Each one, reach one and teach one: students driving positive cyber behaviour with their peers
Each One, Reach One and Teach One

*Students driving positive cyber behaviour with their peers*

October 29th, Sydney Workshop

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Abstract

Young people’s behaviour is shaped by, among other things:

• **Social norms**
• **Wanting to feel accepted and valued**;
• **Wanting to belong to a group of friends or peers**.

*Peer influence*, more subtle than direct peer pressure, concerns responding in ways *which meet the perceived expectations of others: how they think their peers will re/act* (Burns & Darling, 2002).
Outline

- Importance of Student Voice
- Knowing your students
- Harnessing peer influence to drive positive cyber-behaviour
  - Participatory Co-design principles and Nudge Theory

Cut to the chase.....

- Involve all young people in *defining and identifying the problem and its magnitude*
- *Social norms and peer influence* are important
  - Tackle those through *engaging YP in the co-design process*
Safe and Well Online: Youth Centred
Young People as Co-researchers

Cohort: Over 5000 survey participants across 5 years

525 Young Collaborators in co-design
Campaigns Co-created with Young People

Through a Participatory Design approach, the project produced four campaigns.

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<tr>
<th>Theme identified by stakeholder groups</th>
<th>Theme reframed through Participatory Design with young people</th>
</tr>
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<tr>
<td>Cyberbullying</td>
<td>Respect for self and others</td>
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<tr>
<td>Body Image</td>
<td>Feeling good about yourself</td>
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<td>Help-seeking for Problems</td>
<td>Achievement by tackling everyday problems</td>
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<td>Help-seeking for Wellbeing</td>
<td>Goal Setting through fun peer interactions</td>
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</table>

Safe and Well Online Studies: Spears et al, 2015; 2017
Reframing Cyberbullying: 
Respect for Self and Others

Young people identified social norms and messages they wanted their friends to hear via social media to encourage positive uses of technology. https://zuni.com.au/yawcrc/keepittame/

Key themes were:
• responsibility for online behaviours; prompting action of bystanders; respectful relationships and cybersafety.

Focusing on the desired behaviour, rather than the problem. These included:
  – being thoughtful, being respectful, being active and
  – taking action when things happen online that you are upset by or don’t like.
Check out what happens next!

Check it out

You can use phones, tablets and computers to do awesome stuff. But things can turn nasty if you use them to disrespect each other. Treat each other with respect and KEEP IT TAME.

The Safe and Well Online project builds on NAPCAN's Smart Online Safe Offline Initiative.

The Young and Well CRC is not a mental health or crisis support service. If you need help, click on the help button above to contact Kids Helpline | Privacy Policy
Reframing Body Image:
Feeling good about yourself…

Then helping others to feel good about themselves.
https://vimeo.com/94621287

The Participatory Design approach highlighted how young people loved giving and receiving positives/likes
Reframing help-seeking for problems: Tackling everyday issues


Exam Stress
Pressure
Goals
Students driving positive cyber behaviour with their peers?

- Social norms matter
- Tackle them through engaging YP in a co-design process
- Nudging is better than ‘telling’ or ‘forbidding’ or ‘banning’
- Know your students; Each one, Reach one, Teach one
- Involve all YP in defining and identifying the problem from their perspective, then co-designing solutions
Cyberbullying

Young people:
• have the “insider” view
• are active agents in their own sociality
• ARE the knowledge holders, and
  • can broker that knowledge to support interventions through:
    • participatory co-design;
    • co-constructing shared meaning; and
    • co-researching the phenomenon with adults as partners in the process
Power of Peer Networks

Each One
Teach One
Reach One

Valued
Belonging
Popularity
Connectedness
Acceptance
Status
Friends
Intimacy
Social Norms
Help seeking
Peers
Nudge Theory (Thaler and Sunstein, 2008)
Changing the choice architecture

- **Indirect suggestions, incentives and information** used to influence decisions about how to behave
- **Small subtle changes to the environment that** can affect choice and subsequently behaviour
- A “nudge” is a feature of the environment which influences others without coercing them
- A process of **steering behaviour which is in the best interests for society in predictable ways**
  - Without forbidding any options
Nudging YP towards positive cyber behaviour

- A way to shape behaviour and navigate young people towards making positive decisions about their behaviours,
- without telling them what they should or ought to do.
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Why do we need to empower and engage them to drive positive cyber behaviour with their peers

