subjective comments: you are fat, you are not well-dressed"*. Respondent 1MS65 supported both opinions: *"Definitely. Appearance we judge the most. But I have never faced all these comments personally. We just do not face it or think of it"*.

Parties involved in cyberbullying

To cover the topic of parties involved in cyberbullying, defined their features, and analyze them, informants of Focus group discussion were addressed following questions:

1. Could you please describe the emotional portrait of a bully of online bullying?
2. Could you please describe the emotional portrait of a victim of online bullying?
3. In your opinion, which of the two age segments defined in this study 13-16 and 17-20 face cyberbullying more frequently?
4. On a scale from 1 to 10, how serious is online bullying as a problem for the young generation in Russia?

The following subchapter describes the variety of participant answers and reveals the most common topics of informants' discussion.

Emotional portrait of an online bully

Respondents highlighted the relationships between online bullies and their families. Informant 6FS37 suggested that online bullies suffer from lack of parental attention: *"In my opinion, a bully in the online environments is a person who is short of family attention. A bully probably has some family issues"*. Additionally, she emphasized bullies' interpersonal relations with peers: *"A bully does not have many friends"*. This respondent described a cyberbully as a person who does not have many life interests: *"He or she probably has a lot of free time. Probably just too much free time. He or she does not have a lot of hobbies. He stays uninvolved in society's life"*. She suggested hidden motivation to humiliate others online: *"Then, due to his age and his willingness of self-assertion, he starts looking for a victim"*. This informant emphasized, that the victim's reaction to negative comments works as a trigger for online bullies: *"When he receives reaction to his comments, he continuous to bully. It ends up very badly"*.

From one perspective, informant 4FU28 proposed that the online environment stimulates bullies' self-confidence, while in real-life environment he or she may be a shy person: *"Additionally, a cyberbully is a coward. To bully someone personally you should be sure in your own strengths, some authority among peers as you may get into a fight for your words. While online, you do not need anyone around"*. She referred to cyberbullying actions in the following way: *"You can just start to provoke by writing negative comments"* and commented on the emotional characteristics: *"It can be easily an introvert"*. Respondent 6FS37 supported this thought by referring to anonymity online: *"Additionally, accounts may be fake. There is no real information, names, pictures. All this is happening with impunity"*. A similar vision was shared by informant 2FS25. She emphasized the difference between online bullying and face-to-face bullying: *"He is not brave enough to bully personally. He is afraid of being punished for his comments in real-life. He is not sure whether his opponent is physically and morally weaker than him. Everyone is brave when typing on the computer"*.

From another perspective, informant 3FS59 suggested that an online bully may be a person with high self-esteem: *"It may be a selfish person. He is looking down on others online. He wants to receive his victim's reaction to his actions"*. Continuously, participant 6FS37 argued that high self-esteem may result in bullies' leading positions among peers: *"He or she may be even a leader in reality"*. Informant 5FS43 supported informant 6FS37 and claimed that leaders have an ability to guide others and make them follow them: *"Leaders should be supported by others! That's how they become leaders. They tend to encourage others. In my opinion, it's common for cyberbullying to be a group issue"*. This informant transferred this phenomenon on online humiliation: *"That's the mechanism of cyberbullying: first negative comment finds its supporters"*. Respondent 1MS65 mentioned that while leaders find their supporters, victims find their defenders: *"Supporters and opponents or defenders in this case appear"*. He defined which traits help a person not to follow bullies' lead: *"If a person has his own opinion and he is not exposed to society's opinion, he might refuse from join the bullying group"*.

Moreover, respondent 1MS65 proposed that a bully in online reality has suffered from bullying in real-life environment: *"Probably, a bully was victimized in real-life. He starts to humiliate for his own humiliation. Online reality helps him to redirect his aggression and feelings. He feels impunity hiding behind anonymity. He becomes a leader of cyberbullying for his own self-assertion"*.

Emotional portrait of a victim of cyberbullying

Informant 5FS43 defined the age frame for online victims: *"Online bullying refers to a smaller age segment. Therefore, I believe that these children do not control when and what to posts"*. She explained the influence of age on life perception and experience: *"These children are so young, that they do not have much life experience. Therefore, they reaction to negativity is formed improperly"*. She defined the starting point of cyberbullying: *"They react too actively on some negative comments under their photos. That's the point where cyberbullying begins. Even though it might be not such an important comment"*. This position was shared by participant 6FS37. She continued: *"Probably, this person reacts on comments too vividly even though these comments*

are not worthy of any reaction". Additionally, she provided her explanation of the nature of this reaction: *"A child cannot draw a borderline between real-life and virtual reality"*.

In addition to life inexperience, respondents 2FS25 and 4FU28 referred to inexperience in technical aspects. Informant 4FU28 claimed that due to poor technical awareness of cyberbullying preventive methods via social media sites, young people do not know how to stop humiliation: *"In addition to social status, children do not have that much experience with social media sites. Even technically. A victim probably does not know how to stop bullying, how to ban a person, for instance"*.

Respondent 3FS59 suggested that victimization is caused by social inequality: *"Often-times, victims are from poorer families. They are trying their best in studies, in social communication. However, their social status becomes a major problem separating them from their goal"*. A similar vision was proposed by informant 6FS37. She claimed that family status oftentimes provokes aggression and humiliation online: *"I also believe that the social status of the victim's family plays a role in cyberbullying"*.

Informant 1MS65 commented on the mental state of online victims: *"More commonly, this person has a weak character"*. Furthermore, he suggested hidden motivation of cyberbullying reaction: *"However, from the age of 14 children start to feel sympathy towards opposing gender. Probably, a victim is the object of someone's attraction"*. This participant summarized the variety of factors that may provoke online humiliation: *"There are several reasons which all together compile a complex basis of victim phenomenon: it includes social status, perception, mental maturity, technical skills. All these factors have an influence on the cyberbullying"*.

Age segments and the frequency of encountering cyberbullying

All respondents except 3FS59 defined young people from 13 to 16 years old as the segment which faces cyberbullying more often. Informant 1MS65 claimed that people of the younger segment are not formed mentally yet: *"I think, that children related to the youngest segment are more vulnerable. Their personal character has not yet formed. They have not yet gained their life experience"*. He linked these characteristics with improper reaction to external environment triggers: *"Therefore, they do*

not have soul armor I mean protection from the outer negativity". Continuously, he explored, that oftentimes teenagers feel like grown-up people: *"However, they start to feel themselves as grown-up individuals. They want to be respected as grown-up people while they are still children. Thus, when they feel harassed by others, they perceive it acutely"*. This position was shared by 6FS37. She explained: *"They are more vulnerable, they are introverted. However, they do believe already that they are like grown-up people. This is a thin border and it can be easily used by intimidators"*. She linked unformed mental state with the tendency to listen to others' opinions and take things personally: *"Children of these ages are more likely to believe everything that they find online. Especially, what others write about them. They are looking forward to collecting some comments, feedback"*. This respondent suggested that this tendency will decrease when young people get older: *"While when they get older, they will find ways to build their inner protection from outside reality"*. Continuing this topic, informant 5FS43 commented on teenagers' life position: *"They are maximalists by the way of their perception"*. Furthermore, she linked it with previous suggestions: *"If they receive a negative comment under their photo, they feel it on a deeply personal level"*. She compared the younger segment with the older one regarding this aspect: *"I believe, that people from 13 to 16 suffer more seriously from online bullying. Older children are preparing for universities' entrance exams they do not even have enough time for cyberbullying"*. Additionally, informant 2FS25 suggested that the smaller segment is only becoming social media sites users: *"Additionally, younger age segment starts to use social media sites recently. They do not know what to post, how to react, how to get rid of negative comments"*.

However, informant 3FS59 defined young people from 16 to 20 years old as the segment which faces cyberbullying more often. She explained the correlation between age and methods of influence: *"However when a person gets older, he or she learns various methods of interference into others' lives. They learn sophisticated means of how to hurt someone"*. She concluded: *"They know how to make someone suffer"*.

