Workshop on cyberbullying

Professor Edward CHAN & Dr Lu YU

Department of Applied Social Sciences
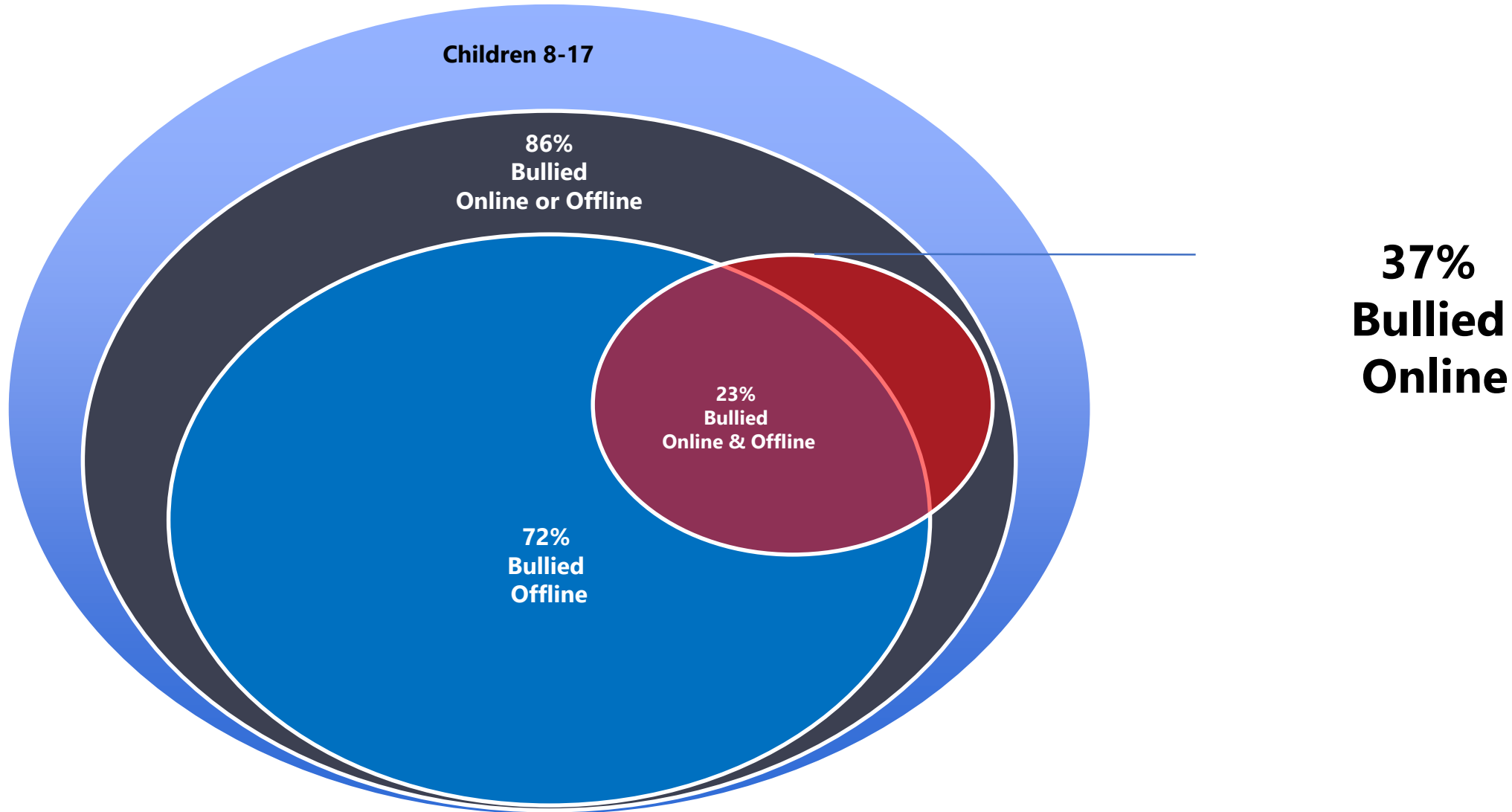
The Hong Kong Polytechnic University

Cyber-bullying Facts

- Top 10 Forms of Cyber Bullying
- https://www.youtube.com/watch?v=0Xo8N9qIJtk

Microsoft 2012 Report

- 37% (25 country average) of children age 8-17 who responded to the survey say they have been subjected to a range of online activities that some may consider to be online bullying or to have adverse effects.