The Challenges for Us
Social Networks

**FAMILY**
- Immediate
- Extended

**SIGNIFICANT OTHERS**
- Teachers, Counsellors, Adults, Media, Idols.

**PEERS**
- Same-sex
- Cross-sex

**VERTICAL**
- Role Models
- Gender Socialisation
- Sex Appropriateness of Behaviour

**HORIZONTAL**
- Peer Pressure,
- Conformity to Group Norms
- Expectations, Standards

**FRIENDSHIP**
- Intimate, Disclosing,
- Dyadic, Exclusive

**PEERS**
- Group Acceptance,
- Popularity,
- Status

© B Spears
Challenge #1: Timing.....Us vs Them

Increasingly Mobile; Visual; Real Time

The rise of the smartphone

33% of internet users view their smartphone as the most important device for getting online

Proportion of internet users

Change since 2014

https://empoweryourknowledgeandhappytrivia.wordpress.com/2015/06/24/internet-timeline/
Human-Computer Interaction (1830s – 2015), USA = Touch 1.0 → Touch 2.0 → Touch 3.0 → Voice

TREND: Voice activated
# Video Evolution = Accelerating
**Live (Linear) → On-Demand → Semi-Live → Real-Live**

## Live (Linear)
- **Traditional TV**
  - 1926
- **Tune-In or Miss Out**
- **Mass Concurrent Audience**
- **Real-Time Buzz**

## On-Demand
- **DVR / Streaming**
  - 1999
- **Watch on Own Terms**
- **Mass Disparate Audience**
- **Anytime Buzz**

## Semi-Live
- **Snapchat Stories**
  - 2013
- **Tune-In Within 24 Hours or Miss Out**
- **Mostly Personal Audience**
- **Anytime Buzz**

## Real-Live
- **Periscope + Facebook Live**
  - 2015 / 2016
- **Tune-In / Watch on Own Terms**
- **Mass Audience, yet Personal**
- **Real Time + Anytime Buzz**

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**TREND:** Real Time
Challenge 2# Who Are Young People today?

YouTube, Instagram and Snapchat are the most popular online platforms among teens.

Fully 95% of teens have access to a smartphone, and 45% say they are online ‘almost constantly’


TREND: Social + Visual Connectedness
# Generation Z (Ages 1-20) = Communicates with Images

**TREND:**
Multi Screens + IMAGES

## Attributes – Millennials vs. Gen Z

<table>
<thead>
<tr>
<th>Millennials</th>
<th>Gen Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Savvy: 2 screens at once</td>
<td>Tech Innate: 5 screens at once</td>
</tr>
<tr>
<td>Communicate with text</td>
<td>Communicate with images</td>
</tr>
<tr>
<td>Curators and Sharers</td>
<td>Creators and Collaborators</td>
</tr>
<tr>
<td>Now-focused</td>
<td>Future-focused</td>
</tr>
<tr>
<td>Optimists</td>
<td>Realists</td>
</tr>
<tr>
<td>Want to be discovered</td>
<td>Want to work for success</td>
</tr>
</tbody>
</table>


Note: In Gen Z defined in this report as those born after 1995. In 2016, they are ages 1-26. Note that there may be different opinions on which years each generation begins and ends.

Global Electronic Messaging Platforms – Evolution of Simple Self-Expression

Japanese Cell Phones – Type-Based Emoji 1990s

AOL Instant Messenger – Convert Text Emoticon to Graphical Smiley 1997

NTT DoCoMo-Emoji 1999

Apple iOS 5 – Native Emoji 2011

Line – Stickers 2011

Bitstrips – Bitmoji Personalized Emoji 2014

Facebook Messenger – GIF Keyboard 2015

Snapchat – Lenses 2015

TREND Simple Expression 😊😊
Data Generators = Increasing Rapidly

TREND
Ultra-Connected
Harnessing Contemporary Youth Voice?

Not just present, but active.

Increasingly Mobile + Voice activated

Communicate through Images + Multi-screens

Everything is in Real Time

Use Simple forms of expression 😊

Connected.. To everything Always on

Contemporary Youth

Visual
Challenge #3  Socialising on/offline: seamlessly

Networked Publics (danah boyd, 2008)
- Multiple, overlapping global networks
- Always accessible
- Identities visible, traceable, & searchable
- Different audiences are all in plain sight

Where and how to Intervene?
Challenge #4  Where and how to intervene?

Where are they physically located:
- School?
- Home?
- Couch?
- Transport?

Who are they with?

How are they accessing online?
- How is it delivered to them?
- Devices?
- Platforms?

How do we measure in this space?
- What do we measure?
Challenge #5  Traditional Intervention Processes: *Us to Them*

Where are Young People in this process?