The scale of importance of cyberbullying for the young generation in Russia

Informants 4FU28 and 5FS43 estimated the seriousness of this issue as 9 out of 10. Respondent 4FU28 replied: *"I would say 9. Children are not aware of it. They do not*

know much about cyberbullying, about social media's effect on our mental state. It's a huge problem". Participant 2FS25 gave cyberbullying 6. She supported her position in the following way: *"As children are so vulnerable, cyberbullying is a problem nowadays".* Respondents 3FS59 replied 4 for this request. She explained that young people spend a lot of time online and therefore, the problem exists: *"Students are online all the time!".* Finally, informants 1MS65 and 6FS37 agreed, that cyberbullying has 3 on a scale provided by the study. Respondent 6FS37 explained: *"A problem in the online world should not be perceived as a real problem".*

5 Discussion

The discussion chapter focuses on findings' interpretation with an emphasis on the most important for the present research aspects revealed from the data. According to Annesley (2010, 1672), this chapter should include links to previously cited studies explored in the literature review, the relevance of emerging topics in fulfilment of the holistic picture of the phenomenon and consider them from various perspectives. Continuously, the discussion chapter aims to underline the sufficiency of the findings to ensure the consistency of the present research. Therefore, it also focuses on data collection justification concerning the study's questions.

The discussion chapter consists of four subchapters: Discussion of the findings derived from the Questionnaires, Discussion of the findings derived from Individual interviews, Discussion of the findings derived from Focus group discussion, and Discussion of the findings, which summarizes the findings from all three previous subchapters. This chapter focuses on demonstration of credibility of the research's findings by examination of all the peculiarities of the data processing and analysis of the data. This chapter examines three data collection processes individually and afterward, reviews all of them combined to compile a holistic vision of the study. In this section the data is summarized accordingly.

5.1 Discussion of the findings derived from the Questionnaires

Questionnaires were compiled as the first part of the research data collection processes. All in all, 130 young people aged from 13 to 20 participated in the quantitative survey. In the discussion chapter the figures revealed during the data collection and data analysis should be recalled and explained. The gender distribution revealed the prevalence of female participants. This result is explained by overall prevalence of female students over male students at Russian schools. The age distribution for both age segments was equal to ensure credibility of findings. It is noteworthy, that the participants participated actively even though the topic was of a high intimacy. Actively participating in current social issues research and a willingness to influence the situation may be considered as a new strategy of the young generation in Russia.

In Russia, the three most frequently used social media sites are VKontakte, Instagram, and YouTube. Social media sites are frequently utilized by youth all over the world. In the Russian Federation an inclusive social media network provides its users with a greater opportunity within their own country. Additionally, a wide spectrum of local topics and interests is discussed providing the young people an opportunity to be up-to-date with modern reality in Russia. This perspective was summarized in the Literature review chapter. Presently, VKontakte is the most popular social media site for the young generation in Russia (Sergeeva 2018).

The final figures indicate that 30% of participants were aware of the initial meaning of cyberbullying while 70% either did not know it or formulated it only partly. Simultaneously, only 10 definitions provided by informants fully covered the term, and only 3 of them described the three main elements: repeatability, inequality of parties, and intentionality of actions. Therefore, cyberbullying seems to be a new term to the Russian youth. Findings summarized from previous steps confirm the findings of Microsoft presented in the literature review. According to Microsoft, the research of 2012 revealed that the level of awareness about cyberbullying among the young generation in Russia is lower than the knowledge of the phenomenon among other countries worldwide (Microsoft 2012). The situation is changing slowly due to growing popularity of overseas bloggers. This trend is a new one for the Russian

users, as foreign blogs require understanding of foreign languages, which correlates with the increasing level of language education at schools and its popularization.

It was revealed, that the most common role of the youth in cyberbullying is witness. Continuously, 15% were bullies and 20% were bullied themselves, so that the percentage of victims exceeds the ratio of online intimidators by 5%. Simultaneously, Microsoft research determined that 33% of informants were initiating cyberbullying, while 49% were victimized (Microsoft 2012). Thus, victims exceeded bullies by 16%. The numbers received throughout the study reflect on the present situation online. Even though the percentages for the year 2012 are higher than for the year 2019, it may be interpreted as an inability of the young generation to identify cyberbullying. This interpretation is formed based on the low level of understanding of the phenomenon. However, the inability does not soften the consequences of cyberbullying for its victims. Additionally, the percentage of the online bullies increased in comparison to previous findings, which is an indicator of a deteriorating tendency.

One of the core elements of overcoming an issue is sharing the situation with adults who are competent to influence the situation. Though, witnesses and victims stated that they usually either share with their friends about the situation or prefer not to tell anyone. Only one person mentioned reporting the incidents to teachers. Only 9% of informants shared about the cyberbullying with adults. The percentage is considerably lower than the one which concerned reporting bullying in real-life environment, and which was presented in the Literature review chapter. According to the results of research conducted in 2017, 43% of informants shared with teachers, parents or other adults (Milkus 2018.) These numbers may be interpreted as a lack of trust between parents and children. However, more likely they emphasize the nature of maturation during adolescence and the natural desire of a growing person to become independent by standing apart from their parents.

Finally, on a scale from 1 to 10, 25% of informants estimated the significance of cyberbullying at eight which was the most common answer. Assuming, that answers from one to four is low importance, five stands for uncertainty of the answer, and from six and higher shows high importance, about 75% of respondents claim bullying

in social media is a significant social concern. In the study conducted by Microsoft in 2012, the percentage of young people in Russia was 67% (Microsoft 2012). Therefore, nowadays the level increased by 8%. This is a good sign from a long-term perspective. However, changes in the minds of the young generation are developing slowly, as it took seven years to shift the importance of the issue by 8% only. In order to be able to reduce or prevent cyberbullying awareness among the inhabitants of Russia should be spread faster and involve all social groups and ages.

The results of the questionnaires indicate that, while Russian youth continues to utilize inclusive social media sites such as VKontakte, there is a tendency of adopting other foreign platforms. Expectedly, with the growth and popularization of social media sites among younger representatives cyberbullying occurs with an increasing frequency. However, the percentage of informants who are unaware of the term is higher than it was expected to be. The reason behind this may be in novelty of the Internet for the Russian Federation and inexperience of its users. Furthermore, the percentage of bullies is also higher than it was expected to be.

5.2 Discussion of the findings derived from the Individual interviews

Individual interviews aimed to address the three research questions found in the methodology chapter: reveal and describe the process of cyberbullying: influence of cyberbullying on three main parties involved in it such as online intimidators, online victims of cyberbullying, and friends of online victims: and actions which were undertaken to resolve the situation. Continuously, emotional involvement of the main three parties, internal and external triggers of cyberbullying, online safety and privacy, and attitudes to the phenomenon were also covered by the informants. Individual interviews were mainly focused on two stakeholders: Young people involved in cyberbullying and friends of young people involved in cyberbullying. However, one of the aims of this research was to identify the significance of involvement of other stakeholders.

In order to ensure the reliability of findings, age and gender distribution was the core priority. However, online bullies were less inclined to participate in the present

study. They justified this by rising the privacy of the situation and also the guilt they experience because of their actions.

The stories of each individual were unique, and each person described the situation in his or her own words. Cyberbullying as a phenomenon demonstrated its unpredictable nature from the very beginning. The situation in which cyberbullying first occurred was divided equally: 50% of interviewees claimed that bullying first occurred in real-life reality and then was transformed into cyberbullying, while the rest 50% recognized, that bullying started in online reality from the very beginning. Therefore, no certain output is formulated. Both realities are based on interaction with the peers and both may trigger equal risks.

Appearance and behavior were the two main topics that provoke cyberbullying and the two main topics which were used to intimidate a person. All female victims recalled either being slut-shamed, while all witnesses recalled their female friends who faced cyberbullying being slut-shamed. According to the literature review, slut-shaming is one of the most common types of bullying, experienced predominantly by female victims (Gordon 2018). Unfortunately, slut-shaming has unreasonable nature. It was also recalled by the informants who were not initially bullied due to their appearance. Slut-shaming was recalled by the male bully as one of the most offensive type of bullying as it attacks women emotionally and violates the privacy of their interactions with the society. It is important to mention that insults based on appearances or behaviors are not necessarily accurate. On the contrary, the more unreasonable the insult, the more stress it creates for the victims and the more painful it becomes. Likewise, the positive features of a victim may be exaggerated to the extend they become drawbacks. For instance, a “pretty” girl who is popular among peers may be slut-shamed because of her ability to make friends and be liked.