Children 8-17

**86%
Bullied
Online or Offline**

**23%
Bullied
Online & Offline**

**72%
Bullied
Offline**

**37%
Bullied
Online**

Old Problem in New Disguise?

Bullying

1. making fun of others
2. giving them nicknames
3. spreading rumours
4. giving insulting comments
5. shoving or physical assault

Cyberbullying

(HK Playground Assoc Survey 2016)

1. Denigration (defaming)
2. Masquerade
3. Impersonation
4. Sexting
5. Happy slapping (attack a victim for the purpose of recording the assault)
6. Outing (revealing the homosexuality)
7. Harassment
8. Flaming (posting insults, offensive language)
9. Cyberstalking (doxing)
10. Exclusion

Different or no different?

- **Grotesque defamation, Internet Polling**: rating sites; doctored photos
- **Denigration**: Send damaging statements about victims to other students
- **Cyberstalking**: threaten physical or sexual violence; stalking through GPS
- **Technological attacks**: shut down V's blogs; hack into V's account and send offensive messages in V's name to others
- **Happy Slapping**: videotaping a physical attack and posting it online

Cyber-Bullying

- **cyberbullying is an *intentional* aggressive act to inflict psychological harm on another individual, *repeatedly*, through digital technologies and online mediums**

  (Hinduja & Patchin, 2014)

- **"any aggressive, *intentional* act carried out by a group or individual, using electronic forms of contact, against a victim *who cannot easily defend himself or herself*"**

  UN Special Representative of the Secretary-General on Violence against Children, Annual Report 2016

- Distinguished from cyberstalking and cybercrime

UN

- CB as a serious manifestation of online violence

- Elements of imbalance of power, use of electronic or digital means

- Anonymity (absolute?)

- Ability to reach a broad audience : fast and wide

Cyberbullying - Doxing

Search for and publish private or identifying information about a particular individual on the Internet, typically with malicious intent (Oxford Dictionaries, 2015).

Survey Study of Hong Kong
High School Students' Attitude

A representative sample of Hong Kong secondary school students (n = 2,120)

	N	%
Male	1,123	52.97
Female	997	47.03
Total	2,120	100

	N	%
Secondary 2	549	25.90
Secondary 3	560	26.40
Secondary 4	501	23.60
Secondary 5	510	24.10
Total	2,120	100.00
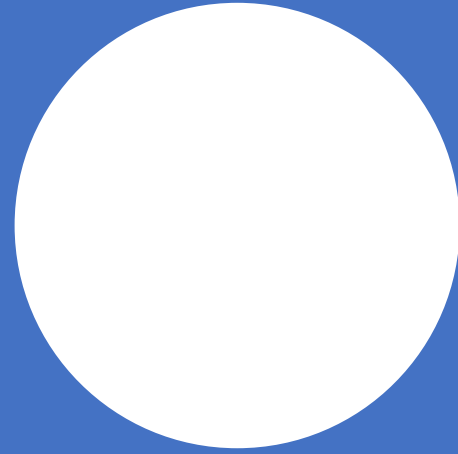
Experience of conducting doxing on the Internet

Article

Doxing: What Adolescents Look for and Their Intentions

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Table 1. Demographic characteristics of participants.