1: “Do the Science”
Gather data/evidence

2: Knowledge mobilisation:
Translate research to policy & practice

3: Design & Implement Prevention & Intervention Strategies

4: Evaluate; Scale up

Adult Directed:
Participants? Informants?

Challenge #5  Traditional Intervention Processes: *Us to Them*
Challenge #6 How Best to Gather the Information?

Adult focus on what we think we need to know: Definitions, measures; prevalence

An outsider-in approach: Adults looking in
Challenge #7  Prevention Science & Design

Typical offline behavioural Intervention model:

Where are the peers?
How do we intervene online?

Tier 3
Tertiary
Targeted individual

Tier 2
Secondary
Some students;
Rapid Response

Tier 1
Universal
All students, proactive, preventative
Challenge #9: Effective Implementation
“Singing from the same song sheet”

Who does what? When? How much? How often?

We “deliver” the program

The “Bower Bird” Approach
Teachers do not always ‘deliver’ it as prescribed: they pick and choose
Challenge #10: The Context We Operate In
Adults Positioned as Experts

40 Years of Research BUT
The cyberbullying 'experts' are
actually the young people
themselves

And the Survey Says...
Challenge #10
What happens when the traditional process is inverted?

**As Co-Constructors of Knowledge**

**As Knowledge Brokers**

**As Co-creators and Co-researchers**

**As Experts with Lived experiences**

**Positioning Youth As Experts with knowledge and experiences**

**Employing Youth Centred Practices To drive knowledge creation & intervention**
Harnessing peer influence to drive positive cyber-behaviour through Participatory Co-Design
User-centred Participatory Design Process

What should the message be?
How should it be delivered?
What script should be used?

Why is it occurring?
Who does it effect?
What is the magnitude of the problem?

Did the intervention work?
Was the message clear?
Did it have impact?

How do young people ‘see’ the problem?
What is the problem for them?

What is the problem?
Why does it occur and who does it effect?
What is the magnitude of the problem?

Evaluate impact, process and outcome.
Design intervention, planning and evaluation framework. What works and for whom?
Basic Principles of Participatory Co-Design:

Principle 1: Young people are involved as active participants (co-designers) throughout the design process from problem-setting to problem-solving.

Principle 2: YP contribute as design partners; participating in idea generation as well as providing opinions and feedback on existing design concepts.

Principle 3: Proposed interventions are understood and continually evaluated from the perspective of whether they are relevant, meaningful and engaging to the young people who stand to benefit from them, as well as taking into consideration potential for harm and their anticipated impact on mental health and wellbeing outcomes.

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Know Your Students
Each One
Reach One
Teach One
Each One: Who are these students?

- **Savvy:**
  - Are making good decisions about their behaviours online; already have the knowledge and skills and values to make good decisions; *peer tutors*

- **Naïve:**
  - Lack sufficient knowledge and skills to engage in effective decision-making. Could do with some additional ‘training’ so they become better at managing their behaviours and safety online; *harm minimisation strategies*

- **Vulnerable:**
  - Lack the necessary knowledge and skills; Something is going wrong in their lives: parental discord; break-up; family, peer or romantic relationships; experiencing “drama”; likely to be highly emotionally upset: *seek connectedness elsewhere/online;*

- **At Risk:**
  - Mental health or trauma concerns; major relationship disruptions; lonely; isolated; disengaged; rejected disenfranchised; disconnected

Willard, N., 2007
Reach One: How can you connect?

• Understand the social dynamic and the social norms:
  – Who is
    » Popular and accepted
    » Accepted but not necessarily popular
    » Not accepted and rejected
    » Aggressive: Accepted? Rejected?
    » Lonely
    » Shy
    » “Different”

Connectedness:
  Social
  Cultural
  School
  Family
  Technological
Teach One: maximising peer influence through student voice

Young People as Co-Researchers

Youth Voice Reverses the roles:

From active participants:
- research is done *to* or *on* them

To experts who *share* lived experiences as *co-researchers*
- Research is *shared*

- positioned *as the experts*;
- *partner* with each other and the facilitators to create shared understanding

Spears et al (2008; 2009)
How much voice do YP have in your setting?

Degrees of Youth Participation (Hart, 1992)

Co-construct Meaning: 
*Shared power*

- Young people and adults share decision-making
- Young people lead and initiate action
- Adult initiated, shared decisions with young people
- Youth consulted but informed
- Youth assigned but informed
- Tokenism
- Decoration
- Manipulation

Consider your school’s approach to young people’s involvement
Calling on a wealth of research where young people have co-designed and co-researched with us
Appreciate A mate:
Positive Messages Co-designed by Young People
Thank You
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