The average duration of cyberbullying according to the findings is one month and four weeks. All interviewees described three conditional phases of cyberbullying: the beginning, the middle, and the final. For the beginning, informants noted only a few messages and comments by one or several users. However, the number of users and the frequency of negative comments increases significantly by the beginning of the middle phase. This phase is the longest one and lasts almost the whole period of

cyberbullying, as the other two phases take only several days. The middle phase is the most acute in terms of feelings and consequences. All three parties recalled the highest involvement during this phase, while the outcomes of cyberbullying for victims occurred in this phase and continued even after the end of the third phase. The last phase is expressed in decreasing intensity of bullying, including a lowering number of comments and bullies. However, these phases do not include the rehabilitation period for the victim. While she or he may overcome apathy and resume communicating with the society, psychological traumas may remain for his or her whole life.

It is also important to describe the emotional component with informants that emerged during the interviews and their reflection on the situation itself. Victims undoubtedly experienced the largest spectrum of emotions from confusion to depression. The most emotional part was the middle phase. However, negative perceptions remained with victims even during the interviews and was expressed both verbally and non-verbally for instance in the way these participants reacted on some questions or gestured. It is noteworthy that witnesses experienced similar feelings as victims and being almost as emotionally involved as victims. However, witnesses tried to remain supportive and reacted quickly to the situation. Victims interviewed described that friends' support was one of the most helpful factors in overcoming the situation. Bullies confessed, that other bullies who later joined them in the middle phase provoked even more humiliation and reinforced their actions.

As previously described, the outcomes of cyberbullying manifested actively during the middle phase and continued even after cyberbullying is over. Almost all participants recalled that victims started to miss classes, and their performance decreased as well as their overall mood. Victims and witnesses claimed that they noticed changes in mood and behavior straightaway. Some of informants recognized that their health decreased. This outcome was also described in the Literature review chapter. According to Gini and Pozzoli (2013, 10), victims more frequently face health issues such as headaches and depression. Furthermore, some of victims declared, that parents noticed changes and started to ask related questions. Only a few of the informants shared about the situation with their parents, two female informants

recalled asking psychologists for help, and none of the interviewees informed teachers of cyberbullying.

The final phase implies changes in bullies' perception or actions. Some participants said that cyberbullying ended after adults' intervention. Another claimed that as the time goes by, bullies tend to lose their interest in the victim. During the individual interview, bullies confessed that they feel guilty for their actions. They emphasized that the way victims felt made them stop and rethink their attitude to this situation. The feeling of being guilty and the fear that others can reveal their identity was the key motivator for bullies to not take part in the Individual interview. During the last phase, some bullies apologize to their victims. In the present study, only two informants recalled receiving or sending apologies. One victim accepted online apologies and one bully tried to reach his victim online to apology but did not receive an answer. Is it noteworthy that the bully confessed that he could have reached his victim in face-to-face environment. However, this bully was afraid to do it personally.

In one case, adults' intervention stimulated the concluding phase to come into force quicker. Nevertheless, witnesses and victims tend to share about the situation with a friend rather than with parents for several reasons. Female victims mentioned that they were afraid of sharing with adults because of slut-shaming. Other participants were afraid to ruin their image in the real-life environment or supposed that older people would not have influence on the situation. Only two female victims went to a psychologist, and both admitted that the therapy effected their perception and well-being. Some of informants asked for parental advice. Only one victim shared with her parents about the situation which lead to teachers' awareness and cease cyberbullying. The hierarchy of stakeholders' involvement evidence in the Individual interviews follows friends of young people involved in cyberbullying, family members, professionals, and teachers. This hierarchy was based on interviewees' answers and reflects the level of trust with each party in critical situation.

Only one informant claimed that people from 17 to 20 years old face cyberbullying more frequently, while other interviewees proposed that inexperienced users are more likely to encounter this phenomenon online. All informants agreed that they face bullying online more often than bullying in real-life circumstances. The most

common justification was the fact that young people use social media sites a lot and adults cannot intervene to cease cyberbullying.

The feedback from participants of the individual interviews was emotional, as well as their reaction on their stories, gestures, and mimics. Surprisingly, experiences of bullies were not less tense than the one of victims or witnesses. The act of cyberbullying leaves a deep wound in the bully, especially considering cases where bullies faced their victims personally and could observe the effects of their online actions.

5.3 Discussion of the findings derived from the Focus group discussion

The educators that participated in this study represent adults, including their knowledge about cyberbullying and their reactions to situations where it takes place. The participants were chosen from different educational institutions and age groups as the research aims at a variety of views and justified positions.

While exploring the definitions of bullying, it was determined that the awareness about bullying and the understanding of the phenomenon is high. Additionally, educators recalled several components of this phenomenon and expressed awareness that bullying can take place online. While acknowledging cyberbullying frequency, the teachers agreed that social media sites have become an indispensable part of students' lives. They correlated the level of cyberbullying with the level of social media sites usage. The teachers also acknowledged the importance of social media in their own lives. Younger teachers mentioned that they use social media sites for their private purposes as well as for education, while the older generation stated that, for personal purposes, they prefer Odnoklassniki. This corresponds to the statistics of social media sites popularity among older generations in Russia (Sergeeva 2018). Additionally, these participants acknowledged that computerization was not a simple process for them but still a mandatory practice for schools in Russia. Odnoklassniki as like VKontakte, is an inclusive network in Russia. The interface is oriented to the older people and their interests. Mainly, they can chat with each other and follow their ex-classmates' lives. Even though there are less

tools in this network than in VKontakte, it is one of the reasons for its' popularity among adults.

During the discussion, only one teacher recalled an experience with cyberbullying of which the school's direction became aware. Several informants were aware of cases of cyberbullying at their schools. Other participants proposed that cyberbullying did not concern their students as they do understand that the online reality is not the reality. Concluding, teachers acknowledged that student do not want to share these issues with teachers due to lack of trustworthy relationships and fear of consequences. Teachers discussed consequences that cyberbullying has on their students who faced it. Unwillingness to attend lessons, decreasing performance, and distantness from others were referred to by several informants. Teachers are aware of the situation and they expressed openness to cooperate with children who asked for their help, while they recalled only a few of their students asking for it.

Furthermore, the informants of the Focus group discussion recalled not taking preventive actions against cyberbullying. Continuously, only a few teachers shared ways of dealing with cyberbullying. These informants shared that they recommend their students to go to the school psychologist to overcome the situation. Preventive discussions with the whole class usually take place only when the situation with cyberbullying reaches the direction of the school and are not of repetitive nature. The informants concluded that cyberbullying among the young generation should be addressed with all the stakeholders in order to form the perception of this phenomenon and increase awareness among young users. Prevention is the core step to cessation through increasing awareness of the consequences. The lack of preventive tools may be explained by the attitude of the teachers to the phenomenon's influence on the student explored further.

Arguing, whether cyberbullying forms personal traits, the informants did not come to a single agreement. While the majority of the informants claimed that bullying has negative outcomes affecting children's psyche, others suggested that the young generation should learn how to manage various issues while becoming an improved version of themselves. This topic emphasized the variety of perceptions of bullying underlined by Tsymbalenko in the Literature review chapter. Even though teachers

did not come to a single conclusion on this topic they emphasized that educators are prepared to deal with children's issues. Therefore, if their students experience discomfort within the situation teachers can recommend going to the psychologist to help stop the situation. However, in order to do so, they need to be informed of the situation by the students themselves.

Surprisingly, the level of awareness among educators is high while the level of communication between teachers and students on the topic is low. The experience of teachers has helped them to perceive the problem from various angles revealing a greater variety of potential motives and solutions.

5.4 Discussion of the findings

This subchapter aims to reveal the researcher's position on the most important aspects of the study with subsequent explanations and descriptions.

Even though cyberbullying is an emotional experience for all the parties involved, surprisingly, young people admitted that they are not ready to retreat from social media sites due to simplification of daily communication, and numerous purposes besides chatting such as gaming, listening to music, and others. While the young generation is seeking ways to connect social media sites to more and more daily activities, the older generation perceives this tendency negatively due to the growing amount of time spent online by the young users and inability to distribute free time wisely. This conflict between generations is traced throughout the study and is a part of modern society.

The low level of the young generation's awareness about this issue can be interpreted as one of the outcomes of the inexperience of this stakeholder with social media sites as well as the newness of the Internet for the Russian Federation. Due to the low level of awareness about this phenomenon, the young generation suffers to identify online bullying and categorize one's actions as such. This tendency is linked with the age: the younger are users, the less frequently they detect cyberbullying and the more they get bullied. On the contrary, teachers reflected a high level of awareness about the phenomenon, while most of them did not consider it as a real issue due to its online nature. Potentially, this may be improved by

implementing strong two-way communication and discussions on a regular basis. This way, teachers will be able to share their knowledge not only about subjects but also about the moral aspects of the situation. The discussion about bullying and cyberbullying may take place within homeroom lessons that are usually dedicated to organizing students' activities and leisure events. Discussions with the whole class should be perceived as an effective preventive mechanism and should not replace face-to-face individual discussion with a teacher.