Demographic Characteristics	Sex (%)				Have You Ever Conducted Doxing? (%)			
	Male (n = 1123; 53.0)	Female (n = 997; 47.0)	χ^2	p	Yes (n = 259; 12.2)	No (n = 1861; 87.8)	χ^2	p
Mean age (SD)	15.16 (1.44)	15.05 (1.46)	1.46	0.144	14.94 (1.36)	15.13 (1.46)	−2.32	0.02
Sex								
Male					9.8	90.2	8.70	0.003
Female					14.5	85.5		
Year of secondary school								
Secondary 2	24.7	25.2	0.40	0.941	25.2	24.9	8.04	0.045
Secondary 3	25.0	24.6			30.1	24.1		
Secondary 4	24.8	25.7			25.9	25.1		
Secondary 5	25.5	24.5			18.9	25.8		
Education level of father								
Don't know	37.2	27.8	26.64	<0.001	29.0	33.2	6.75	0.24
No schooling/Pre-primary/Primary	6.2	5.7			5.0	6.1		
Lower Secondary (S.1–S.3)	14.5	19.1			14.3	17.0		
Upper Secondary/Sixth Form (S.4–S.7)	24.4	28.8			29.7	26.1		
Diploma/Certificate/ Sub-degree course	5.7	8.0			8.0	6.6		
Degree course or above	12.1	10.5			14.0	11.0		
Education level of mother								
Don't know	35.4	24.4	35.24	<0.001	24.3	30.9	11.07	0.05
No schooling/Pre-primary/Primary	8.6	7.8			7.0	8.4		
Lower Secondary (S.1–S.3)	13.7	17.9			14.6	15.9		
Upper Secondary/Sixth Form (S.4–S.7)	25.5	31.5			31.1	28.0		
Diploma/Certificate/ Sub-degree course	7.5	9.1			10.8	7.9		
Degree course or above	9.3	9.3			12.2	8.9		

Table 2. Doxing as predictor of disclosure of others` personal information

Doxed others` information	B	OR	95% CI	P
Name	1.190	3.286	[2.491, 4.336]	< .001
Social information	1.235	3.438	[2.634, 4.487]	< .001
Personally identifiable information	1.425	4.160	[2.227, 7.770]	< .001
Current living situation	1.237	3.445	[2.338, 5.075]	< .001
Education information	1.080	2.946	[2.036, 4.262]	< .001
Private information	0.995	2.705	[2.018, 3.625]	< .001
Sensitive information	1.645	5.181	[3.352, 8.007]	< .001

	Male	Female	Total
Ever conducted doxing (searching personal information) on the Internet	9.8%	14.5%	**12.1%****
Targets of doxing:			
People whom you like	*41.2%*	*62.0%*	*53.2%****
People whom you dislike	*57.0%*	*45.9%*	*50.7%*
No specific targets	*27.6%*	*35.6%*	*32.2%*
Others	*9.0%*	*8.4%*	*8.6%*
Never conducted doxing on the Internet	90.2%	85.5%	87.9%
Total	100.0%	100.0%	100.0%

**p<.01, ***p<.001

Whether the students ever conducted doxing on the Internet

Platforms the students conducted doxing

No.	Platform	Male	Female	Total
1	Social networking site	66.8%	86.7%	78.2%***
2	Instant Messenger	48.4%	51.5%	50.2%
3	Search engine	43.0%	23.8%	31.9%**
4	Video-sharing website	24.3%	13.3%	18.0%*
5	Forum	29.4%	9.5%	18.0%***
6	Chat-room	9.9%	11.4%	10.7%
7	Web-page	9.6%	11.3%	10.6%
8	Email	11.4%	2.4%	6.2%*
9	Blog	7.2%	3.2%	4.9%
10	Other	0.8%	0.4%	0.6%

*p<.05, **p<.01, ***p<.001

Experience of disclosing your personal information **by others - victimization**

Article

Doxing Victimization and Emotional Problems among Secondary School Students in Hong Kong

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Whether the personal information ever been disclosed on the Internet without students' consent

	Male	Female	Total
The personal information ever been disclosed on the Internet without students' consent	48.8%	61.2%	54.7%***