The connection between age and the nature of bullying among the young generation was not revealed. In some cases, cyberbullying started online, while in others real-life bullying became an online issue. However, online platforms are described by participants as an additional tool to humiliate a person distantly in the case of face-to-face bullying. When a bully implemented both real-life and virtual realities, the victims suffered more, which led to more severe consequences. The nature of this phenomenon is hardly predictable but quite pervasive.

Victims' behavior is one of the external triggers and therefore, should be examined carefully. Informants compiled a large list of topics they believe people get cyberbullied for. Appearance, distinctive features and peculiarities, level of intelligence, traits, vision of the world, and beliefs are the most frequently named topics. All young people involved in cyberbullying admit the groundlessness of humiliations which only exacerbate the perception of cyberbullying affecting people who face it. Slut-shaming linked with revealing clothes or inappropriate photos has a particular place for women's cyberbullying. However, slut-shaming towards female victims occurred even without such material or behavior, but rather served as a complementing part of cyberbullying.

To examine internal motivations of bullies, participants compiled emotional portraits of parties involved in cyberbullying. Online bullies tend to be shy in a real-life environment and have a lot of free time to humiliate their victims regularly. Among other characteristics, jealousy, spite, inability to form one's thoughts and express them correctly, as well as a desire to belong to the group of more powerful individuals were the most frequently used ideas. From another perspective, cyberbullying is a way to attract a victim's attention. This perspective of the

phenomenon was mentioned by a bully-participant, a victim, and a teacher, and together this reinforces this assumption. In this situation, bullies oftentimes do not understand the connection with the real-life and the possible effects on victims. In comparison with bullies in real-life environment, online bullies are not necessarily stronger individuals than their victims. Due to anonymity and impunity, everyone can behave online the way he or she wants. For the young users, social media sites are a separate anonymous reality, where anyone can express and assert themselves even if they could never behave like that in real-life circumstances. However, negativity in this case is comprehended personally as are the effects on the “real world”.

Cyberbullying is addressed differently among stakeholders. Young people involved in cyberbullying and their friends strive to overcome this concern morally. Young people confess that the hardest part is to stay emotionally unattached and not to take humiliations personally. That was the main reason why cyberbullying affected victims and witnesses in the real-life environment. Most commonly, young victims acknowledged decreasing performance, antisocial behavior, bad mood, unwillingness to visit public places where the bully can be faced. However, one of the most important concerns was the fear of cyberbullying becoming face-to-face bullying. Apathy is one of the protective strategies of victims.

Teachers addressed the issue publicly only if the school’s director was aware of the situation. These interventions were successful but not permanent nor were they preventive, which is a drawback of this activity. Personally, teachers gave advice only to those students with whom they were in close relationships. However, in this situation their actions should be categorized as mentoring from a person who has more experience and common understanding of the world, not as teaching about the phenomenon. Discussion between generations on the topic of cyberbullying were rare, while among the young generation they tend to happen more frequently.

The most controversial part of cyberbullying among the young generation is the phenomenon’s influence in personality formation. All of the informants mentioned that cyberbullying changed beliefs and traits but not all of them claimed that cyberbullying helped to become a better person. This aspect is extremely individual in terms of perception. On the one hand, some teachers suggested that cyberbullying

teaches youth how to react and prepares them for real-life concerns, while others believed that cyberbullying can only harm the unformed mindsets of young people. A similar position was mentioned by the young people. From one perspective, some of victims shared that they have learned how to abstract from negativity, while other complained that cyberbullying has changed their traits and affected them morally. Still, the idea of one “becoming mature through facing negativity and dealing with it” is a controversial one. The experience of facing cyberbullying and its outcomes will be formed variously from person to person and will highly depend on personality and other factors. According to the findings, one can never expect cyberbullying and be fully prepared for it. Simultaneously, a fragile youth’s psyche is always vulnerable to any kind of negativity.

5.5 Study Limitations

The Limitations chapter serves for identification of core limitations of the study regarding research’s questions. Limitations of the study implement critical perception of the approach, and identification with the purpose of reliability of the findings. (Creswell 1998.)

For the present research, one of the most significant limitation is the sample size. The Russian Federation is a broaden country that spreads widely from East to West. The level of awareness about cyberbullying may vary significantly form one region to another. Theory building is complicated due to this factor as well. To ensure trustfulness of the outcomes, theory is replaced with affirmations based on the findings. The current study focuses on such cities as Saint Petersburg, Petrozavodsk and predominantly Moscow, even though distribution of informants is also unequal for these cities. Sample limitation embraces all three data collection stages of this study.

Simultaneously, for quantitative part of the study, lack of resources should be perceived as the main limitation. For the present research, time deadlines and accessibility of the sample are the limiting resources. Another limiting factor is lack of outcomes presented in the questionnaire. In order to decrease the effect of this limitation, the questions in the survey were designed with a large number of open-

ended questions, as well as providing informants opportunity to choose several answers simultaneously.

Individual interviews are demanding and require a lot of efforts from the researcher. Since this study was conducted by only one researcher, the researcher's bias is a major issue. Thus, it is important try to stay unbiased in processing data throughout its collection, transcription, and further analysis. Even though on each stage the researcher should adhere to a neutral manner, in accordance with Interpretivism, the researcher is still emotionally attached to the topic of the study.

6 Conclusion

With the growing popularity of the Internet Social media sites became an indispensable part of young generation's lives due to great variety of purposes, appealing design, constant growth, and impetuous development. Young generation is seeking ways to ensure that all their wants can be implemented quickly and without any stumbling blocks. However, for the Russian Federation the Internet as a phenomenon is relatively new, thus it faces generation gap between young people and adults.

In Russia, children do not have clear understanding of Social media sites mechanism. They are not prepared to hear opinions and critics from others openly. Continuously, the younger a person is when using social media sites, the less prepared his or her psyche is and the less aware he or she is about safety mechanisms on a webpage. Simultaneously, the more mature a young person becomes, the more understanding of the process shapes in one's mind. People older than 17 tend to follow foreign bloggers which helps to spread awareness about cyberbullying as people from the USA and European countries have been publicly discussing it earlier and for a longer period.

Considering the nature of cyberbullying, the most problematic aspect of this phenomenon is creation of links between virtual and face-to-face realities. Therefore, bullies cannot fully understand the influence of their actions unless facing aftereffects on their victims in real-life circumstances. Simultaneously, as a phase of maturation during adolescence, young people tend to move away from their parents,

that refrains them from sharing the situation with them. Instead, they either try to overcome the situation on their own or share it with their friends. However, according to this study, adults' involvement leads to fast problem's solution. While dealing with cyberbullying on their own, both victims and friends of victims manage with the situation almost identically. During the most intensive phase, both categories of informants experience great variety of negative emotions, health issues, and performance decrease. Even though educators are well-aware of cyberbullying, they seldom undertake regular preventive methods such as discussions in order to spread the knowledge.

Throughout the research, it was concluded that cyberbullying has a temporary influence on social media sites' image. Victims and friends of victims indicated short-term decrease of social media site usage especially the one on which cyberbullying was faced. However, after facing cyberbullying, users continue to feel unpleasantly about the situation projecting it to the social media site's image. Most importantly, due to cyberbullying, social media sites are losing credibility in the face of elderly people, such as parents and teachers which may provoke restrictions for a certain child on site's access. Social media sites have multiple ways of bullying prevention and termination. Still, young users are not aware of tools provided for them.

Fortunately, Russian young bloggers tend to speak about cyberbullying sharing their personal experiences in the online reality. For instance, Sasha Spilberg, a YouTube influencer who has 6.5 millions of followers, posted a video named "Cyberbullying and its outcomes" which managed to generate one million of view in five days (Spilberg 2019). Thanks for this positive tendency, there is an opportunity for Russian youth to take a look on negativity online from another perspective and learn about cyberbullying on a personal example.

6.1 Reliability of the research approach, data collection and conclusions

Reliability is a crucial factor in terms of any study. It justifies that methods implemented in the research were trustworthy, so that the study consists of coherent and meaningful parts.

First, as this research is conducted in order to complement the Young New Horizons project. Therefore, the present study should correspond to all major peculiarities. Being a part of Cross-cultural management track, this project primarily aims to overview intercultural communications among various groups. Continuously, the New Horizons project is a non-profit campaign organized within business sector. This research embraces both business and sociological aspects in order to be beneficial for the project's development and growth.

Second, the study is corresponded in accordance with Interpretivism. The researcher had her own experiences and vision of the problem and therefore, is emotionally attached by the topic. Considering cyberbullying, each experience is extremely unique and depends on numerous factors. In order to ensure reliability of the findings, low generalizations were implemented to underline the uniqueness of one's experience and reactions.

Moreover, several informants with sufficient level of knowledge of English language proofread the translation of their interviews to ensure that their position is indicated correctly. Informants' provided guidance throughout the whole study to enable broaden perspective on the problem.

Drafts of the cards were initially created in English and translated into Russian. English version of cards was proofread and approved by native English speakers - Dr. George F. Simons and thesis supervisor Steven Crawford. Russian translation was verified by two native speakers of this language.

6.2 Cards' drafts

The following subchapter reflects on Draft cards for the Young New Horizons deck developed in accordance with the research's findings. In addition to exploration of the influence of social media on bullying of the young generation in Russia, this study aims to contribute to the New Horizons Finland youth game content. Therefore, apart from examination of informants' personal experiences, the research aims to reveal specific aspects within collected information to compile suitable material for cards related to Russian youth culture and potentially for a Russian-Slavic culture game.

Cards were created relying on the findings of this research. Therefore, topics for the drafts were selected relatively to the main topic examined namely reaction to cyberbullying, Online communication, Parental support, Attitude towards negativity, Cyberbullying cessation, Cyberbullying prevention, Safety online, and Personal opinion expression online. Continuously, within the principle on game formation, all cards were created in accordance with five types of cards included in this game: diversyRISK, diversySMARTS, diversySHARE, diversyGUIDE, and diversyCHOICE previously described in the literature review. In order to stabilize the quantity of cards of each type, the drafts were modified to balance the number in each category. Thus, 30 cards were designed considering previous settings. Continuously, cards were modified and uploaded to the system of all cards designed for the Young New Horizons deck by the researcher. The drafts of the cards in both English and Russian were attached to the Appendix 6 Cards' drafts chapter of this paper according to the type of the card.

6.3 Recommendations for cyberbullying prevention

Cyberbullying is a multiangle issue which should be addressed correspondingly. This subchapter reflects on data by summarizing findings concerning cyberbullying prevention, cessation, and online safety and formulates suggestions for the stakeholders of the present study. The recommendations below recapitulate informants' advice and suggestions based on personal experiences, social media sites possibilities as well as legal schools' adjustments. Finally, the theory of the present research is formulated.

The first step to prevent cyberbullying should be undertaken by the young people who start to use social media sites. According to the findings, people from 13 to 16 years old are at major risk due to unpredictable reaction of yet unformed psyche, overreaction to negativity, and inexperience with social media sites' algorithms. Therefore, the first step concerns two stakeholders namely Young people potentially involved in cyberbullying and Friends of people potentially involved in cyberbullying. Before posting a post to social media sites, young people should understand the connection of virtual reality and real-life reality.

Next, they should carefully read social media site's terms and rules, ask parental permission to utilize the site if there are relevant aspects according to legislation. Continuously, users should explore site's settings and check whether there are opportunities to restrict access or ban other users. Additionally, it might be a good idea to make the account private, so that only approved users can see it. Still, young people should not set personal information such as telephone number or address in fields visible for all other users. Young users should not be afraid of asking parental advice on what pictures or captions to post. Parents, as the third stakeholder, should be able to determine relevance of a post to social media environment even though they may not have such an experience of their own. Parents should warn their children about possible negative reaction which cannot be predicted.

This study shows, that young people discuss cyberbullying more frequently with their friends and peers rather than with adults. This tendency should be transformed so that trustworthy relationships with parents will be formed. Parents and Teachers as stakeholders, should examine the phenomenon of cyberbullying and tell young people about its tendencies. Simultaneously, this research shows, that discussions of this issue or its prevention are not held at schools, while teachers' awareness concerning the subject is high. It is important for schools to discuss cyberbullying before it occurs to prevent this issue as well as to cease it. Professionals such as schools' psychologists should be engaged to these discussions with classes.

Unfortunately, recommendations cannot guarantee absence of negativity online. If a person face cyberbullying, he or she should not hesitate to inform adults. The study shows that victims share with their friend but do not tell their parents as they are afraid of their reaction. In this situation, a person should attend school psychologist in order to report about the situation and get the required support. It is noteworthy, that all cases reviewed in the present study were solved quickly when the victim informed parents, school psychologist or school direction. While friends express moral support, adults can have a real influence to solve the situation.

Even though cyberbullying is a new phenomenon for Russian reality due to the newness of social media sites, it still leaves indelible impression on all stakeholders. Spreading the awareness about it as well as taking actions to solve the problem is an

indispensable part of all stakeholders' responsibility. Adopting some preventive practices from the USA, where this phenomenon is being addressed for several years already, may contribute to prompt formation of effective helpful tools and approaches. Holistic treatment from all the parties should become beneficial for cyberbullying prevention and cessation.

Accordingly, the theory of this research focuses specifically on steps taken for cyberbullying reduction and cessation. As there was defined a clear pattern for young people who experienced cyberbullying to decrease the frequency of a site's usage when facing bullying online, further efforts should focus specifically on this period. If parents and educators were aware of concrete mechanisms of cyberbullying prevention via social media sites then they could facilitate quick recovery of young people involved in cyberbullying by changing their perception of the situation and understanding of its triggers when they want to abstain from the social media site.

6.4 Suggestions for further research

Due to sample limitations, this research creates openings for developing broader perspectives in further researches. According to the results of the study, young people who face cyberbullying tend to leave a social media site or decrease its usage but then are likely to return to previous frequency after a break. Therefore, this invites further research to explore people's motivation for this coping strategy. Potentially, a larger sample including perhaps participants from other groups than young Russians, would surely shed more light on how people in Russia cope with cyberbullying. Continuously, the theory formulated above could be tested as a part of potential Master's thesis to ensure its consistency for Russian culture.

Moreover, this subchapter identifies potential topics relevant for the New Horizons project which should be examined carefully in further researches in order to become a worthwhile contribution to this project. The New Horizons is a sweepingly developing project that encourage students to contribute more and more topics. As the part of project's development, Russian youth culture should be explored, and topics of relevance should be revealed. Furthermore, Russian-Slavic culture game also requires contribution of initiators to broaden the variety of topics and fasten the

pace of game development processes. Constantly replenishing students of the following years as well as learners of Cross-Cultural management track should combine forces to ensure smooth development and worthwhile contributions.

This study aimed to cover the phenomenon of cyberbullying in Russia contributing to the Young New Horizons project. In order to ensure comprehension and usefulness of findings, stakeholders' approach was implemented. Cyberbullying is a multilateral phenomenon which together with its newness for the Russian Federation and Russian culture makes it dangerous and unpredictable while the young generation is already experiencing its outcomes. Therefore, this issue requires holistic approach and more research on the topic implemented.

However, this research does not cover all stakeholders of cyberbullying as a phenomenon. For further research, parents, professionals, and social media sites should be perceived as primary stakeholders to reveal even more links than was identified in the present research. Exploration of these stakeholders should be undertaken considering peculiarities of Russian culture and attitudes as well as privacy issues regarding such personal topics.

Continuously, the phenomenon of cyberbullying among the young generation may be explored within other countries as it is one of the urgent issues all over the world. The results should be compared with this research to identify similarities in attitudes and approaches towards cyberbullying cessation and prevention. Combining perspectives and vision may be a key for further effective actions and at the same time the perspectives on this phenomenon will serve to future projects like the Young New Horizons project.

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Appendices

Appendix 1. Quantitative Interview's question

The influence of social media on the young generation in Russia. Влияние социальных сетей на молодое поколение в России.

* **Обязательно / Mandatory fields**

1) Пол / Gender *

- Мужской / Male
- Женский / Female

2) Возраст / Age *

- 13 - 16
- 17 - 20

3) Выберите до 3х само часто используемых соц. сети для Вас / Choose up to 3 the most frequently used social media apps for you *

- Instagram
- VKontakte
- YouTube
- Twitter
- Ask.fm
- Facebook

4) Знаете ли Вы что такое буллинг?/ Do you know what bullying is? *

- Да / Yes
- Нет / No

5) Если Вы ответили да, дайте Ваше определение буллинга / If so, write your definition of bullying

Мой ответ / My answer: _____

Определение: Буллинг - это умышленное, повторяющееся действие, направленное на унижение и подразумевающее неравенство вовлеченных сторон. / Bullying is defined as intentional and repeating action which aims at humiliation and assumes power imbalance between engaged parties.