***p<.001

Table 1. Types of information disclosed and associations with DASS scores

Type	Prevalence				DASS Correlation		
	Male (%)	Female (%)	Total (%)	Chi-square	Depression	Anxiety	Stress
Personal photos or videos	27.7	35.5	31.4	34.811***	0.124***	0.108***	0.118***
Name	24.4	36.0	29.9	52.886***	0.101**	0.086**	0.074*
Birthday	18.8	30.0	24.2	44.818***	0.106***	0.096**	0.100**
Mobile phone number	12.4	18.1	15.1	28.667***	0.148***	0.146***	0.125***
School name	10.5	19.5	14.8	47.820***	0.109***	0.117***	0.107***
Academic performance	7.1	12.1	9.5	30.035***	0.089**	0.084**	0.082**
Locations	7.7	11.0	9.3	13.655*	0.090**	0.097**	0.099**
Private internet or text conversation	5.2	13.4	9.1	55.864***	0.123***	0.119***	0.129***
Embarrassing photos or videos	6.5	11.4	8.8	18.399**	0.107***	0.111***	0.124***
Personal email address	6.8	9.2	8.0	8.300	0.096**	0.083**	0.089**
Relationship status	4.2	9.1	6.6	25.169***	0.121***	0.115***	0.113***
Odd habits	3.6	7.2	5.4	18.065	0.105***	0.090**	0.096**
Parents` names	4.6	4.2	4.4	3.250	0.113***	0.085**	0.117***
Intimate photos or videos	3.3	5.3	4.3	7.073	0.085**	0.085**	0.102***
Student card	4.2	4.1	4.2	2.829	0.108***	0.092**	0.102**
Home telephone number	3.9	4.0	3.9	3.354	0.085**	0.068*	0.081**
Home address	4.3	2.5	3.5	7.523	0.097**	0.080**	0.106***
Sexual orientation	2.4	3.4	2.9	4.108	0.120***	0.113***	0.115***

*p<.05, **p<.01, ***p<.001

Table 2. Doxing perpetrators and associations with DASS scores

Type	Prevalence				DASS Correlation		
	Male (%)	Female (%)	Total (%)	Chi-square	Depression	Anxiety	Stress
Parents/family members	20.8	28.0	24.6	7.84**	0.038	0.033	-0.006
Classmates	46.5	54.3	50.7	6.26*	0.045	0.058*	0.015
Other students in the same grade	28.8	31.6	30.3	0.60	0.078**	0.067*	0.048
Other students in your school	26.5	29.9	28.3	1.55	0.091**	0.109***	0.059*
Teacher/Tutor	2.7	3.2	2.9	0.27	0.019	0.031	0.026
Friends outside your school	20.6	30.2	25.7	13.18***	0.028	0.037	0.038
People you personally know	21.7	30.0	26.2	10.04**	0.086**	0.074*	0.055
Internet friends	3.8	6.2	5.1	3.18	0.029	0.009	0.034
Strangers	3.5	4.6	4.1	1.24	0.019	0.038	0.029

*p<.05, **p<.01, ***p<.001

Table 3. Doxing platforms and associations with DASS scores

Type	Prevalence				DASS Correlation		
	Male (%)	Female (%)	Total (%)	Chi-square	Depression	Anxiety	Stress
Instant Messenger	53.7	67.8	61.3	21.91***	0.083**	0.087**	0.068*
Social networking site	44.7	63.7	54.9	36.94***	0.063*	0.068*	0.066*
Chatroom	9.7	8.8	9.2	0.05	0.049	0.050	0.018
Email	6.2	3.6	4.9	3.33	0.031	0.047	0.051
Video-sharing website	2.9	1.7	2.2	0.18	0.030	0.059*	0.062*
Webpage	1.5	1.5	1.5	0.00	0.022	0.029	0.016
Forum	0.7	0.2	0.4	2.17	0.032	0.027	0.049
Blog	0.5	0.3	0.4	0.33	0.032	0.027	0.047

*p<.05, **p<.01, ***p<.001

Students' understanding of privacy and knowledge of privacy protection

- More than 3/4 of the students agreed the following information is sensitive personal information: usernames and passwords of online accounts, bank account numbers, passport number, ID card number, private internet or text conversation, intimate photos or videos, embarrassing photos or videos, obscene or indecent photos or videos.