6) На Ваш взгляд, было ли Ваше понимание буллинга точным? / In your opinion, was your definition of bullying precise? *

- Да / Yes
- Нет / No

7) Приходилось ли Вам наблюдать буллинг в соц. сетях? / Have you ever been involved in bullying in social media? *

- Да, зачинщик(щица) буллинга / Yes, I was a bully
- Да, жертва буллинга / Yes, I was a victim
- Да, свидетель(ница) буллинга / Yes, I was a witness
- Нет / No

8) Если ранее Вы ответили "жертва" или "свидетель(ница)", рассказали ли Вы о случившемся другим людям? / If earlier your answer was "a victim" or "a witness" did you inform others about the incident?

- Да, рассказал(а) родителям / Yes, I informed my parents
- Да, рассказал(а) учителям / Yes, I informed my teachers
- Да, рассказал(а) друзьям / Yes, I informed my friends
- Нет, я никому не рассказал(а) / No, I did not tell anyone

9) По шкале от 1 до 10, насколько буллинг в соц. сетях является весомой социальной проблемой? / On a scale from 1 to 10, how significant is bullying as a social problem? *

1 - Буллинг вовсе не проблема / Bullying is not a problem at all

10 - Буллинг является критической проблемой / Bullying is a critical problem

Спасибо за участие! / Thanks for your answer!

Appendix 2. Informed consent form for Individual Interviewees

«Влияние социальных сетей на буллинг молодого поколения в России. Дополнение к New Horizons Finland Youth Game»

Форма информированного согласия

Данная информация предоставляется Вам, чтобы удостовериться в Вашем желании о принятии решения об участии в настоящем исследовании. Вы должны принять во внимание, что участие в исследовании опционально, следовательно, за принятым Вами решением об отказе в участии и/или отзыве Вашего ответа, не последует штрафов или любых возможных негативных последствий. Участие в настоящем исследовании осуществляется на безвозмездной, добровольной основе.

Цель настоящего исследования – изучить феномен кибербуллинга и подверженности подростков его влиянию, для установления последующего видения социальных сетей через призму пережитых событий. Данное исследование качественное, с применением интерпретативного подхода. Первичные данные будут собраны с помощью использования очных полуструктурированных индивидуальных интервью с открытым вопросам о пережитом опыте травли в социальных сетях. Интервью может длиться до 30 минут. Предполагается использование записывающего устройства для последующего транскрибирования и анализа собранных данных исследователем. Каждый участник интервью получит уникальный код, благодаря которому полученные сведения будут анализированы без упоминания каких-либо личных данных участника. Данные, собранные во время интервью, послужат в формировании единой базы для создания карт New Horizons Finland Youth Game.

Вы имеете право задавать любые интересующие Вас вопросы о ходе исследования как перед началом интервью, так и в процессе. По Вашему запросу исследователь может поделиться с Вами результатами исследования после подведения итогов. Однако, Ваше имя и персональные данные не будут соотнесены с настоящим исследованием. Ваше участие в исследовании останется известным только исследователю.

Ожидаемые преимущества, связанные с участием в исследовании связаны с возможностью внести лепту в настоящее исследование, проанализировать описанные события и сделать выводы.

В случае согласия на участие, поставьте подпись в данном согласии.

Также, копия согласия с вашей подписью будет предоставлена Вам.

Подпись участника

Дата

Appendix 3. Individual Interviews' protocol

Individual Interview Protocol.

Interviewee's study code: _____

Bachelor's thesis. The influence of social media on bullying of young generation in Russia.
Contributing to the New Horizons Finland youth game.

Location: _____

Date: _____ Time: _____

Age: _____ Gender: _____

1. Atmosphere of the location
2. Interviewee's emotional state
3. Motivation to participate
4. Gestures, non-verbal signals, eye contact
5. Peculiarities of verbal constructions
6. Topics of particular involvement

Length in min: _____

Appendix 4. Informed consent form for Focus Group Interviewees

«Влияние социальных сетей на буллинг молодого поколения в России. Дополнение к New Horizons Finland Youth Game»

Форма информированного согласия

Данная информация предоставляется Вам, чтобы удостовериться в Вашем желании о принятии решения об участии в настоящем исследовании. Вы должны принять во внимание, что участие в исследовании опционально, следовательно, за принятым Вами решением об отказе в участии и/или отзыве Вашего ответа, не последует штрафов или любых возможных негативных последствий. Участие в настоящем исследовании осуществляется на безвозмездной, добровольной основе.

Цель настоящего исследования – изучить знание о феномен кибербуллинга и подверженности подростков его влиянию, для установления последующего видения социальных сетей. Данное исследование качественное, с применением интерпретативного подхода. Первичные данные будут собраны с помощью использования техники очной фокус группы. Дискуссия будет включать в себя открытые вопросы о видении социальных сетей. Интервью может длиться до 60 минут. Предполагается использование записывающего устройства для последующего транскрибирования и анализа собранных данных исследователем. Каждый участник интервью получит уникальный код, благодаря которому полученные сведения будут анализированы без упоминания каких-либо личных данных участника. Данные, собранные во время фокус группы, послужат в формировании единой базы для создания карт New Horizons Finland Youth Game.

Вы имеете право задавать любые интересующие Вас вопросы о ходе исследования как перед началом интервью, так и в процессе. По Вашему запросу исследователь может поделиться с Вами результатами исследования после подведения итогов. Однако, Ваше имя и персональные данные не будут соотнесены с настоящим исследованием. Ваше участие в исследовании останется известным только исследователю.

Ожидаемые преимущества, связанные с участием в исследовании связаны с возможностью внести лепту в настоящее исследование, проанализировать описанные события и сделать выводы.

В случае согласия на участие, поставьте подпись в данном согласии.

Также, копия согласия с вашей подписью будет предоставлена Вам.

Подпись участника

Дата

Appendix 6. Cards' drafts

diversiCHOICE

1. You notice that your close female friend posted an inappropriate photo in VKontakte. You think that she should better delete this picture. You should:
 - A. Write to her a private message.
 - B. Write to her an online comment.
 - C. Don't do anything.

Answer:

- A. You should write her directly as B. may provoke further discussions on this topic and even cause cyberbullying, while C. ignores the situation and shows lack of concern.

If you choose the best answer, keep this card. If not, discard it.

Вы замечаете, что Ваша близкая подруга разместила неуместный снимок на своей страничке в ВКонтакте. Вы думаете, что ей следует удалить снимок. Вам следует:

- A. Написать ей личное сообщение.
- B. Написать ей в комментариях.
- C. Ничего не писать.

Ответ:

- A. Вам следует написать ей напрямую, потому что B. спровоцирует дальнейшие обсуждения и может привести к кибербуллингу, в то время как C. – бездействие, свидетельствующее о недостатке внимания к подруге и ее проблемам.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

2. You are studying in a Russian school. Recently, you notice that your friend Peter, a top student in your class appears devastated. He has started to miss classes and his performance is declining. He told you that someone is constantly calling him a «nerd» in the comments under his posts. You will:

- A. Bully the provocateurs back in the comments.
- B. Try to support him and be nearby.
- C. Ask bullies to stop in the comments.

Answer:

- B. Peter needs your friendship to weather the situation. C. is also appropriate but may not be effective. A. is inappropriate as aggression will provoke even more aggression.

If you choose the best answer, keep this card. If not, discard it.

Ваш друг Петр – лучший ученик в классе. Последнее время Вы замечаете, что Петр подавлен, он стал пропускать занятия и его успеваемость ухудшилась. Он рассказывает Вам, что над ним насмеваются, называя «ботаником» в комментариях к его постам. Вы:

- A. Начнете сами насмеяться над обидчиками в комментариях.
- B. Постараетесь поддержать его и быть рядом.
- C. В комментариях попросите обидчиков прекратить.