- And also more than 3/4 of the students thought name, birthday, school name and were personal information, instead of sensitive information.

- Only 3.5% of students can the name of the Ordinance in Hong Kong that aims to protect the privacy of individuals in relation to personal data.

- Nearly half of the students learn the knowledge about managing and protecting their privacy from the internet.

Highlights

Almost all types of information subject to doxing to be significantly associated with such negative emotional states as depression, anxiety, and stress.

Participants doxed by schoolmates reported the most significantly negative emotional feelings.

Significant associations were found in our study between unauthorized disclosure via Instant Messenger, social networking sites and feelings of depression, anxiety, and stress in victims.

Further exploration of integrated cyber violence prevention programs is therefore strongly recommended for schools with regard to preventing doxing victimization.

Conclusions and Implications

Adolescents who conducted doxing had greater odds of disclosing others' personal information, students who had conducted doxing had also experienced information disclosure as victims, perpetrators, or bystanders.

Half of the doxing perpetrators target people they like to fulfill their social needs, the others target people they dislike with the malicious intention of harassing or attacking the victims.

Schools and parents need to provide adolescents with guidelines on online behavior that empathy education and training be included in intervention programs.

Improving parenting practices can be a protective factor from doxing behaviors, programs should improve parent-adolescent relationships and parental involvement.

Conclusions and Implications (Cont.)

•Case study

Significant players

Instigators and the supporters
provoke doxing and who post words for supporting the perpetrators

Perpetrator(s)
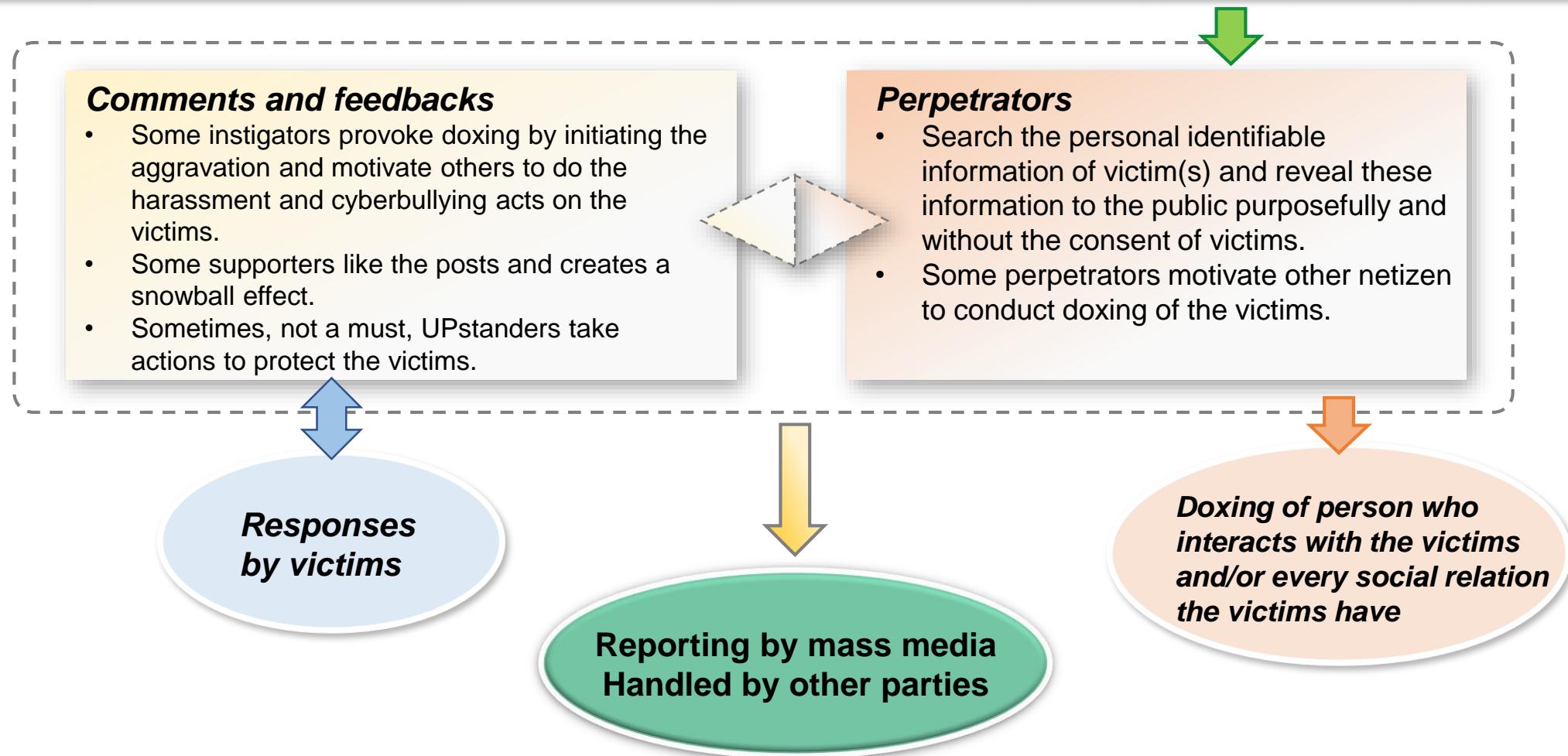search and broadcast others' sensitive information

UPstanders
post words for supporting the victims

Bystanders
see what is happening between the perpetrators and the victims but do not get involved in the doxing

Victim(s)
their sensitive information have been disclosed

Cycle of doxing

Key antecedents
- **Personal contacts**: conflicts, disagreements, disputes between the perpetrators and victims
- **Daily life experiences and observations**: disagreements with some behaviors or reactions or arrangements
- **Online platforms**: comments (agreements or disagreements) with some sharing posts or incidents

Comments and feedbacks
- Some instigators provoke doxing by initiating the aggravation and motivate others to do the harassment and cyberbullying acts on the victims.
- Some supporters like the posts and creates a snowball effect.
- Sometimes, not a must, UPstanders take actions to protect the victims.

Perpetrators
- Search the personal identifiable information of victim(s) and reveal these information to the public purposefully and without the consent of victims.
- Some perpetrators motivate other netizen to conduct doxing of the victims.

Responses by victims

Reporting by mass media Handled by other parties

Doxing of person who interacts with the victims and/or every social relation the victims have

Victims' responses as catalysts of doxing process

Case No.	Nature	Form of cyberbullying	Sex of victim/s	Age of victim/s
1	Peer verbal disputes	Insulting comments, Disclosure of personal information, Disclosure of identities of victim's relatives and friends	F & M	17-19

Victims' responses as catalysts of doxing process

Responses by victims

01 Disagree with the views of netizen and defend themselves without reasonable evidence

02 Those with relationship with victims clarify the incidents or provide more details, but not accept by the netizen

03 Apologize but not accept by the netizen

Catalysts →

Doxing process

Netizens are barking up the wrong tree after victims' responses

Case No.	Nature	Form of cyberbullying	Sex of victim/s	Age of victim/s
2	Public affairs	Insulting comments	F	Secondary one students

Netizens are barking up the wrong tree after victims' responses

Responses by victims

01 Provide reasonable explanations

02 Apologize and accept by the netizen

Cooling → **Doxing process**

Stop: no further comments from netizens

Role changing: conduct doxing on the perpetrators

Case no. 3

Legal Liabilities

Case No.	Collection and Disclosure of Personal Data	Harassment	Defamation	Copyright	Publication of Indecent and Obscene Articles
1	✔	? ✔	✔	?	
2	✔	? ✔	✔	?	
3	✔	? ✔	✔	?	