Ответ:

- B. – лучший вариант. Петр нуждается в друзьях, чтобы справиться с ситуацией. C. Тоже уместен, но может не возыметь должного эффекта. A. – неуместен, потому что агрессия спровоцирует лишь большую агрессию.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

- 3. On Instagram, you see a female social media influencer's profile and think, that her short haircut doesn't suit her. You should:
 - A. Try to help her by expressing your opinion about her haircut in the comments and in private messages.
 - B. Accept her vision of herself and how she chooses to express it.
 - C. Make fun of her haircut in the comments and private messages to her, so that she realizes that her hairstyle doesn't suit her.

Answer:

- B. Realize that your opinion of her hairstyle is purely your own. A. is less appropriate, as you do not know her personally and are not in position to give

her advice. C. amounts to cyberbullying. Before acting, think about the feelings of the other person.

If you choose the best answer, keep this card. If not, discard it.

Вы находите профиль девушки – инфлюенсера в Инстаграме. Вам кажется, что ее короткая стрижка не идет ей. Вы:

- A. Выражаете свое мнение о ее стрижке в комментариях и личных сообщениях, пытаетесь помочь ей.
- B. Понимаете, что это – ее видение себя.
- C. Насмехаетесь над ее стрижкой в комментариях и частных сообщениях, чтобы она поняла, что стрижка ей не идет.

Ответ:

B. – правильный вариант. Вам не следует навязывать кому-либо свое сугубо личное мнение по поводу чужого внешнего вида. A. Менее уместен, потому что Вы не знаете человека лично и не можете давать советов. C. – кибербуллинг. Перед тем, как что-либо предпринять, следует сперва думать о чувствах другого человека.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

4. Sophia is 14. She is a young and inexperienced user of Instagram. Before posting her first photo, she should:

- A. Review it with her parents.
- B. Review it with her friends.
- C. Post it like it is.

Answer:

A. Parents can give advice on what to post. B. is also suitable, but it is better to discuss this issue with elderly people. C. may lead to undesirable comments and reactions.

If you choose the best answer, keep this card. If not, discard it.

София молодой и неопытный пользователь Инстаграма. Перед тем, как выложить свое первое фото ей следует:

- A. Показать фото родителям.
- B. Показать фото друзьям.
- C. Сразу выложить.

Ответ:

A.– лучший вариант. Родители могут посоветовать, что выкладывать. B. Тоже уместен, однако лучше обсудить пост со старшими людьми. C. может привести к нежелательным комментариями и реакции.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

5. You know that a boy from your class bullies your close friend in social media sites. You want him to stop. You should:
- A. Approach him directly asking to stop.
 - B. Go to the school psychologist and share about the incident.
 - C. Do nothing, as he will probably bully you as well.

Answer:

B. The school psychologist is a professional who can resolve the situation without disclosure of your name to others. A. may aggravate the situation. C. is inappropriate. Inaction encourages more bullying.

If you choose the best answer, keep this card. If not, discard it.

Вы знаете, что мальчик из вашего класса травит Вашу подругу в соц сетях.

Вы хотите его остановить. Вам следует:

- A. Подойти к нему напрямую и попросить перестать.
- B. Пойти к школьному психологу и рассказать о ситуации.
- C. Ничего не делать, иначе зачинщик может начать обижать и Вас.

Ответ:

B.– лучший вариант. Школьный психолог – профессионал, который сможет Вам помочь и решить ситуацию, не раскрывая Вашего имени другим. A. может усугубить ситуацию. C. неуместен. Бездействие лишь поощряет действия обидчика.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

6. To ensure online safety on Instagram you should:
- A. Ban unwanted users.
 - B. Delete inappropriate comments.
 - C. Make your page private.
 - D. All of the above.
 - E. None of the above.

Answer:

- D. In addition, to take care of your own privacy and safety in online environment, you can complain to the moderator, close your comments, and ensure that your posts meet the requirements of the social media site.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

Для того, чтобы обезопасить себя от кибербуллинга в Инстаграм, Вам следует:

- A. Блокировать нежелательных пользователей.
- B. Удалять неуместные комментарии.
- C. Закрыть аккаунт.
- D. Все из вышеперечисленного.
- E. Ничего из вышеперечисленного.

Ответ:

- D, еще, для достижения безопасности в сети, можно пожаловаться модератору, закрыть комментарии и удостовериться, что Ваши публикации соответствуют требованиям социальной сети.

If you choose the best answer, keep this card. If not, discard it.

diversyGUIDE

1. "If you don't like you for being yourself, be yourself even more." Taylor Swift, American singer.

*After reading this card aloud, any team member, including you, may comment on it.
Keep this card.*

“Если Вы не любите себя за то, кто Вы есть, еще больше будьте собой.”

Тэйлор Свифт, Американская певица.

*Когда Вы прочтете эту карту вслух, любой член команды, включая Вас,
может прокомментировать ее. Оставьте карту при себе.*

2. “People say sticks and stones may break your bones, but words will never hurt you, but that’s not true. Words can hurt. They hurt me. Things were said to me that I still haven’t forgotten.” Demi Lovato, American singer.

*After reading this card aloud, any team member, including you, may comment on it.
Keep this card.*

“Люди говорят, что палками и камнями можно сломать кости, но слова никогда не причинят боли, но это не так. Слова могут ранить. Они ранили меня. Некоторые слова я не забыла до сих пор.” Деми Ловато, американская певица.

*Когда Вы прочтете эту карту вслух, любой член команды, включая Вас,
может прокомментировать ее. Оставьте карту при себе.*

3. “You will never reach higher ground if you are always pushing others down.” Jeffrey Benjamin, public speaker.

*After reading this card aloud, any team member, including you, may comment on it.
Keep this card.*

“Принижая других, ты не добьешься высот.” Джеффри Бенджамин, оратор.

*Когда Вы прочтете эту карту вслух, любой член команды, включая Вас,
может прокомментировать ее. Оставьте карту при себе.*

4. “Bullying is tough, and sometimes you feel like you can’t speak to someone about it. I just want to let teens know that it’s okay to talk about it.” Cher Lloyd, British singer.

*After reading this card aloud, any team member, including you, may comment on it.
Keep this card.*

“Буллинг — больно и тяжело, а порой кажется, что ты не можешь это ни с кем обсудить. Я просто хочу, чтобы подростки знали, что нет ничего страшного в том, чтобы поделиться.” Шер Ллойд, британская певица.

Когда Вы прочтете эту карту вслух, любой член команды, включая Вас, может прокомментировать ее. Оставьте карту при себе.

5. “Unless and until our society recognize cyberbullying for what it is, the suffering of thousands of silent victims will continue.” Anna Maria Chavez, public speaker.

*After reading this card aloud, any team member, including you, may comment on it.
Keep this card.*

“Только до тех пор, пока наше общество не признает кибербуллинг настоящей проблемой, страдания тысяч безмолвных жертв продолжатся.” Анна Мария Чавес, оратор.

Когда Вы прочтете эту карту вслух, любой член команды, включая Вас, может прокомментировать ее. Оставьте карту при себе.

6. “At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.” Jane D. Hull, American politician.

*After reading this card aloud, any team member, including you, may comment on it.
Keep this card.*

“В конце концов, главный ключ к успеху ребенка — это позитивное участие в его жизни родителей”. Джейн Д. Халл, американский политик.

Когда Вы прочтете эту карту вслух, любой член команды, включая Вас, может прокомментировать ее. Оставьте карту при себе.

7. “You can make it, but it’s easier if you don’t have to do it alone.” Betty Ford, Former First Lady of the USA.

After reading this card aloud, any team member, including you, may comment on it.

Keep this card.

“Ты все сможешь, но будет проще, если тебе не придётся делать это в одиночку.” Бетти Форд, Первая Леди США.

Когда Вы прочтете эту карту вслух, любой член команды, включая Вас, может прокомментировать ее. Оставьте карту при себе.

diversiSHARE

1. How safe do you feel when using social media sites? In your opinion, what are the challenges and potential threats? Tell your team.

After you share, all players share their thoughts about this. Keep this card.

Считаете ли Вы, что социальные сети – безопасное пространство?

Расскажите Вашей команде о потенциальных угрозах и трудностях.

После того, как Вы поделились, остальные участники делятся своими мыслями по этому поводу. Оставьте карту при себе.

2. In the next 30 seconds name as many Instagram influencers as you can: bloggers, artists, public figures, etc. A teammate will time you.

If you name 5 or more, keep this card. If you name 10 or more, play again. If you name less than 5, discard this card.

За 30 секунд назовите максимальное количество Инстаграм инфлюенсеров: блоггеров, художников, публичных личностей и др.

Товарищ по команде засечет время.