Discussion

- **Definition of doxing → Legal response**

- **What is personal data?**

- Personal Data (Privacy) Ordinance (Cap.486)

- *personal data* (個人資料) means any data—
    - (a) relating directly or indirectly to a living individual;
    - (b) from which it is practicable for the identity of the individual to be directly or indirectly ascertained; and
    - (c) in a form in which access to or processing of the data is practicable;

- **Hard data**

- **Social data:** engaging in social activities, networking

- Hard data: students know the importance of protecting; but hard data is not the major target pf doxing

- Social data: Less cautious to defend doxing or protect personal information; but ready target of doxing
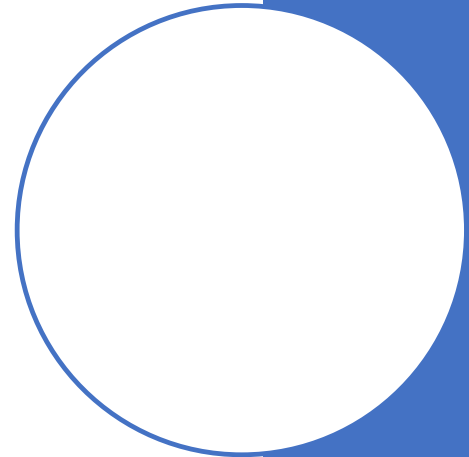
Intention of doxing:

- Mixed with curiosity & hostility
- Curiosity (no intention of causing harm) vs hostility (intent to cause harm)
- Blurred boundary between social doxing and hostile doxing

Acts:

- Searching, posting, reposting (collective activity, social endorsement)
- Doxing: perpetrator, victim, victim → perpetrator, bystander

Legal responses:

- One-size-fits-all?

    - Personal Data (Privacy) Ordinance (Cap.486)

    - Access to computer with criminal or dishonest intent (Crime Ordinance (S.161, Cap.200)

- Or need more specific law targeting specific crime?

Criminal intimidation (s. 24 Crimes Ord)

Criminal damage (s. 60 Crimes Ord)

Procuring unlawful sexual acts by threats (s. 117(1A) Crimes Ord)

Access to computer with criminal or dishonest intent (s.161 Crimes Ord)

Blackmail (s. 23 Theft Ord)

Possession of child pornography (s.3(3) Prevention of Child Pornography Ord)

Distribution of indecent and obscene articles (Obscene and Indecent Articles Ord.)

Offensive telephone calls and messages (s. 20 Summary Offences Ord)

intentional infliction of psychological harm

s.64: offence

Unauthorised use/disclosure of personal data (PDPO)

Defamation (tort)

Intimidation and harassment (tort)

HK Current legal remedies

10 Principles Digital communication

New Zealand:
Harmful Digital Communications Act 2015

Should NOT:

- disclose sensitive personal facts about a person;
- be threatening, intimidating, or menacing;
- be grossly offensive;
- be indecent or obscene;
- be used to harass a person;
- make a false allegation;
- breach confidences;
- incite or encourage anyone to send a deliberately harmful message;
- incite or encourage a person to commit suicide; and
- denigrate a person's colour, race, ethnic or national origins, religion, gender, sexual orientation or disability.

Improvement in social network

Prevention

- A multi-disciplinary collaboration for cyberbullying prevention

Legal

Laws against cyberbullying

Home

Parental guidelines and monitoring

Organizations

Anti-bullying programmes, early intervention and support

School

Guidelines or policies to address the issues of cyberbullying

Government

Devote more resources on anti-bullying programmes

Curriculum

Raising students' awareness and existing norms concerning cyberbullying, behavioral control by providing helping strategies for oneself and others, when confronted with cyberbullying, etc.

School-based cyberbullying prevention

- Meta-analysis results showed that school-based intervention programs reduced peer victimization between 17 and 20% compared to routine school services, with which presence of parent, classroom disciplinary methods (Farrington & Ttofi, 2009)

Whole-school approach

- Multi-levels of intervention:
- Level 1:
    - Victims
    - Perpetrators
    - Bystanders
- Level 2: at-risk students
    - School teachers
    - School social workers and educational psychologists
- Level 3: Parents