Если Вы назвали 5 и больше, оставьте карту при себе. Если 10 и больше, возьмите новую карту, а если меньше 5 – отложите карту.

3. Have you or your friends ever encountered cyberbullying? In this case, how did you react? If not, how do you feel you would react?

After you share, other players who wish may add A similar incident from their own experience. Keep this card.

Вы или Ваши друзья когда-либо сталкивались с кибербуллингом? В такой ситуации, как Вы реагировали? Если нет, то как думаете Вы бы отреагировали?

После того, как Вы поделитесь, другие участники тоже могут поделиться подобной ситуацией из своего опыта. Оставьте карту при себе.

4. Do you use social media sites like Instagram, Facebook, YouTube, etc.? Which is your favourite and why? If not, why not?

After you share, all players share their preferences. Keep this card.

Используете ли Вы социальные сети такие как Инстаграм, Фейсбук, YouTube и др.? Какой сайт из них нравится Вам больше всего и почему? Если нет, то почему?

После того, как Вы поделились, остальные участники делятся своими предпочтениями. Оставьте карту при себе.

5. How do you ensure online safety? What information should be kept confidential and not disclosed on one's online profile in the social media sites? Tell your team.

After you share, all players share their thoughts about this. Keep this card.

Как Вы заботитесь о своей безопасности в сети? Какую информацию лучше не разглашать на своей страничке в соц сетях? Расскажите Вашей команде.

После того, как Вы поделились, остальные участники делятся своими мыслями по этому поводу. Оставьте карту при себе.

6. Describe for your team one thing you like about social media sites and one thing you don't like. How do you feel that what you do not like could be changed? Tell your team.

After you share, other players give you a high five. Keep this card.

Назовите одну особенность, которая Вам нравится в соц. сетях и одну, которая не нравится. На Ваш взгляд, что можно было бы изменить для улучшения той особенности, которая Вам не нравится. Расскажите своей команде.

После того, как Вы поделились, остальные участники дают Вам "пять". Оставьте карту при себе.

DiversiSMARTS

7. Nowadays, cyberbullying is the biggest online concern.
True or False?

Answer:

True. According to Dr. Martyn Wild, cyber safety expert, up to 35% of children all over the world were victimized online, which makes cyberbullying the greatest concern on modern virtual reality.

If you choose the correct answer, keep this card. If not, discard it.

Кибербуллинг – самая большая проблема онлайн.

Правда или Ложь?

Ответ:

Правда. Согласно Доктору Мартин Уайлд, эксперту по кибер-безопасности, до 35% детей по всему миру были жертвами в соц сетях, что делает кибербуллинг самой большой проблемой для современной виртуальной реальности.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

8. Which age group faces cyberbullying more frequently in Russia?

A. 13 – 16 years old.

B. 17 – 20 years old.

Answer:

A. People of this age group are less experienced in using social media sites and therefore, they oftentimes post photos that attract a lot of attention and negative reactions.

If you choose the correct answer, keep this card. If not, discard it.

Какой возрастной сегмент более подвержен кибербуллингу в России?

A. 13 – 16 лет.

B. 17 – 20 лет.

Ответ:

A. Люди этого сегмента не имеют большого опыта использования соц сетей, поэтому, зачастую, они выкладывают посты, привлекающие много внимания и отрицательных откликов.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

9. The level of awareness among Russian youth about cyberbullying is very high.
True or False?

Answer:

False. According to research, less than 30% of people aged from 13 to 20 know what cyberbullying is and understand the meaning of this word correctly.

If you choose the correct answer, keep this card. If not, discard it.

Уровень осведомленности о кибербуллинге у молодежи в России очень высокий.

Правда или Ложь?

Ответ:

Ложь. Согласно исследованию, менее 30% людей в возрасте от 13 до 20 знают, что такое кибербуллинг и понимают значение этого слова правильно.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

10. To whom do teenagers in Russia go to if they face cyberbullying?

- A. They tell their parents.
- B. They complain their teachers.
- C. They talk about it with their friends.
- D. They do not tell anyone.

Answer:

C. and D. are both most common. According to research, oftentimes, people aged from 13 to 20 share with their friends (46%) or do not tell anyone (46%).

Only 7% of respondents inform their parents and 1% inform their teachers.

If you choose the correct answer, keep this card. If not, discard it.

К кому, как правило, молодые люди в России обращаются, если сталкиваются с кибербуллингом?

- A. Рассказывают своим родителям.
- B. Жалуются своим учителям.
- C. Делятся со своими друзьями.
- D. Никому не рассказывают.

Ответ:

C. и D. Согласно исследованию, люди в возрасте от 13 до 20 чаще рассказывают своим друзьям (46%) или вовсе никому не говорят (46%).

Всего 7% респондентов делятся этой проблемой со своими родителями и 1% информирует учителей.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

11. Slut-shaming is the most popular type of bullying aimed at women.

True or False?

Answer:

True. Research shows that just about every young woman who experiences cyberbullying is slut-shamed. It is noteworthy, that males do not experience this type of bullying.

If you choose the correct answer, keep this card. If not, discard it.

Слатшейминг – самый популярный тип буллинга.

Правда или Ложь?

Ответ:

Правда. Согласно исследованию, почти каждая молодая девушка, сталкивающаяся с кибербуллингом, переживает и слатшейминг.

Примечательно, что молодые мальчики не испытывают его вовсе.

Если Вы выбрали правильный ответ, оставьте эту карту при себе. Если нет, отложите ее.

diversiRISK

1. While scrolling Instagram, you notice offensive comments posted by other unknown users under your friend's picture.

How might you think, feel or react in this situation? Tell your team, and then discard this card.

Листая ленту Инстаграма, Вы замечаете обидные комментарии, оставленные под фотографией вашего друга другими незнакомыми пользователями.

Как бы вы отреагировали, оказавшись в подобной ситуации? Расскажите своей команде и оставьте эту карту при себе.

2. You commented on your classmate's appearance on several pictures she posted. Later you noticed her at school in tears. You think that your comments might have hurt her.

How might you think, feel or react in this situation? Tell your team, and then discard this card.

Вы раскритиковали внешний вид своей одноклассницы на нескольких опубликованных ею фотографиях. Позднее в школе Вы видите ее в слезах. Вы думаете, что, возможно, Ваши комментарии так повлияли на нее.

Как бы вы отреагировали, оказавшись в подобной ситуации? Расскажите своей команде и оставьте эту карту при себе.

3. Your friend Mikhail shares with you that some of your classmates bully him online on social media sites. One day you notice that he is absent from school. After classes, you call him. He confesses that he is afraid to come to classes as your classmates might bully him in person as well.

How might you think, feel or react in this situation? Tell your team, and then discard this card.

Ваш друг Михаил рассказывает Вам, что некоторые из ваших одноклассников травят его онлайн. Однажды, Вы замечаете, что его нет в школе. После уроков Вы звоните Михаилу, и он сознается, что не пошел на уроки, потому что испугался, что зачинщики будут травить его и в реальной жизни.

Как бы вы отреагировали, оказавшись в подобной ситуации? Расскажите своей команде и оставьте эту карту при себе.

4. You are a young media influencer. Every day on Instagram you receive up to 10 messages in Direct, where people are trying to shame you for your body type.

How might you think, feel or react in this situation? Tell your team, and then discard this card.

Вы молодой медиа инфлюенсер. Каждый день в Директ Инстаграма Вам присылают до 10 – ти сообщений, в которых пользователи пытаются оскорбить Вас за Ваш тип фигуры.

Как бы вы отреагировали, оказавшись в подобной ситуации? Расскажите своей команде и оставьте эту карту при себе.

5. You are a young male student who thinks that he can attract the attention of the female classmate's he likes by provocatively commenting her online posts.

How might you think, feel or react in this situation? Tell your team, and then discard this card.

Вы молодой студент, который думает, что может привлечь внимание сокурсницы, которая ему нравится, оставляя провокационные комментарии под ее онлайн публикациями.

Как бы вы отреагировали, оказавшись в подобной ситуации? Расскажите своей команде и оставьте эту карту при себе.

6. You are 15. Your parents think that you should not use social media sites because of the possibility of cyberbullying.

How might you think, feel or react in this situation? Tell your team, and then discard this card.

Ваши родители считают, что Вам не следует использовать соц. сети из-за возможного кибербуллинга.

Как бы вы отреагировали, оказавшись в подобной ситуации? Расскажите своей команде и оставьте эту карту при себе.